

MAINE STATE LEGISLATURE

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PUBLIC DOCUMENTS

OF THE

STATE OF MAINE

BEING THE

REPORTS

OF THE VARIOUS

**PUBLIC OFFICERS
DEPARTMENTS AND
INSTITUTIONS**

FOR THE TWO YEARS

JULY 1, 1922--JUNE 30, 1924

REPORT

of the

STATE COMMISSIONER OF
EDUCATION

of the

State of Maine

for the

School Biennium Ending June 30, 1924

STATE OF MAINE

DEPARTMENT OF EDUCATION,
AUGUSTA, July 1, 1924.

*Your Excellency, Percival P. Baxter, Governor, and the
Honorable Council:*

GENTLEMEN:

As required by Chapter 82 of the Public Laws of Maine for 1923, I have the honor to submit the biennial report of the Commissioner of Education for the period beginning July 1, 1922, and closing June 30, 1924. This report gives a detailed statement of the schools of Maine, covering census, school attendance, receipts and expenditures and the general efficiency of the schools in all the towns of the state.

Respectfully submitted,

AUGUSTUS O. THOMAS,
State Commissioner of Education.

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The accompanying illustration represents the new \$500,000 George W. Stearns High School at Millinocket. Millinocket is the seat of industry of the Great Northern Paper Company. Twenty-five years ago, Millinocket was no more than a hamlet. Today it has a population of 4,528, largely built up through the industries of this great concern. A town with the population of Millinocket could not ordinarily provide a school building of this proportion and maintain it. The Great Northern Paper Company, realizing that the best results of industry come when the operatives are well housed, properly fed and have opportunities for social and educational advancement, has been a factor in the development of the school plant. Honorable George W. Stearns, for whom this building is named, is one of the outstanding public-spirited men of Maine. He was formerly superintendent of schools at Millinocket and later became superintendent of the Great Northern Paper Company's work. He was also a member of the State Executive Council.



GEORGE W. STEARNS HIGH SCHOOL, MILLINOCKET

Chapter I.

BY WAY OF INTRODUCTION

For one hundred and four years the State of Maine has been engaged in building a state system of schools. It was the policy of the founders, as of those who have carried on the work throughout these hundred years, to regard the elements and spirit of democracy to the fullest extent. Notwithstanding these one hundred years, we are even yet a fragmentary, patchy, loosely put up, in many ways irrelevant, imperfect and inefficient system, but not more so than is found in practically all the other states of the union.

For such a condition, there are many causes. Patrick Henry's lamp of experience could not function as we were all pioneers in an intangible science. Those who attempted to lead were like discoverers on a trackless sea, explorers over vast areas of uncharted prairies, scanning the horizon for peaks of lofty hills. Then, there was our notion of democracy. The job was in the hands of the people. The people did not know; they did their best. In many instances, they blundered along. In fact, they were fearful of change. They wanted to leave things as they were. They constantly said, each generation after the other, "The schools were better, more thorough in my day." What was everyone's business was no one's business in particular. Then there were frequent changes in leadership. Educational administration had not become a science nor a profession. The work was more political than professional. There was an uneven distribution of the privileges of education. Our fathers admonished us to provide an even distribution, to give all of the children of all the people equal opportunities, but even yet we have not done so.

All through the history of the past, there were high taxes on one side of the road and low taxes on the other;

good schools on one side of the road and poor schools on the other. Some children went to school and got what education they could and some did not. Even yet, we have failed in the almost unknown science of "human engineering," of "educational engineering." We have prescribed pretty much the same treatment for all children, put them through the same educational molds, standardized our classification, our tests, our grades and our achievements. We could not make the weak strong, the small large. We could not push the slow-witted forward but we could hold the quick-witted back. We could compress the large to the smaller mold and "even up" in our attempt to make all the same size by reducing rather than building up in order to make them conform.

We are now beginning to see a ray of light in the science and art of education. We are seeking efficiency in our school finances, in our school instruction. We are seeking equal educational opportunities for all children. We are seeking that form of education which will develop to the greatest extent the dynamics of the individual and make him yield the fruitage of his gifts to his own happiness and the welfare of society. The problem which is ahead of us is to find a way to fit instruction to the individual needs.

Our Schools Are Not Good Enough

Our schools are not good enough but they are improving. We have spent several years in building the foundations of physical betterment, buildings and equipment, and have been developing our teacher training institutions. We are now to begin down at the very lowest grade in the improvement of instruction. It will take years before the product will show to any great extent. If we can make improvement in the elementary schools, it will take four to eight years before these young people can show what they can do in college, and four years more before they can get out into life. Education is a long process and we must not expect a too sudden development of efficiency.

Our progress comes from the cooperation of all of the people. First, we have had the cooperation of the mem-

bers of the legislature. They have sought to give us wise laws. They have withheld nothing which was in their power to give in the name of education. We have been fortunate in our governors, who have been exceedingly interested in this particular phase of our state's advancement. They have given every possible encouragement. They have given of their time and interest. They have backed the policies and program of the Department of Education to the fullest extent.

Then, we have had the sympathetic attention and cooperation of the public. The people themselves, in the stress of the days following the great war, when our system was broken down, went into their town meetings, put their hands in their own pockets and voted a million dollars more for the salaries of teachers and school maintenance than they had ever voted before. This was a heroic act. It meant more than voting millions in New York, in Pennsylvania or in Illinois. It was a tremendous sum, considering the 768,000 people of our state and the \$672,000,000 valuation. This act alone shows their faith in education and their interest in the rising generation.

We have had, too, the cooperation and the support of the newspapers of our state. They have been kindly disposed. They have many times led the way. They have lent their editorial columns and their news columns to school situations. They have not "baited" the educators. They have not criticized even when there was opportunity. They have recognized their position as great public educators.

Educational advancement cannot be brought about by one factor alone. It takes commissioners of education, local school superintendents, teachers, patrons, school committees and all forces of the state working together to put a state on its feet educationally. It is no small job to gather up the tangled threads of a great system of education, rural and city, involving administration and instruction, involving school finance and the training of teachers, and get all forces to working in the same direction and to coordinate all the movements of the profession.

In 1917, the legislature passed an act requiring all towns to be classified in supervisory unions, and laid the foundation for the development of a staff of expert administrators. We have been handicapped all along in procuring for these positions persons properly qualified in the technique of the profession, but there has been a gradual improvement and constant betterment. Much of the improvement that has been made in our schools is the result of this law and the work of these supervisory officials. Where we have men and women as supervisors who are really on the job, local surveys have been made, the people are kept informed in regard to methods of improvement, their cooperation enlisted and the schools have gradually increased in their efficiency. No one single act of the legislature perhaps has done more to advance the schools of the state than this one law. It will take ten years more to develop a professional staff of superintendents of schools but when it is done, Maine should stand among the first states of the union in education.

THE PEOPLE'S FAITH IN EDUCATION AS INDICATED BY INCREASED HIGH SCHOOL ATTENDANCE

One of the notable achievements in education in Maine is the doubling of attendance in secondary schools during the ten year period just closing. This is indicative of the belief of our people in the value of education and their desire that their children shall not be handicapped through a lack of such as they can provide. The spread of education among the people is one of the most favorable signs of the age.

Table Showing Total Enrollment and Aggregate Attendance in Secondary Schools for the Ten Years from 1915 to 1924

<i>Year</i>	<i>Enrollment</i>	<i>Aggregate Attendance</i>
1915	14,650	2,313,557
1916	15,742	2,452,808
1917	16,840	2,609,915
1918	17,617	2,665,842
1919	17,956	2,545,711
1920	19,718	3,058,011
1921	20,240	3,256,431
1922	29,456	4,167,615
1923	30,658	4,254,141
1924	30,253	5,314,687

The Curtis Publishing Company, whose publications lead in circulation, through Charles Coolidge Parlin, Chief of the Advertising Department, is responsible for the following significant statement: "The widespread development of education has distinct significance. In the first place, our earning capacity is being augmented, more people are earning money with which to buy merchandise. In the second place, there is an increased appreciation of good merchandise, a greater number have increased ability to understand such messages as you have to give them. In the third place, it means that the number of people who can be reached with the printed page is vastly increased. Until the recent decade, only a small part of our population was able to get the impact from a printed message." Mr. Parlin makes this statement after making a study of the spread of education. In 1900 there were but 519,000 children in the high schools of the United States; today, there are more than 2,000,000. In 1920, there were more students enrolled in our colleges than there were students in high school in 1900. I expect the day is not distant when a high school education will be as common as elementary education is today. In the question of education, it must not be lost sight of that any human being with

reasonable mentality can either be trained or educated to something useful. Education is the debt of maturity to youth and one generation should not shirk its responsibility to the one which follows. Democracy is strengthened just in proportion to the spread of education.

SCHOOL COSTS AND FEDERAL TAXES IN MAINE FROM 1915 TO 1922

WITH COMPARATIVE PERCENTAGES

Spent for schools in 1915	\$3,765,782.76
Paid Federal taxes “	718,084.00
Spent for schools in 1918	4,411,268.59
Paid Federal taxes “	13,237,356.00
Spent for schools in 1920	6,438,663.53
Paid Federal taxes “	20,631,889.00
Spent for schools in 1922	8,769,256.00
Paid Federal taxes “	14,804,208.00
Increase in school expenditure in 1922 over 1915	132%
Increase in Federal taxes in 1922 over 1915	1959%

MAINE INCREASES HER SCHOOL SUPPORT

When Leonard P. Ayres, through the Russell Sage Foundation, made his comparative study of the school systems of the fifty-two states and territories, Maine had a rating of 35. Her rating on the five educational components was especially good. Only twelve states were rated above. It was the financial support which contributed to our humiliation. In this we ranked forty-third in expenditure per teacher employed for salaries, thirty-ninth in average expenditure per teacher employed and thirty-fourth in expenditure per pupil for purposes other than teachers' salaries.

It is interesting to note the improvement in support of schools during the ten years from 1915 to 1924.

Table Showing the Total Expenditures for Public School Purposes for the Ten Years from 1915 to 1924

1915	\$3,765,782.76
1916	4,137,017.87
1917	4,256,042.85
1918	4,411,268.59
1919	5,176,685.90
1920	6,438,663.53
1921	7,918,241.12
1922	8,769,256.00
1923	10,302,852.00
1924	10,522,632.00

Other states have materially advanced in this also, but while we have not the latest figures from other states, the information at hand indicates that relative thereto, Maine has outstripped many of them and if a comparative study is made again, Maine will have a more noble showing.

Much of the credit due for our improved finance is due to the people of the several towns and cities of the state who believe in education and are willing to sacrifice for it.

The records of the several states bear out the statement that the earning capacity of the citizens is in direct ratio to the support of schools. In 1920, Massachusetts gave her citizens an average of seven years of schooling, the whole of the United States four and four-tenths, Tennessee, three years. Massachusetts had less in natural resources than Tennessee, but the citizens of Massachusetts earned a per capita average of \$260 per year, the citizens of the United States \$170, while the citizens of Tennessee earned \$116. The amount of money which the states put into education is reflected in earning power. Either the earning power made larger expenditure possible or larger expenditure for education is reflected in larger earning power. The latter seems true. Since 1920, Tennessee has advanced her educational rating.

Rural Life and Rural Schools

We have long pointed out with pride the country boy and girl in American life as possessing the elements of

success. Most of our great men and women have come from the farm and American history is full of their achievements. We are inclined to the notion that it may always be so. I do not wish to take any credit away from the farm nor any of the joy out of rural life, but we are not holding up to our old time reputation; education, opportunity and competition have something to do with the situation.



FAMILY OF W. F. LITCHFIELD, NEW VINEYARD

The above picture shows Mr. and Mrs. W. F. Litchfield and family of New Vineyard. This family is living on a farm about four miles from a school. Persons who live at that distance are always handicapped but Mr. Litchfield is giving his boys and girls as they come up a chance for an education, believing that education has safeguards for a future life career of which circumstances cannot rob them. There are many cases of this kind,—families not so large and boys and girls scattered here and there on the outlying farms, where their parents are struggling to keep these farms in the "union," and are seriously handicapped in their attempts for an education. They constitute a worthy and no small problem of education for Maine. The state desires that every child shall have, so far as possible, a square deal for an education.

Today fame and fortune seem to be passing by the country boys and girls. Researchers in "Who's Who" have discovered that only one out of every 550 of those selected as worthy of the distinction of a place in this publication is the son or daughter of a farmer. One out of 62 is the son or daughter of a business man, and one in 27 of a professional man. Clergymen's sons and daugh-

ters seem especially favored, as one in 15 has a clergyman father.

It is well to inquire into the causes of this change. A close analysis reveals these main causes. First, in the earlier days of our country farming was the great occupation and our typical American life was found there. A larger percentage of our population was found on the farm. Second, there has been a gradual sorting of our rural population, taking out the adventurous, the ambitious and the dynamic, until the general level as compared with the whole population has fallen. Third, the country school has not kept pace with other lines of progress. The old-fashioned school does not permit of improvement as a type in comparison with other departments of progress.

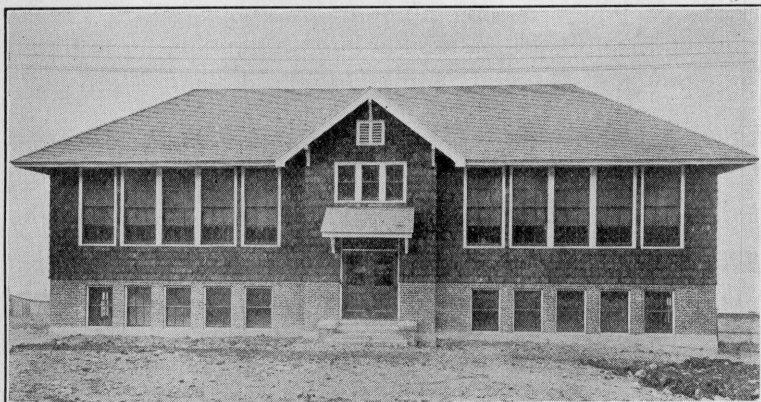
The One-Teacher School vs. the Consolidated

Owing to a concurrence of conditions it becomes necessary for us in Maine to maintain a large number of one-teacher schools. Our population is in many sections of the state, widely scattered, our highways leading into the rural sections are not well developed and our winters offer a real obstacle.

We have in Maine 2200 of these little schools, where one teacher tries to teach all of the subjects contained in eight or nine grades. This no teacher can do well, for her time is too limited and she must go too quickly from one subject to another. Our buildings have in the main been old fashioned, with poor light, no ventilation and primitive means of heating. Many of these schools are small, with not more than one or two pupils in a class, giving no friendly class rivalry and offering no inducement for the teacher to search her library for new and interesting material to interest a group of quick-witted eager youth. It is difficult to get our best trained teachers to go into these schools. Wages are the lowest and good boarding places rarer.

The consolidated school overcomes many of these shortcomings. Children are better classified, teachers have a division of labor, better housing for the school is possible,

school becomes more interesting for the children because of better social facilities, moral safeguards can be better adjusted, better instruction offered, and an opportunity



LAKEVIEW CONSOLIDATED SCHOOL

The picture above is a type of modern school in a plantation with four hundred people. It contains a junior high school and offers instruction in home economics and industrial education. It takes the place of a former one-teacher building which was destroyed by fire. The picture below is the Lakeview Boys' Band, a school organization which has grown out of the school improvements indicated in the building above. An interested citizen as is shown in the picture takes great pleasure in giving time to the instruction of these young musicians.



BOYS' BAND, LAKEVIEW

is afforded to "discover" the child. If transportation did not offer so great an obstacle the rural school problem could be easily solved. Transportation of school children is perhaps our greatest problem.

To say the individual one-teacher, farm school should be preserved and that it can be made good enough, would be to stake the country down to a non-progressive policy vastly injurious to the farm. On the other hand, to establish a universal program of centralization or consolidation would be just as disadvantageous. The fact is that each town has its peculiar problem and the solution to its educational problem must conform to local conditions. Some towns may need the outlying schools for a generation, while many of the small inefficient schools may well be united into a first class modern school to the advantage of the town. People should not cling too tenaciously to the old regime nor swing too far to the new. A reasonable program based upon these two ideas will improve the rural schools of Maine. Maine must not lag behind other states in the improvement of her rural schools.

When consolidation is undertaken in whole or in part, it is essential that proper facilities for transporting children be provided. When this is done the objection of parents is entirely overcome. Nor should distances be too great. Comfort, safety and a reasonable time from home to school and back should be observed. When the one-teacher school is retained it should be improved in building and equipment, and be supplied with the best teacher obtainable. In order to attract teachers who have proper preparation the best wages in the town should be paid to these teachers.

Improvement of School Plant

Our schools are forging ahead in physical equipment with satisfactory progress. Within the last four years more than 500 schoolhouses have been put into satisfactory condition. Within ten years 85 towns have provided new high schools or remodeled their old buildings. Five years ago there were many schools in the state with no toilet facilities whatever and a larger number with only one compartment. This is an important item, as many children come in contact with immoral conditions through

this agency. It is the policy of the Department of Education to safeguard the moral as well as the health side of the school. Proper toilet arrangements are an absolute essential to the moral training of the child.

We are making a strenuous campaign in Maine for fresh air in schoolrooms. All new buildings are provided with fresh air intakes and foul air exits. Maine is reported as having a high rate of tuberculosis. We are trying to do our part in its reduction. Superintendents and school committees are aiding in this campaign for better health and morals and the people are backing them up. We hope that by 1927 it will not be necessary for any group of children to be compelled to attend school in unsuitable buildings and surroundings.

We are striving also for proper lighting of our schools. The eye is perhaps the most important of the senses. The delicate organism of the eye requires constant care in order that we may not be deprived of its full use. Proper lighting and the adjustment of light is essential. Light from one direction and one-fifth as much glass surface as floor area are adjudged best. West lighting is preferable, east lighting next. Because the light changes as the sun advances it is necessary to change the seating of the pupils, and the adjustment of window shades and change of desks improve conditions and should be carefully watched. These items are important. Education is not a substitute for health. Our old fashioned box car schools with windows on all sides are eye destroyers and our old fashioned desks screwed to the floor permit no adjustment. The new type of school furniture is quickly adjusted to conditions and offers large advantage over the old.

Better Teachers Make Better Schools

After all the key to good schools is pretty much with the teacher. If you have a poor teacher you are bound to have a poor school, no matter what sort of building and equipment you have. A good teacher will always do something worth while. At present we are better supplied with teachers than we have ever been. But even now we do not have a supply of trained teachers. About 2,000 of

6,000 teachers have no preparation in the technique of teaching—training in technique of teaching is as important as training in “*materia medica*” to a physician and jurisprudence to a lawyer. It is no longer necessary for superintendents and committees to employ wholly untrained and inexperienced teachers. Since the war wages of teachers have materially advanced. Wages are still low in Maine, even though they have advanced from \$472 to \$811 per year for country and grade teachers and from \$800 to \$1400 for high schools. We are making progress and shall win if we faint not. But we must establish our program and all work together.

SUMMARY OF RURAL SCHOOL TEACHERS

The following is a report of the rural teachers of Maine for the year closing June 30, 1924. It gives the training, the experience and the compensation of all of the rural teachers of the state. It will be observed that education and preparation are reflected in the earnings of the teacher.

It is not only so in Maine but all over the United States that rural teachers have a lower rating in qualification, and oftentimes in personality, than teachers in our villages and cities. In many states, teachers are required to have experience in rural schools before they can be taken into the better paying positions in the cities. State regulations in some states are so ordered. This militates against the service in rural education. We have endeavored to build up a rural teaching profession differentiated on special training. The country school ought to be the best school in the state. The country ought to be the best place in which to bring up children. We can make the country school as good as the city school; we can make it better. It ought to be done but we cannot do it on poor wages, poor accommodations and poor attractions for the teacher. We must have the best personality in the teacher and she ought to be the best paid of all teachers. We believe Maine is starting on the solution of this problem, but our country towns are unable to furnish a salary schedule sufficiently high to attract the best personality and the

best training. The state is helping in a small way through its training of rural leadership and the special bonus mentioned elsewhere. Thus, it occurs that a small portion of our rural teachers can be well paid, do have the motivation of special service and do have the differential training, together with selection.

The following figures are extremely interesting and should be studied carefully;

	<i>No. of Teachers</i>	<i>Percentages</i>
Number College graduates	14	.0054
Number having 2 years of college	29	.0112
Number Normal graduates	535	.2069
Number Partial Normal	930	.3596
Number High graduates	1045	.404
Number Non graduates	33	.012

Total Number Teachers	2586
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<i>No. Receiving</i>	<i>Normals</i>	<i>Partials</i>	<i>Highs</i>	<i>Less than</i>	<i>H. S.</i>	<i>Total</i>
less than \$400	3	32	132	3		170
400-500	28	174	309	4		515
500-600	63	256	324	10		653
600-700	78	227	171	7		483
700-800	145	162	91	3		401
800-900	134	63	36	6		239
900-1000	41	13	13	0		67
1000-1100	20	2	9	0		31
1100-1200	22	0	2	0		24
over 1200	1	1	1	0		3

2586

No. having taught

Less than 2 yrs.	192	463	588	12	1255
2-5 yrs.	112	208	180	3	512
over 5 yrs.	231	259	311	18	819
Teaching in one-room bldg.			2005		

2586

Bldgs. of more than one room 581

No. Helping Teachers 103

NOTE: In 1923, there were 2,198 one-teacher schools against 2,005 in 1924. This indicates that 193 schools of the single teacher type have been united in consolidation with other schools.

CONVEYANCE OF SCHOOL CHILDREN

The growth of the consolidated school in Maine has been moderate. Among the older generation and among those who have not studied the question, there is a general tendency to cling to the old institution, the single teacher school. However, there has been a gradual wearing away

of the old prejudice as improved modes of conveyance are placed in service. In fact, modern conditions are rapidly changing the notions and attitudes of the people towards the progressive idea. A good school is now the first essential and where the distance is too great, a suitable conveyance with a reasonable haul are coming into favor. There was a time when the highway was the safest place in a community for children and footmen. Today, danger lurks at every turn. Conveyance even for short distances is becoming quite essential for school children.



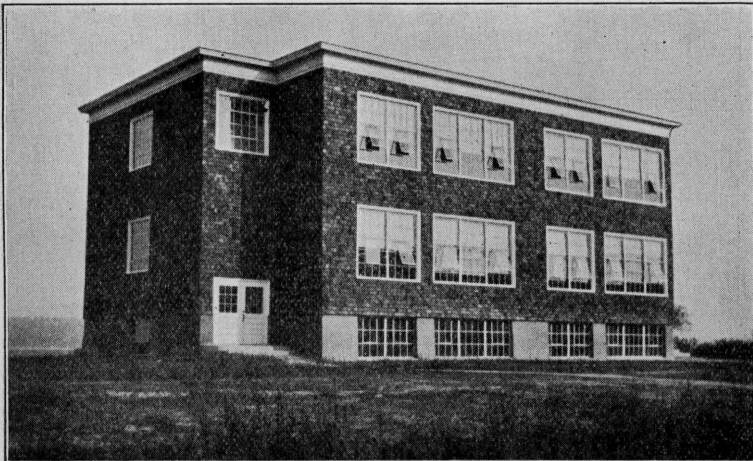
A TYPICAL WINTER TRANSPORT

Maine is gradually solving her rural school problem. The above picture shows the common type of winter conveyance for school children, both elementary and high. The little heater swung on the outside makes the conveyance comfortable. Proper ventilation is supplied, elementary school children and high school students are transported in complete comfort. A distance of three miles in such a conveyance means no more than a tramp of one-half a mile through the wet slush and snow and many mothers prefer to have their children carried in a suitable and comfortable bus, which safeguards their interests, than to have them wandering along the highway in all sorts of weather.

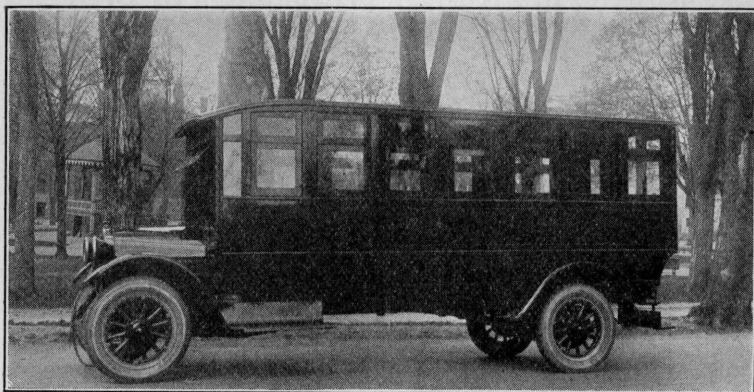
The following table shows the gradual trend towards conveyance:

Year	No. of pupils transported		Cost of transportation	
	Elementary	Secondary	Elementary	Secondary
1914	7,716	300	\$164,776	\$ 7,442
1915	7,910	443	179,640	8,751
1916	7,897	497	186,316	10,653
1917	8,234	517	189,241	12,820
1918	7,823	433	201,716	13,467
1919	7,708	453	216,589	10,959
1920	8,461	428	283,064	13,587
1921	9,220	468	341,988	17,568
1922	9,393	482	384,550	19,726
1923	10,115	613	404,948	17,200
1924	10,196	577	432,670	18,925
Total				

As good highways become more common and as they are kept open by automobile traffic during the winter, the new type school will come into vogue.

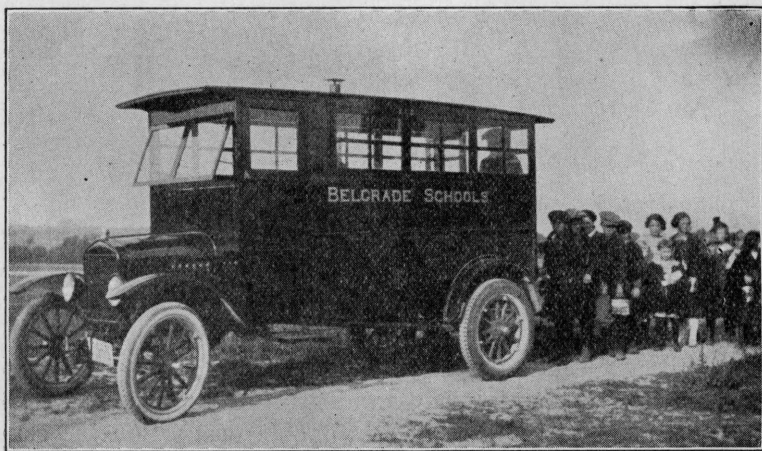


BELGRADE CONSOLIDATED SCHOOL



MOTOR TRANSPORT—EUSTIS

It is becoming more and more feasible to use the auto bus the year around than was formerly supposed to be possible. The above picture shows the conveyance constructed especially for the schools of the town of Eustis at a cost of about \$2,000. The heavy Reo truck will pass through the ordinary snows, and especially where the highways are being kept open more and more during the winter, auto transportation during the winter is becoming more and more desirable. The transport below is one of the three Ford busses used by the schools of Belgrade for complete consolidation. Since Belgrade has provided her consolidated school, the children are having better opportunities for an education and school life becomes more interesting. They have base ball, foot ball and basket ball for the children of the upper grades. They have a fine athletic field and a comfortable modern school building, which is also shown in the picture.



MOTOR TRANSPORT—BELGRADE

HIGH SCHOOL EDUCATION FOR COUNTRY CHILDREN

Country children do not as a rule attend high school in the same proportion as the children of our villages and cities. The state has endeavored to offer every inducement possible for country children to continue their education. The tuition is paid by the towns and reimbursement is made by the state, but while this is of material assistance, it does not overcome the highest hurdle. Even with the tuition paid, it will require from \$150 to \$250 per year to take care of the items of board and transportation. Notwithstanding this, the results during the last ten years are gratifying, as will be observed by noting the following table.

Showing Total Number of Non-Resident Pupils in Secondary Schools for the Ten Years from 1915 to 1924

1915	1,503
1916	1,748
1917	1,929
1918	2,023
1919	2,281
1920	2,266
1921	2,269
1922	3,240
1923	3,287
1924	3,305

The total number of students attending secondary schools in the state is about 30,000, with 3,300 tuition pupils, or about ten percent. Many of our young people from the country are attending high school within their own towns. What the proportion is I am unable to judge without a special survey, but it is quite certain that the percentage of country boys and girls attending our high schools and academies is in reasonable proportion to relative numbers of rural and urban children.

OUR HIGH SCHOOLS AND THEIR IMPROVEMENT

Just now there is considerable attention being given pro and con to the high school situation, not only in Maine but throughout the nation. I want to take this opportunity as Commissioner of Education and head of the educational system of Maine to give an official "gesture" to this important branch of the state's affairs. It is hoped that the expression may be orthodox enough educationally and progressive enough professionally to bring together the people in unified belief and effort.

The Situation

At the present time, Maine has two hundred one towns supporting free high schools. Two hundred sixty-five towns are paying tuition under the free high school act. Thirty-two towns are contracting with academies while twenty-one towns support junior high school organizations.

The situation with five hundred nineteen towns in the state shows the largely rural condition of Maine and its consequent scattered population. This adds greatly to the intricacies of the problem of providing suitable high school facilities for our boys and girls. In 1923 we had 55,992 elementary school children in our urban schools and 77,077 in our rural schools. The same ratio would hold good if all our young people attended high schools in their own towns.

In 1922-23, 9,691 pupils completed elementary schools and 8,816 entered high school, making a loss of only 875 or a school mortality between the elementary school and the high of less than 10%. There were 4,991 students graduated or more than one-half the number of those entering.

In the last ten years, our enrollment in secondary schools has increased from 17,909 in high schools and academies to 30,028. During the last five years, our enrollment has climbed from 22,024 to 30,028, over 36%. The growing tendency of the people to accept, even to demand, high school privileges for their children indicates in no uncertain way the faith our people have in education and a very definite trend of the times.

Are We Graduating Too Many?

Maine is graduating from her four year high schools as high a percentage of her young people up to the age of eighteen, the high school age, as any other state in the Union. This is claimed by some, and they represent one of the schools of thought, to be a decided weakness. One of our distinguished Maine educators said in an address before the Democratic School at Portland, if the Evening Express reports him correctly, as follows:

"I think it is a false creed to say that just because a boy or a girl reaches the age of sixteen he or she is ready to enter high school, or that one is ready to enter college at eighteen"

"One trouble is that there is too much stalling along by teachers, who push pupils along to the high school simply to prevent neighborhood feuds. Is it real democratic? Is it real anything but bunk?"

Now, no doubt, this educator believes this a true statement of the case, but it shows a lack of knowledge of the real situation. A judgment deduced from a false premise must be false and there is always danger in superficial thinking. In order to verify the truth or falsity of this statement and to clear up what I considered a libel against the professional character of our teachers, I made a survey of the point at issue. To my way of thinking, the results disqualify the statement. I do not mean to let any statement which may militate against the general welfare of our schools, or which will break down public morale, or against the integrity of our teachers, go unchallenged.

In 1923, there were in our primary schools 19,467 pupils in the first grade. Of these only 15,919 advanced to the second grade; 2,249 were held back to re-canvass and 1,299 fell by the wayside. This is an average of about ten pupils per primary teacher, or nearly 20%. This school mortality would seem to be too much of a loss. During that year, 7,359 elementary pupils re-canvassed their work. This survey would seem to put a new phase on the whole subject as to the ability of the average high school student to carry the work he is expected to do. I

believe our teachers are honest and render conscientious service. There seems to be less "stalling along" in the elementary school than in the college. I doubt if the mortality in college is so great.

This same gradual sorting is taking place all of the way through from the primary grade to the college. Out of a total of 209,000 children, 40,000 fall by the wayside, many of them because they lack the courage and qualifications to proceed. This rather too drastic sorting from grade to grade would seem to indicate that pupils who reach the high school really have the mentality to do successfully the work required of them.

But it does not mean that all of them are fitted by nature or preparation to pursue liberal arts courses in college. The high school is the "hump" over which the pupils are sorted and directed out upon the tracks which may lead them to the fields best calculated for them to enter, some to enter the classical courses of our colleges, some to enter preparation for industry, but all greatly benefited by the work done in the "college of the people," the high school.

Today, there are two schools of distinct educational thought. One of these contends that only the intellectually elite should be educated and that we should turn our attention to the development of leaders, the "few," and let the "many" go back to intellectual poverty and physical servitude. This they are pleased to call democracy. I imagine good old Plato turning over in his grave, while an attempt to give all a chance to see what they can do is called socialism. I suppose the public school, like the post office, is made up of some socialistic elements since they are owned, supported and managed by the public. But I suppose it is the kind of socialism which the people want, the kind they have called good, and the kind which is opposed to aristocracy, familiarly known these days as snobbery. Sometimes, those of us who advocate a free public school are called socialists. If "one feather makes a bird" or "one swallow makes a spring," then I suppose they are right. Anyway, their philosophy will not pass when measured by Thomas Jefferson's idea of educational

democracy. Jefferson reasoned that in a monarchy the heir apparent to the throne was broadly, thoroughly educated, while in a democracy, such as ours, each child is heir apparent to the throne of a sovereign American citizen. Consequently, each American citizen becomes a ruler and should be educated to the highest level of his endowment.

There are those who would do away with the public schools entirely. They would have private schools where only the wealthy could go. They might have some schools supported by charity for those poor but of bright promise. The schools also are called Godless and lawless and even to blame for the cataclysm of sin and crime which we see around us, but I shall treat of these later.

There is the other school, however, which holds that America stands for equality of opportunity, that our government could not endure with leaders only, but that an intelligent electorate is essential to stability. This is the Jeffersonian ideal. We have sometimes gone astray following our leaders until an intelligent body politic has recalled the erring and instituted reforms.

This school believes that snobbery has no place in American life, that we do not want an aristocracy of brains, that we cannot safely divide our children into common and preferred classes, that the highway of success should not be reached by a "toll bridge" but should be as free in opportunity for those who wish to travel it as the air we breathe. We seek to force no one beyond his capacity. But wherever an American youth takes his "pack" upon his back and sets out for the hills of success, believing in himself, in his fellowmen, in his country, and that an education will benefit him, the way should be made straight for him.

If you give these educators their way, the high schools and the colleges would be filled with young people of high "I. Q's"—what we may call "A" graders,—those who can earn their ranks easily. There are many of these entirely worthy but brilliancy and solidarity do not always go together. Sometimes, the more brilliant students get out

of the "dig" habit and "dig" is essential to lasting success and to high achievement. After all, it has been the worker who had to burn the midnight lamp, who has given to the world the great things. The school which takes only the "A" graders will fill up the educational garden with morning glories—early beginners—who will fade when the sun of life lifts high. I am making a plea for the youth with a high "G. T. Q." or, to spell it out, the Get-There-Quotients.

I believe much may be done for the masses. It is not so much our need to project a few peaks into the heavens as it is to raise the general level of the whole country to a higher level. This is a New England belief. Written on the north end of the Boston Public Library is the legend, "The Commonwealth requires the people to educate as a safeguard to liberty and justice." In addition to the civic value of an education, there are direct evidences that education and financial prosperity go hand in hand. The ratio of money spent by a state for education is in direct ratio to the per capita earnings of its citizens.

Measuring A Possible Life Achievement

That school which believes that all should have a chance bases its belief or philosophy upon the principle that human dynamics are governed or controlled as much by education and application as by natural endowment. Our natural endowment is a "static" quality. We cannot increase that endowment, it is a fixed element, but we do have control of our education and application. We may represent our equation as follows: Natural endowment times education times application equals the individual's projectile power. We must believe also that any human being with any intelligence or whose mind performs its general functions may either be trained or educated to some useful service. We do not contend that all should have the same kind or degree of education but that the kind and degree should depend upon the individual. I want in my school the youth of reasonable endowment who believes an education will benefit him and who has a

real desire to get it. To all such the doors should swing open.

The Number and Variety of Courses

This leads us directly to the two questions often discussed. Have we too many subjects in the high school? Do we pay attention to the individual aptitude?

The old apprenticeship system is gone. Young people no longer find opportunity to become skilled in trades as they formerly were. No other means has been devised to take its place and the high school must supply so far as possible the approach to industry for the masses. If we should go back to the old classic regime our high school attendance would be cut in two and a large number of our young people, who now find a way through to such forms of education as will enable them to increase their skill, improve their chances for promotion and to advance their wage earning capacity, would find themselves relegated to the most merciless caste of unskilled labor and ignorance.

One of our leading daily papers which really believes in our schools, which has always supported them, and which is usually right on educational policies contained an editorial in which the editor advocated cutting out courses and getting back to simple lines of the old classic ideas. We sometimes forget that the world "do move." Why not go back to the ox-cart, the old spinning wheel, the log cabin and the tallow dip? Have we made no progress in education? Are we standing again in the middle ages with the college functioning only in the professions? Is education to be denied the man who works with his hands, who earns his bread by the sweat of his brow? Are we to shoot all students down or up the same sluice way? Are we to make no differentiation of individual aptitude? Are our high schools "fitting" or "misfitting" students for college? Are we to throw into the discard all who will not take a liberal education?

We may apply the analogy to the use of woods in the manufacture of certain articles as applied to certain uses. When we go into the forests for different kinds of wood,

we do so with the understanding that each kind has its own particular use. The wood which will take high polish will be manufactured into furniture while that which is soft and loose grained will be used for other useful articles. Some kinds will be used for the roughest forms of construction while other forms will lend themselves as finer finishing materials. When we take a group of youngsters into our care and supervise their preparation for life's activities, we must regard the same principles of fitness in them.



LIBRARY, DEERING HIGH SCHOOL

The above is a picture of the library in the new Deering High School. In recent years an effort has been made to incorporate this essential feature in all new high school buildings, and to make the library the center of the school's activities. Considerable progress is now evident in this feature of Maine high schools.

If the entire function of the high school is to prepare for college, then we have too many courses, too varied a program. We teach too many subjects. But the high school is the people's college and we must not only prepare those for college who wish to go there but we must give an intelligent dexterity to life activities with which these youngsters are eventually to cope. I know many claim that the education which fits a student for college fits also

for life, but this statement cannot be substantiated. In fact, it is quite the opposite. A system of education is the state's expression of its desire to perpetuate itself and improve its conditions. Industry, intelligent occupation and thrift are elements of good citizenship. While I believe in a liberal education, I am also of the opinion that the education which does not put a larger loaf on the larder, which does not teach the youth lessons of industry and thrift cannot be justified.

H. G. Wells, in his appreciation of F. W. Sanderson, says that "before his end, he had come to a vision of the school as a center for the complete reorganization of civilized life."

Every Youth Should Have His Chance

Those of us who believe that every youth in the state should have his chance do not believe that all should have the same kind and possibly not the same degree of education, but each should be educated along the lines of his greatest interest and usefulness. This is our struggle; this is our aim. We are seeking to take account of each individual in the school. Educators for a dozen years have been striving to determine the individual. This is the "big idea" of the modern school.

The students who are to go to college take the courses prescribed by the college and limit their activities pretty much thereto. They are not spread out over additional lines only as college and public school officials have here and there compromised by including some credit for the teaching of citizenship, the rules of health, a few skills, music and art.

Pupils who do not go to college must have other studies, other opportunities which may function in life's employment or they will drop out. There is not a single subject found in the high school curriculum which has not been virtually forced into it by the people themselves who demand that some practical turn be given to the education their children are to receive.

It may also be remarked that the extra subjects beyond the liberal arts courses make no or little additional cost.

When schools are large enough to duplicate classes, courses may be duplicated in such instances with little expense. These additional subjects are expensive only as they bring increased attendance.

A Dual Problem

Few college men are able to see the two sides to the high school problem. They see their own particular work and the students who come to them. They have become convinced there is but one side, the cultural side and formal discipline. They know that ability to translate Greek and Latin, or to solve a problem in calculus will help a man to ply his trade, to sell goods, to become thrifty, to have a deeper sense of service. All people do not have the language and mathematical sense, some have invention sense, art sense or manufacturing sense. I remember an old motto we used to repeat almost daily. It was as follows:

“If my mind were a tablet on which was written every fact I have ever acquired, and with a sponge you should erase them all but leave me the power to reason I have gained in acquiring these facts, you would rob me of little.”

This is a fallacy. One cannot think without thinking materials. Thinking is the retention, recollection, recognition, and comparison of ideas. We cannot have ideas without facts. We must have a storehouse of facts and the more we have, the more thoughts we may have to think with. Facts are thought symbols.

The School A Sort of Real World

I like to think of the school as a sort of real world where the real interests of life and life's processes are constantly going on. They are the big, outstanding, dominant life interests at their best and education is a sort of initiation of the young into the fine art of living. If the school is to function properly in life's activities, it must keep its informational subjects and its skills up-to-date. Some students will take to the informational subjects gracefully, while others will accept the skills and some may grasp a combination of informational subjects and skills.

As in all human activities, power is the dominant force in winning success and the weakling soon drops out. The men and women of culture and refinement are more valuable to society than the crude, coarse and unrefined. This makes it necessary for advancing civilization that we have cultural and liberal subjects. But the bread and butter problem is a circumstance which confronts all. It will not down. Ninety-six per cent of the men who reach sixty-five years of age have no independent support. The old system failed in this respect. In fact, if you ask why any subject is found in the curriculum of our high schools today, its presence can be justified only by the fact that it has come from some big, worth while interest of adult life and experience. When you object to an occasional addition of a subject to the curriculum, you are simply objecting to making the school true to life for life is a concern and important human necessities and interests must continue to rise.

How the Curriculum Should Be Made

If the above statement that the curricula of our schools are influenced by the necessities of society, business and commerce, then we should not only build our definitions of education, but our programs from their power to function in life relations of our pupils.

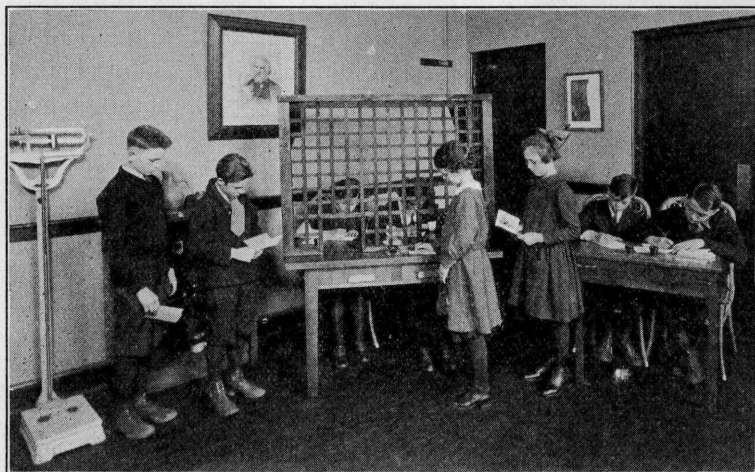
Character Teaching A Necessity

When we look, therefore, into society, business and government, and recognize the shortcomings found therein, we know pretty well what elements should be built into the materials of instruction in order to develop those ideals so much needed today and for which there may be still greater need in the future. Somewhere in the curricula there should be elements which tend to develop the spirit of honor and integrity. A young man of today cannot get a position without a guarantee bond. In other words, the employer bets the bonding company that the young man is not honest and the bonding company bets that he is honest. If the young man proves unworthy, the bond-

ing company pays its bet. The necessity of absolute honor and integrity should be developed in the consciousness of our young people.

Teaching Thrift

The fact that 96% of our people go down to their declining years without means of support indicates that the teaching of thrift is necessary. The fact that we live in a country governed by law and through law makes it necessary to waken the sense of obligation and responsibility to recognized government.



SCHOOL BANKING IN BRUNSWICK

The teachers of Maine are struggling with the problem of teaching thrift. The fact that a large number of the citizens of our country seem unable to accumulate the necessary foundation for old age makes it necessary that the teachers of our state lend their efforts in bringing up a group of citizens who are "thrift minded." The above picture shows a section of the Brunswick, Maine, schools where the elementary instruction is being given in banking. Out of this has grown a complete saving system and the officials of the savings bank of the locality take great interest in carrying on the work with the boys and girls. This is only one of the many instances in Maine where the schools are fostering the spirit of thrift and business practice in conjunction with the banks of our state. While the business has not been immediately profitable for the banks, the bankers are of the opinion that it is well worth while, especially if something can be done to produce a more adequate "business sense" on the part of our people. The citizen who has a bank account and is able to keep a month ahead rather than a month behind on finance seldom gives the country any trouble either through law breaking or indigence. The man with a bank account usually has qualities of citizenship which it is good to magnify.

Spiritual Values

With the growing tendency to reduce the hours of labor, we find longer hours of leisure. It is essential that our people know how to employ their leisure time profitably and to their own and society's welfare. This may be carried indefinitely into the requirements of a successful life. We find, therefore, that we have very definite sign boards and directions in regard to the building of the curricula for our schools. There is also necessity for greater spiritual values and these are not neglected in the well organized, well conducted high schools of today. The teaching of truth itself develops an underlying spiritual and ethical value. Teachers are generally of high type and all of the ideals and processes of the school tend to develop the stability of character and devoutness of purpose.

Educational Fundamentalists

There are those who would go back to the "good old days" in education. They would cling to the liberal arts courses in our high schools. They would have everybody who goes to high school fitted for college; they would cut out the newer courses and subjects from the curriculum, the fads and fancies and frills of modern education, as they call them. They would have our teachers of commercial subjects go into business, our teachers of home economics get married, our teachers of agriculture go back to the farm and our teachers of the trades and industries return to the shop. I must confess there is a need of these teachers there also.

I am impressed with the fact that a changeless system cannot serve a changing social condition. Society, business and government are entirely different from what they were when the high school was organized. We are now demanding an educated electorate as a necessity of representative government. We are demanding that our citizens lay a better foundation for old age. We have discovered that those who work in the trade occupations and industries are as thirsty for knowledge as those who enter the professions. Whatever progress has come to our high

schools has grown out of a certain discontent with the old doctrine of formal discipline. Discontent is essential to progress. A sunny complacency is derogative to advancement.

The new curricula and methods of our high schools must proceed from a "scientific humanism." The camp followers of science have given us a new educational bigotry. When by the grace of understanding, we have rediscovered the law of inequality which runs through the lives of men, we shall be able to adjust our program to a more "sympathetic humanism." We shall discard the theory that the strong shall set foot upon the necks of "inferior" men.

Recent mental tests have revealed the fact that there are multitudes of slow witted youth and, therefore, our student bodies must be severely pruned to the mentally "elite." The inferior (scrub) type must be discovered by early mental tests and relegated to the iron caste of ignorant servitude. The responsible scholars of educational sociology have not suggested this but their camp followers have. When we really understand the inborn limitations of men and their ultimate destiny, we shall develop a new tenderness and tolerance in education. Wisdom is always tolerant and human. We shall see that he who is not so well endowed as his neighbor must value much more highly the small "talent" the Master gave him. And the widow's mite is as precious as gold of the rich. The great problem of scientific education is not to find means of limitation but a means of grace to help the limited.

The Cost of Education

Recently, the president of one of our most powerful foundations said that the people are bound to rebel against the enormous cost of education. It is true the high school is proportionately the expensive end of public education. The average cost of elementary schools in Maine is \$38.46 while in the high school it is \$70.54 for the year 1923, based on enrollment; and based on attendance it is \$49.39 and \$81.23 respectively. Teachers are some way required to spend more time and money on their preparation for

high school teaching and, consequently, have a higher investment in their profession, a larger capital outlay, as we may say. Salaries are higher; textbooks, supplies and equipment are more expensive. According to last year's costs, it requires \$817 to educate a boy or girl from the primary school to graduation from high school. If all of the 768,000 citizens of Maine paid an equal amount for education each of the 365 days in the year, they would pay 2½ cents per capita per day. If we spend our per capita share, we spent in 1922 as much for cigarettes as for education in Maine, as much also for cosmetics.

How We Spend Our Income

It may be of interest to know just how we in the United States spend our income, counting all expenditures, personal, state and national. It would seem especially pertinent at this time when we are demanding lower tax levels. About the first place some think of cutting is in school appropriations. I am glad the people of Maine are still holding up, they deserve much credit. The following figures are taken from the American Educational Digest and tell the whole story.

Expenditures for

Church	¾ %
Schools	1½ %
Government	4½ %
Crime	8¼ %
Investment	11 %
Wastes	14 %
Luxuries	22 %
Living Costs	24½ %
Miscellaneous	13½ %

The Public Education Association of New York says:

“True education is an investment rather than an expense—a step far beyond the alchemist's dream of transmuting baser metals into gold, as it transmutes gold into something far more precious—the spiritual driving force of a progressive civilization.”

Whose Schools Are They?

When we come to consider the use and the cost of education, we must remember whose schools they are and what their purpose is. Our schools are financed by the people themselves, the people believe in them and will support them. They are inseparable from our form of government and our belief in equality of opportunity. Our schools are the one thing in life free to all and where the rich and the poor have an equal chance. "Homespun" and "broadcloth" or "application" and "brains" stand side by side and vie with each other for the head of the class and commencement honors, may contend for positions on athletic teams to represent the school in contests, and when school is over may go out into life's activities to vie with each other in the fields of commerce and the marts of trade, in society, in business and in politics. Thanks to the spirit of the American public school and to American Democracy, "homespun" may win in the ratio of his prevalence in American society. I somehow believe the money we spend in America for education is well spent and we cannot give the privilege to too many of our children.

Professor Goddard of the Ohio University says:

"If you are not born to be a superman, you will never be one. If you are born a scrub, there is no use trying to get out of it. There is no use wasting the colleges' money trying to educate the masses who might apply to our universities and colleges."

I arise to ask Professor Goddard how we are to know the thoroughbred, if we can never get a perspective on a man's work and judge its real merit until some years after he is dead.

Our High School Teachers

Our high school teachers are steadily improving in scholarship. Superintendents and boards of education are requiring higher academic standards coupled with teaching ability. A premium through increased pay is offered to those who attend school. Only about 62% of our high school teachers are what we term prepared teachers. The

38% range from two years of college to within a short time of completion. Last summer about 400 or one-third of our high school teachers attended summer school.

Maine has trained many teachers but is unable to hold them. It will be some years before we can keep the teachers we equip. Maine virtually has no educational "plums" for her teachers. We have little but "stepping stones." We have but one city with over 30,000 people. Cities have greater financial resources than the small towns and can pay better salaries. Massachusetts has ten cities with a population between 30,000 and 100,000 to our one and many larger—and since the larger cities pay better salaries, our people must go into other states for salary advancements. Maine is a good safe place in which to be born and brought up, but with the trend cityward, Maine people find it necessary to go beyond the borders of our state for larger projects. Our people are venturesome and intrepid and seek a mart for their professional wares world-wide. We shall find Maine teachers in every state, holding leading positions. They are usually substantial in character and well in line professionally with the times. Wages are considerably higher in most other states and the cost of living less. Until we can pay a wage at least approximately that obtainable elsewhere, we must continue to educate teachers for other states and get along the best we can at home.

At the present time, there are only 164 graduates of Bates College teaching in Maine high schools and Bates has probably produced more teachers than any other New England college. There are only 146 graduates of the State University, 116 graduates of Colby and 38 of Bowdoin. Bowdoin's small number is accounted for by the fact that a large percentage of our teachers are women and this distinguished college has no place for them. We get many high school teachers from outside colleges mostly Wellesley, Smith and Boston University with Harvard, Brown and Wesleyan ranking next. Columbia has a large number of summer students from Maine.

High School Wages

When the war broke over America, Maine salaries were the lowest of any state north of Mason and Dixon's line, and while they have advanced, our maximum is only slightly above the minimum of many states. I do not complain; I think Maine people have done well and our teachers should be fairly satisfied with the advancement made. But we must hold wages where they are and still advance them where we can in order to call into the profession well prepared teachers, hold the best we have while through training in service we bring them up to fuller efficiency. In order to show that our salary schedule is now more substantial, I am giving a table showing the salary for each year since 1915.

<i>Year</i>	<i>Men</i>	<i>Women</i>	<i>Both</i>
1915	\$ 998.88	\$ 579.25	\$ 733.22
1916	1,016.88	600.26	748.06
1917	1,040.61	612.05	672.22
1918	1,122.06	646.52	796.94
1919	1,206.62	710.44	857.73
1920	1,415.19	887.08	1,067.07
1921	1,692.01	1,108.58	1,310.42
1922	1,740.90	1,185.36	1,386.10
1923	1,753.63	1,183.33	1,404.07
1924	1,786.74	1,220.06	1,424.08

The gradual but steady increase in wages indicates the desire of our people to do their best for the teachers of their children. There is no quick mushroom growth but a constant increase which should indicate the people's desire to sustain wages.

It is very difficult to separate wages from efficiency of instruction. Unless reasonable wages are paid, teachers on present high cost of higher education cannot prepare and if they do, they enter a business, to employ a figure, and operate it at a financial loss, when interest on investments, upkeep and extensions are considered.

Our Teacher Supply

All improvement which is substantial is recorded in time. We hope by 1930 to have a well prepared teacher in every position. This would seem to be the least time

consistent with the conditions under which we labor. By "well trained" I refer to a full college course with at least fifteen hours of professional study or at least five years of successful experience with a year or an equivalent in summer schools with special instruction, one-half in the technique of teaching and the remainder academic cultural subjects.

Our best source of teachers is from the colleges where emphasis can be laid on the teaching side, instruction in educational psychology, methods of teaching pertaining to high school subjects, educational theory and observation of teaching. This sort of an arrangement makes the principal of the high school a supervisor and trainer of teachers. There are two ways of looking at the problem. One, that the teachers are prepared, know their job and may be held responsible for the success or failure of their work. The other accepts the situation as it is and perhaps always shall be. We know we cannot secure fully prepared expert teachers. We must place an obtainable standard before us and then undertake to bring the teachers up to our desired results through training in service. There should be special courses for principals of high schools which deal with the technique of the position and present methods and suggestions as to how teachers may be assisted in finding themselves.

Maine High Schools Are Improving

Maine high schools are measuring up pretty well with the schools of other states. Even back in 1917, when the Russell Sage Foundation rating was made, Maine schools stood eleventh in the five educational components. This means that in educational points, thirty-seven states ranked below us. Our financial components reduced our rating to a shamefully low figure when it is known that Maine high schools have been the best developed section of our schools. Our elementary schools are rapidly coming up in efficiency. This will each year have a wholesome influence on higher education. It is a poor patriot

who cannot see some ray of hope, some point of improvement in the things in which he is most interested.

It is my judgment that Maine colleges rank pretty well among the colleges of the United States. There are much larger colleges and probably more wealthy but that is not essential to the best type of service. Our students are making a good record in college. We shall perhaps never reach a time when a much higher percentage of "A" grades and a lower percentage of failures will prevail. In fact, as the secondary school strengthens, the college will become more exacting so that the ratio will become largely fixed.

The record of the 611 freshmen from Maine high schools in Maine colleges tells the story of progress and upholds the honor of the young men and young women of the state. Personally, I am proud of their achievement. The record not only sustains the scholastic record of our young people but indicates improvement in teaching.

College Report For First Semester—1924

	<i>High schools</i>	<i>Academies</i>	<i>Total</i>
Number entering (total)	460	151	611
Bates	94	28	120
Bowdoin	54	16	70
Colby	70	47	117
Univ. of Maine	242	62	304
Number grades assigned (total)	2321	782	3103
Bates	438	124	562
Bowdoin	264	80	344
Colby	349	236	585
Univ. of Maine	1265	342	1607
Number of failures (total)	181	64	245
Bates	32	6	38
Bowdoin	21	13	34
Colby	6	13	19
Univ. of Maine	122	32	154
Number of honor grades (total)	608	239	847
Bates	116	30	146
Bowdoin	107	15	122
Colby	671	86	757
Univ. of Maine	338	108	446
Number of schools reporting	105	39	144

Parochial Schools

Under the laws of the state, private and parochial schools are required to use the State Course of Study or a

course approved by the State Commissioner of Education, to teach all common school subjects in the English language, to keep regular attendance records, and to report the same to the local superintendent of schools and the State Commissioner of Education, when called upon to do so. There are approximately 16,000 children in the parochial schools of the state.

The parochial schools have been improving gradually and are bringing up their work more nearly to the level of the public schools. Their teachers are spending more time in preparation, are submitting themselves to the rules of the state governing the issuance of certificates to public school teachers, are improving their school buildings and are in general increasing their efficiency.

It is not the custom of the Catholic school authorities to submit the plans and specifications of their proposed buildings to the State Commissioner of Education and the Commissioner of Health for approval, while all public school buildings must meet state standards. If there is any virtue in modern standards of heating, lighting and ventilating for the public school children, they should contain the same virtue for the children of the parochial schools. If we are to continue our campaign for better health conditions in schools, the requirements should safeguard all of the children of the state who attend school, no matter where. All buildings within the state calculated for school use, both public and private, should conform to requirements.

Under our laws, we cannot deny the right of any person who sees fit to take his child out of the public schools and give him an equivalent education, but he cannot expect the town in which he lives to follow him and pay his bills for private school tuition. It is enough that he have the privilege, and he should be and usually is willing to pay for the privilege. It would seem, however, that the public schools should be made good enough for any American child.

If there is agreement on the above statement there is small ground for contention on the issue of restricting the

use of public funds raised for education to schools under public management and control. Such a measure would in no wise change the present situation of the parochial schools of the state. It would also be the means of relieving the future of a distressing religious issue, and allow the state to resume its usual poise of religious tolerance.

The segregation of children for education on any line would appear undemocratic. The perpetuity of American democracy and civic freedom rests upon the public school as a fundamental institution. The two great social and governmental ideas, the American democracy and the free system of public education, are purely American. They are found in similar form nowhere else. The one is the complement of the other and one cannot exist without the other. Close the doors to the public school and the democracy will end with this generation. To segregate children and differentiate their education on economic, social or religious groups and give them their education in "bloc" will have in time a weakening effect upon the spirit and institution of democracy. The children of all creeds and of all stations in life should rub elbows with each other in the public schools—in classroom, on the playground and in their social circles. There should be no distinction. There can be no distinction as a fundamental democratic proposition. The laws of Maine, under the compulsory education code, have established the present regime.

The fundamental cause back of these schools is the necessity of religious education. We concede to every man the right to prejudice his own child in his own faith and should seek to cultivate the spirit of tolerance on the part of all our people. Possibly, until we can find some satisfactory means of giving religious instruction in connection with our public schools, we shall continue the present vogue. There is one thing sure—it would do children of all creeds and faiths good to mingle in common projects. Such a situation would greatly reduce in a few generations, possibly in one, the spirit of religious intolerance. We may in full season work out some plan, which will be generally accepted by all, of giving the secular instruction

in common form and make suitable provision for the religious education of all our children in special units or groups, as circumstances require.

The public school, better than any other institution, represents American democracy. It is here where the great lessons of the common interest of government are taught. The children of the rich, the children of the poor, high and low, homespun and broadcloth meet on a common level. They sit side by side. They recite in the same classes and each vies with the other for the head of the class. They strive on the playground, the diamond, the gridiron, the basket ball court and the cinder track for the privilege of representing the school in inter-scholastic athletics. They go out into life when school is done and vie with each other in business, in politics and in society. They may court the same fair damsel and, to the honor of the young lady, homespun may win as often as broadcloth. Nowhere in the world is there such an opportunity for the development of the democratic spirit, democratic ideals and the breaking down of the walls of intolerance with which we have been hedged about since the human race left barbarism. No institution can take its place; no institution can do its work.

In many instances, especially along the St. John River from Van Buren to St. Francis, where the people are almost entirely of one faith, the schools, formerly parochial, have come under the provisions of the public school laws. In this they differ from the parochial school. They are managed by superintending school committees duly elected by the people and presided over by a superintendent of schools elected by a joint committee and approved by the Commissioner of Education of the State. They are supported by a tax upon the town. Under our Constitution and our laws, these schools constitute a system of public education for these towns. Many of them, however, are maintained in buildings formerly used as convents and still the property of the Church. In some instances, they are taught by sisters who wear the robes of their order and who are under the direction of the

Mother Superior. They are, however, nominated by the local superintendent and approved by the committee. An effort has been made in recent years to improve the type of these teachers. Teachers from other countries with unAmerican ideals and who speak imperfectly our language are no longer given certificates to teach in these schools, and their employment is not sought by the authorities. Only teachers who know American institutions and who speak the English language have the privilege of holding certificates enabling them to teach in these schools.

Religious instruction is not given during school hours. The Catholic Church wisely demands that all of its children have the privilege of religious education and much time was formerly taken during school hours in teaching these children the catechism and the tenets of their religious faith. At the present time, this vogue has ceased and the religious instruction is given during hours after school. This instruction is given in many instances in the same building as the secular instruction.

For a time, it was difficult to induce the people of this section of the state to believe that the state sought to do no violence to their religious freedom, when it demanded that the children who are growing up in this country to become citizens should become conversant with the language of the land, but at the present time, it is evident that these people now understand that the English language is an asset and the fact that it is required to be taught does not in any way militate against their religious faith and privileges. As a consequence, we are getting better cooperation than we have had before.

Below is given a list of the parochial schools of the state and attendance therein, according to our official records.

<i>Name of School</i>	<i>Location</i>	<i>Enrollment</i>
Mutty Memorial	Brewer	125
St. Louis School for Boys	Scarborough	53
St. Edward School	Far Harbor	91
St. Augustine	Augusta	590
St. Mary	Augusta	170
Parochial	Skowhegan	269
Convent	Calais	130
St. Louis	Auburn	500

<i>Name of School</i>	<i>Location</i>	<i>Enrollment</i>
St. Benedict's Academy	Benedicta	40
Parochial School	Fairfield	272
St. Rosa de Lima	Jay	400
St. John's Parochial	Bangor	700
St. Mary's Parochial	Bangor	400
Somerset School	Bangor	50
St. Joseph's Parochial	Lewiston	400
St. Patrick's Parochial	Lewiston	400
Dominican Sisters	Lewiston	100
St. Mary's Parochial	Lewiston	700
Roberts Academy	Lewiston	25
St. Andre's	Biddeford	1,200
St. Joseph's	Biddeford	1,200
St. Mary's	Piddeford	272
Greek	Biddeford	100
St. Ignatius	Sanford	480
Holy Family	Sanford	435
Notre Dame	Sanford	232
Kavanaugh School	Portland	517
St. Dominic's	Portland	540
Catholic Institute	Portland	412
St. Aloysius	Portland	257
St. Joseph's Academy	Portland	23
St. Patrick's Academy	Portland	98
Sacred Heart	Portland	136
Cathedral High	Portland	127
King's Academy	Portland	36
Mt. Merici Academy	Waterville	340
St. Francis de Sales	Waterville	495
Notre Dame	Waterville	332
St. Mary's School	Bath	130
St. Mary's Academy	Houlton	180
St. John's Parochial	Brunswick	640
St. Rose	So. Berwick	200
Parochial	Rumford	800
St. Mary's	Orono	364
St. Joseph's	Old Town	425
St. Hyacinth's Parochial	Westbrook	715
		16,101

THE NEED OF MORAL AND RELIGIOUS INSTRUCTION

The great need of the school today is not so much better instruction in the subjects of the curriculum, not better preparation for college, not more accurate vocational guidance, not more or less subjects in the curriculum, not greater patriotism, not that these things are not important, even essential. The pupils who come out of our schools today can read, write, spell and cipher fairly well, perhaps good enough to get along and to achieve success.

They also love their country. What they really do need is stronger moral qualities, higher ideals, a more unfailing honesty, a more satisfying viewpoint of relations to their fellows, behavior as exemplified in courtesy, clean living and proper fellowship, together with a greater social responsibility. The world needs character more than brains. What education needs today is to find a way to supply these elements in greater measure than we are now supplying. I do not wish to be misunderstood, for I do not mean by this that we do not need greater thoroughness in the subjects of the curriculum, better preparation for college, more accurate vocational guidance and better grounding in general in the elements of scholarship.

The educational world has been struggling with the problem of ways and means for moral instruction in schools for many years. Prizes have been offered for plans and many teachers have been giving individual attention to experimentation in this very important field. The elementary schools, especially, are emphasizing this phase. The moral code for boys and girls, which is somewhat generally accepted and which is promulgated by the National Institute for Moral Instruction, includes:

1. The good American tries to gain and to keep perfect health.
2. The good American controls himself.
3. The good American is self-reliant.
4. The good American is reliable.
5. The good American plays fair.
6. The good American does his duty.
7. The good American tries to do right—right things in the right way.
8. The good American works in friendly cooperation with his fellow-workers.
9. The good American is kind.
10. The good American is loyal. He who obeys the law of loyalty obeys all of the other nine laws of the good American.

It is observed that this is mere ethics and in no sense covers the need of religious instruction.

An effort has been made by the North Central Association of Colleges and Secondary Schools covering nineteen states, concerning moral problems. The work was edited by Professor C. O. Davis of the University of Michigan and contains some interesting viewpoints of the pupils themselves. A large number of questions were asked and the answers were diversified, but the general consensus of opinion of the students is listed below.

The pupils were asked to name the chief moral qualities exhibited by pupils. Of these, honesty was named by 30%, fellowship 12%, clean habits 19% and courtesy was lowest with only 9%.

They were asked the most regrettable practices of boys in school. To this, 38% answered smoking, 19% swearing, 8% drinking and 5% the telling of vulgar stories.

The most regrettable practices of girls in school were considered as follows: cosmetics 17%, flirting and petting 14% and profane language 12%.

Concerning the factors tending to develop high moral qualities among the pupils, 31% thought the teacher, 18% the school organization and 17% athletics.

As for the invidious factors tending to undermine right conduct, 63% considered certain low minded people the greatest influence, 11% poor discipline and 11% immoral parties.

The pupils were also asked to express themselves in regard to how the school could help to develop morality among the pupils. 32% thought a course in morals would be best, 21% stricter rules, while 19% thought talks on the subject before the students would be effective.

As to a course in moral instruction in the schools, the students were asked to vote on the question as to whether or not a course would be desirable. 61% replied "yes," while 39% replied "no."

As to some of the forces which are the most helpful, 20% thought the mother, 17% the father, and 11% the teacher.

Influences which made pupils do what they should not have done were regarded as follows: 55% evil compan-

ions, 10% personal weakness, 9% immoral movies, 6% the wish to be popular and the desire for a good time.

The pupils were asked to express themselves in regard to the highest school ambitions. To be all-around capable persons 62%; to be an excellent student 31%.

The things pupils are proud of ranked as follows: high school spirit 22%, athletic activities 20%, moral strength 12%.

The pupils were also asked to express themselves in regard to changes in class procedure. 23% advocated more class discussions, 20% more recitations by pupils, and 23% more explanations.

Things making a boy popular were judged: 21% athletics, 14% scholarship, 10% good looks, capability 2%, character only 2% and dependability only 1%. In this eighteen questions were asked.

Things that make a girl popular: 17% appearance, 13% scholarship, 9% personality, 4% morality. Character had 3% and took 15th place in the eighteen questions asked.

The pupils were asked to express themselves in regard to what they would expect to learn from a course in marriage, home and parenthood. How to make married life a success 36%, sex instruction, what it is all about, 21%, parenthood 19%.

Present causes of worry: choice of a vocation 27%, money matters 21%, studies 16%, religious matters 2% (lowest of ten questions).

As to future life problems, marriage received 19%, money 19%, vocation 17% and service 4%.

There is no question but the modern methods of handling schools will have a tendency to develop initiative, self-reliance and higher idealisms. The school is not at fault for the many shortcomings of our young people. The home must always bear the largest responsibility. The school cannot teach religious doctrines, denominationalisms or sectarianisms. Moral instruction must, however, be based upon religious principles. It is questionable if there can be high moral teaching without the religious element.

There seems to be no moral code that is perfect if it leaves out the Bible as a guide-post. The schools have not yet found a way to deal with this question owing to the fact that the public school is a common ground upon which all the children meet; all religious faiths, beliefs, religions and all circumstances in life. You cannot offend one without doing violence to the very principle of the public school. It would seem, therefore, not the place of the public school to give religious instruction, but it should cooperate in every way possible with the home and the Church. It should lend itself to the community's attempt to supply this much needed element.

The school does give moral instruction. Teachers are usually of a high type of moral conduct. They are usually idealists. All knowledge is truth. Pupils are admonished to live the honor code. All the influences surrounding the school are moral influences, but it seems we must always lack the spiritual element of the deeper sort. After all, the sublimest creation of God is a Christian mother and the greatest shrine on earth is a mother's knee. No institution can take the place of the home in the inculcation of religious ideals. The Church is the safeguard of the home. The school, the home and the Church must find a way for a more effective cooperation. The school is ready to lend itself to the combination.

Under our laws, school committees have the right to adjust the daily program and the course of study in a way to allow children the release of a period or two each week for systematic religious instruction. There has never been any question as to the authority of school officials to excuse children from certain periods for music lessons. The same principle is involved in religious lessons. Supreme Courts in some states have held that parents have some rights in regard to such matters. The so-called Gery plan has been put into practice in Bar Harbor with good results. It is also being used in the schools along the St. John River. It is my judgment that school committees have the right to cooperate in reasonable and suitable manner with the home and the Church in this particular, and legally make

such arrangements as are necessary for the success of the project. The time allotted to this study need not be in undue proportion, should come at a time when it will least conflict with secular study, but it is of sufficient importance to be given an equal chance with other studies in the program. When this plan is adopted, the home and the Church should provide the facilities for "carrying on." They should, however, be able to assure the school authorities that the nature of the work, the character of the instruction, the methods and results are such as to warrant the adjustment of the program to accommodate the project.

It may be a future possibility that vacation classes may help supply the need, especially for the children of the elementary school. It is quite probable that when we wish to continue the work with the children through the year, it will be a complete variation of the common school type, and more largely of a recreational nature or with the emphasis upon some neglected elements of good citizenship and clean living, and among these activities may well come the religious school. A four or six weeks course in the summer devoted to Bible study, coupled with clean sports and amusement if conducted by instructors of suitable personality and proper training, could function well in the general scheme of education.

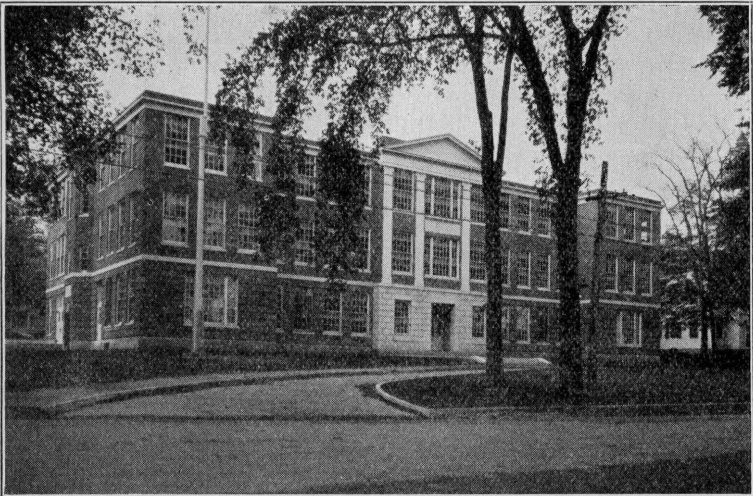
At any rate, religious education is one of the many problems yet to be solved. It is perhaps the outstanding one. If some form of training which can build up a greater resistance to wrong doing can be devised, it will be a great gain and it will strengthen and beautify our social fabric as nothing else can.

If there is doubt among school officials as to their rights under the law to adjust the daily program to accommodate some suitable scheme of religious education, the laws may be changed to make clear this privilege. It is not probable that any one scheme will go immediately and universally into operation. Many schemes must be tried out; much experimentation will be necessary. Results must be tested until after awhile each method, each device, each scheme

and each procedure will be weighed, measured and catalogued in the new order, which eventually may become generally accepted and standardized.

BETTER SALARIES, BETTER TEACHERS

Better salaries enable teachers to live better, to prepare better and, consequently, to teach better. Maine has always produced good teaching materials and often good teachers, but many of our most promising and best prepared have not been content to stay at home. The three



WILLIAM G. CROSBY HIGH SCHOOL, BELFAST

The above picture shows the William G. Crosby Junior and Senior High School, Belfast, Maine, which was recently completed at a cost of \$200,000. This high school contains a combination auditorium and gymnasium—the only high school of this type in the state. The building is equipped with the univent system of ventilation and a fine new library donated by Miss Anne C. Crosby of Belfast.

southern New England states are full of Maine teachers. Our teachers are found the United States over wherever there are larger educational engineering jobs. For many years, therefore, in fact, ever since the conception of trained teachers, we have been supplying teachers for other states and, to some extent, shall continue to do so. Any state, however, which cannot hold a reasonable per-

centage of its teachers of high personality and preparation must of necessity live always in professional poverty. No state can work out a satisfactory solution to its educational problem until it can hold its best teachers. At the present time, better conditions are prevailing in Maine as the following figures on teachers' salaries for a ten year period will indicate.

Table Showing the Average Salaries of Public School Teachers for the Ten Years from 1915 to 1924
1915 TO 1924

<i>Year</i>	<i>Elementary</i>	<i>Secondary</i>
1915	\$374.56	\$ 733.22
1916	389.27	748.06
1917	402.81	762.22
1918	428.99	796.94
1919	462.46	857.73
1920	568.73	1,067.07
1921	727.29	1,310.42
1922	764.20	1,386.10
1923	811.71	1,404.07
1924	805.00	1,424.08

It is observed that the salaries both elementary and secondary, while still low, have advanced over 120%. If we eliminate the cities of other states and take the country places and villages only into consideration, Maine does not suffer so materially by comparison. We have before us our great problem of rural schools which should have our best teachers.

FICTITIOUS AND ACTUAL INCREASES OF TEACHERS' SALARIES

In 1913, the purchasing power of the dollar had an index figure of 100. This was the last year of normalcy. In 1914, it was 103 and in 1915, when our figures begin, it was 105. This means that in ratio of the salary to the purchasing power of a dollar in 1915, the \$374.56 received by the elementary teacher in Maine would purchase \$357.00. In 1920, the purchasing power of a dollar was

200. The average salary that year was \$727.29. Its purchasing power was \$362.64, or a salary decrease of \$64.65. Since 1920, the index figure has varied slightly and has probably receded. If it remained stationary, the \$827 salary is an actual increase of \$38.94 over 1915.

A somewhat poorer showing is made in salaries of high school teachers. In 1915, the average was \$733.32, and in 1923, it was \$1,404.07. This makes an actual salary in 1923 of \$702.03 with an index figure of 200,—a virtual loss of salary of \$31.29. Notwithstanding the fact that the increase is fictitious, the teacher is able to live somewhat better in 1923 than in 1915 as the handling of larger quantities of money gives greater opportunity for economies.

BETTER HOUSING FOR MAINE SCHOOL CHILDREN

Ten years ago, Maine was laboring under the handicap of low school property values. Most of her buildings were of fifty, seventy-five and a hundred years' standing and, consequently, were dilapidated and out of date in the extreme. Schools, like all other elements of human welfare, have changed materially in ideals of both buildings and instruction, and the rather ancient type of school building retarded our development in health as well as scholastic virtue. During the last decade, a steady improvement has taken place in this department to the satisfaction of all our citizens interested in education.

Table Showing Total Valuation of School Property (including equipment) for the Ten Years from 1915 to 1924

FROM 1915 TO 1924	
1915	\$10,021,081
1916	10,597,424
1917	11,374,949
1918	12,091,485
1919	12,827,134
1920	15,177,499
1921	16,806,402
1922	17,576,405
1923	19,973,057
1924	25,923,465

It is observed that we have made a 100% increase in our school property. This covers buildings of all types from the small country school to the beautiful structure of brick and stone in the city. Within a few years, it will not be necessary for any group of children anywhere in the state to attend school in an unsatisfactory school environment. Ten years ago, there were many schools with no toilet facilities and a large number with one compartment for both sexes. By 1927 these conditions will be corrected and the moral side of education, as well as the health side, will have its safeguards.

COMPARATIVE SALARIES

Comparative figures from other states are available not later than 1923. Maine salaries have advanced in the last year. Herewith are figures bearing upon salaries and the training of rural teachers based upon an inquiry made by the National Education Association covering 400,000 teachers. The figures may be accepted as fairly representative.

In Cities of 10,000 to 100,000 Population

Median salary in high schools in Maine	\$1,240.00
Median salary in high schools in U. S.	1,372.00

In this Maine ranks 27th among the fifty-two states and territories.

Median salary in elementary schools in Maine	\$ 843.00
Median salary in elementary schools in U. S.	1,142.00

In this Maine ranks 39th.

Median salary in rural schools in Maine	\$744.00
Median salary in rural schools in U. S.	784.00

In this Maine ranks 31st.

On Training of Rural Teachers

Teachers not normal graduates in Maine	60%
Teachers not normal graduates in U. S.	54%
Teachers who are normal graduates in Maine	40%
Teachers who are normal graduates in U. S.	46%

In this Maine ranks 26th.

Teachers with less than two years above elementary school in Maine	7%
Teachers with less than two years above elementary school in U. S.	23%
Teachers with two or more years above elementary school in Maine	93%
Teachers with two or more years above elementary school in U. S.	77%
In this Maine ranks 11th.	

Experience of Rural Teachers

Teachers with less than two years experience in Maine	25%
Teachers with less than two years experience in U. S.	36%
Teachers with two or more years experience in Maine	75%
Teachers with two or more years experience in U. S.	64%
In this Maine ranks 9th.	

Maturity of Rural Teachers

Teachers less than twenty-one years old in Maine	19%
Teachers less than twenty-one years old in U. S.	25%
In this Maine ranks 16th.	

At present, no person can receive a certificate to teach who is not seventeen years of age and completed a four years' Class A high school. The training of rural leaders for Maine schools now in vogue should improve our rating materially in a few years, as it tends to develop a rural teaching profession. After the present year, all teachers are required to show some technical training. These requirements should place Maine among the leading states in this particular.

NOT TO BOAST, BUT BY WAY OF COMPARISON

In the Press Herald one morning in late summer, about the time the schools were getting ready to open, there appeared a group of advertisements concerning certain

preparatory schools and colleges, and with these advertisements occurred a general supporting advertisement or article which furnished a very impressive statement in regard to the tremendous school mortality throughout the United States. It may be well herein to make a comparison of the situation as it is found in the United States in general and in Maine in particular.

"Stand at the gate of any public school in any city in America any September morning and count 100 fifth grade pupils as they answer the call of the bell. On the average they are 11 years of age. Seven more years of grade and high school training lie ahead and a thousand colleges and universities wait beyond with special training for useful, fruitful lives."

"But come back a year later and stand at the sixth grade door and, search the ranks as you will, you will find but 83 of the 100 who answered the bell the year before. Already 17 have dropped out along the way. They have had to put their hands to work to help out the family income or have grown indifferent to the value of an education."

Note: In comparing for the year 1916, or going back to the time when our present graduating class was in the fifth grade, Maine finds on reaching the 6th grade an addition of 2 students, making 102. This seems to indicate that in our schools, where we require the completion of the sixth grade before the compulsory education law releases the youth, a number are required to recanvass the grades, which accounts for the fact that our grade, instead of losing 17, has gained 2. This situation may be placed, therefore, at the door of our compulsory education law.

The seventh grade will see but 71 of them"

Note: In Maine, it will see 89.8.

"the eighth grade but 63"

Note: In Maine, 81.2.

"Stand at the high school doorway four years from the first morning and you will count but 34 familiar faces"

Note: In Maine you will count 66.2.

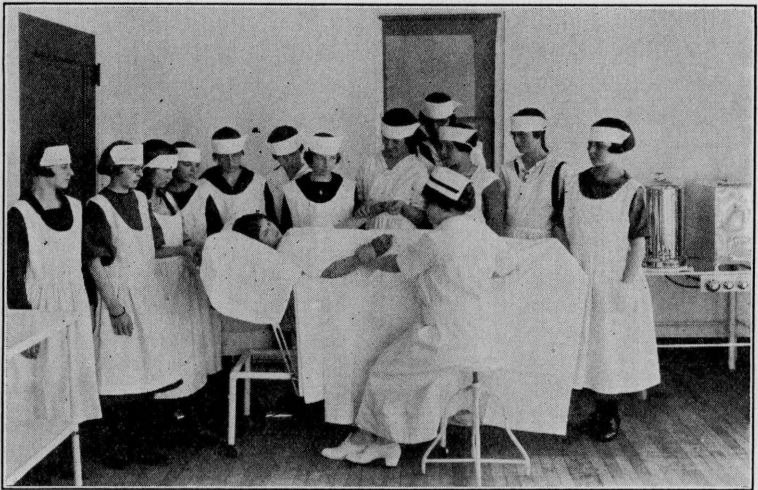
"and four years later 14 diplomas will be enough for all that still remain."

Note: In Maine, it will require 35.

Evidently, the people of Maine believe that education is essential,—that our young people need their native abilities reinforced by consistent and persistent study. Maine is retaining a larger percentage of her young people in her schools than most of the other states. This brings an added burden of taxation in order to support the increasing attendance and the increase in numbers as we advance in the grades. As to the virtue of this situation, there could be little ground for argument.

HEALTH EDUCATION

No system of education can be said to be efficient so long as it neglects the health and the physical well-being of the children. The health program, as a part of a system of education, should not only include systematic train-



CLASS IN HOME NURSING—N. H. FAY HIGH SCHOOL, DEXTER

A modern conception is that young people who attend the public school shall receive something which will enable them to do better the desirable things of life which they must do anyway. The success of the school does not depend upon the fitness of its product for higher education, although this is an element, but upon the way it fits the youth for the active responsibilities of life, for becoming good citizens, industrious, painstaking and country loving, and also the inculcation of the stronger spiritual values which must underlie all acts and relations of life. The above picture represents a class in home nursing, a division of the home economics work in the N. H. Fay High School at Dexter. These young people, under a trained and experienced nurse, are receiving information which it is good for all young people to know.

ing in personal hygiene and the general rules of health, but it should include the sanitary condition of schools and the proper lighting, heating and ventilation as affecting the physical well-being of the children.

In Maine, we are giving special attention to this portion of our program. Our course of study includes the subject of hygiene. We have incorporated also the health project known as the "Health chores," with some fifty thousand children living these projects in the light of the information they have gained in their lessons on hygiene. Maine, which for the past three years has led all the New England States in the proficiency with which the daily "health chores" of the Modern Health Crusade is conducted in the schools through the cooperation of the Maine Public Health Association and the State Department of Education, now stands second in the United States.

Forty-eight Maine schools in thirteen counties were responsible for putting Maine next to the top in this national proficiency test. Each of these schools has been awarded a national pennant which will be presented with appropriate ceremonies under the joint auspices of the Maine State Department of Education and the Maine Public Health Association. The Maine prize winning schools include:

Bridgton: Bridgton grammar school, grade six, Bernice K. Jones, teacher.

Franklin county, Stratton: Stratton school, Mrs. Ellen Blackwell, teacher; Wilton: Wilton grammar school, grade four, Mrs. Carrie L. Miller, teacher.

Knox, Camden: Elm Street school, grade three, Laura Wadsworth, teacher; Union: Union grammar school, Ida M. Hughes, teacher; Warren: Grammar school, Mrs. Inez Mattews, teacher.

Oxford, West Peru: Grammar school, Leah C. Beedy, teacher.

Kennebec, Albion: Quaker Hill school, Cora A. Hall, teacher.

Lincoln, Waldoboro: Grammar school, Agnes L. Creamer, teacher.

Sagadahoc, Arrowsic: North Arrowsic school, Maude E. Hayward, teacher; Woolwich: Day's Ferry school, Mrs. Georgie M. Walker, teacher.

The Maine Public Health Association in this activity has cooperated with the State Department of Education, the Association furnishing a health crusader who spends all of her time in the schools, the salary and expense of travel being paid by the Maine Public Health Association.

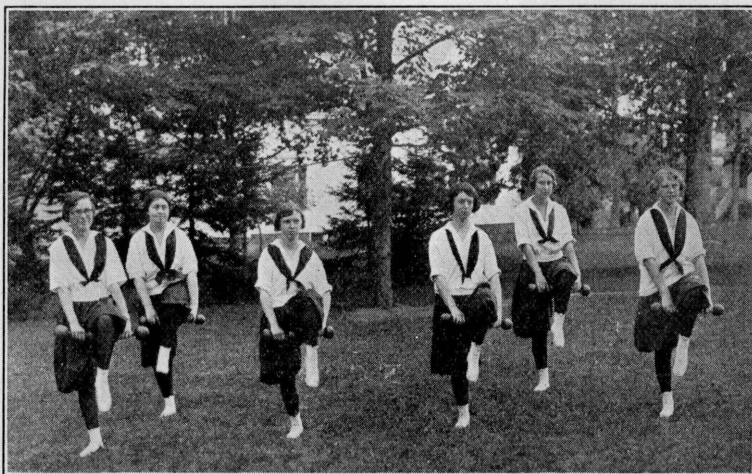
The laws of the state require that each teacher employed make an examination of sight and hearing. Charts, records and reports are furnished by the State Department of Education. One hundred thirty thousand children are thus examined each year. Of these there were 13,269 with defective vision and 2,933 with defective hearing.

These examinations cover two distinct functions. First, a knowledge of the actual condition of the child enables the teacher to make a proper adjustment of the seating in such a manner as will take advantage of the lighting arrangement. The second function is the corrective work which parents are urged to undertake. When defects are found, they are reported to the parent with the suggestion that proper attention be secured. Our teachers have performed a great service to the rising generation in the correction of many of these handicaps through their advice and follow-up work.

Under our laws, towns are authorized through the superintending school committees to employ school physicians for physical examinations. We have had some difficulty in our sparsely settled sections in finding physicians who can give their attention to this phase of the work. We have, however, installed about one hundred physicians. Many of these are taking care of several towns. In towns where physicians have been employed for a period of years, there appears a very great increase in the physical efficiency of the school children. Many of the towns show a correction of from thirty to forty per cent. In many of the towns, not a single physically sound individual has been found, but with some attention the handicaps have been removed.

Under our physical education law, the state contributes one-half the salaries of directors and supervisors. About fifty directors and supervisors are employed. These per-

sons have charge of the general physical or health education of the system in which they are employed. They lay out work for the manual exercises, calisthenics, light gymnastics, and supervise plays and games. They also supervise the teaching of the general health lessons, aid

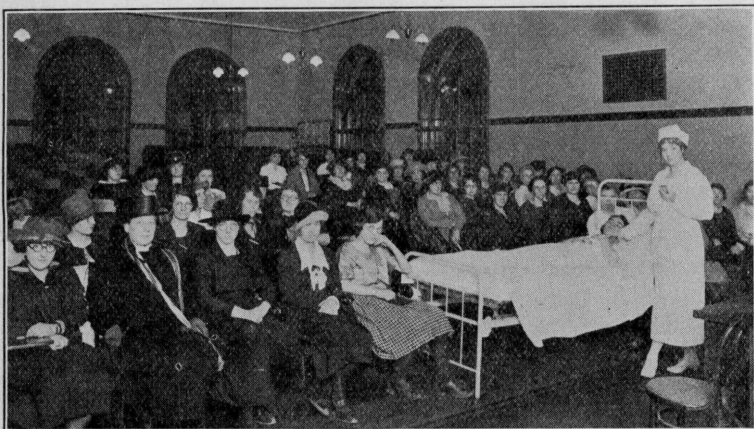


OUTDOOR PHYSICAL EDUCATION—CASTINE NORMAL SCHOOL

Physical education is rapidly finding a place in the school. Our teachers are being taught the curriculum and exercises necessary to carry on a complete program of health education. The above picture shows a class of teachers in training. The open air is the best place for such work and under the fine trees on the greensward of our school campuses is found the most inviting place for such work. Invigorating, pleasurable and thrilling such instruction may be made.

physicians in keeping records and in follow-up work. The law also provides that in cases where physical directors are not available or where towns are unable to employ them to advantage, graduate nurses with sufficient special training may be approved as supervisors of physical or health education. These nurses make minor examinations, help the teachers with examinations for sight and hearing, refer special cases to physicians, keep records and do follow-up work. They also assist materially in cases of contagious diseases. About fifty school nurses are employed.

In many of our towns, and especially in the more thinly settled sections where children are required to bring their dinners, warm lunches are being provided. Of so much benefit have these proved that the practice is almost universal where teachers have had sufficient experience and initiative to undertake the work. In many cases, especially of malnutrition, arrangements have been made with farmers to bring milk for the children. Many of the children find their school work materially improved under these conditions. Proper lighting, ventilation, regard for the rules of health and care for the underweight children have brought an increased efficiency in the intellectual and moral pursuits of the children.



CLASS IN HOME NURSING—BANGOR EVENING SCHOOL

The above represents the home nursing class of the Bangor Night School. These night schools are rapidly forming a very desirable means for the people who are busy during the day with the usual occupations and who wish to improve themselves in the art of living, in wage-earning capacity and in chances for promotion. Many of the members of this class are young mothers, while all of them are interested in becoming more proficient in this essential art.

For some time, several communities, our Capitol City among them, have conducted dental clinics. One of the notable achievements in this line is in Cumberland County. Because of the complete, outstanding success of the Mobile Clinic in that county, I am giving herein the report of Mrs. Edward L. Pickard, Secretary of the Maine Public Health Association of Cumberland County:

August 20, 1924.

Dr. A. O. Thomas,
Augusta, Maine.

My dear Dr. Thomas:

As secretary of the Cumberland County Public Health Association, I have been requested to notify you that our Mobile Clinic is now in working order, and has been tried out in the town of Cumberland (see enclosed report) and is now available for schools in the county. Cumberland itself raised funds for the work done by the dentist, the



OPEN AIR SCHOOL—LEWISTON

Maine is seeking to solve her educational problems and to neglect no class of her young people. In many sections anaemic children are found and an endeavor has been made in such localities as Lewiston, Portland and Bangor to provide open air schools for children who need such treatment. The above picture is of an open air school in Lewiston where the children are having a "rest" period. The windows are thrown wide open and remain so during all of the period when the children are being instructed.

Cumberland County Public Health Association providing equipment and nurse.

The expenses for the professional dentist for 12 days were \$250. You will see what the expenses would be if the children had been taken to some city (which probably would not have been done).

Mr. Dudley, the president, would be glad for a conference at any time at your convenience.

Cordially yours,
GERTRUDE G. PICKARD, *Secretary.*

Report of Work Done at the Mobile Clinic (Dental)

After the report of the school inspection, made by Miss Mary G. Price, County Nurse, had been given to the school board of the Town of Cumberland, the officers of the local Parent-Teacher Association, realizing the great need and the importance of dental care for their school children, gave two rummage sales and two dances to help raise money for a dental clinic. The Cumberland County Public Health Association was asked to bring their Mobile Dental Clinic to Cumberland Center, and the outfit was set up in the kitchen of Greeley Institute gymnasium. The C. C. P. H. A. furnished the use of the outfit, material used, and the services of the nurse. The Parent-Teacher Association paid for the professional services of the dentist. The officers of the Parent-Teacher Association made the appointments for the children, and each child had a consent card signed by the parents.

The clinic was open 12 days, with Dr. F. Everett Norris operator for two days, and Dr. D. N. Milne operator for ten days.

Report of Work Done

Number of days clinic was open	12
Time per day	8.30 to 4.30
Number of children enrolled in the schools	153
Number of children needing dental care	95
Number of children receiving dental care	71
Number of cleanings	68
Number of silver fillings	214
Number of cement fillings	69
Number of guttapercha fillings	1
Number of polishings	1
Number of extractions (local anaesthetic)	61
Number of extractions (ether) (2 patients done in home)	15
Number of extractions (gas)	1
Estimated cost of work done	\$768.00

The cooperation and interest of the community was shown at all times, also a deep appreciation and gratitude to the Parent-Teacher Association for what they have done for the children of Cumberland. The Red Cross assisted by donating \$50.00 to the Parent-Teacher Association.

The necessity for health work, a regular department of school instruction, is clearly borne out by the facts disclosed by the Great War. In the number of rejections for military service, Maine held an unenviable rank of thirty-eight among the states of the union. It is probable that a portion of this percentage is due to the fact that the idealistic spirit of the Maine people offered a larger proportion of young men from whom to select than most other states. The war had scarcely been announced before numbers of Maine young men were going across into Canada and enlisting, and as soon as America became involved, they offered their services to their country. Maine had no trouble in filling her quota while other states may have found it necessary to select those even less physically fit than were accepted by the Maine registration. There is no doubt that this situation lowered our rank for military fitness. The following table is significant:

Number of men examined in U. S.	5,991,123	100%
Number of men accepted in U. S.	4,650,500	77.6%
Number of men rejected in U. S.	1,340,625	22.4%
Number of men examined in Maine	22,646	100%
Number of men rejected in Maine	7,881	34.8%
Number of men killed and wounded in the war	248,170	4.1%

These figures concern soldiers of the United States and were officially issued by the Government. Five times as many men were rejected for physical disability as were killed or wounded in war. This is a startling exhibit of the necessity of systematic and organized physical education in the schools of our country. Maine is undertaking to bring up a generation physically fit. It is not sufficient that our young men be fit for military service. The walks of peace require just as much in the way of physical fit-

ness as the emergencies of war, and the training should not be given to the men alone for the mothers of the race should be physically fit also.

Summary of Report School Nurses' Service for April, May and June, 1924

Home visits to school children:

Nursing	219
Instruction	682
Investigation	499
No. schools visited	618
No. visits to schools	1602
No. pupils in classroom inspection	5269
No. individual pupils inspected	3665
No. pupils defective	554
No. pupils excluded for:	
Pediculosis	117
Skin disease	22
Symptoms of communicable disease	81
No. pupils who have had defects corrected	443
No. parent consultations at school	5
No. parent consultations at home	15
No. sanitary inspections of school and premises	84
No. treatments	37
No. toothbrush drills	32
No. handkerchief drills	4
No. class talks	622

Defects and corrections found in school children:

	<i>Found</i>	<i>Corrected</i>
Vision	184	143
Eyes	29	19
Ears	68	18
Teeth	677	688
Nose	2	21
Throat	307	100
Skin	17	3
Lungs	0	0
Heart	2	0
Glands	4	0

	<i>Found</i>	<i>Corrected</i>
Nutrition	14	0
Posture	4	0
7% underweight	42	204
10% underweight	0	58
20% overweight	17	0

SURVEY AND CLINICS FOR PHYSICALLY HANDICAPPED CHILDREN

Last year, we undertook to secure a census of all handicapped children in the state between the ages of five and twenty-one. The importance of the census and methods of procedure were not fully understood by the census takers, and while a large number of cases were reported, the census did not seem to be complete, and especially in regard to the details of the nature of the handicaps.

This year a state-wide survey was undertaken with more detailed instruction with more satisfactory results.

Survey

Number of children having infantile paralysis	264
Number of children having physical deformities	167
Number of children having defective vision	104
Number of children having defective hearing	15
Number of children who are deaf and dumb	87
Number of children having tuberculosis of lungs	42
Number of children having tuberculosis of the bone	32
Number of children having congenital trouble	37
Number of children having badly diseased adenoids	80
Number of children having been injured by accident	25
Number of children having epileptic fits	26

Total 879

The purpose of taking this census is to determine the state's problem in relieving the physical handicaps of these children. Through the cooperation of the Maine Public Health Association, Chambers of Commerce, Rotary and Kiwanis Clubs, and other organizations, a series of clinics was arranged for the purpose of trying to relieve the

various handicaps to the fullest extent. The Maine Medical Association and physicians generously gave their time to the work of examining and correcting. Many of these children who will receive attention would otherwise go through life seriously afflicted and retarded in their handicaps. In many instances, very slight attention will correct the difficulty and a life handicap will be relieved.

The dates for these clinics are as follows:

Augusta, August 2, 1924
Skowhegan, September 1, 1924
Bangor, September 11, 1924
Farmington, September 22, 1924
Waterville, October 20, 1924
Washington Co., To be scheduled
Hancock Co., To be scheduled

Dr. E. G. Abbott of the Orthopedic Hospital, Portland, Dr. Allan Woodcock and Dr. W. C. Peters have volunteered their services free of charge.

ILLITERACY AND AMERICANIZATION

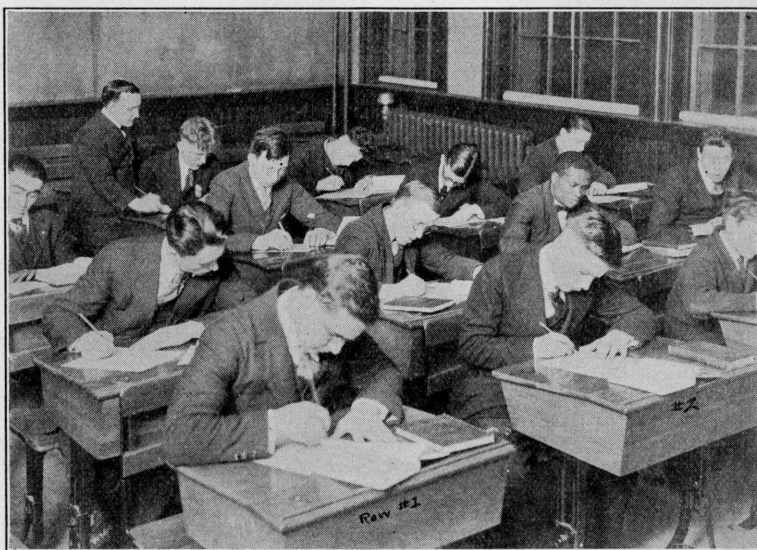
We have undertaken during the present decade to wipe out our illiteracy. Our night schools have been our chief means of teaching adults to read the English language and to write. Each year since 1920, we have carried about fifteen hundred persons in our night school classes in Americanization and illiteracy, which should reduce our number from 20,240 to approximately 15,000.

The fact that the Constitution sets up an educational qualification for voters and office holders should pave the way for the work of placing the State of Maine in the front rank among the states of the union for its percentage of literacy. We have, as will be noted by the statistics given herein, 11,310 illiterate males and 7,262 illiterate females of voting age. These persons should be anxious to be relieved of this classification and accept in the spirit of the Constitution the full right of citizenship, while the more fortunate citizens should not only be willing but anxious to join in this crusade.

Article 29 of the Constitution reads as follows:

"No person shall have the right to vote or be eligible to office under the Constitution of this state who shall not be able to read the Constitution in the English language and write his name; provided, however, that the provisions of this amendment shall not apply to any person prevented by physical disability from complying with its requisitions, nor to any person who now has the right to vote, nor to any person who shall be sixty years of age or upwards at the time this amendment shall take effect."

Just how many of our citizens are included in this exemption we have no means of determining. It is altogether probable, however, that all but a very few would come under the requirements of the Constitution.



CLASS IN AMERICANIZATION—PORTLAND EVENING SCHOOL

The above is a picture of a class in the Portland Night School. No two of these students are of the same nationality. They range in age from fifteen to twenty-three. Each is seeking to improve himself in his daily work and in the elements of good citizenship.

We are undertaking, through our most excellent compulsory education law, to see that no new crop of illiterates comes on in Maine. We have practically eliminated juvenile illiteracy in our state. During the next three

years, we shall put on a definite program looking to the advancement of our literacy percentage. We call upon the citizens of the state who are interested to assist. If each citizen who is interested would endeavor to teach one to read and write—and this would be a small task—we could eliminate the illiteracy in Maine in six months.

Total number illiterates 10 years old and over	20,240
Native white illiterates	8,396
Foreign born white illiterates	11,604
Illiterate males of voting age	11,310
Illiterate females of voting age	7,262
Rural illiteracy	11,509
Urban illiteracy	8,731
Percentage of illiteracy in state	3.3

ILLITERACY BY COUNTIES

Hancock	87	Somerset	818
Lincoln	89	Oxford	878
Knox	148	Kennebec	1,633
Waldo	148	Penobscot	1,655
Sagadahoc	348	Androscoggin	1,891
Washington	361	Cumberland	2,542
Franklin	390	York	2,811
Piscataquis	569	Aroostook	5,872

ILLITERACY BY CITIES

(25,000 or more pop.)		Calais	43
Bangor	241	Eastport	55
Lewiston	1,326	Ellsworth	8
Portland	1,568	Fairfield	85
(10,000 to 25,000)		Gardiner	14
Auburn	272	Hallowell	18
Augusta	358	Madison	100
Bath	202	Old Town	299
Biddeford	1,801	Presque Isle	131
Waterville	786	Rockland	20
(2,500 to 10,000)		Rumford Falls	390
Belfast	19	Saco	313
Brewer	87	South Portland	22
Brunswick	229	Westbrook	344
Total number illiterates in state in 1910			24,554
Percentage of illiteracy in state in 1910			4.1

CHILDREN IN LUMBER CAMPS

One of the most troublesome problems in connection with our schools is the proper care of the children of families who move from place to place with portable saw-mills. In most cases, the mills are located long distances from established schools. The parents have no legal residence in the town and do not come under the provisions of Section 30 of Chapter 16 of the Revised Statutes of the State, which gives all children between the ages of five

and twenty-one free school privileges in the town in which the parent or guardian has legal residence.

The fact that these people have no legal status in the town in which they sojourn militates seriously against the privileges of education for their children. In most cases, transportation is required and often over difficult roads at heavy expense. The town cannot be expected to bear this burden. In many instances, the parents do not have sufficient means to satisfactorily handle the problem. The children are unnecessarily handicapped.

Under our compulsory education laws, the children come within the jurisdiction of the school committee and the superintendent of schools of the town from which the family came and in which the parent has legal residence. In most cases, these people move into these camps without notifying the school officers and the problem of keeping track of the children is a difficult one.

In all cases, we have recommended to the towns where these people are located that such children be given free access to the schools where it can be done without seriously militating against the welfare of the schools and without requiring the town in which the temporary residence is maintained to pay out sums of money which would cripple the efficiency of education for their own children. I am pleased to report that in most instances towns are willing to do this, but the burden of transportation falls largely upon the parents. We are now working with the question of finding some relief for the problem. The most satisfactory solution would be to place these children under the jurisdiction of the towns in which they temporarily reside and arrange for the state to contribute to the unusual expense.

CHILDREN OF THE CHARITIES

The schooling of children under the care of the State Board of Charities and Corrections and other charitable institutions forms another problem very similar to that of schooling the children of the lumber camps. These children are placed in families for care and have no legal status in the towns in which they temporarily reside.

They are not legally adopted and the persons with whom they live are not legal guardians. The children have come from other towns in the state in most instances, but their education must not be neglected. We have advised all towns wherein these children live to open up their schools to them without cost and especially where it can be done without additional teachers and equipment entailing extraordinary expense, but in some instances the children are colonized in towns already struggling with the problem of educating their own children and if these are taken care of, it requires unusual expenditure to provide for them. In several instances, as many as thirty children have been put out to board in one town, and schools have been maintained almost entirely for them. Transportation is often required. It is an undue burden to the town and an unjust requirement to compel these towns in which the children temporarily reside to stand the burden of expense of their education.

A recent decision of the law court holds that the persons with whom these children board become for the time being their guardians. A child cannot well have two guardians.

Sec. 30 of Chapter 16 of the Revised Statutes provides that children between the ages of five and twenty-one years are entitled to free school privileges in the town where the parent or guardian has legal residence. As I read the law, the State Board of Charities is the legal guardian of these children and consequently the children have no legal status in the town to which they are sent to be cared for. Inasmuch as these children are seriously handicapped at best, I have recommended in all instances where it can be done without militating against the children of the town that these children be allowed to attend free of charge.

The decision aforementioned will not only work an injustice on the towns in compelling them to fulfil an obligation which should justly fall on the state, but in many instances handicap the town in providing education for its own children.

The decision also breaks down the free high school attendance act, as, according to this decision, any family wherein a child boards for the purpose of attending school becomes the temporary guardian. Consequently, the child is entitled to free school privileges in that town. A child may, therefore, go from one town into another to live with its grandparents or its other relatives, or even among strangers, and avoid the necessity of paying tuition. This, in itself, would work a hardship upon many high schools and break down entirely the free tuition act.

I would recommend that the legislature provide sufficient funds to be placed in the hands of the State Board of Charities and Corrections for the purpose of paying tuition in the towns where these children are boarded. Unless the persons with whom they live have legally adopted the children, tuition at the usual rate should be paid.

SUMMARY OF SURVEY OF ELEMENTARY TEACHERS

(This list includes teachers in urban towns only.)

	No. Normal graduates	1186			
	No. Partial Normal	336			
	No. High graduates	386			
	No. Specials	14			
TOTAL NUMBER ELEMENTARY TEACHERS					
					1922
<i>No. receiving</i>	<i>Normals</i>	<i>Partials</i>	<i>High</i>	<i>Special</i>	<i>Total</i>
less than \$400	2		11	2	15
400-500	3	6	12	1	22
500-600	3	19	15		37
600-700	35	41	45	1	122
700-800	149	77	76		302
800-900	155	63	35	2	255
900-1000	189	51	47	1	288
1000-1100	154	27	56	3	240
1100-1200	86	24	17		127
1200-1300	187	21	44	2	254
1300-1400	42	2	8		52
1400-1500	33				33
Over 1500	148	5	20	2	175
					<hr/> 1922
<i>No. having taught</i>					
Less than 2 yrs.	257	48	66	2	373
2-5 yrs.	200	67	59	2	328
Over 5 yrs.	729	221	261	10	1221
					<hr/> 1922

In addition to the above there are 24 college graduates and 82 with partial college courses equal to two years teaching in the elementary schools.

SUMMARY OF SURVEY OF TEACHERS IN HIGH SCHOOLS ONLY FOR YEAR ENDING JUNE 30, 1924

Men

Total number of men	395
Number college graduates	260
Number partial college training	83
Number normal graduates	19
Number with special training	33

<i>Salaries</i>	<i>College</i>	<i>Partial</i>	<i>Normal</i>	<i>Special</i>
Less than 700				1
700-800		1		
800-900			1	
900-1000	4	6		1
1000-1100	4	12	4	4
1100-1200	2	4		
1200-1300	8	14	2	3
1300-1400	11	10	2	
1400-1500	13	7		3
1500-1600	21	6	3	
1600-1700	22	1	3	2
1700-1800	14	5	1	3
1800-1900	28	5	2	2
1900-2000	12	2	1	2
2000-2100	27	5		2
2100-2200	11	1		2
2200-2300	15	2		3
2300-2400	14	1		
2400-2500	8			1
2500-2600	10			3
2600-2700	5			
2700-2800	5			
2800-2900	10	1		
2900-3000				
3000 and over	16			1

<i>Experience</i>	<i>Experience</i>	<i>Experience</i>
0 years	64	16 years
1	54	17
2	38	18
3	42	19
4	39	20
5	25	21
6	20	22
7	11	23
8	15	24
9	9	25
10	15	26
11	5	27
12	6	28
13	4	29
14	1	30
15	9	30 plus
		5

Number teaching in

1 teacher schools	21
2 teacher schools	67
3 teacher schools	39
4 teacher schools	34
5-10 teacher schools	83
10 plus teacher schools	151

Percentage

College graduates	65.8%
Partial college	21.1%
Normal graduates	4.8%
Special training (vocational and those with irregular preparation)	8.3%

Median salary

College graduates	\$1975
Partial college	1370
Normal	1400
Special training	1900

Median Experience

3.8 years

Women

Total number of women	658
Number college graduates	375
Number partial college training	100
Number normal graduates	71
Number with special training	112

<i>Salaries</i>	<i>College</i>	<i>Partial</i>	<i>Normal</i>	<i>Special</i>
Less than 700	3		2	3
700-800		2		4
800-900	3	8	5	5
900-1000	8	22	8	10
1000-1100	37	32	9	16
1100-1200	50	8	9	14
1200-1300	81	12	16	21
1300-1400	46	4	3	10
1400-1500	62	4	12	10
1500-1600	24	2	4	7
1600-1700	19	1		5
1700-1800	14	1	1	1
1800-1900	16	4	2	5
1900-2000	10			
2000-2100	1			1
2100-2200	1			

Experience

0 years	109
1	85
2	64
3	35
4	36
5	36
6	33
7	30
8	21
9	24
10	17
11	32
12	16
13	14
14	11
15	9

Experience

16 years	10
17	8
18	5
19	4
20	5
21	4
22	4
23	4
24	3
25	3
26	8
27	2
28	6
29	4
30	3
30 plus	13

Number teaching in

1 teacher schools	6
2 teacher schools	51
3 teacher schools	50
4 teacher schools	65
5-10 teacher schools	164
10 plus teacher schools	322

Percentage

College graduates	57. %
Partial college	15.2%
Normal graduates	10.8%
Special training	17. %

Median Salary

College graduates	\$1211
Partial college	1056
Normal	1215

Median Experience

4 years

Summary of Both Men and Women

Number college graduates	635
Number partial college training	183
Number normal graduates	90
Number with special training for special subjects	145
Total number	1053

SUMMARY OF SURVEY OF TEACHERS IN SECONDARY SCHOOLS FOR YEAR ENDING JUNE 30, 1924

(Including free high schools and academies.)

Men

Total number of men	513
Number college graduates	357
Number partial college training	99
Number normal graduates	20
Number with special training	37

<i>Salaries</i>	<i>College</i>	<i>Partial</i>	<i>Normal</i>	<i>Special</i>	<i>Total</i>
Not given	7	2			9
Less than 700	1			2	3
700-800		2			2
800-900		1	1		2
900-1000	4	6		1	11
1000-1100	7	12	4	4	27
1100-1200	3	6			9
1200-1300	12	15	2	4	33
1300-1400	12	11	2		25
1400-1500	18	8		4	30
1500-1600	29	10	3		42
1600-1700	28	1	3	3	35
1700-1800	22	5	1	3	31
1800-1900	38	6	2	2	48
1900-2000	18	4	2	2	26
2000-2100	35	5		2	42
2100-2200	13	1		2	16
2200-2300	19	2		3	24
2300-2400	17	1			18
2400-2500	11			1	12
2500-2600	16			3	19
2600-2700	7				7
2700-2800	7				7
2800-2900	11	1			12
2900-3000					
3000 and over	22			1	23

<i>Experience</i>		<i>Experience</i>	
0 years	77	16 years	6
1	71	17	1
2	61	18	6
3	49	19	1
4	46	20	8
5	29	21	4
6	25	22	5
7	16	23	4
8	20	24	1
9	11	25	3
10	18	26	4
11	7	27	2
12	6	28	1
13	4	29	3
14	1	30	2
15	11	30 plus	10

Number teaching in

1 teacher schools	21
2 teacher schools	73
3 teacher schools	58
4 teacher schools	48
5-10 teacher schools	129
10 plus teacher schools	184
Number with summer or special training	90

Percentage

College graduates	69.6%
Partial college	19.3%
Normal graduates	3.8%
Special training	7.3%

Median Salary

College graduates	\$1884
Partial college	1345
Normal graduates	1533
Special training	1700
All men teachers	1758

Median Term of Service 3.9 years

Women

Total number of women	844
Number college graduates	460
Number partial college training	124
Number normal graduates	105
Number with special training	155

<i>Salaries</i>	<i>College</i>	<i>Partial</i>	<i>Normal</i>	<i>Special</i>	<i>Total</i>
Not given	3			3	6
Less than 700	13	2	9	6	30
700-800	1	3		5	9
800-900	6	9	12	7	34
900-1000	9	24	11	18	62
1000-1100	50	36	12	21	119
1100-1200	64	11	15	26	116
1200-1300	95	16	18	25	154
1300-1400	54	7	3	13	77
1400-1500	71	7	15	12	105
1500-1600	28	2	5	7	42
1600-1700	21	1	1	5	28
1700-1800	15	2	2	1	20
1800-1900	17	4	2	5	28
1900-2000	11				11
2000-2100	1			1	2
2100-2200	1				1

<i>Experience</i>		<i>Experience</i>	
0 years	127	16 years	12
1	120	17	10
2	80	18	6
3	52	19	8
4	52	20	6
5	47	21	5
6	37	22	4
7	38	23	4
8	28	24	4
9	30	25	4
10	23	26	9
11	34	27	3
12	21	28	6
13	19	29	5
14	14	30	6
15	11	30 plus	19

Number teaching in

1 teacher schools	6
2 teacher schools	55
3 teacher schools	73
4 teacher schools	83
5-10 teacher schools	255
10 plus teacher schools	372

Number with summer or special training 129

Percentage

College graduates	54.5%
Partial college	14.7%
Normal graduates	12.4%
Special training	18.4%

Median salary

College graduates	\$1290
Partial college	1066
Normal graduates	1156
Special training	1167
All women teachers	1230

Median term of service

4.8 years

Notes On Survey

Of the Men teachers

45 or 8.8% receive between \$2500 and \$3000

23 or 4.4% receive \$3000 or more

131 or 25.5% receive less than \$1500

A marked increase in the number receiving above \$3000 is shown in these figures.

Of those receiving less than \$1500 46 are college graduates.

The highest salary for women teachers is \$2100. Only three are receiving more than \$2000. However, 132 or 15.6% are receiving \$1500 or more and of these 95 are college graduates. Approximately the same number of teachers, 135, are receiving less than \$1000. Of these only 29 are college graduates.

In experience 72 of the men or about 14% have had fifteen or more years experience. Ten have had thirty or more years of teaching. The majority of men teachers have six years or less.

The median is somewhat higher for women than for men showing nearly a full year more of teaching experience on the part of women. Nineteen women have taught 30 years or more. 122 women or 14.5% have had 15 or more years experience while about 40% of the women teachers have taught three years or less. It is noticeable that the remainder are quite evenly distributed up to about 17 years.

VISUALIZING MAINE'S PROGRESS

In this biennial report is given a very brief survey of the conditions and improvement of the public schools during the last ten years. A brief summary might clarify to some extent the visualization of progress made under the direction of school authorities, superintendents, teachers and the general public. While such material progress is made, it is rather difficult to set forth the fine improvement on the educational side which has gone hand in hand with the material advancement. While school buildings, equipment, teachers' salaries and general school support have greatly advanced, the processes of educational methods, attitudes and general results have made equal advancement. In order to improve a system of education, it is necessary to begin with instruction in the elementary schools. The real strength of this work will not be manifest in higher education until the pupils who are instructed in the elementary schools in the newer methods are finding their way into the colleges. It is true that the improvement of high school methods may not even wait on the elementary schools in manifesting this improvement, but it is our belief that the next ten year period will show definitely in the product of the public schools.

The strong program of teacher training, both in institutions and in service, is beginning to manifest itself in several forms. Among these are the attitudes and conduct of our young people and better studentship in institutions of higher learning. Teachers are familiarizing themselves with intelligence tests and educational measurements and are applying them advantageously, while some thought is being given to educational and vocational guidance.

1. During the ten year period, eighty-five towns have constructed new high school buildings or have remodeled their old buildings until they are standard.

2. Ten years ago, the total value of all school property in the state was \$10,021,081, while at the present time it has reached \$25,923,465.

3. The total school support in 1915 was \$3,765,782.76 and in 1924, \$10,522,632.00.

4. During the term covered by this report, the country towns, struggling with their burden of taxation and a desire for school improvement, have been materially aided by the method of distribution of the public school funds.

5. Our laws require that by 1927 all towns shall provide adequate standard sanitary school toilets. Such toilets must be free from obscene markings as a moral safeguard.

6. A marked improvement in methods of conveyance and in facilities for the transportation of school children is noted. Over one hundred modern transports, safe and comfortable, are now in use. It is safe to say that in a little while the interests of every child for an education will be properly safeguarded.

7. The average salary for elementary school teachers in 1915 was \$374.56, while in 1924 it had reached \$805. The average salary for high school teachers has increased from \$733.22 in 1915 to \$1424.08 in 1924.

8. Students in normal schools in 1915, 760; in 1924 there were 1338.

9. Graduates from normal schools in 1915, 296; while in 1924 there were 491.

10. High school students housed in new standard buildings in 1920, 5,840; in 1923, 12,588.

11. Secondary school enrollment, including high schools and academies, in 1915, 14,650; in 1924, 30,253.

12. Warm school luncheons are now provided in over one thousand schools where it is necessary for children to bring their dinners.

13. Supervised play and noon hour are installed in most of the schools of the state.

14. Facilities for the training of teachers have been greatly increased. New buildings are now under way at Presque Isle, Farmington and Gorham, while new additions have been completed at Fort Kent, Machias and Gorham.

15. A complete health program has been installed in the schools. At present, there are over one hundred physicians, fifty school nurses and fifty directors of physical education through the cooperation of the state.

16. The state-wide census of physically handicapped children just completed through the State Department of Education in cooperation with the Maine Public Health Association, Rotary Clubs, Kiwanis Clubs and Chambers of Commerce in corrective clinics.

17. Evening schools have been fostered and one-third as many persons are accommodated in these schools as there are pupils in our day schools.

18. Agricultural instruction is carried on in twenty high schools of the state. Maine high schools, according to the Federal Board for Vocational Education, lead the states in the net returns of agricultural projects in such schools based on cost of instruction.

19. Maine is leading the states in the number of young people up to the age of eighteen who graduate from four year high schools and the young people are making an enviable record in their college achievements.

20. Maine is undertaking to develop through education the several lines of interest which bring progress to the state and which safeguard the welfare of the people.

21. During the period covered by this report, the legislature has authorized the training of rural leaders at the state's expense, and the issuance of bonus checks to these leaders of one-fourth of their annual salary. This is a means of developing a rural teaching profession and motivating it through the selection of the highest type of personality, special technique in training, magnified appreciation of service and a more adequate compensation.

22. Teachers' rallies and institutes for teachers of all grades are annually conducted. The state gives financial cooperation in all progressive educational movements, such as local surveys, educational and mental tests and measures, visual instruction, physical education, industrial and vocational forms of education, transportation of school children, the building of proper buildings, housing of teachers, equipment and adornment of schools, sanitary arrangements and educational and vocational guidance.

Taking the above items together, the Maine people are to be congratulated on their faith in education and their effort to give their children the best possible advantages to follow out the admonition of our forefathers when they framed our state constitution in making the opportunities for education widespread. A Commissioner of Education cannot do these things alone; the corps of superintendents and teachers would be powerless, school committees and officers would also fail, but where all of these factors work together in an understanding and intelligent way with the patrons of the schools, anything desirable may be accomplished.

SOME OBSERVATIONS

1. It will be observed from the statistical tables that the school population has increased from 222,103 in 1914 to 241,876 in 1924. There has not, however, been a corresponding increase in elementary school attendance, owing to the addition of a number of parochial schools.

2. High school attendance has increased from 13,524 in 1914 to 27,178 in 1924, not including academies. This is an increase of 100.9%.

3. It is noted that the average daily attendance has increased, even though the enrollment did not, from 117,265 in the elementary schools in 1914 to 134,796 in 1924, an increase of 14.9%.

4. The average length of the school year has increased in elementary schools from 166 days in 1914 to 174 days in 1924. The high school year has increased from 177 in 1914 to 180 in 1924. The attendance is cut down by the minimum year of thirty weeks, which is maintained by some towns. We hope eventually to have at least 180 days schooling for every child in the state.

5. The country pupils attending high schools under the free attendance act has increased from 3,059 in 1914 to 5,543 in 1924, an increase of 81.1%.

6. In 1914 there were 2,510 pupils of compulsory school age not attending school, while in 1924 the number was reduced to 737.

7. 62% of the children in the public schools of Maine are in rural schools. 38% are in urban schools. In 1924, \$4,206,487 covered the expenditures for rural schools while \$6,262,145 was spent on the 38% in urban schools. Eventually, when the state can spend the same per capita amounts on the children of both rural and urban schools, the rural schools can be made more commensurate with the needs of the rural people.

SOME IMPROVEMENTS STILL NEEDED

1. The most difficult problem is the development of a proper system of rural education. In order to do this, three things are necessary. (a) The rural schools should have the best trained teachers in the system. In order to secure this, they must be the best paid. (b) There must be a program of reasonable centralization or consolidation. Long distances are not feasible or desirable in Maine. The building of large consolidated schools is hardly possible or profitable in our state but wherever small inefficient schools may be brought together on reasonable transportation routes, as the highways are improved, this type of school will add materially to the many desirable features of rural education. It will be necessary to maintain many of the small outlying single teacher schools for many generations to come. Where this is necessary, these schools must be made the very best of their type. (c) In all cases where children are handicapped by distance, suitable means of transportation must be supplied with scheduled routes and bonded drivers who have the same control over the children to and from school as the teacher has at school. Such a means would be a moral as well as a physical safeguard. The highways at present are unsafe for the children and transportation is becoming necessary where children are

required to travel our Maine thoroughfares. In all of these the state must help financially.

2. The farm is Uncle Sam's chief butler. The cities are built upon our agricultural industries. 75% of all of our manufactures gather their raw materials from the farm. Agriculture is the basic occupation of America. It must not suffer. Let a blight strike the farm and the grass will grow in the streets of our cities. The equalization of the burden and the building up of good country schools is a state-wide program.

3. The working out of a definite program of educational and vocational guidance for our schools.

4. Better pay for properly trained and experienced teachers.

5. The building up of our teacher training institutions.

6. The State Department needs a Director of Research to cooperate with the various departments in our colleges and the University in carrying on definite lines of work in the field.

7. In order to assist local attendance officers who are timid about having trouble with their neighbors, the State Department should be supplied with a State Attendance Officer whose duty it would be to cooperate with local school officials in getting every child of compulsory education age into school. The whole state is interested in each child for the child educated in a far-away outlying section may come to the capital city or metropolis, or elsewhere, to live in later years.

8. In the previous pages I have recommended some measure which will fix the status of the parochial and private schools of the state and which will relieve future situations of the disagreeable feature of a religious issue. Without taking away any of the authority from the management of these schools but with a closer cooperation for the good of all, the textbook situation should be examined and a more uniform system devised. All buildings calculated for use of schools should conform to certain standards of lighting, heating and ventilating and general sanitary conditions. Safeguards against overcrowding should be provided.

9. A minimum salary law for prepared teachers will eventually be desirable. With this should go a carefully drawn and adequate tenure of service measure which will at once safeguard the rights of the teacher in her pro-

fession and the authority of administrative boards in safeguarding the spirit of cooperation and efficiency.

Not all these can be supplied at once. Education is a growth and the development of an effective system of education must cover a period of years.

**SURVEY OF TRAINING AND COMPENSATION OF
ELEMENTARY TEACHERS IN MAINE**

Total No.	Employed in Rural Schools	Employed in City and Village Schools
Normal Graduates 1721	535—31%	1186—69%
Partial Graduates 1266	930—73.4%	336—26.6%
High School Graduates 1473	1087—75.2%	386—24.8%

SALARIES (Average)

	In Rural Schools	In City and Village Schools
Normal Graduates	\$737.67	\$1079.75
Partial Graduates	601.69	871.87
High Graduates	533.02	914.12

PUPILS

Number in rural schools, 62%
 Cost in rural schools, \$4,200,000
 Cost in city and village schools, \$6,200,000
 Number in city and village schools, 38%

Ratio of cost for rural pupil to city and village pupil, 1:2.4

HIGHER EDUCATION

Maine is unusually fortunate in her facilities for higher education. Her colleges and her University are of long standing, having been organized in the young days of the state. They have had a tremendous influence on the life, character and ideals of our people. All of these institutions have sent out into the world persons who have distinguished themselves in their various fields. With a comparatively small area and small population relative to the other states of the union, these four institutions have been able to supply in large measure our young people seeking higher education. We are also relatively near other great institutions, such as Harvard and Yale which have become national and even international in scope. These facilities have been taken advantage of by many of our young people. Bates, Bowdoin and Colby, private institutions with substantial endowment, deserve much credit and commendation for having assisted in this phase of education without cost to the state. They have in recent years added substantially to their endowments and have been able to promote an efficient type of education

and instil noble ideals into the minds and hearts of our people. The University of Maine, the only state institution of its kind, joining as it does the mechanic arts and the liberal arts college, has had its struggle. Notwithstanding its struggle in finance, it has established a beautiful campus which is being extended by the addition of substantial buildings, has increased its faculty and added to its efficiency through better salaries. Its first needs are to bring up its activities already inaugurated to a point of satisfactory efficiency and thereafter extend its fields of usefulness as the needs of the state direct.

Bates College

During the year 1923-24, Bates College enrolled 622 students, of which 349 were men and 273 were women. This attendance was divided as follows: Freshmen 193, Sophomores 176, Juniors 132, Seniors 106, Graduate students 2, Unclassified candidates for a degree 10, Special students 2.

Bates College has for several years supported a summer school of a professional type. During the last summer, 174 students, about half of whom were men, were enrolled. Bates has always sent out into the field a large percentage of teachers and perhaps no college in New England has directed its students in the profession of teaching with such consistency and with such high ideals as Bates College. During the sixty years of Bates' service to the state and the country, about 46% of the graduates have entered the teaching profession, most of them going into our high schools, to which institutions they have carried the ideals of their alma mater.

The total cost of maintenance, including general up-keep and improvements, for the current year was \$189,719.24, a per capita cost of \$305.01. From one point of view, this is a figure to be proud of but, on the other hand, it could well be much higher. It means, on the whole, that Bates College is rendering an excellent service to the state in a very economical way.

Bowdoin College

Bowdoin College's enrollment for the year 1923-24 was 503. Bowdoin has long stood for a high quality of intellectual work, has sent out into the world an unusual group of intellectual leaders, and has intellectual as well as technical leaders. Perhaps no college in America has distinguished itself more in this particular. Bowdoin has

always guarded the intellectual quality and has recently strengthened its entrance requirements in scholarship.

Partly as a reward and partly as an incentive, during the last year Bowdoin has granted three privileges to men of high academic standing—the class of students for whom increasing concern is felt by the College. Such students are allowed to attend classes at their own discretion. If seniors, they have been allowed to take only as many courses as they needed to graduate instead of the normally required four, and seniors who passed their major examination with an honor grade were privileged to omit the final examination in their major courses. The authorities of the College are agreed that the general intellectual work has been handled better by the students under this regulation than under former conditions.

Colby College

Colby College, during the year 1923-24, enrolled 556 students. For the current year the enrollment is 610, showing a substantial increase. Colby College has always clung to its early ideals and has always emphasized, perhaps in a leading way, the spiritual values underlying an academic education. Many students who have gone out from the various courses of this College have entered the teaching profession where they have rendered excellent service. The College during its history has established a definite personality along the lines above mentioned.

Beginning with the current year, courses in business administration are offered through a newly created department in charge of a graduate of Oberlin College and the Harvard School of Business Administration. Extension courses are now conducted by a corps of professors and evening classes are conducted with a registration of 130. This movement is destined to give to the young people who attend a special opportunity, while carrying on their usual vocations and professions, to increase their efficiency by additional study and also to gain credit which may apply on their degrees.

University of Maine

During the year 1923-24, the University of Maine registered 1409 students. Two years ago, Maine revived her summer school and the attendance last year was 255. The Agricultural Course registered 260, Technology 458, and Arts and Sciences 629.

Ten years ago, the University showed an enrollment of 1129. The enrollment during the current year shows a substantial increase notwithstanding the fact that during that time we have passed through the Great War period which virtually depleted the college attendance throughout our country. The come-back after the war has been strong.

One of the outstanding features of the University recently inaugurated is the Freshmen Students Week. During this week, only the freshmen are in attendance and members of the faculty are detailed to groups of reasonable numbers for the purpose of introducing the entering students to the educational purposes, manners and customs, ideals and traditions of the University. They are shown about the campus to the various buildings, are given instruction in the use of the library and, in other ways, are initiated into the life of a student in higher education. There is no doubt but this is an advanced and advantageous step.

The University has also undertaken to give educational guidance to its students, seeking to discover their fitness for special lines of work and to direct them to the college in which they seem calculated to render the best service. The work of understanding and adjusting personal qualities and inequalities is destined to become a leading factor in education and the reenforcement of life purposes.

IN CONCLUSION

In closing this report, I wish to take the opportunity to mention the fact that as Commissioner of Education I have had the very cordial and efficient cooperation of the members of my staff, consisting of a Deputy, Mr. Bertram E. Packard, Assistant for Secondary Schools, Mr. Josiah W. Taylor, Assistant for Schools in Unorganized Townships, Mr. Adelbert W. Gordon, two assistants for Rural Education, Miss Florence M. Hale and Mr. R. J. Libby, Assistant for Industrial and Vocational Education, Mr. E. K. Jenkins, recently resigned, whose place is being taken by Mr. Stephen E. Patrick. In addition to these, we have for field supervisors, Mr. Harold A. Pride in industrial and vocational lines, Mr. Herbert S. Hill in agricultural lines, Miss Harriet Sweetser in home economics and Mr. L. N. Koonz in industrial rehabilitation.

Much of the real work, however, has been carried by the quiet and efficient staff of clerks, stenographers and accountants in the Department who have carried on the

correspondence, looked after the general details of office affairs, always ready and willing to cooperate and to lend their abilities, skill and good will in working out an efficient system. This staff is as follows: Mr. Frederick Best, Voucher Clerk, Miss Marion Stone, Statistician, Mrs. Florence Griffiths, General Office Secretary, Miss Jennie Lyons, Secretary to Vocational Division, Miss Flora Brann, Certification Clerk, Mrs. Fay Hovey, Stenographer and Clerk in Division of Schools in Unorganized Townships, Mrs. Eunice Locke, Clerk and Stenographer, Miss Louise Stratton, Stenographer and Clerk in Division of Rural Schools, Miss Margaret Lewia, Stenographer to Commissioner, Miss Ellen Savage, Stenographer in Division of Secondary Education, Miss Doris Cram, Stenographer, and Miss Evelyn Wilson, Secretary to Commissioner.

Chapter II.

SECONDARY SCHOOLS

Report of Josiah W. Taylor, Agent for Secondary Education

I herewith submit my report as Agent for Secondary Education for the biennial period ending June 30, 1924.

The secondary schools for the state have continued to feel the impetus which has so greatly increased the attendance throughout the nation. As a result the loss between the last grade of the elementary and the first year of the high school has been practically eliminated. But this alone does not account for the increase for these losses have been relatively small for several years. The greater persistency is shown in the life history of recent classes. The significant result is shown in the following comparison. During the decade of 1910 to 1919 there were graduated approximately 27,000 pupils, or about 3.6 per cent of the population of the state as averaged for the period. Since that time, i. e., 1920-24, five classes numbering in all 20,000 have completed their high school courses.

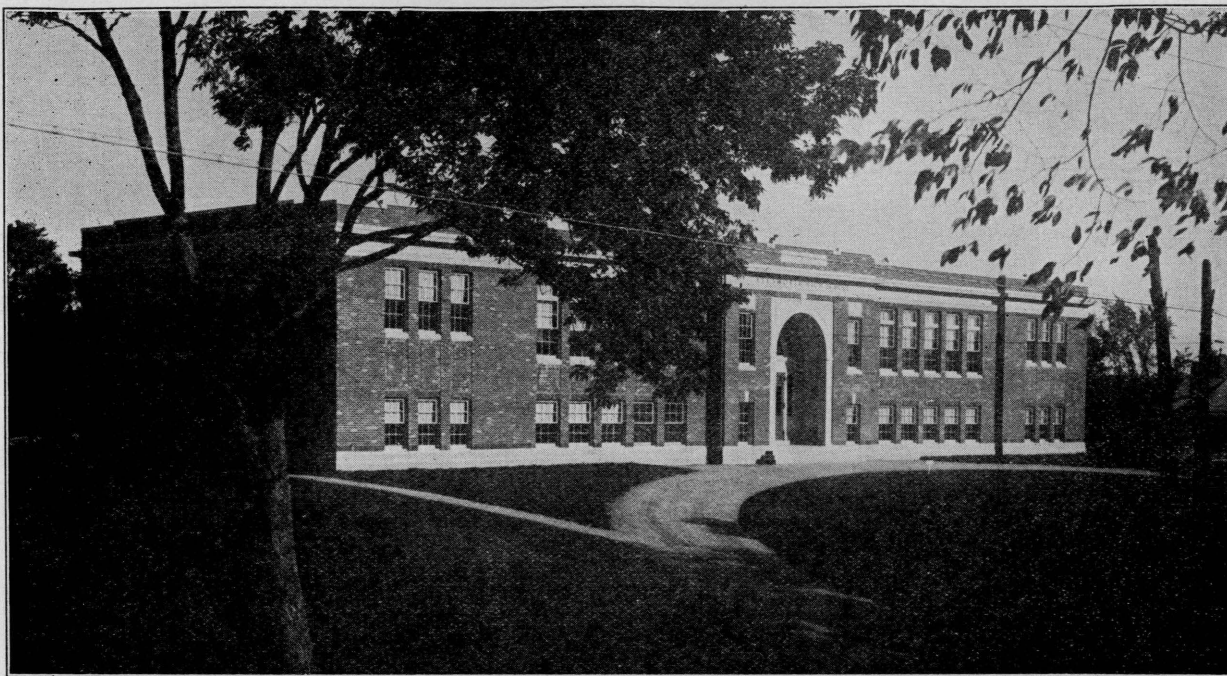
The Building Program

The most striking progress during the biennial period is the building program that has been carried on. During the biennial period thirty-five buildings devoted wholly or in part to high school purposes have been constructed or are in process of construction. These buildings will take care of approximately 5,500 pupils in the high school grades. They are without exception modern in all details, thoroughly built, and adapted to present movements in secondary education. Building committees have sought advice of experts in schoolhouse architecture and though

often restricted by available funds have accomplished notable results. The cost of these buildings range from the Deering High School at Portland which will cost about \$1,000,000 to the excellent rural high school buildings erected in Friendship, Belgrade, Eustis and several other towns, at costs under \$25,000. The total expenditure for these buildings will approximate \$3,000,000. The real significance of this outlay for new construction appears when it is compared with the value of all school property as reported for 1922 of which the estimated value was reported as \$15,000,000. It is evidence of the confidence that the citizens of the state have in the value of high school education and of a determined effort that the housing conditions at least shall be adequate to the needs of the increasing high school population.

It should be understood that while the building program for the high school exceeds in extent and cost that for elementary schools, these schools have not been neglected and a program almost as extensive has been in progress. A number of the buildings included in this study provide for all the elementary grades temporarily at least and several are planned to accommodate a six year high school on the Junior-Senior arrangement.

The limits of this report do not permit even brief comments on these buildings. Without attempting to include all the buildings some special features may be pointed out. Waterville has the first strictly junior high school building. It is admirably planned and well equipped throughout. Its capacity is about 500 pupils. The Belfast building will eventually house a six year high school and was planned with that purpose in view. It makes provision for effective handling of the junior and senior groups. The South Portland building is planned for a similar system. Both are excellent types of buildings. The Ellsworth building is an especially fine type of building for a six year high school of fewer than 300 pupils. It has no waste space, every bit of floor space is utilized and its adaptation to needs is very nearly perfect. Incidentally the workmanship is excellent throughout. The new build-



ELLSWORTH HIGH SCHOOL

The accompanying picture is of Ellsworth's new high school, one of the most satisfactorily arranged, serviceable and beautiful buildings of the modern type.

ing at Millinocket will, when completed, be one of the finest in the state and will compare favorably with any in New England. The Deering building is as unique in its type of architecture as it is in its plan for organization of the school. Other buildings of more conventional type but especially well planned for local needs are to be found at Presque Isle, Fort Fairfield, and Madison.

Especially satisfactory buildings have been erected in some of the smaller towns. The Friendship building was planned for a junior high school with two elementary grade rooms. It is a very inexpensive building but is excellent in its arrangement of rooms and pleasing in appearance. It is especially well suited to the small rural community. One of the most attractive of the smaller buildings is the high school in Eustis located in Stratton Village. The building takes care of the high school and the elementary grades. It is most economical in utilization of space and makes provision for a complete organization of the school system. Practically all the pupils of the town will be brought to this building. Special transports are provided with complete arrangements for the care and comfort of the pupils from the time they leave home until their return. The building has gymnasium, domestic science laboratory, manual arts room, science laboratory, teachers' room, in addition to the regular classrooms.

At least two features are prominent in several of the new buildings. The first is the provision for the physical education program by means of the gymnasium, showers, room for medical examiner, and school nurse. The other is the school library. Only a very small number of the high schools of the state have adequate provision for library facilities and it is especially gratifying to find the plans of the new buildings making suitable provision for the library. No high school building can be regarded as complete which does not have a library-study room with adequate equipment. The library plans of several of the new buildings are in keeping with the latest suggestions of the school library experts.

Survey of Buildings

The following study is based upon general observation rather than a complete survey and is therefore approximate only. I believe that it represents fairly well the housing conditions for the high schools of the state. For convenience the following grouping is made:

	1920	1924
New within ten years	53	70
Modern in plan, along standard lines, a few over 15 years old	10	35
Good, approximating standards, serves needs, fairly recent	29	23
Fair condition, in most respects satisfactory though below standards in some particulars	47	29
Poor, old, poorly adapted, not meeting standards. Some may be in fair repair and with some improvements and facilities for work	67	49
	<hr/>	<hr/>
Total	206	206
Number of pupils housed in new buildings	5,840	12,588
Number of pupils housed in modern buildings	2,819	4,556
Number of pupils housed in good buildings	3,150	1,563
	<hr/>	<hr/>
Total	11,809	18,707
Number of pupils housed in fair buildings	2,161	2,087
Number of pupils housed in poor buildings	4,033	3,071
	<hr/>	<hr/>
Total	6,194	5,158

The comparison with a similar study made four years ago shows the gratifying progress which the state has made in this short period. Within another four year period we may confidently expect to find practically all the high school pupils of the state cared for in buildings that are of standard type in all the essential details. The high school building of even the near past is no longer adequate to the needs of the present type of high school education. The improvements of recent years will mean more than we can possibly estimate to the pupils who have had the benefits of more favorable working environment.

Cost of Secondary Education

The cost of education is viewed with concern by many including some very clear thinking people. The question may properly be asked if a limit should not be made. A limit to financial support results in a permanent "set" in education. As to economies, it is difficult to point out a school system in Maine where money is spent lavishly or one in which the support may be regarded as liberal in the light of the responsibility which it assumes in the education of this group of young people.

An analysis of expenditures shows no extravagance, no outlay for fads or extreme or unnecessary practices. These expenditures are conservative as compared with other state expenditures and moderate when compared with the cost of automobiles and other seeming necessities. The largest single factor, the cost of instruction, involves a rise of salaries since 1920, when the war conditions were somewhat stabilized, from \$1692 for men and \$1108 for women to \$1753 for men and \$1188 for women in 1923, certainly not a great increase in salaries. The other element in the increased cost of instruction is the fact that 232 more teachers were required to care for over 5000 additional pupils.

The figures for nation-wide comparisons are not available later than 1920. At that time twenty-seven states had a higher average value per pupil in buildings and equipment. In this particular Maine stood at the median point. The same report selects twelve states for comparison for per pupil cost. Of these states Maine had the lowest figure. New Jersey with a per capita cost of \$237 was nearly three times that of Maine. Owing to the large increase in the attendance since 1920 the actual per pupil cost in the state has fallen from \$78.95 to \$70.54 in 1923. When the per capita cost is used as a basis the increase is wholly reasonable.

The outlay for buildings is distributed over a considerable period of years by bond issues and in some towns goes back for many years during which entirely outgrown and outworn buildings have been in use. In Belfast, Rock-

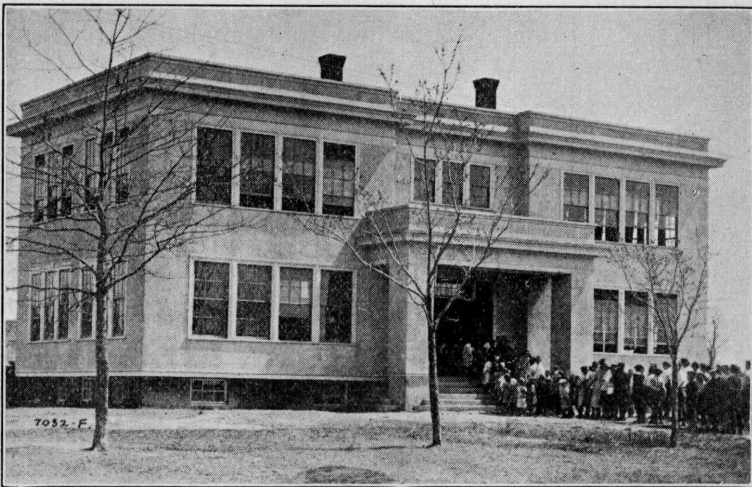
land, Ellsworth and some other places expenditure on high school buildings has been slight for a long period of years. Other elements in rising costs are consistent with conditions in the community or nation. The schools cannot be held responsible for high prices of fuel, personal service, or materials. On the other hand we can hardly conceive of limiting the high school opportunities to reduce expenses. That the people of the state regard these costs as reasonable and consistent is shown by their willingness to maintain and increase appropriations for secondary school purposes.

The Rural High School

The eagerness and persistency with which the boys and girls in rural communities attend high school has been characteristic for many years. The establishment of new high schools, and the growth and advance in grade and class is evidence of the intent both of the children and citizens in high school education. But much real progress has been made within the recent years through the growth of the consolidation idea. This effort together with the growing needs of the high school have resulted in several towns in new buildings adequate to the needs of the modern school. It has made the six year high school a practical school by securing more complete attendance of the upper elementary grades. Conveyance has been in many cases extended to high school pupils living at remote distances. Finally the plans of courses has been adapted to make better contacts with the life of the community. As a result there are several schools in rural towns that have made excellent progress in working out a school that will accomplish two essential aims (1) to provide an open road to higher schools, (2) to make contacts with community life that will give intelligent appreciation of its opportunities and some skills that would be useful to its citizenry. It is being demonstrated that this can be done with satisfying results in schools with three teachers by offering a general course with differentials in languages, advanced mathematics for college, unit courses in agriculture in-

cluding shop work, and home making and household arts courses in one year units for girls.

By doing away with the sharp "course" or curriculum lines much of the objection to the "straight" agricultural course is overcome as well as the less frequent objections to the college preparatory curriculum as such. The essential prerequisite is insistence on a core of common subjects and careful guidance in the selection of others.



WINN CONSOLIDATED SCHOOL

Standing on the hill south of the Penobscot, in the town of Winn, is one of the beautiful and attractive consolidated schools of the state. Persons who pass through our state on the main highway from Bangor to the east and north view this building with satisfaction for it represents a promise of a better school for our rural communities. The children in this school are properly graded according to their mental age and advancement, are taught through the instrumentalities of a modern curriculum. The teachers have division of labor and are able to specialize, giving sufficient time to the various classes to develop the thinking processes and also to get a line on the individual qualities and characteristics to such an extent that the future educational and life career may be properly guided and adjusted to the individual and social needs of the pupil.

Some excellent experiments are being worked out at Greely Institute, Eastern Maine Institute, Windham, Belgrade and some other of the small schools. With schools of sixty pupils or under this plan may be carried out with three teachers. Aid for the vocational work is available, the amount depending on the relative time given by the

instructor. On a conservative estimate a two or three teacher high school may add one more teacher and offer such a program of work as given above at an additional expense of about \$500. In the schools mentioned a re-alignment of the work of teachers has made it possible for the pupils to secure minimum credits for college, or units in agriculture or home economics.

When this plan is expanded to include the two upper elementary grades it provides an ideal high school system for the rural community. Its advantages have been enumerated in earlier department reports and are obvious. Practical experience has demonstrated the possibilities of this system. Several towns are organizing their schools on this plan with results that are thus far very satisfactory.

Secondary School Standards

The question as to whether the high schools are maintaining standards of scholarship is one that can be answered only approximately and by comparisons. When standards are under discussion by common consent scholastic standards are referred to as if the high school had no other concern. It would be interesting to know if the graduates are measuring up to physical standards and if the schools are maintaining standards of citizenship that will guarantee the successful participation of the new voters in political affairs. These standards are likely to come. On the scholarship issue the Commissioner of Education sent out during the past year a letter and data based upon the reports of the Maine Colleges. The source of information and the opportunity for studies and comparison are perhaps as satisfactory as any that might be obtained. The letter and summaries are incorporated herein as giving the facts and their interpretation from the point of view of the Department.

In any study of this problem two considerations must be kept in mind. The first is that the great increase in pupils who attend high school is drawn from sources of lower scholastic standards, and second the pressure of students at the doors of the colleges is forcing a selective

process which may result in higher standards for admission and for the eliminating process as affecting the work of the student during his probationary period.

The grades of the first year students do not seem to have been affected unfavorably by either of these factors. This record may be accepted as an indication that the schools are adjusting themselves to the new situation. It is essential, however, that the public should understand the situation which confronts the college demanding the use of a selective process, and the comprehensive service of the high school with its limitations in the matter of specialized courses.

May 14, 1924.

To Superintendents and Principals of Schools:

It has been our custom for a number of years to send out a report of the freshmen students in our Maine colleges and the University at the close of the first semester. This report has been to individual schools of records made by their students. This year it seems advisable to send a more complete report so that the record of one high school or academy may be compared with others and with the general average.

Attached you will find the general report of grades earned together with honor and failure grades and with percentages comparing the work of the year 1923-24 with the work of 1922-23. We hope this report may be valuable.

The work of the secondary schools of Maine is on the whole creditable—not good enough, but improving and it is not likely that our percentage of failure grades will ever be much less and our honor grades very much more. As we increase the efficiency of our high schools and academies, the requirements of the college will increase also so that the percentages may remain very much the same. The thing we strive for is the general improvement of instruction and the bringing of our young people to a sense of responsibility of conduct and behavior, and a seriousness in regard to the problems of education.

Sincerely,

AUGUSTUS O. THOMAS,

Commissioner of Education.

	<i>High Schools</i>		<i>Academies</i>		<i>Totals</i>	
	1923-24	1922-23	1923-24	1922-23	1923-24	1922-23
Number entering	460	452	151	176	611	628
Total grades assigned	2321	2231	782	885	3103	3116
Failing in 1 subject	71	86	27	27	98	113
Failing in 2 subjects	32	42	9	17	41	59
Failing in 3 subjects	16	13	6	12	22	25
Total number of failures	181	214	64	97	245	311
Total number of honors	608	530	239	217	847	747
Grades per pupil	5.05	4.9	5.17	5.	5.07	4.9
Percent failures to grades	7.8%	9.6%	8.2%	10.96%	7.9%	9.98%
Failures per pupil	.254	.47	.233	.55	.249	.495
Percent honors to grades	26.2%	23.7%	30.6%	24.5%	27.5%	23.9%
Honors per pupil	1.32	1.17	1.58	1.23	1.39	1.19

Teachers and Teaching

The supply of qualified teachers has increased considerably, especially during the past year. The teaching force as a whole shows a somewhat more complete period of training than in previous years. There has been a very marked increase of teachers who have attended summer schools. A large number of high school teachers now have taken special training of this kind. The summer school courses are for the most part of a professional character and are supplying the element in training that many high school teachers are needing. This applies especially to men and women who have entered the ranks of teachers without special preparation for their work and includes college graduates as well as those whose work for a college degree is incomplete.

High school teaching is beginning to show the effects of professional training. It is seen in better classroom management, better methods of instruction, understanding of pupil growth and appreciation of aims and objectives in secondary education. But the number of teachers especially trained for high school teaching is still too small to have very general effect upon the actual results of school work.

A step toward the requirement of trained high school teachers for all schools was taken in setting up the certification standards which became effective July 1st, 1924. Under these regulations teachers may secure temporary certificates by obtaining credits for attendance at summer schools of college grade. This is in lieu of examination and applies to those who have not graduated from college. The renewal of these certificates will require additional professional study. No certificates will be made permanent without evidence of some professional training.

The Junior High School certificate is intended to make certain that teachers will know something definite about the theory and practice and thus will be able to cooperate intelligently in the reorganization of the system at this point.

It should be possible within a comparatively short time to make the four year college course including from twelve to eighteen hours of professional training the basal qualification for high school teaching. The present demands of high school education require at least this minimum of training.

Statistical Data

The following section contains several items which should be of interest. They have been drawn from studies made of the statistical tables or special reports.

I. The following table showing per pupil costs was prepared during the past year and based upon the returns for June 30, 1923. The data is sufficiently recent to be of service for comparison.

It will be noted that the smaller towns are carrying the heaviest burdens so far as high school maintenance is concerned. Contrary to expectation the rate for the city group is low. The single exception is Lewiston which had a relatively small student body and a high salary schedule.

The extreme figures in the case of some of the small towns is occasioned by a very small attendance. The question may be raised as to whether these extremely high costs should be continued even though proper for a short

and temporary period. If the figures in the tables show variations from per pupil cost figures found elsewhere, they can be accounted for by the elements used as a basis for the computation.

AMOUNT EXPENDED PER CAPITA
SECONDARY SCHOOL ENROLLMENT, 1923

The towns are grouped according to census. Only those having high schools are reported.

<i>Census (5-21)</i>	<i>Average expenditure per capita</i>	<i>Lowest</i>	<i>Highest</i>
Group I 200-300	\$87.56	\$46.72	\$191.50
Group II 350-450	79.89	49.76	176.16
Group III 500-600	77.84	42.39	114.33
Group IV 700-800	67.21	58.02	78.08
Group V 1000-2000	63.50	37.72	115.00
Group VI over 2000	63.23	45.94	81.94
Cities	71.36	50.06	116.55
Average for 7 groups	73.39		
Average for state	67.43		

based on total enrollment, maintenance less tuition, textbooks, and supplies.

II. The ratio of high school pupils to the population of the state is significant. In 1910 for each thousand persons in the state 21 were in high school or academy. In 1923 the ratio had increased to 39 secondary school students in each one thousand of the population. The latest reports of the Federal Bureau shows no state with so high a ratio of secondary school pupils to population.

III. The trend of high school education may be seen to some extent by the registration of the pupils in the various courses offered. The following comparisons are of interest.

Percent of Total Enrollment		
<i>Courses</i>	1914	1923
English	43.7%	32.7%
College	35. %	32.6%
Commercial	14.5%	26.5%
Manual Training	2.4%	3. %
Home Economics	1.0%	2.9%
Agriculture	3.6%	1.4%
Teacher Training	1.4%	0.5%

The number of pupils taking the vocational courses, Manual Training, Home Economics, and Agriculture, is larger than the percentages would indicate but as yet in-

significant when compared with the total enrollment. The number taking the commercial course is clearly out of proportion to the demands when it is realized that this course is almost wholly for clerical training.

The very small number enrolled in courses in agriculture and the trades and industries reflects not so much the attitude of the pupils as that of the parents and school authorities. As yet the public in general has not regarded the training for the industrial occupations a function of the high school. The worth of such courses is clearly demonstrated in the work of pupils who have completed them.

IV. Bearing upon the rural high school situation we find that in 1914 the number of towns sending pupils to high school on a tuition basis was 187. In 1923 the number had increased to 265. Most of these towns would be classified as rural.

The large increase shows the effort on the part of the boys and girls remote from high school to secure the benefits of education. The favorable operation of the tuition law may be readily seen from a study of these facts. It may also be noted that the number of non-resident pupils most of whom are on a tuition basis and come from rural communities has increased from 3059 in 1914 to 5383 in 1923, or seventy-seven percent.

V. The actual growth of the secondary school enrollment from 1914 to 1923 was 67.6 percent. In 1914 the senior class was 42 percent of the enrollment of first year pupils. In 1923 the corresponding class was 52.6 percent of that of the first year. This very considerable gain would indicate that the schools are holding the pupils more effectively than in past years.

THE FUTURE OF THE SMALL HIGH SCHOOL

Maine is a state of small high schools. The problem of their effective development is complicated by limited resources behind the school, the heavy teaching load—often seven and eight subjects with daily periods, the inexperience of teachers and the inadequate equipment in essential departments. Added to these is the frequent

changes in the teaching staff. The median experience for high school teachers is only four years and the annual turn-over is correspondingly high. In face of these conditions the progress is gratifying. Many schools are reaching a war-efficiency point where a small increase in funds will change a "good" school to one that is effectively serving the community with high standards of work and a diversified program. A school with six to eight teachers, and a student body of about 150 is an ideal type for our conditions. Such a school is large enough to carry on the desirable school activities, the program of studies may include special vocational courses; experience and professional training and a degree of permanency may be expected in the faculty. The small school must persist and will serve a worthy purpose. It can be greatly improved in its material equipment and will continue to be handicapped in the other particulars cited.

With the improvement of transportation the larger school becomes more and more practical and its advantages should be seriously considered by school authorities and citizens in the smaller towns. At present the union high school serving a group of two or three towns seems a difficult proposition owing to the complications in management. In view of the strong and effective school which could be maintained by such a union in many localities some means should be found to overcome the apparent difficulties of administration. We urged this type of school several years ago. At that time the plan was complicated by problems of transportation which no longer exist. It is possible now to create out of two or more small and partially competent schools a strong institution which is able to overcome the obstacles to effective service and can meet the demands of modern high school education. We again commend to school authorities and citizens in communities favorably located the study of such a cooperative effort in an attempt to solve their most important educational problem. There is no question as to the greater efficiency of such a school. High school education and training of our youth for their life work must no longer be restricted by town lines or by lack of material and cooperative effort among communities. The tuition law has opened the gateway to high school opportunity for the towns too small to support a high school. The union high school is the next logical step in school improvement for many of the small and favorably situated towns. With the junior high school in the

central village and the senior union school located at a strategic point, the strongest possible organization should be obtained. A well developed experiment on these lines would be cordially welcomed and would receive encouragement and support. The high school must meet the needs of the present day. If new means and methods are necessary we must find them and apply them for the sake of the future leadership in state and nation.

Schooling in Unorganized Territory

Report of Adelbert W. Gordon, General Agent for Schooling in Unorganized Territory

I submit herewith my report as general agent for schooling in unorganized territory for the two-year period ending June 30, 1924.

The school situation in the unorganized territory, considered as a whole, has continued much the same for a considerable period of years, but in the various townships and other unorganized units the conditions are constantly changing. Unorganized townships become organized into plantations, towns or plantations return by act of legislature to unorganized townships, new communities spring up or even the presence of a single family brings a new township into the list of those where school privileges must be provided, while small communities cease to exist or sometimes a community of good size disappears as the result of the removal of a lumber mill or the ravages of a forest fire.

In a certain number of the unorganized townships, especially farming settlements and fishing villages on the coast, the conditions remain about the same from year to year but in a much greater number the population is largely transient and conditions always uncertain. In such places, the establishing or reopening of schools, or the arranging for the transportation or board of pupils is of almost weekly occurrence throughout the year. There is hardly a day in the year when some new school problem is not under consideration. It sometimes seems that nothing new in the way of a school situation could be brought up but, nevertheless, new problems are continually being

presented. A solution of each problem, however, is usually forthcoming and it may be said that a great majority of the school children of this unorganized and sparsely settled half of the state receive very satisfactory school privileges.

The most marked change recently has been in the decrease in the number of schools. At one time as many as sixty schools were maintained in the course of a year, while during the year 1922-23 the number was thirty-five and for the year just closed thirty. This is largely on account of the closing of small schools where transportation or board is now provided or very small settlements have ceased to exist. The change in this respect is shown by the aggregate attendance, which in 1913-14 was 65,809 days for 60 schools, while in 1922-23 it was 61,300 days for 35 schools and in 1923-24 it totaled 55,948 days for 30 schools. In other words, the present schools are more permanently established, they are larger and they have a longer school year.

The one-family school, so-called, which probably originated in this system, was formerly quite common and accounts for many of the former small and irregularly maintained schools. Unfortunately, such schools are not usually profitable; efficient teachers are difficult to secure, both on account of the nature of the schools and the small salary, and the conditions are not favorable for good work, while proper supervision is impossible. The establishing or continuance of such schools has on this account been discouraged and the few schools of this class now maintained are where no other means of schooling seems possible.

In contrast with the decrease in the number of schools has been the increase in the transportation and board of pupils. Pupils are transported by train, automobile, carriage, boat, and carriage and boat route combined. One transportation route has been established with automobile bus in season and horse drawn bus during other months of the year. The establishing of several similar routes is under consideration. On the Bangor & Aroostook

Railroad, through arrangement with the officials, quite a number of children of employees are carried by train without charge from one township to another where there is a school. In two cases children are transported across rivers and in another case from one coast island to another. Pupils are boarded under many different conditions where they may attend either public or private schools as the case may be. What might be termed a sort of school consolidation policy with the discontinuance of small unprofitable schools has been followed. In the schools maintained an increasing number of trained teachers are being employed, school buildings improved and every endeavor made to maintain as high a standard of rural school as local conditions will permit, with the result that many of these schools can be considered as rural schools of the best class.

The improvement in school buildings has been continued under the same plan as during the past several years. New school buildings have been erected and substantial repairs made in those places where most needed, with other places to receive attention in order. Since the new law authorizing such expenditure was enacted, four model rural buildings have been erected, one portable building provided and twenty buildings remodelled or repaired at considerable expense. With the erection of possibly one or two more buildings and the remodelling of several others, the school buildings of the unorganized territory will be in very good condition with the exception of those places where, on account of their uncertain future, it seems unwise to expend a great deal in improvement. In such places it seems the best policy to make the buildings as comfortable and sanitary as possible without great outlay of funds.

During the year 1923 at Guerette in Township 17, R. 4, W. E. L. S., and at Ouellette, Township 17, R. 5, W. E. L. S., Aroostook County, model rural school buildings were erected to replace buildings of very primitive nature. The new buildings are located about five miles apart on the county road between Fort Kent and Caribou and were erected

under one contract with considerable saving in cost. The buildings are identical in plan and of the community type, being provided with stage and movable chair desks. The heating, ventilating, lighting and toilet arrangements are in accordance with the most approved modern ideas and the buildings are well furnished and equipped. The school lot in each case is one acre in size with the building so located that the largest amount of space possible for a play ground is available. In both exterior and interior appearance the buildings are attractive and they will compare favorably with the best rural school buildings in the state. The buildings have been much needed for a long time in these townships which are well settled by French farmers and in which there is likely to be an increasing school population. However, the buildings are large enough to serve the needs of these townships for some years to come and will in addition provide an outstanding example of model rural schools to neighboring towns and plantations.

The policy of employing rural helping teachers in various schools has been continued and their services have proved of value both in community work and as supervising teachers. It is hoped that eventually a teacher will be developed from their numbers who may become a full time supervising teacher for the unorganized territory. Such a teacher would have both the training and practical experience in this distinctive type of schools to do most efficient work. The employment of a teacher for this purpose would be an important step in improving the schools of the unorganized territory.

The schooling of lighthouse children, which was made a part of the unorganized township system in 1915 and for which no provision was made until that time, has been a subject of comment in previous reports. The plan of employing traveling lighthouse teachers, described in a former report, was discontinued two years ago and the plan of boarding lighthouse children ashore for attendance at school or maintaining regular schools at light stations was substituted. Several other plans were considered but this

seemed the most practicable. It met the approval of the superintendent of lighthouses and his aid has been given in carrying it into effect. The parents of lighthouse children have cooperated almost without exception and as a result nearly all lighthouse children are now receiving as good school privileges as their relatives whose homes are on the mainland.

The past year thirty-nine children from twelve different light stations were boarded at a cost to the state of \$1960. The parents paid such part of the expense as it was estimated it would cost to support the children at home, and in most cases the children boarded with relatives. This arrangement has apparently proved very satisfactory and a solution of this school problem. In addition to boarding children, two schools were maintained last year at light stations with an attendance of ten pupils, making a total of forty-nine lighthouse children provided for. The expense has been considerably larger than under the former arrangement but it seems well warranted. A letter to Governor Baxter from Secretary Hoover of the U. S. Department of Commerce, under which the lighthouse service comes, highly commending this plan, was most pleasing and gives evidence that this unusual work of the state has not passed unnoticed by the U. S. Government. It is hoped that eventually the good example set by the State of Maine may result in the education of lighthouse children being taken over by the U. S. Government, which it seems should assume this responsibility in government reservations as well as in other matters.

Rural Schools—1923-1924

Report of Miss Florence M. Hale, Agent for Rural Education

My work as agent for Rural Education deals with three very important lines of rural school progress—Community activities (School Improvement League, Parent-Teachers Associations, Mothers' Clubs); Supervision of the Noon Hour and Play-ground Supervision; and the Professional Improvement of Teachers.

The School Improvement League continues to be one of the most helpful existing agencies in bringing the home and the school together, in securing needed improvements and equipment for one-room rural schools, and in creating good school spirit among the pupils themselves. It is one of the most practical ways of teaching civics since it leads pupils to work together for things needed for the good of the school. One of the great needs of education today is to teach children to work for what they need and to respect labor with the hands as well as with the head. When children cut a cord of the school-house wood to earn money to buy a Victrola for themselves they not only enjoy the machine much more and take better care of it but they also learn what good healthy hard work means—an aim in itself very much worth while.

During the year 1923-24 there were two thousand three hundred forty-five new members of the League in the rural communities of Maine in addition to those listed in my last report. I have sent out two thousand three hundred forty-five certificates of membership during the last year and have also supplied the same number of badges of membership. The following form of certificate is in use—

SCHOOL IMPROVEMENT LEAGUE OF MAINE
EDUCATIONAL DEPARTMENT

Augusta,192 .

THIS IS TO CERTIFY That.....
of theschool,
is a member of the School Improvement League of Maine.

OUR MISSION: BETTER PHYSICAL SURROUND-
INGS, BEST BOOKS FOR ALL, ART IN THE
SCHOOLROOM

.....
Superintendent of Schools.....

.....
State Commissioner of Education.

Teacher in.....School.

A very attractive and appropriate new design for the badges of membership has been adopted since my last report. The following sketch shows the button.



In addition to the regular form reports I have received and answered over five hundred personal letters from teachers and children regarding special activities of league work.

The following informal letters—one from a teacher of a one-room rural school and one from a pupil in another rural school—afford typical illustrations of what the School Improvement Leagues are doing for the schools.

UNITY, MAINE, Sept. 11, 1923.

Miss Florence M. Hale,
Augusta, Maine.

Dear Miss Hale:—

I am pleased to report that our league, Fourth & Fifth Grades, has done better work this year than last. Our school had from eighteen to twenty-one pupils. In the fall term we had a balance of nine dollars and thirteen cents (\$9.13) in the bank. During the year we have raised money by paying our league dues, having a Hallowe'en party, Christmas Sale of things we made, box social, entertainments, sale of stationery, jello, stain remover and by cleaning the hot lunch room, for which the school board paid us.

With our money we have bought a microscope, one book for our library, one victrola record, saws, knife, and wood for manual training, goods (cloth, silkateen, ribbon, and thimbles) for Christmas sale, fourteen gallons of oil and wicks for blue flame stove, lumber for hot-lunch table, bean bag board and sixteen foot slide for play ground.

We now have a balance of six dollars and eighty nine cents (\$6.89) in the bank.

One day we invited our mothers to school and gave them tea, cake, and cookies.

Yours truly,

(signed) CARLENE ELLIS,

Sec. of Harding League.

CARIBOU, MAINE, Nov. 28, 1922.

Miss Florence M. Hale,
State House,
Augusta, Maine.

Dear Miss Hale:—

I want to report the work done by the School Improvement League of Green Ridge School, Caribou.

First, we had a concert and basket sale (\$75.00). With proceeds we purchased complete outfit of dishes for "hot noon lunches," two chairs for schoolroom, three pictures for walls, two images, flags, seat work for primary grades and other necessities needed to carry on the school work.

The school ground was in a very disorderly condition having never been cleared up since school house was built. Through the efforts of the School Improvement League and the cooperation of parents, we had what we called a "Community Day" and two days before "Arbor Day" the men came and graded the school grounds.

On "Arbor Day" we were greatly helped by Mr. O. B. Griffin, one of our most prominent citizens, who came with shrubs and trees and gave us instructions how to plant trees to the best advantage and assisted us with the work. On the same day we had the walls of the schoolroom painted and the floor oiled.

We also purchased a crokinole board for the smaller children who were unable to go out to play for various reasons during unfavorable weather.

I think on the whole we spent a very happy and successful year together.

Sincerely yours,

(signed) LAURA DICKISON.

The following is an example of the regular form report filled out by a pupil.

**SCHOOL IMPROVEMENT LEAGUE OF MAINE
REPORT**

*(To be forwarded to Miss Florence M. Hale, Department
of Education, Augusta, Maine)*

TOWN—Smyrna.

SCHOOL—Hall School.

NAME OF LEAGUE—Baxter

DATE OF LEAGUE—Spring Term

TEACHER—Mrs. Pansy Jocelyn

NAMES OF OFFICERS OF LEAGUE

President—Thomas Graham.

Vice Pres.—Pauline Bragdon.

Secretary—Doris McGary.

Treasurer—Jeanette McGary.

Committee—Dorothy Johnston, Greta Benn, Louise Bragdon.

Number of regular meetings within the term—2.

Number of public meetings within the term—2.

Indicate here progress that has been made by the League with the time reported and include any special features that may interest or help other Leagues.

We had \$3.65 in the treasury at the beginning of the Spring term. We received \$2.10 for selling chocolate bars. We realized a gain of \$15.10 from an entertainment and got \$1.50 for lighting fires. We paid \$10.50 for Walter Camp's Health records, \$3.50 for framing a picture of Theo. Roosevelt and \$0.70 for other expenses. There is now \$7.65 in the treasury. We put seven cords of wood in the shed and the committee has promised to write a check payable to our treasurer, Jeanette McGary, for our work as soon as they decide what it is worth.

Parent-Teacher Association

The work of the Parent-Teacher Association under the wise guidance of the state President, Mrs. Frederick P. Abbott of Saco, has made good progress in 1923-24. I have cooperated constantly with the state association in furthering the aims of this valuable organization and have addressed many associations. The Parent-Teacher Association aims to do for the larger town schools what the School Improvement League is doing for the rural schools.

The Noon Hour

Both parents and teachers have seen the benefit of the supervised noon hour and many superintendents of schools are now making the requirement when teachers are engaged that they remain during the noon hour in those schools where children are obliged to bring their dinners. In 1923-24 over 2000 schools had this noon hour supervision and in over 600 at least one hot dish was served

regularly at noon during the winter terms, while in about half that number this work is carried on the entire year.

Music

In the report of 1921 the fact was noted that efforts were being made to secure more work in music and music appreciation in the rural schools. Splendid progress has been made during the last two years. Through the School Improvement Leagues, schools have been able to procure victrolas. Over five hundred were reported as being in use in the rural schools.

General

In addition to the special activities outlined above I have addressed state, county and local teachers' meetings, many educational meetings at Pomona and local granges, parent-teachers' meetings, and women's clubs. Individual rural schools have been visited and help given and a large amount of material sent out from the office such as rural school pamphlets of all sorts, suggestions for parent teacher and School Improvement League work, and special suggestions for the work of the curriculum, seat work and the noon lunch.

The following is a list of the pamphlets now available in the department of rural education:

School Improvement League.

Suggestions for the Play Hour.

The Noon Hour and The Noon Luncheon.

Improvement of Sanitary Conditions in
School Building Toilets.

Tree Planting.

Forest Trees of Maine.

How to Fly the Stars and Stripes.

Rural Schools—1923-1924

Report of Richard J. Libby, Agent for Rural Education

I herewith submit a report of my work and that of my predecessor for the two years ending June 30, 1924.

Our duties, under your direction, have included both office and field work. The work of Mr. Allan for the months of July, August and September, 1922, was entirely administrative. During that time he was in attendance at the School for Rural Leaders at Castine for the full six weeks that the school was in session, either as instructor in one of the Unit Courses or as a class leader. In addition to the usual routine office work Mr. Allan also submits the following summary of the expenditures for Equalization of Expenses for Supervision, for the year ending July 1, 1922, which are apportioned during the month of August.

Total amount apportioned	\$27,810.36
Percent of expense of administration	46 4-5
Average payment per union	210.68
Number of unions receiving nothing	1
Number of unions receiving less than \$50	1
Number of unions receiving from \$50-99	5
Number of unions receiving from 100-149	14
Number of unions receiving from 150-199	28
Number of unions receiving from 200-249	42
Number of unions receiving from 250-299	30
Number of unions receiving from 300-349	12
Number of unions receiving 350 maximum	2

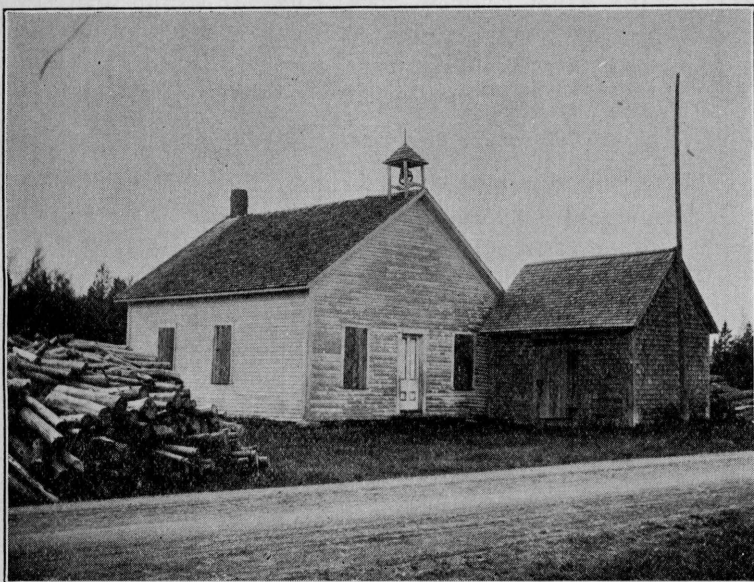
By arrangement with the General Education Board Mr. Allan was allowed to attend the School of Education at Harvard University for the school year of 1922-23 but resigned January 1st, 1923, to accept a position with the National Education Association.

Since my appointment to the position April first, 1923, I have under your direction, endeavored to perform such duties as have been assigned to me, i. e., to consult with and give assistance to school authorities having building projects under consideration, to investigate and make surveys of conditions prevailing in certain towns in the state, to investigate and under your direction, offer suggestions for the adjustment of certain differences, to assist school authorities in adjusting questions of transportation of

pupils, to assist in revising certain forms and bulletins, to make studies of educational conditions in the state, and to assist in conducting the School for Rural Leaders at Castine.

Building Programs

In view of the fact that Chap. 33, P. L. 1921, as amended by Chap. 169, P. L. 1923 requires that all toilets be re-



OLD TYPE RURAL SCHOOL

The picture above shows a type of country school long familiar to the people of the state. It was the old-time school building two generations ago, but it is being rapidly outgrown. Its windows are boarded up to indicate the fact that the progressive community has decided to provide better housing for its children, a better curriculum, better instruction and better social conditions. The picture below is the type of school which is rapidly taking the place of the one above. It is a three-room school and may support a junior high school. It is a type commonly found in our sparsely settled towns where complete high schools are not feasible. The upper two grammar grades and the first year of high school are often combined where teaching may be of a departmental nature, and the children secure at least one year of high school education before they are required to leave home to continue their school work.

modeled to meet the requirements prescribed in these chapters many of our towns are confronted by the necessity of a considerable outlay. In many towns the school

buildings have been neglected to such an extent that the cost of needed repairs on the several one-room buildings would be nearly as great as the cost of a new building which would properly house the whole school system of the town. In other towns where the size of the schools or the location of the school population would not permit of consolidation into one central building two or more school centers might be profitably established. School authori-



MODERN TYPE SCHOOL—LOVELL

ties in many towns have already asked that surveys of their towns be made for the purpose of determining what the most efficient and economical method of dealing with the school problem may be. In several towns partial or complete consolidations have been made and suitable conveyance provided for those pupils whose homes are so far from the central school that they cannot be expected to walk. In these towns the children are enjoying school privileges far better than ever before. It is wise both educationally and financially that many more of these consolidations be made in the near future.

Field Work

Activities in the field have been for the following purposes:

For general visitation of schools and incidental conferences with school officials	15
For special visitation combined with special investigation of conditions of buildings, organization, attendance, supervision or investigation of controversies	99
For conferences with superintendents, school committees or building committees	37
For County, union, or local teachers' meetings	24
For public meetings often combined with visitation of schools	54
For general conferences or state meetings	4

DIVISION OF VOCATIONAL EDUCATION

The development of a definite program of industrial and vocational work in the schools of the state shows satisfactory progress. There are at present fifty-seven courses in home economics in high schools, and forty-seven courses in elementary grades. There are thirty-three courses in industrial work in high schools and forty courses in the elementary schools. There are also twenty high schools and academies carrying vocational education in agriculture. Besides these there are thirty-five courses covering trades and industries, home economics and agriculture.

The development of evening classes and night schools has been exceedingly satisfactory. An increasing number of persons are enrolling and the general usefulness of the courses is being extended.

Mr. Everett K. Jenkins who for a number of years has been director of industrial and vocational education for Maine, resigned May first, 1924, to accept a commercial position at a substantial increase in salary. The finishing of the year's work, gathering of statistics and compiling of the report was done by Miss Jennie M. Lyons, secretary of the Division. The following reports give a detailed report of the different activities presented. In these courses it will be noted that federal funds figure in the

promotion of the work. Our relations with the Federal Government in this particular have been exceedingly satisfactory and the funds provided helpful.

AUGUSTUS O. THOMAS,
Executive Officer.

1923—1924

Orono, Me., July 1, 1924.

To the State Director for Vocational Education.

Dear Sir:

Herewith I submit my annual report as State Supervisor of Agricultural Education.

During the year 1923-24 there have been agricultural courses in twenty high schools and academies. Two schools dropped the work last year but one has since notified me that the school committee has voted to re-establish the course, saying, "we made a big mistake when we dropped the work." Unit course work was continued in Monmouth and Belgrade until March 1, when the instructor left to take up county agent work.

Three hundred sixty boys were enrolled in the agricultural classes of the twenty high schools and academies.

These boys have undertaken the following project work:

Bees	5 hives
Beans	4 $\frac{7}{8}$ acres
Cucumbers	$\frac{1}{4}$ acre
Cow and calf.....	2
Dairying	19 cows
Forage crops	1 acre
Farm management records	
Garden	16 $\frac{1}{8}$ acres
Grain	8 acres
Making syrup	50 trees
Orchard	87 trees
Peas	3 acres
Potatoes	91 $\frac{7}{8}$ acres
Poultry	1522 chicks
	768 hens
Sheep	24
Strawberries	9/16 acres
Swine	14
Sweet corn	7 $\frac{3}{4}$ acres

Last year the project work brought the boys a total of \$28,477.69 after all expenses had been paid.

More courses should be started, for two reasons. The first is to show the boys now living on farms the real oppor-

tunities that scientific farming offers, so that when the boy chooses for or against the farm, he can see both sides. The second is to make good farmers of those who stay. The time has come when scientific training in agriculture is absolutely necessary for successful farming.

More pupils should be enrolled in the courses. Every farm boy should be encouraged to take one or more years of the work. To make this possible, the course should be so arranged that a boy by wisely choosing his electives can prepare for college. In addition, agriculture should be made an elective subject like history or science, so that a boy enrolled in any course may take up the work.

Respectfully submitted,

HERBERT S. HILL,

State Supervisor Agricultural Education.

Augusta, Maine, July 1, 1924.

To the State Director for Vocational Education:—

I respectfully submit my report on Vocational, Adult, and General Industrial Education for the year ending June 30, 1924.

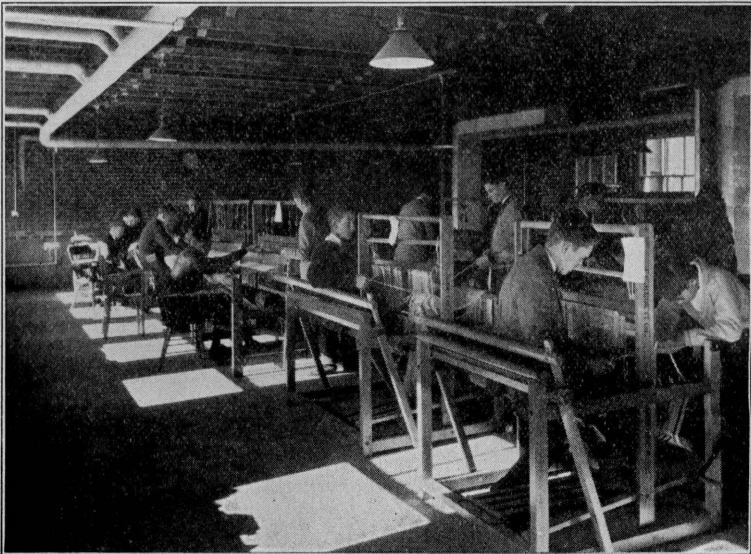
Promotional work has been done in all phases of industrial vocational education.

A foreman training course conducted at the Saco-Lowell Shops in Biddeford, and followed up by a course in job analysis has developed a keen interest in vocational education throughout this plant. The high degree of interest was signified by the almost perfect attendance of the foremen at each meeting. It was hoped that a Smith-Hughes class could be started in the shops this fall with a large enrollment. As these shops cover a wide scope of the machinery making processes it would be a very desirable place in which to have a course of this type. Since the conference, however, there has been a noted depression in business at these shops and it seemed advisable to hold over this course until a later date. As this shop is near the majority of textile mills and majors on the manufacture of textile machinery, it is possible to use this school as a training center for a large part of the state.

Considerable interest has been shown in the part time work both at Rumford and Sanford. A new room has been turned over to both these schools. They are to be provided with equipment which will raise the standard of work in both towns.

Visits of a promotional nature have been made in a number of places and there is evidence of an increasing interest in this work. At Waterville some machinery has been placed in the Junior High School by the textile people and it is hoped this interest may be used to develop a Smith-Hughes course later in the mills.

A very successful conference was held at Bangor with the Maine Vocational Society, the Associated Industries, the Great Northern Paper Co., and the International Correspondence Schools cooperating with the State Depart-



TEXTILE COURSE—SANFORD HIGH SCHOOL

The above picture shows the students at work in a textile class of the Vocational Department of the Sanford High School. These students have access to special machinery which is supplied for the school and also do work in the textile mills of Sanford. This department of modern education has the complete sympathy and cooperation of both the manufacturers and the employees. Deputy State Commissioner of Education Packard, formerly superintendent of schools of Sanford, wears a suit of clothes made of cloth woven by these young people.

ment of Education. Speakers from the most successful and experienced group of vocational men were obtained and, therefore, the meeting was very instructive and helpful.

The evening schools are progressing very well and considerable work has been done the past year in American-

ization, commercial and industrial work. Work has been conducted in five additional towns this past year, most of which was Americanization. A fine interest has developed in the evening schools and the first conference of evening school teachers, lasting two days, was held at the State House. Reports from the principals were that more such meetings should be held in the future.

The industrial work has broadened considerably the past year and the fundamentals of several trades have been introduced. This work should continue so that all schools will have a larger variety of work, thus acquainting the boys with more possibilities and a broader foundation for later life.

Two towns will add the industrial work next year and one is to go from half time to full time. Equipment has been added, improvements have been made and conditions are generally better in all the schools.

Respectfully submitted,

HAROLD L. PRIDE,

Supervisor of Trades and Industries.

July 1, 1924.

To the State Director for Vocational Education.

Dear Sir:

I submit herewith a brief report of the home economics department of the public schools of Maine.

It has been a year of progress and the standards maintained in all phases of homemaking are worthy of commendation. A slight decrease in the enrollment of elementary pupils in the department has been caused by the elimination in several schools, of the work below the seventh grade. This strengthens the work of the seventh and eighth grades as the class periods have necessarily been lengthened to meet the state requirement and a greater amount of individual supervision is thus made possible. Much interest has been created in the health program and the relation of foods and clothing to health has been a topic of discussion in all classes. The laboratory work in foods and clothing has been based upon the needs of the school girl, and pupils have been encouraged to become "mother's helpers" and report on home projects. Two towns, Berwick and York, have dropped the work on account of a lack of funds, but these have been offset by the adoption of elementary work in Machias, Milo, and South Portland.

The high schools offering home economics have increased in number. East Maine Conference Seminary and Bridgton Academy dropped the work, but courses have been offered at Bar Harbor, Bridgton High School, Guilford, Machias, Millinocket, Milo, Winslow and South Portland.

This work in the greater number of schools has been reorganized on the short unit basis and at least a two-year course adopted. The time required for this work varies. Few schools offer less than two laboratory and one lecture period weekly and many seeing the value of the daily program of home-making, have inaugurated a daily program for freshmen and sophomore girls in the general course. Reports from the teachers and principals of such schools as have given this program a year's trial show a desire



CLASS IN HOME-MAKING—EVENING SCHOOL

to continue with the plan. Home nursing courses have been given by the teachers cooperating with the Red Cross or other local agencies, and thus gaining the assistance of a registered nurse in such demonstration and lectures as are necessary. Greater effort has been made to meet the community needs and unique programs and exhibits have created an interest in home economics where the course has previously been unpopular. The high school boys at Ashland who have taken cooking this year have run the noon lunch and the girls conducted an Oriental Tea Room in connection with the physical education and home economics exhibit in June. A class at Sherman Mills spent

a short time in the re-finishing of old furniture, and gave an excellent exhibit before the annual town meeting which helped to secure a larger appropriation for another year. A fashion show was staged at Coburn Classical Institute at which the products of the clothing department were displayed. Portland High School department gave an original play, "Domestic Science," at an assembly, and Bath featured a window display in one of the local stores. These and many other methods of advertising have served to show the public the value of a homemaking course to the girl, the school, and the community.



GARMENT-MAKING CLASS—BANGOR EVENING SCHOOL

The picture above is of a garment-making class in the Bangor Night School. The members come from the offices, shops and stores of the city. They are learning to do their own sewing as a matter of economy and many of these girls who are forced to make their own clothes are among the best and most pleasingly dressed women of our country. They show thrift, taste and good sense.

The vocational evening classes for women have been organized in seven towns and cities—Bangor, Bath, Biddeford, Lewiston, Portland, Rumford and Sanford. Special attention has been given to the community needs and all courses offered have met a definite demand. All work is organized on the short unit basis and the class enrollment limited. The result of this plan has been the maintenance of high standards of workmanship and excellent attendance. Progressive units have been offered in foods and clothing as well as special units in other phases of homemaking such as home nursing, crafts, and millinery. The

enrollment in the evening classes has shown an increase over last year of 160 per cent. Suitable teachers for evening classes are difficult to secure and for that reason many of the small towns are unable to carry on this type of vocational work. Two teacher training conferences for special groups were held, one each in Portland and Waterville. The work of these conferences was outlined to meet the needs of the untrained evening school teacher, and fifty



CLASS IN HOME-MAKING—EVENING SCHOOL

day and evening school teachers attended the conference at one or the other center. Eight hours were spent in outlining courses and lesson plans, and this work was supplemented by work done after the conferences by special committees appointed to prepare helps in some definite field of homemaking.

At the close of last year, June 1923, thirty-five home economics teachers left the profession. The positions thus vacated were filled, with one exception, by candidates from the Maine teacher training schools. The standards previously reached in these schools, where changes were necessary, have been maintained and in some instances raised by the efforts of the new teacher. The teacher turnover last year was unusual but there is need of a

longer tenure of service in our schools in order to maintain a permanent standard of excellence in this field of education.

Two state meetings of the home economics teachers, one in October at Portland in connection with the Maine Teachers' Association, and a second in May at Bangor with the State Vocational Conference, have brought the teachers in close touch with educators in the field of homemaking from other states and a broader vision of their profession has been gained. These meetings were well attended and a statewide interest in professional improvement was created. Fifty per cent of the day school teachers returning to their work in the fall have signified their intention of attending summer school.

The cooperation of teachers, principals, and superintendents, with local organizations and the state department has made this progress in the home economics education possible and continued progress seems assured for another year.

Respectfully yours,

HARRIET S. SWEETSER,
State Supervisor of Home Economics.

VOCATIONAL REHABILITATION—1923-1924

*Report of Bertram E. Packard, Director and
L. N. Koonz, Supervisor*

We submit herewith a brief report of the work accomplished in Maine in Industrial Rehabilitation for the year ending June 30, 1924. The plan of administration is practically the same as the plan of the preceding year. The Deputy Commissioner of Education, Mr. B. E. Packard, serves in the capacity of Director of Vocational Rehabilitation and Mr. L. N. Koonz in the capacity of full time agent for this work. Mr. Koonz took up the work in April, 1923, and has been devoting his entire time to the work since that date.

We have cooperated in every way possible with the various local agencies. The local chapters of the Red Cross, the Maine Public Health Association, State Department of Health, local Superintendents of Schools, the Industrial Accident Commission and the various insurance companies

operating throughout the state have been of material assistance in furthering the work.

Briefly, our plan of operation has been as follows: When we learn of a case which seems to be of such a nature that we can be of assistance, we survey the case at as early a date as possible, then endeavor to furnish training which is best adapted to the particular case. It is impossible to always furnish training in Maine and is occasionally necessary to send trainees out of the state.

Of course, it is easily understood that in a state comprising as great a rural territory as Maine it is difficult at times to promptly survey cases. Placement, also, after training is not an easy proposition in a state like Maine. Our territory is large and much of it is occupied by a rural population and our industries are not so diversified as in more densely populated industrial states. To illustrate our work, we are describing a number of cases.

Antonio Ouelette of Auburn, Maine, at the age of eighteen years, lost his left hand at the wrist while working in a box factory. At this time, the condition of his eyesight was poor and continued to grow worse until at the age of twenty-six years the vision of his right eye was gone and in his left there remained only twenty percent vision. His case was brought to our attention by one of the prominent attorneys of Lewiston who had become interested in his welfare. After investigation was made, it was found that Mr. Ouelette had a good baritone voice and that he would be able to play his own accompaniments by using a special artificial appliance on his left hand. He is now taking a course of training in music and in a year's time should become self-supporting.

Coral Bamforth, age twenty-three years, of Brunswick, Maine, is married and has four children. Mr. Bamforth met with an accident while working in C. L. Douglas' lumber yard at Brunswick, having his right hand cut off three inches above the wrist. Due to his injury, he could not take up his former vocation and through the cooperation of the Rehabilitation Department it was found that he had already had some experience in automobile repair

work. So the Rehabilitation Department furnished him with an artificial arm and hook and sent him to the Boston Automotive School where he took up a course in battery and ignition. He has now completed his course and is running his own battery service station in Brunswick.

Arthur Miller, age forty-two years, of Bath, Maine, while working in a quarry had a piece of granite weighing about fifteen to twenty pounds drop from a car down a distance of about ten feet landing on his neck, breaking his spine. A difficult operation was performed by taking a piece of bone from his leg and grafting it on to his spine. Through the cooperation of the Rehabilitation Department, this man's morale has been brought up to its proper plane. He was given a course in automobile upholstery at the Boston Automotive School. He is now in business for himself at Bath.

In cooperation with the Maine Public Health Association and the American Child Health Association, local Rotary and Kiwanis Clubs, Chambers of Commerce, etc., we are arranging for a series of clinics in various centers of the state to care for the children under the age of twenty-one who have been crippled by infantile paralysis, tuberculosis of the bone or congenital diseases. We are anticipating that these clinics will result in a great deal of benefit to the young people of the state who have been afflicted because of these various diseases, and we are assisting actively in furthering this work.

The individual nature of the work makes it impossible to show a large volume by transaction, but each case is served individually. We are appending a report of all Federal monies received for the purpose of Industrial Rehabilitation and how the state's funds have been used to offset the same, also a statement of the work accomplished.

**SUMMARY OF RECEIPTS AND EXPENDITURES
DURING THE YEAR 1923-1924**

	RECEIPTS	<i>Federal</i>	<i>State</i>
Federal Funds			
Balance from year 1922-1923	\$	00.00	
Federal Appropriation		7,295.45	
State Funds			
Regular Appropriation for Care of Blind used to offset Federal Funds			
1. Maine Inst. for the Blind			\$6,400.00
2. State Vocational Education			1,983.62
Totals		\$7,295.45	\$8,383.62
Administrative EXPENDITURES			
1. Salaries of Supervisors and Agents	\$1,700.00		\$ 960.00
2. Salaries of other Employees	18.20		16.20
3. Travel	531.24		278.32
4. Printing	40.64		11.05
5. Supplies	14.19		
Tuition			
1. Educational Institutions	295.00		6,575.00
2. Industrial & Commercial	752.50		227.40
3. Tutors	262.00		137.00
4. Correspondence			91.08
Instructional Supplies	215.09		76.69
Other Expenditures	42.56		10.88
Prosthetic Appliances	247.25		
Federal Funds transferred to State Vocational Fund to offset balance account		2,132.47	
		\$6,251.14	\$8,383.62
Balance on hand Federal Funds, July 1, 1924		\$1,044.31	
Balance on hand State Funds, July 1, 1924 (which can be used for rehabilitation)			\$2,132.47

REGISTRATION OF CASES

TABLE I.

BY NATURE OF DISABILITY

	<i>Female</i>	<i>Male</i>	<i>Total</i>	<i>Percent</i>
Hand	1	17	18	21%
Hand		2	2	2%
Arm	2	11	13	15%
Leg	3	16	19	23%
Legs	2	3	5	6%
Hand and Arm		1	1	1%
Vision	1	8	9	11%
General Debility		3	3	4%
Miscellaneous	1	13	14	17%
	<u>10</u>	<u>74</u>	<u>84</u>	<u>100%</u>

TABLE II.

BY ORIGIN OF DISABILITY

	<i>Female</i>	<i>Male</i>	<i>Total</i>	<i>Percent</i>
Employment Accident	2	38	40	47.6%
Public Accident		14	14	16.6%
Disease	8	19	27	32.3%
Congenital		3	3	3.5%
	<u>10</u>	<u>74</u>	<u>84</u>	<u>100 %</u>

TABLE III.

SCHOOLING

	<i>Female</i>	<i>Male</i>	<i>Total</i>	<i>Percent</i>
None	1	3	4	4.7%
Grades 1 to 6	1	18	19	22.7%
Grades 7 to 9	5	36	41	48.9%
Grades 10 to 12	3	13	16	19 %
Other		4	4	4.7%
	<u>10</u>	<u>74</u>	<u>84</u>	<u>100 %</u>

TABLE IV.

AGE

	<i>Female</i>	<i>Male</i>	<i>Total</i>	<i>Percent</i>
Under 21	5	21	26	31 %
21-30	4	25	29	34.5%
31-40		16	16	19 %
41-50	1	9	10	12 %
50 or Over		3	3	3.5%
	<u>10</u>	<u>74</u>	<u>84</u>	<u>100 %</u>

LIVE ROLL OF CASES END OF FISCAL YEAR JUNE 30, 1924

	<i>Female</i>	<i>Male</i>	<i>Total</i>	<i>Percent</i>
Registered, pending further disposition	2	7	9	12.2%
In School Training				
Institutional	3	23	26	35.2%
Tutorial	0	6	6	8. %
Correspondence	0	4	4	5.3%
In Employment Training	0	3	3	4.1%
Others (not in training) pending	7	19	26	35.2%
	<u>12</u>	<u>62</u>	<u>74</u>	<u>100 %</u>

CASES CLOSED DURING YEAR ENDING JUNE 30, 1924

	<i>Number</i>	<i>Percent</i>
Total Rehabilitated	15	22.4%
Rehabilitated by placement	1	1.4%
Rehabilitated after school training	12	18. %
Rehabilitated after Employment training	2	3. %
Total Other Closures	52	77.6%
Not Eligible	9	13.2%
Not Susceptible	3	4.4%
Service rejected	16	23. %
Other	24	37. %
	<u>67</u>	<u>100 %</u>

REHABILITATION

Average cost, by school training, per rehabilitant \$118.06

SUMMARY STATEMENT

Cases Registered	
Registration current year	84
Total Registration prior to current year	145
Total	229
Cases Closed	
Closures, current year	67
Total closures	88
Live roll end current year	74
Total	229

Chapter III.

REPORT OF NORMAL SCHOOLS

Augustus O. Thomas
State Commissioner of Education
Augusta, Maine

My dear Sir:

I submit herewith a report of the State Normal Schools and Madawaska Training School for the biennial period July 1, 1922-June 30, 1924. This report includes the reports of the several principals together with a comparative summary of attendance during the two years; it includes also a financial statement of the schools as to income and expenditures.

Appended to this report is a summary of all public appropriations and expenditures for current expenses of schools for each of the two fiscal years terminating within the twelve months ending June 30, 1923 and June 30, 1924.

Respectfully submitted,

BERTRAM E. PACKARD,
Deputy Commissioner of Education.

To the State Commissioner of Education,

Dear Sir:

I have the honor to submit the biennial report of the Farmington State Normal School for the two year period ending June 30, 1924.

Attendance 1922-23

Summer term 1922	272
School year by classes	
Advanced Home Economics	4
Senior, Home Economics	24
Second Year, Regular Course	115
Junior, Home Economics	22
First Year, Regular Course	134
	<hr/>
	571
Counted twice	6
	<hr/>
Net total	565

1923-24

Summer term 1923	284
School year by classes	
Senior, Home Economics	19
Second year, Regular Course	141
Junior, Home Economics	27
First Year, Regular Course	202
	<hr/>
	673
Counted twice	5
	<hr/>
Net total	668

Teachers within the period have been: Principal, Wilbert G. Mallett, A. M., Pedagogy, Psychology, Civics; assistant principal, Arthur M. Thomas (absent on leave 1922-23) Chemistry, Physics; Katherine E. Abbott, Drawing, Home Furnishing and Decoration, Algebra, Geometry; Carolyn A. Stone, Physiology, Physical Culture, Psychology; Virginia A. Porter, English, Penmanship; Franca C. Ingalls, Music; Agnes P. Mantor (studying on leave, 1923-24) History, Arithmetic, Psychology; Edna M. Havey, Manual Training; Charles S. Preble, A. B., Geography, Nature Study, History; Frances R. Bacharach, Foods and allied subjects, 1922-3; Flora N. Odell, Clothing and allied subjects 1922-3; Errol L. Dearborn, Ed. B., Chemistry, Physics, Mathematics; Helen E. Lockwood, Head of Home Economics Department; Marion P. Merrill, Clothing and allied subjects, House practice; Esther H. Brace, B. S., Foods, Dietetics and allied subjects; Lillian I. Lincoln, Supervisor of Training, Methods, History of Education; Emma M. Mahoney, Grades VII, VIII; Julia P. Cox, Grades V, VI; H. Alta Tracy, Grades III, IV; Doris M. Wadman, Grades I, II; Iola H. Perkins, sub-primary.

The steady increase in attendance in all schools of the country is shared by the Normal Schools. Each year students are turned away because of lack of room. Probably enough young people are now coming into the Normal Schools to satisfy the demands for trained teachers in the

state if they would remain here after graduating. They are released from all financial obligation after two years and a steady migration of teachers is maintained into southern New England and the vicinity of New York city. This migration merely obeys an economic law and can hardly be prevented.

The conviction that two years is insufficient time in which to train the young high school graduate for Domestic Science teaching, has led to a lengthening of the course in this school to four years, but with the provision that a teaching certificate may be given at the end of three years of work. This advance meets the new standards of the State Department of Education.

The Summer School work has grown in importance. It is a valuable part of the year's work. The development here of a school in Primary training under the leadership of Miss Elizabeth M. Collins has made the Summer School attractive to teachers even from neighboring states.

The Summer School staff for 1923 and 1924 was as follows:

- Virginia A. Porter—English, Penmanship.
- Charles S. Preble—Geography, Nature Study 1923.
- Elizabeth M. Collins—Primary Work.
- Blanche A. Pratt—Ass't. in Primary Work; Reading.
- Katherine E. Abbott—Drawing.
- Franca C. Ingalls—Music.
- Carrie M. Frost—Hygiene, Plays and Games, Folk Dancing.
- Agnes P. Mantor—Psychology, Arithmetic 1923.
- W. Linwood Chase—Pedagogy, Arithmetic.
- S. Hussey Reed—Grammar, Psychology 1924.
- Frank D. Rowe—Pedagogy, School Org. 1924.
- Frances K. Putnam—Ass't. in Primary Work 1924.
- Ada Bradford Smith—Geography 1924.

The year just closed was marked in this school by the retirement in June of Miss Lillian I. Lincoln, Supervisor of Training since 1896; and for ten years previous to that time, a teacher of Drawing and Mathematics. Miss Lincoln's contribution to the school was valuable beyond compensation. It was her life for nearly forty years. She

came to possess a grasp of the elementary school problems seldom equalled by anyone, man or woman. Her keen discernment as a critic teacher judged with rare completeness the child's progress, the value of subject matter and the qualities of the young teacher. She has written two books, "Everyday Pedagogy," which has had wide acceptance, and a new one just issued, "Practical Projects for Elementary Schools," has received cordial endorsement.

The proper housing of the Normal School in a small village has been an acute problem for the past three years. A new dormitory which will accommodate one hundred students and which is a twin of Purington Hall is being erected this season and may be occupied in the fall of this year.

The most gratifying development for some years in our public school work from the standpoint of the Normal School has been the increased demand for trained teachers. Towns which a few years ago had no interest in the special preparation of their teachers are now asking for no others. Much credit for this demand is due to the superintendents who are gradually leading many communities to see the value of the teacher who has made special preparation for her work.

Respectfully submitted,

W. G. MALLETT.

GORHAM, MAINE, May 22, 1924.

To the State Commissioner of Education, Augusta, Maine:

Dear Sir:

I hereby submit the report of the principal of the Gorham Normal School for the years ending June 20, 1923 and June 18, 1924.

I. The Faculty of the Gorham Normal School for the year of 1922-1923 consisted of twenty teachers distributed as follows:

Principal Walter E. Russell

Teachers devoting their entire time to normal school students:

Katharine Halliday
Gertrude L. Stone
Jessie L. Keene (on leave of absence)
Nellie W. Jordan
Joseph Chaplin
Mabel F. Ryan
Louis B. Woodward
Lottie A. Wetherell

Teachers devoting the major part of their time to the normal school and part of their time to the practice schools:

George A. Brown
Lawrence N. Cilley
Beatrice W. Beuttel
Miriam E. Andrews
Beatrice O. Willis
Louisa M. Talbot
Mary L. Hastings

Teachers devoting the entire time to the practice schools:

Beulah G. Towne
Audrey E. Wyman
Lois E. Pike
Dorothy L. Ryan
Evelyn R. Hodgdon

Besides these teachers employed by the state we used for practice school purposes the school of thirteen teachers in Westbrook and six teachers in South Portland.

The other officers of the school consist of Edna M. Laroche, Secretary; Ina G. Woodward, Matron of the dormitories; Harry W. Morey, caretaker of the normal school buildings and Carroll Viles, engineer for the dormitories.

The teachers for 1923-1924 are as follows:

Principal Walter E. Russell

Teachers devoting their entire time to normal school students:

Katharine Halliday
Gertrude L. Stone
Jessie L. Keene
Nellie W. Jordan
Joseph Chaplin
Mabel F. Ryan
Louis B. Woodward
Cathryn Parker

Teachers devoting the major part of their time to the normal school and part of their time to the practice schools:

George A. Brown
Lawrence N. Cilley
Louise T. Wetherbee
Miriam E. Andrews
Beatrice O. Willis
E. Janice Jefferds
Mary L. Hastings

Teachers devoting their entire time to the practice schools:

Harriett Trask
Ethelyn Upton
Lois E. Pike
Dorothy Lyons
Evelyn R. Hodgdon

During this year we used the schools of fifteen teachers in Westbrook and eight teachers in South Portland.

Mr. Carroll Viles resigned during the year as engineer for the dormitories and J. Frank Grant took his place.

II. The students enrolled for the year 1922-1923 are as follows:

Full number of students present during the year	293
Number entered during the year	174
Number attended during the first semester	292
Number attended during the second semester	268
Number of graduates	114
Practice schools under the supervision of the normal school	214
Practice schools not under the supervision of the normal school	760

Students enrolled for the year 1923-24:

Full number of students present during the year	361
Number entered during the year	212
Number attended during the first semester	353
Number attended during the second semester	341
Number of graduates	140
Practice schools under the supervision of the normal school	224
Practice schools not under the supervision of the normal school	920

III. The state and town are cooperating in the building of a separate practice school building on land owned by the state known as the "Old Seminary Lot." The first floor of this building provides for the first six elementary grades and a pre-elementary group. The second floor provides for a Junior High School consisting of grades 7, 8 and 9. This new building is a special boom to the Gorham Normal School in that it relieves the over crowded condition of the recitation building by making the six rooms, previously used by the practice schools, available for normal school students; and also makes possible the giving of adequate training to a group of young people each year who desire to fit themselves for junior high school teaching. Such a group should have at least a three year normal school course. This opportunity for junior high school training will appeal to some normal school graduates who

have had several years experience in teaching and have shown adaptability for teaching children of junior high school grades.

IV. Again I wish to call attention of the need of more adequate library facilities. The number of books we now have is altogether inadequate for our large school, but it can not be greatly increased until a larger room is available. When the proposed new building is erected to provide for an assembly room and a gymnasium then the present assembly room can be made available for library use. This assembly room together with the present library room will make very satisfactory library accommodations.

V. There is an urgent demand from some of the kindergarteners of the state that a Kindergarten Primary course be established to prepare teachers to meet the requirements of the state kindergarten law. The advocates of such a course assure me that there are a large number of young women in this state desirous of taking such a course to prepare for pre-primary teaching. I suggest that the Trustees of the State normal schools take into consideration the desirability of establishing such a course in one of the normal schools of the state, as soon as the funds are available for any extension of the present normal school work.

There is a demand also, coming from many of our normal school graduates, for the establishing in the near future of a four year course preparing teachers for all phases of secondary school work and leading to a Bachelor degree. Such a course in one or more of our state normal schools adequately supported would, I believe, be valuable to the schools of this state and would be entirely in keeping with the general policy of teacher training schools throughout the United States.

A summer session of six weeks was held in the summer of 1922 and another in 1923. In the former session one hundred and fifty-eight registered and in the latter session one hundred and forty-one. A considerable part of these students were taking work that counted towards a normal

school diploma. Another part of them were taking work looking towards the state examination for teachers' certificates, and a third considerable group was composed of normal school graduates and teachers of experience who were here to get in touch with some of the newer things in Education.

The faculty of the summer sessions was composed in part of the staff of the regular school year and in part of teachers and superintendents from outside of the school.

The plan this coming summer is to offer all the work included in the normal school curriculum for the first year. The enrollment indicates many students this summer who have attended one, two or three previous sessions. A few of those at the end of this summer session will have completed one full year of normal school work.

Respectfully submitted,

WALTER E. RUSSELL.

CASTINE, MAINE, June 30, 1923.

To the State Commissioner of Education:

Dear Sir:

The report of the principal of the Eastern State Normal School for the biennial period 1922-24, is hereby respectfully submitted:

1922-23

The faculty has consisted of William Dickson Hall, B. S., Principal, General Science, Psychology, School Law, Agriculture, Nature Study, School Management, Athletics; Edward E. Philbrook, M. D., Chemistry, Geography, Physiology, Civics, Music; Nellie Frances Harvey, Reading, Drawing, Botany, Music Methods, Library Methods; Sarah Katherine Russell, English, Penmanship; Dorothy E. Graves, B. A., History, Mathematics, Geography, Physical Training; Mary B. Bills, Methods, Child Study, History of Education; Hattie A. Wiggin, Manual Training, Principles of Teaching; Myrtie V. Allen, Household Arts.

Training Schools—Mary B. Bills, Director; Evelyn A. Richards, Grades I and II; Barbara L. Whitmore, Grades III and IV; Mertie P. Curtis, Grades V and VI; Edna C. Harquail, Grades VII and VIII; Helen Marie Osgood, Fall and Winter Terms; Evelyn P. Robbins, Spring Term, Rural Training School.

Other Officers—Nellie Frances Harvey, Librarian; Nellie A. Gardiner, House Mother at Richardson Hall; Kathleen D. Perkins, Secretary; Arthur G. Thombs, Engineer.

The faculty as a whole is well balanced and is composed of efficient instructors without exception. The fine spirit of cooperation and loyalty which has been the characteristic of the Castine Normal School faculty for so many years prevailed throughout the entire year. All the members of the faculty are members both of the National Education Association and the Maine Teachers' Association and many have attended one or more county teachers' meetings during the year.

Attendance

Number entering fall term	85
Number attending fall term	117
Number entering winter term	11
Number attending winter term	122
Number entering spring term	0
Number attending spring term	114
Number of different students attending during school year	135

The average number attending for each term was 118 which represents an increase of 84% over that of the previous year. The large increase in attendance is very gratifying to the alumni and friends of the school and to all of those who are interested in increasing the number of professionally prepared teachers for service in Maine.

Although we have tried to keep in touch with the new things in education, the curriculum and general method of conducting the school has not been radically changed. The practice or training school consists of all of the elementary grades located in the town of Castine and a rural training

school, the Steele School, so-called located at North Castine. Every member of the second year class is required to spend eleven weeks in the grades and one week in the rural practice school as full time student teachers. The members of the special class spend six weeks in the training school in this way.

1923-1924

This has been a very satisfactory year as to the number of students, as to the quality of the students and as to the amount and character of the work accomplished. The attendance has been larger this year than at any other time since our school had the whole of eastern Maine as a territory from which to draw students as was the case before the Machias and the Aroostook normal schools were built.

Attendance

Number entering fall term	88
Number entering winter term	4
Number entering spring term	0
Number attending fall term	134
Number attending winter term	129
Number attending spring term	126
Whole number of different students attending during the year	140

Board of Instruction during school year ending June 19, 1924: William Dickson Hall, B. S., Principal, General Science, Psychology, School Law, Agriculture, Nature Study, School Management, Athletics; Edward E. Philbrook, M. D., Chemistry, Geography, Physiology, Civics, Music; Nellie Frances Harvey, Reading, Drawing, Botany, Music Methods, Library Methods; Sarah Katherine Russell, English, Penmanship; Mertie P. Curtis, History, Mathematics, Geography, Physical Training; Mary B. Bills, Methods, Child Study, History of Education; Hattie A. Wiggin, Manual Training, Principles of Teaching; Myrtie V. Allen, Household Arts.

Training School—Mary B. Bills, Director; Ethel L. Friend, Grades I and II; Alice Emery, Fall and Winter terms, Bessie Norton, Spring term, Grades III and IV; Irma V. Grindle, Grades V and VI; Edna C. Harquail, Grades VII and VIII; Una B. Grey, Rural Training School.

Other Officers—Nellie Frances Harvey, Librarian; Nellie A. Gardiner, House Mother at Richardson Hall; Kathleen Wardwell, Secretary; James Hatch, Engineer.

The graduating class which consisted this year of seventy-seven students, is the largest class ever graduated from the institution. This represents an increase of nearly 33% compared with the class of 1923, which in turn numbered just twice as many graduates as the class of 1922.

Respectfully submitted,

WILLIAM D. HALL,
Principal.

To the State Commissioner of Education:

Dear Sir:

I have the honor to submit the following report of the Aroostook State Normal School for the years 1923 and 1924.

Year Ending June 20, 1923

Number registered fall term	103
Number entering fall term	68
Number registered winter term	137
Number entering winter term	27
Number registered spring term	104
Average enrollment	114 2-3
Number of pupils in graduating class	32

Year Ending June 21, 1924

Number registered fall term	141
Number entering fall term	81
Number registered winter term	172
Number entering winter term	20
Number registered spring term	136
Average enrollment	149 2-3
Number of pupils in graduating class	53

The teachers for the year 1923 are as follows: San Lorenzo Merriman, A. B., principal; Sanford E. Preble, C. E., assistant principal; Ardelle M. Tozier, Ida M. Folsom, Rowena McGowan, Marguerite A. Pullen, Marion E.



LIBRARY—PRESQUE ISLE NORMAL SCHOOL

The advance in teachers' wages and the demand for better trained teachers is bringing about the strengthening of our normal school equipment. Effort is being made to establish facilities with up-to-date methods and complete college training. At Presque Isle, a new normal school building, at a cost of \$150,000, has been provided. The school is also being supplied with a new dormitory with an accommodation of about seventy students. In this school is provided modern library facilities, as the picture above indicates. Fort Kent has recently had added two rooms to the practice school. The town of Fort Kent provided a modern high school building which is connected with the training school. Machias has also had added an east wing to the normal school, while Farmington has a new dormitory which will accommodate one hundred students. Plans are under way for an \$80,000 practice school in connection with Gorham Normal School. This school will contain a complete elementary as well as a junior high school organization. Plans are under way by the Board of Trustees of Normal Schools for rapid extensions in connection with all of our teacher training institutions.

Lamb, Mrs. Katherine S. Dow, assistants; Alice M. Coffin, principal of Training School; Mrs. Edna S. McKinley, assistant critic teacher; Minnie M. Harding, Marcia Bragdon, Helen Trask, Eva Hoyt, Harriet Trask, Myra Davis, Hopé McKinney, Rachael Pennington, model teachers.

The teachers for the year 1924 are as follows: San Lorenzo Merriman, A. B., principal; Sanford E. Preble, C. E., assistant principal; Ardelle M. Tozier, Ida M. Folsom, Rowena McGowan, Marguerite A. Pullen, Marion E. Lamb, Mrs. Katherine S. Dow, assistants; Mrs. Edna S. McKinley, principal of Training School, Mrs. S. E. Preble, principal of Training School, Hope McKinney, assistant critic teacher; Marcia Bragdon, Gladys Leach, Helen Trask, Eva Hoyt, Addie Sweetser, Viola Gooding, and Eleanor Whiteside, model teachers.

The school year of 1922 opened with a material increase in registration due partly to the turning again to school teaching of many engaged in other pursuits, and partly due to the better advantages offered by the new buildings.

At the opening of the winter term the principal was obliged to give up work for the term on account of not recovering readily from an attack of influenza. Mr. S. E. Preble acted as principal and did the work with much credit to himself and to the satisfaction of all.

On February 14 the wooden dormitories burned with nearly all their contents, many students losing all their clothing. The townspeople raised \$1250 for their relief which was much appreciated. Much credit was due to the local fire company that the new school building and brick dormitory were saved. During the remainder of the year both the faculty and students exhibited a most excellent spirit under the conditions which existed.

The fall term of 1923 opened with about the usual increase over the previous year, and although we were short of housing facilities we were able to secure rooms in town for the accommodation of all. This was possible on account of the depression in business in Aroostook county. The new and commodious dormitory which was begun in the fall will be open to students for the fall term, 1924, and will solve for the present the problem of housing.

During the leave of absence of Miss Alice M. Coffin, Director of Training, for study at Columbia University, Mrs. Edna S. McKinley acted as Director of Training for the fall and winter terms of the year 1923-24, and Mrs.

S. E. Preble for the spring term. Both teachers conducted the Training School in a very creditable manner.

Two tendencies have been especially noted: First, the increasing number of young men who are securing training for teaching through normal school attendance. This is especially true of the summer sessions. The other tendency is that many of the best students graduating from the high schools are seeking normal training with the purpose of college training later.

We do not anticipate a rapid increase in numbers in the immediate future, but a wholesome growth.

Respectfully submitted,

SAN LORENZO MERRIMAN.

Report of Summer Terms

The thirteenth annual summer term of the Aroostook State Normal School opened Tuesday, July 18, 1922, and continued for six weeks, closing Friday, August 25, 1922.

Number registered	159
Number entering	47
Number graduating from the regular course	2

The fourteenth annual summer term of the Aroostook State Normal School opened Tuesday, July 10, 1923, and continued for six weeks, closing Friday, August 17, 1923.

Number registered	135
Number entering	54

The following teachers were employed during the summer sessions for the past two years: San Lorenzo Merriman, A. B., principal; S. E. Preble, C. E., assistant principal; Ardelle M. Tozier, Ida M. Folsom, Rowena McGowan, Marguerite Pullen, Marion E. Lamb, Martha Tobey, Edna Guiou, assistants.

Respectfully submitted,

SAN LORENZO MERRIMAN.

MACHIAS, MAINE, July 29, 1924.

To the State Commissioner of Education:

Dear Sir:

I have the honor to submit to you the following report for the Washington Normal School for the period, 1922-1924.

The attendance was as follows:

Number registered fall term, 1922	101
Number registered winter term, 1923	101
Number registered spring term, 1923	98
Number graduated in June, 1923	42
Number registered in the fall term, 1923 . . .	127
Number registered in the winter term, 1924 .	144
Number registered in the spring term, 1924 .	128
Number graduated in June, 1924	55

The teachers were William L. Powers, Earle D. Merrill, assistant principal; Lelia K. Tripp, director of training; Gladys Allen, Anna Brown, Doretha Carlow, Ethel Duffy, Ruth Harthorn, Frank Kilburn, Vera Loring, Ruth Marble, Grace O'Donnell, assistant teachers; Marion B. Longfellow, Secretary; and Percy Johnson, Janitor. Each assistant connected with the school has rendered to the principal loyal and enthusiastic support.

The young men of Washington County seem to be attracted by our school and we have had about 50 young men these two years.

Respectfully submitted,

WM. L. POWERS,
Principal.

MADAWASKA TRAINING SCHOOL

FORT KENT, MAINE, July 26, 1924.

To the State Commissioner of Education:

Dear Sir:

I have the honor of presenting to you the report of the Madawaska Training School for the years ending June 23, 1923, and June 4, 1924.

Attendance:

Number entering autumn term	1922—175	1923—172
Number attending winter term	1922-'23—172	'23-'24—165
Number attending spring term . . .	1923—161	1924—143
Number graduating	1923— 19	1924— 23

The teachers in the Training School for both years were Mary P. Nowland, Principal; Richard F. Crocker, May Brown, Sarah H. E. Doone, Antoinette Page, Modeste Rossignol; and for 1922-1923 David Garceau and Linwood L. Dwelley. For 1923-1924 instead of the last-named young men, Wm. H. Smith and Albert Weymouth.

In the High School Department the teachers for 1922-1923 were Raymond Finley, Mrs. R. F. Crocker, Milton Cantor and Lawrence Harris. In 1923-1924 the place of Mr. Finley was taken by J. Arthur Green and that of Mr. Harris by Eleanor Prosser.

In the Model School the teachers were Mrs. Paul Ouillette, Elizabeth Campbell, Vida V. Vance, Hilda Sullivan. In 1923-1924 Miss Sullivan's place was ably filled by Laura Ouillette. The work of both years has, I think, been successful in nearly every department. The teachers have, with few exceptions, worked hard and accomplished much.

The names of those who received diplomas in June, 1923, from the Training School are: Alfred L. Albert, St. David; Wilfred W. Belanger, Frenchville; Blanche A. Bernard, Lille; Marie L. Caron, Winterville; Annie D. Conners, St. Francis; Anne Marie Cyr, Ft. Kent; Elise Marie Cyr, St. David; Merilda Marie Cyr, St. Agatha; Helene M. Daigle, Ft. Kent; Laura A. Dempsey, Ft. Kent; Helene M. Desjardins, Ft. Kent; Sylvia A. Gagnon, Eagle Lake; Geneva Mason, Eagle Lake; Sadie E. Mills, St. Francis; Ida L. Pelletier, Winterville; Essie Roy, Ft. Kent; Ernest F. Sirios, St. David; Laura S. Thibodeau, St. Francis.

Those who received diplomas in June, 1924, are: Rose Audibert, Verna V. Babin, Blanche H. Beaulieu, Alma J. Beaupre, Bernadette M. Cyr, Bertha D. Cyr, Ledo C. Chasse, Annette E. Daigle, Eva D. Daigle, Jeannette S.

Daigle, Marie Anne Daigle, Louise S. Fournier, Adrien Remi Jacques, Elise C. Laferriere, Laura Martin, Loanna C. Nadeau, Christine M. Pelletier, Robert Pelletier, Emma M. Rossignol, Annette Souci, Delina M. Thibault, Mabel M. Vaillancourt, Aurore Flora White.

In the High School Department diplomas were conferred in June, 1923, on the following: Armand C yr, Eugenie Dow, Emma Deperry, Silas Miles, Angelina Morneault, Inez Martin, Lee Smith, Birdena Wheelock.

In the same department diplomas were given in June, 1924, to the following: Christine Boutote, Kenneth Bradbury, David Daigle, Henry Dow, Abraham Escovitz, Paul Emil Michaud, Levite Rossignol, Eleanor Ward.

Respectfully submitted,

MARY P. NOWLAND.

COMPARATIVE SUMMARY

School	Year Ending	Number Entering	Number Graduated	Average Number Registered	Largest Attendance	
					Number	Term
Farmington State Normal School.....	June, 1923	156	124	276	280	Winter
Eastern State Normal School	June, 1923	96	58	148	132	Winter
Western State Normal School.....	June, 1923	174	114	285	292	Fall
Aroostook State Normal School.....	June, 1923	95	32	125	137	Winter
Washington State Normal School.....	June, 1923	59	42	99	101	Fall
Madawaska Training School	June, 1923	48	19	172	175	Fall
Totals.....		628	389	1105	1117	
Farmington State Normal School.....	June, 1924	229	133	360	362	Winter
Eastern State Normal School	June, 1924	92	77	166	144	Fall
Western State Normal School.....	June, 1924	212	140	355	358	Fall
Aroostook State Normal School.....	June, 1924	101	53	150	172	Winter
Washington State Normal School.....	June, 1924	89	55	142	144	Winter
Madawaska Training School	June, 1924	52	23	165	172	Fall
Totals.....		775	481	1338	1347	

NORMAL SCHOOLS AND TRAINING SCHOOL

Financial Statement, 1923

FUNDS AVAILABLE

Appropriated	\$180,000.00
Cash (dormitory, etc.)	4,796.34

\$184,796.34

EXPENDITURES

Teachers' Salaries	\$135,227.50
Janitor	8,746.60
Fuel	25,182.98
Light	1,479.75
Water	1,383.20
Repairs	125.80
Telephone	454.23
Postage	405.33
Printing	494.93
Textbooks	4,131.66
Library	402.40
Laboratory	337.28
Furniture	172.07
Supplies	2,879.53
Manual Training	897.42
Graduation	314.01
Travel	515.80
Miscellaneous	1,640.52

\$184,791.01

NORMAL SCHOOLS AND TRAINING SCHOOL

Financial Statement, 1924

FUNDS AVAILABLE

Appropriated	\$195,000.00
Transfers	10,940.71
Cash (dormitory, etc.)	14,854.79

\$220,795.50

EXPENDITURES

Teachers' Salaries	\$153,450.22
Janitor	12,722.37
Fuel	28,627.99
Light	1,517.24
Water	1,229.30
Repairs	285.20
Telephone	468.02
Postage	446.21
Printing	1,051.31
Textbooks	3,580.34
Library	782.92
Laboratory	414.78
Furniture	1,035.13
Supplies	1,778.91
Manual Training	1,524.34
Graduation	221.85
Miscellaneous	11,659.37

\$220,795.50

**SUMMARY OF ALL PUBLIC APPROPRIATIONS AND
EXPENDITURES FOR CURRENT EXPENSES OF
SCHOOLS FOR FISCAL YEAR TERMINAT-
ING WITHIN THE TWELVE MONTHS
ENDING JULY 1, 1923**

Resources

I. Amounts available from towns (for fiscal year 1922-1923):

Raised for common schools....	\$5,149,541.00	
Unexpended balance for common schools	275,063.00	
From local funds for common schools	274,052.00	
		<hr/>
	\$5,698,656.00	
For school superintendence ..	212,341.00	
For school committee expense.	30,335.00	
For repairs, apparatus, etc. ..	563,212.00	
For rent and insurance	56,674.00	
For water, light and power ...	21,893.00	
For manual training and domestic science	83,039.21	
For new buildings	1,231,596.00	
For compulsory education and medical inspection	32,733.00	
For music and drawing	41,980.00	
For evening schools	11,206.79	
For physical education	22,341.00	
For redemption of bonds or interest	1,352,368.00	
		<hr/>
		\$9,358,375.00

II. Amounts available from state for distribution to towns and school superintendents:

State School Fund (fiscal year 1922-1923)	
Equalization fund	\$ 100,000.00
Disbursement on tuition .	92,089.76
Disbursement on census .	716,229.00
Disbursement on teaching positions	564,849.86
Disbursement on aggregate attendance	221,059.36
Disbursement on industrial education	114,500.00
Disbursement on physical education	21,581.00
	<hr/>
	\$1,830,308.98

For school superintendence (annual appropriation, 1922)	145,000.00	
Amount collected from towns	425.00	
	<u> </u>	\$ 1,975,733.98

III. Amounts available from state for special educational activities, higher education and educational institutions (annual appropriation, 1922):

For schools in unorganized townships	\$ 35,000.00	
From taxes, tuition, etc., unorganized townships	1,604.86	
	<u> </u>	\$ 36,604.86
For summer schools for teachers	5,000.00	
For teachers meetings	4,000.00	
For teachers pensions	55,225.00	
For interest on funds	590.00	
For normal schools and training schools	180,000.00	
For cash receipts — normal schools	4,796.34	
For repairs and improvements, normal schools	60,000.00	
From miscellaneous sources ..	7,477.19	
For training rural teachers ...	40,000.00	
For vocational education	20,000.00	
For normal school trustees fund	600.00	
For aid to academies	26,000.00	
For special aid to academies and secondary schools	56,250.00	
For registration of teachers .	500.00	
For registration fees for membership	591.00	
	<u> </u>	\$ 497,634.39

IV. Amounts available from state for state administration purposes (annual appropriation, 1922):

For salaries and clerk hire ...	\$ 23,000.00	
For general office expense	14,000.00	
For state certification of teachers	1,000.00	
	<u> </u>	\$ 38,000.00

Total amount available from public funds and appropriations for current expenses of schools \$11,869,743.37

Expenditures

I. For activities supported wholly by amounts appropriated by towns (fiscal year 1922-1923) :

For school committee expense \$	31,265.00	
For rent and insurance	56,101.00	
For water, light and power ...	22,260.00	
For music and drawing	41,774.00	
For new buildings	1,572,752.00	
For compulsory education and school census	12,291.00	
For medical inspection	17,099.00	
For redemption of bonds or interest on indebtedness	263,489.00	
		\$2,017,031.00

II. For activities supported jointly by amounts appropriated by towns and state:

For elementary schools (fiscal year 1922-1923)	\$4,787,369.00	
For text-books and supplies ..	330,784.00	
For repairs, apparatus, supplies, etc., (fiscal year 1922-1923)	583,924.00	
		\$5,702,077.00

For school superintendence		
By towns (fiscal year, 1922-1923)	212,483.00	
By state (fiscal year, 1922-1923)	141,461.02	
		\$ 353,944.02

For secondary education		
Direct support (fiscal year, 1922-1923)	\$1,779,897.00	
Tuition (year ending June 30, 1923)	338,191.00	
		\$2,118,088.00

For industrial education	156,975.00	
For evening schools	28,428.00	
For physical education	44,680.00	
		\$8,404,192.02

III. For activities wholly supported or aided by amounts appropriated by state (year ending June 30, 1923):

For industrial courses in state normal schools	\$ 6,000.00	
For industrial courses in academies	7,459.53	
		<hr/>
		13,459.53
For schools in unorganized townships	\$ 36,604.86	
Summer schools for teachers ..	4,986.07	
For teachers meetings	2,767.43	
For teachers pensions	46,654.98	
For payment of interest on funds	590.00	
For support of state normal schools and training schools		178,791.01
For repair of normal school buildings	65,661.47	
For expenses of normal school trustees	569.32	
For aid to academies	24,750.00	
For special aid to academies ..	28,950.00	
For special aid to secondary schools	25,300.00	
For training rural teachers ...	27,548.00	
For vocational education	20,000.00	
For registration of teachers ..	885.43	
		<hr/>
		\$ 477,518.10

IV. For state administration purposes from amounts appropriated by state (year ending June 30, 1923).

For salaries and expenses of Commissioner of Education and office assistants	\$ 21,990.15	
For printing, postage, office expense, etc.	13,149.15	
For state certification of teachers	961.87	
		<hr/>
		\$ 36,101.17

Total expenditures from public funds and appropriations for current school expenses\$10,934,842.29

**SUMMARY OF ALL PUBLIC APPROPRIATIONS AND
EXPENDITURES FOR CURRENT EXPENSES OF
SCHOOLS FOR FISCAL YEAR TERMINATING
WITHIN THE TWELVE MONTHS
ENDING JULY 1, 1924**

Resources

I. Amounts available from towns (for fiscal year 1923-1924):

Raised for common schools ..	\$5,301,655.00	
Unexpended balance for common schools	364,353.00	
From local funds for common schools	265,231.00	
		\$5,931,239.00
For school superintendence ..	218,372.00	
For school committee expense ..	35,921.00	
For repairs, apparatus, etc ...	593,704.00	
For rent and insurance	77,622.00	
For water, light and power ...	29,134.00	
For manual training and domestic science	139,269.62	
For new buildings	1,225,127.00	
For compulsory education and medical inspection	34,662.00	
For evening schools	28,547.75	
For physical education	29,035.00	
For receipts from loans, sales and insurance	590,610.00	
		\$8,933,243.37

II. Amounts available from state for distribution to towns and school superintendents:

State School Fund (fiscal year 1923-1924)	
Equalization fund	\$ 100,000.00
Disbursement on tuition ..	94,854.30
Disbursement on census ..	723,015.00
Disbursement on teaching positions	570,549.61
Disbursement on aggregate attendance	203,204.44
Disbursement on industrial education	121,259.63
Disbursement on physical education	24,352.00
	\$1,837,234.98

For school superintendence (annual appropriation, 1923)	145,000.00	
Amount collected from towns	225.00	
	<hr/>	\$1,982,459.98

III. Amounts available from state for special educational activities, higher education and educational institutions (annual appropriation, 1923):

For schools in unorganized townships	\$ 35,000.00	
From taxes, tuition, etc., un- organized townships	2,886.72	
From transfers	4,754.79	
	<hr/>	\$ 42,641.51
For summer schools for teach- ers	\$ 5,000.00	
For teachers meetings	3,500.00	
For teachers pensions	58,000.00	
For interest on funds	590.00	
For normal schools and train- ing schools	195,000.00	
For transfers—normal schools	10,940.71	
For cash receipts	14,854.79	
For repair and permanent im- provement	70,000.00	
For miscellaneous sources ...	867.98	
For training rural teachers ..	35,000.00	
For vocational education	20,000.00	
From transfers	3,651.40	
For normal school trustees fund	500.00	
For aid to academies	25,000.00	
For special aid to academies ..	64,750.00	
For registration of teachers ..	500.00	
From registration fees for membership	523.50	
	<hr/>	\$ 551,319.89

IV. Amounts available from state for state administration purposes (annual appropriation, 1923):

For salaries and clerk hire	\$ 25,600.00	
For general office expense	15,000.00	
For state certification of teach- ers	1,000.00	
	<hr/>	\$ 41,600.00

Total amount available from public funds
and appropriations for current expenses of
schools\$11,508,623.24

Expenditures

I. For activities supported wholly by amounts appropriated by towns (fiscal year, 1923-1924):

For school committee expense \$	32,648.00	
For rent and insurance	77,272.00	
For water, light and power ...	29,274.00	
For new buildings	1,493,321.00	
For compulsory education	14,554.00	
For medical inspection	18,352.00	
For redemption of bonds or interest on indebtedness	312,740.00	
		\$1,978,161.00

II. For activities supported jointly by amounts appropriated by towns and state:

For elementary schools (fiscal year, 1923-1924)	\$4,901,428.00	
For text-books and supplies ..	351,405.00	
For repairs, apparatus, supplies, etc., (fiscal year, 1923-1924)	605,300.00	
		\$5,858,133.00

For school superintendence		
By towns (fiscal year, 1923-1924)	215,844.00	
By state (fiscal year, 1923-1924)	136,732.00	
		\$ 352,576.09

For secondary education		
Direct support (fiscal year, 1923-1924)	\$1,805,452.00	
Tuition (year ending July 1, 1924)	357,408.00	
		\$2,162,860.00

For industrial education	176,840.71	
For evening schools	34,496.00	
For physical education	48,316.00	
		\$ 8,633,221.80

III. For activities wholly supported or aided by amounts appropriated by state (year ending June 30, 1924):

For industrial courses in state normal schools	\$ 6,000.00
For industrial courses in academies	6,104.29
	<hr/>
	\$ 12,104.29
For schools in unorganized townships	\$ 42,641.51
For summer schools for teachers	4,990.29
For teachers' meetings	3,397.02
For teachers' pensions	53,421.94
For payment of interest on funds	590.00
For support of state normal schools and training schools ..	220,795.50
For repair of normal school buildings	74,849.29
For expenses of normal school trustees	378.11
For aid to academies	24,000.00
For special aid to academies ...	31,450.00
For special aid to secondary schools	33,300.00
For training rural teachers	28,476.58
For vocational education	20,660.59
For registration of teachers	452.01
	<hr/>
	\$ 551,507.13

IV. For state administration purposes from amounts appropriated by state (year ending June 30, 1924):

For salaries and expenses of Commissioner of Education and office assistants	\$ 23,157.92
For printing, postage, office expense, etc.	12,803.00
For state certification of teachers	884.90
	<hr/>
	\$ 36,845.82

Total expenditures from public funds and appropriations for current school expenses \$ 11,199,735.75

Chapter IV

STATISTICAL REPORT OF THE PUBLIC SCHOOLS AND ACADEMIES IN THE STATE OF MAINE

The following summary shows the operation of the public schools and academies of the state of Maine for the biennial period beginning July 1, 1922, and ending June 30, 1924, and gives a comparison with the year 1914.

PUPILS			
	1914	1923	1924
	1914	1923	1924
	1914	1923	1924
	1914	1923	1924
	1914	1923	1924
	1914	1923	1924
	1914	1923	1924
	1914	1923	1924
	1914	1923	1924
School census (5 to 21 years)	222,103	239,594	241,876
Total enrollment:			
Elementary	131,683	133,069	132,853
Secondary { High schools	13,704	24,443	24,694
Academies	4,205	5,585	5,559
Total	149,592	163,097	163,106
Net enrollment:			
Elementary	122,878	120,596	120,028
Secondary { High schools	13,524	23,897	27,078
Academies	4,205	5,523	5,482
Total	140,607	150,016	152,588
Urban distribution (elementary only)	-	55,992	55,503
Rural distribution (elementary only)	-	77,077	77,350
Conveyed at expense of town:			
Elementary	7,716	10,115	10,196
Secondary	300	613	577
Total	8,016	10,728	10,773
Aggregate attendance:			
Elementary	16,877,519	17,903,007	18,378,038
Secondary { High schools	2,124,151	4,254,141	4,430,796
Academies	661,599	874,790	883,391
Total	19,663,269	23,031,938	23,692,225
Average daily attendance:			
Elementary	101,444	103,636	105,430
Secondary { High schools	12,090	21,207	24,458
Academies	3,731	4,868	4,907
Total	117,265	129,711	134,795

PUPILS—Continued

Average length of school year:			
Elementary	166	173	174
Secondary	{		
High schools	175	181	181
Academies	177	180	180
Non-resident (secondary only):			
High schools	1,443	3,287	3,305
Academies	1,616	2,096	2,238
Total	3,059	5,383	5,543
Persons of compulsory school age not attending school regularly			
	2,510	823	737
Enrollment by years:			
Elementary—			
Kindergarten and sub-primary	-	5,966	6,567
Grade I	17,683	19,467	19,213
Grade II	11,532	15,919	15,264
Grade III	10,938	15,703	15,269
Grade IV	11,076	14,785	15,054
Grade V	10,112	14,134	13,895
Grade VI	9,646	13,050	13,344
Grade VII	8,532	11,665	11,298
Grade VIII	7,044	10,362	9,967
Grade IX	5,144	2,158	1,582
Ungraded or special	29,126	3,415	2,941
Junior high school—			
Grade VII or VIII	-	523	1,135
Grade VIII or IX	-	740	1,201
Year I	-	530	799
Year II	-	82	335
Senior high school—			
Year I	4,780	7,102	7,208
Year II	3,616	6,027	6,039
Year III	2,759	4,661	5,157
Year IV	2,028	4,062	4,251
Special	107	159	115
Academies—			
Year I	1,299	1,714	1,647
Year II	1,059	1,334	1,381
Year III	875	1,242	1,201
Year IV	786	1,048	1,086
Special	158	241	244
Enrollment by courses:			
High schools—			
English or General	5,953	7,703	8,282
College preparatory (classical)	4,779	6,753	6,059
College preparatory (scientific)		1,019	1,555
Commercial	2,625	6,912	6,424
Manual training	315	868	835
Home economics	135	655	470
Agricultural	112	281	183

PUPILS—Concluded

Academies—			
English	1,944	2,026	2,033
College preparatory	1,548	1,922	1,961
Commercial	—	961	974
Manual training	114	37	33
Home economics	54	229	149
Agricultural	249	126	111
Teacher training	231	175	208
Promoted or graduated:			
Elementary	—	9,691	9,311
Senior high schools	2,044	4,029	3,965
Academies	752	962	991

TEACHERS

Teaching positions:			
Elementary—			
Urban	—	1,662	1,672
Rural	—	3,254	3,239
Secondary—(high and contract only)			
Urban	—	698	729
Rural	—	523	532
Positions for men:			
Elementary	344	297	274
Secondary {			
High schools	233	409	397
Academies	97	130	122
Total	674	836	793
Positions for women:			
Elementary	4,585	4,619	4,637
Secondary {			
High schools	409	665	710
Academies	149	195	208
Total	5,143	5,479	5,555
Different persons employed:			
Elementary	6,448	5,556	5,514
Secondary {			
High schools	711	1,294	1,165
Academies	259	342	352
Total	7,418	7,192	7,031
Average wages of men per week:			
Elementary	\$13.54	\$26.20	\$28.67
Secondary {			
High schools	\$26.93	\$47.83	\$48.74
Academies	\$28.93	\$46.72	\$48.13
Average wages of women per week:			
Elementary	\$10.47	\$22.52	\$22.38
Secondary {			
High schools	\$15.44	\$32.52	\$33.27
Academies	\$14.64	\$30.02	\$29.70
Average annual salaries of men:			
Elementary	\$459.67	\$908.80	\$1,005.51
Secondary {			
High schools	\$971.68	\$1,753.63	\$1,786.74
Academies	\$1,063.31	\$1,739.06	\$1,764.68

TEACHERS—Concluded

Average annual salaries of women:			
Elementary	\$356.52	\$805.47	\$793.07
Secondary	High schools	\$561.18	\$1,188.33
	Academies	\$537.69	\$1,094.87
			\$1,082.46
Average annual salaries of men and women:			
Elementary	\$363.81	\$811.71	\$805.00
Secondary	High schools	\$710.16	\$1,404.07
	Academies	\$755.58	\$1,359.85
			\$1,342.53

SCHOOLS

Classification:			
Elementary	4,634	4,799	4,779
Unorganized township	73	62	74
Free high	192	201	203
Junior high	-	21	24
Contract	35	33	33
Tuition	187	265	264
Academies	49	54	53
Evening	15	15	11
Distribution of public schools:			
Urban	-	1,432	1,474
Rural	-	3,367	3,305
Number of schools in one-room buildings	2,396	2,198	2,142
Number to which pupils are conveyed	1,206	1,523	1,554
Number discontinued during year	8	66	77
Number having school improvement leagues	632	1,080	1,111
Number having libraries	1,191	1,405	1,456
Number with satisfactory equipment	-	3,097	2,952

BUILDINGS

Public buildings used for elementary school purposes exclusively	3,192	2,663	2,606
Public buildings used for secondary school purposes exclusively	65	92	95
Public buildings used for elementary and secondary school purposes	152	162	164
Buildings not in active use	-	578	572
Number of buildings rented	62	46	55
Seating capacity of buildings	178,030	184,288	184,394
New buildings completed during year	44	33	43
Cost of same	\$850,728	\$698,983	\$1,853,857
Additions to buildings completed	-	21	28
Cost of same	-	\$425,151	\$144,501
Estimated value of school property:			
Public schools	\$9,492,836	\$19,973,057	\$25,923,465
Academies	\$1,762,454	\$2,426,434	\$2,822,129

FINANCIAL

Resources:

Amount appropriated for main-
tenance*—

Public schools	\$1,106,503	\$5,149,541	\$5,301,655
Academies	\$53,844	\$131,959	\$149,973

State aid toward maintenance—

Public schools	\$1,682,634	\$1,836,103	\$1,731,562
Academies	\$31,472	\$84,101	\$88,650

Total resources for maintenance—

Public schools	\$3,054,388	\$7,534,759	\$7,662,801
Academies	\$182,640	\$462,162	\$495,418

Total resources for all school
purposes—

Public schools	\$4,199,097	\$11,330,559	\$10,810,417
Academies	\$332,349	\$788,047	\$851,052

Expenditures:

For instruction—

Public schools	{ Elementary	\$1,767,108	\$3,549,804	\$3,704,431
	{ Secondary	\$445,531	\$1,374,064	\$1,430,724
	Total	\$2,212,639	\$4,923,868	\$5,135,155
Academies		\$167,163	\$365,994	\$394,762

For tuition—

Public schools	{ Elementary	\$18,677	\$29,378	\$35,623
	{ Secondary	\$93,684	\$338,191	\$357,408
	Total	\$112,361	\$367,569	\$393,031

For fuel—

Public schools	{ Elementary	\$176,875	\$341,023	\$399,424
	{ Secondary	\$50,102	\$101,178	\$116,065
	Total	\$226,977	\$442,201	\$515,489
Academies		-	\$66,504	\$65,977

For janitor service—

Public schools	{ Elementary	\$175,896	\$308,878	\$319,196
	{ Secondary	-	\$96,685	\$96,291
	Total	\$175,896	\$405,563	\$415,487
Academies		\$15,477	\$29,664	\$34,679

For conveyance—

Public schools	{ Elementary	\$165,838	\$404,948	\$432,670
	{ Secondary	\$6,182	\$17,200	\$18,925
	Total	\$172,020	\$422,148	\$451,595

For textbooks and supplies—

Public schools	{ Elementary	-	\$330,784	\$351,405
	{ Secondary	-	\$131,509	\$143,447
	Total	\$126,923	\$462,293	\$494,852
Academies		\$10,174	\$37,835	\$38,990

Total expenditures for main-
tenance—

Public schools	{ Elementary	\$2,411,864	\$5,118,153	\$5,252,833
	{ Secondary	\$589,317	\$2,118,088	\$2,162,860
	Total	\$3,001,181	\$7,236,241	\$7,415,693

* Includes teachers' wages and board, fuel, janitor, conveyance, tuition, board, textbooks and supplies.

FINANCIAL—Concluded

Expenditures—Concluded:

Academies	\$182,640	\$462,162	\$495,418
For supervision	\$84,963	\$212,483	\$215,844
For new buildings	\$544,982	\$1,572,752	\$1,493,321
For repairs	\$279,067	\$487,905	\$534,090
For equipment		\$96,019	\$71,210
For medical inspection	\$5,134	\$17,099	\$18,352
For physical education	—	\$44,680	\$48,316
For industrial education	\$48,708	\$164,434	\$182,945
For vocational education	—	\$15,631	\$41,877
For evening schools and Americanization	\$16,446	\$28,428	\$34,496
Total expenditures for all school purposes—			
Public schools	\$4,014,260	\$10,302,852	\$10,522,632
Academies	\$320,076	\$932,137	\$838,904
Per capita costs:			
On total enrollment and expenditure for maintenance—			
Elementary	\$18.31	\$38.46	\$39.54
Secondary	\$32.91	\$70.54	\$71.49
On total enrollment and total school expenditure	\$26.83	\$63.17	\$64.51
On average attendance and expenditure for maintenance—			
Elementary	\$23.78	\$49.39	\$49.82
Secondary	\$37.25	\$81.23	\$73.65
On average attendance and total school expenditure	\$34.23	\$79.43	\$78.06
On school census and total school expenditure	\$18.07	\$43.00	\$43.50
On state census and total school expenditure	\$5.41	\$13.41	\$13.70

STATE AID

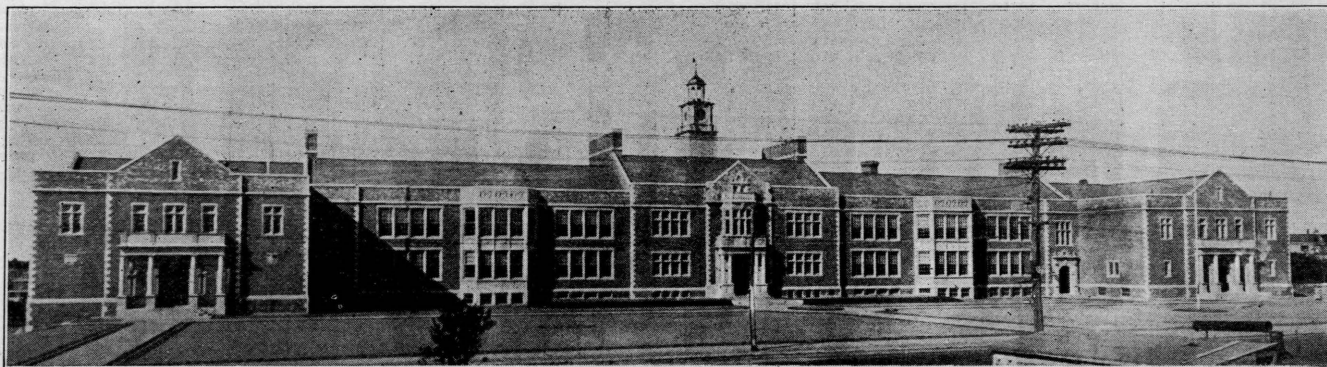
Toward public school maintenance	\$1,524,786	\$1,594,228	\$1,589,234
Toward academy maintenance	\$18,000	\$24,000	\$22,250
Toward equalization of expense	\$38,170	\$81,524	\$90,558
Toward physical education	—	21,581	\$24,352
Toward industrial education	\$32,352	\$86,601	\$91,810
Toward vocational education	—	\$26,831	\$28,290
Toward evening schools	\$8,184	\$10,890	\$8,427
Toward Americanization	—	\$7,518	\$9,872
Toward supervision	\$69,243	\$139,621	\$140,322

SUPERVISION

Unions:			
Number of school unions	81	132	132
Total salaries paid	\$111,325	\$285,476	\$290,681
Average salary	\$1,379	\$2,163	\$2,202
Cities or towns:			
Number of cities or towns with more than fifty schools	7	8	8
Total salaries paid	\$14,250	\$28,350	\$30,150
Average salary	\$2,036	\$3,544	\$3,781
State agents:			
Number of towns supervised by state agents	-	5	5
Total salaries paid	-	\$981	\$1,244

SPECIAL SCHOOL ACTIVITIES

Evening schools:			
Teaching positions	145	189	175
Enrollment	2,734	5,726	4,733
Cost of instruction	\$17,572	\$25,276	\$19,764
Kindergartens:			
Teaching positions	50	39	44
Enrollment	1,264	1,215	1,264
Cost of instruction	-	\$29,388	\$37,780
Music:			
Teaching positions	95	85	86
Enrollment	-	71,691	72,977
Cost of instruction	\$31,373	\$64,657	\$66,528
Drawing:			
Teaching positions	42	25	26
Enrollment	-	34,411	35,090
Cost of instruction	\$18,249	\$26,879	\$29,879
Manual training:			
Teaching positions	33	65	66
Enrollment	315	8,609	7,282
Cost of instruction	\$27,590	\$106,968	\$111,606
Agriculture:			
Teaching positions	-	17	12
Enrollment	112	421	228
Cost of instruction	-	\$26,768	\$20,236
Home economics:			
Teaching positions	31	73	69
Enrollment	185	11,068	7,815
Cost of instruction	\$15,204	\$93,665	\$82,704
Physical education:			
Teaching positions	-	49	46
Enrollment	-	41,652	42,652
Cost of instruction	-	\$53,675	\$60,289
Medical inspection:			
Number of school physicians	53	76	66
Number of school nurses	-	31	28
Cost of employment	\$4,968	\$31,221	\$34,887



DEERING HIGH SCHOOL—PORTLAND

The above is the new Deering High School, one of the most up-to-date school buildings of the present day. It is a non-conventional type of building but conserves to the fullest extent the most modern standards of school buildings. The cost is in excess of \$1,000,000.

The Following Tables Show Certain Items Regarding Schools in Individual Towns of the State of
Maine for the Year Ending July 1, 1924

ANDROSCOGGIN COUNTY

NAME OF TOWN	School census (5 to 21 years)	TOTAL ENROLLMENT		NET ENROLLMENT		AVERAGE DAILY ATTENDANCE		TEACHING POSITIONS		Amount appropriated for school maintenance.	Rate of taxation for maintenance.	Rate of taxation for municipal purposes.	State aid for school maintenance.	Equalization fund.	Expenditure for instruction.	Total expenditure for school maintenance.	Total expenditure for all school purposes.
		Elementary	Secondary	Elementary	Secondary	Elementary	Secondary	Elementary	Secondary								
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
Auburn.....	5,303	2,888	747	2,623	742	2,635	664	82	32	\$118,855	.0094	.033	\$31,176.58	—	\$126,008	\$159,698	\$282,562
Durham.....	356	230	—	211	—	171	—	12	—	5,350	.0108	.046	3,130.17	\$276	5,640	8,999	10,606
East Livermore..	820	485	178	454	176	408	165	20	8	24,700	.0105	.042	5,792.06	—	26,714	36,177	39,802
Greene.....	246	164	—	154	—	126	—	6	—	5,150	.0102	.045	2,342.62	—	4,117	7,425	8,289
Leeds.....	233	154	14	138	14	141	11	9	2	4,700	.0114	.054	2,197.93	250	6,075	8,620	9,548
Lewiston.....	10,713	3,190	613	2,747	605	2,302	556	82	25	124,120	.0027	.030	47,104.79	—	136,682	170,026	209,162
Lisbon.....	1,310	882	235	833	235	696	207	26	10	36,023	.0079	.0338	8,535.80	—	34,444	44,893	56,598
Livermore.....	358	215	—	201	—	187	—	9	—	9,200	.0142	.050	2,878.54	300	6,235	13,093	14,930
Mechanic Falls..	418	252	108	244	101	211	94	9	4	12,000	.0123	.042	2,942.98	450	10,426	16,189	18,285
Minot.....	256	108	—	95	—	83	—	7	—	3,250	.0066	.050	2,188.12	—	3,693	6,324	6,717
Poland.....	564	307	—	253	—	238	—	14	—	8,000	.0064	.032	3,969.53	—	7,781	11,916	14,358
Turner.....	379	241	98	200	94	198	93	13	6	14,400	.0143	.048	3,014.37	660	6,642	16,992	17,834
Wales.....	144	113	—	101	—	88	—	5	—	3,200	.0113	.042	1,658.84	92	2,679	4,685	5,161
Webster.....	355	206	41	199	40	162	36	6	2	8,475	.0132	.050	2,167.96	336	7,397	10,859	11,249
Total.....	21,451	9,435	2,034	8,457	2,077	7,646	1,826	300	89	377,423	—	—	119,100.29	2,364	384,533	515,896	705,101

AROOSTOOK COUNTY

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
Amity.....	104	63	—	61	—	38	—	3	—	1,975	.0143	.052	1,103.32	124	2,220	3,553	4,573
Ashland.....	845	547	128	495	128	376	112	20	5	24,800	.0229	.060	5,539.86	1,392	20,674	29,362	38,293
Bancroft.....	103	62	—	57	—	48	—	3	—	825	.0084	.054	979.35	—	1,808	2,527	3,783
Benedicta.....	124	70	—	68	—	59	—	2	—	3,460	.0138	.042	669.56	81	2,872	4,324	5,729
Blaine.....	362	241	47	231	47	182	39	8	6	8,500	.0150	.046	2,452.07	620	5,110	10,613	11,352
Bridgewater.....	426	239	52	239	52	199	51	8	3	8,750	.0122	.0333	2,788.24	—	6,237	11,436	12,126
Caribou.....	2,196	1,366	297	1,224	294	1,147	267	37	11	53,500	.0143	.043	13,948.71	1,740	53,524	82,114	103,043
Castle Hill.....	249	171	—	163	—	121	—	6	—	5,414	.0164	.0495	2,243.45	204	5,233	7,802	8,413
Chapman.....	198	151	—	142	—	100	—	6	—	3,375	.0183	.055	1,956.79	234	5,171	6,747	8,680
Connor.....	223	135	—	124	—	94	—	4	—	3,125	.0143	.0625	1,306.21	165	2,688	4,007	4,692
Crystal.....	189	105	—	102	—	86	—	5	—	4,200	.0158	.0515	1,813.26	160	3,442	6,875	7,381
Dyer Brook.....	87	83	—	81	—	65	—	4	—	2,700	.00795	.034	1,169.61	—	2,521	4,370	4,557
Eagle Lake.....	586	471	—	451	—	387	—	13	—	3,000	.0064	.043	4,029.93	—	6,524	9,736	11,133
Easton.....	466	346	69	293	68	224	63	11	3	11,100	.0121	.035	3,137.99	—	12,028	15,287	17,584
Fort Fairfield.....	1,596	1,143	239	989	238	849	213	37	10	50,500	.0121	.043	11,187.68	1,400	47,359	69,270	129,102
Fort Kent.....	1,756	1,501	86	1,350	85	1,142	78	39	4	10,500	.00697	.043	10,655.03	—	16,975	23,968	27,797
Frenchville.....	643	496	—	461	—	387	—	14	—	3,500	.0077	.040	4,107.51	—	5,680	7,136	8,121
Grand Isle.....	537	445	—	427	—	361	—	13	—	2,200	.0092	.0425	3,486.21	—	6,324	6,917	7,417
Haynesville.....	101	65	16	63	16	49	13	2	1	1,950	.0142	.056	678.26	124	2,439	2,835	3,262
Hersey.....	66	33	—	30	—	24	—	2	—	1,775	.0112	.037	678.10	—	1,276	2,557	2,809
Hodgdon.....	330	219	—	199	—	156	—	9	—	8,050	.0135	.046	2,807.20	243	5,236	10,747	11,478
Houlton.....	2,002	1,154	417	1,059	412	948	368	34	18	47,700	.0110	.045	12,589.63	1,311	51,953	71,700	90,531
Island Falls.....	608	428	99	402	99	346	86	12	3	12,050	.0184	.052	3,796.45	741	14,770	20,892	25,991
Limestone.....	813	469	118	428	118	370	84	14	4	21,200	.0194	.051	4,948.33	1,000	18,886	26,972	32,014
Linneus.....	216	179	—	173	—	127	—	7	—	5,800	.0164	.057	2,126.77	288	4,620	8,094	9,053
Littleton.....	326	235	—	211	—	158	—	9	—	6,700	.01195	.0444	2,723.97	207	6,409	9,468	10,126
Ludlow.....	96	75	—	69	—	56	—	4	—	2,900	.0139	.056	1,271.27	116	2,214	4,575	5,715
Madawaska.....	711	530	—	494	—	399	—	19	—	3,500	.0077	.0485	4,643.68	—	7,211	8,599	9,314
Mapleton.....	463	302	100	242	100	214	85	8	6	11,955	.0211	.053	3,037.99	900	15,332	20,192	24,372

COMMISSIONER OF EDUCATION

AROOSTOOK COUNTY—Continued

NAME OF TOWN	School census (5 to 21 years)		TOTAL ENROLLMENT		NET ENROLLMENT		AVERAGE DAILY ATTENDANCE		TEACHING POSITIONS		Amount appropriated for school maintenance.	Rate of taxation for maintenance.	Rate of taxation for municipal purposes.	State aid for school maintenance.	Equalization fund.	Expenditure for instruction.	Total expenditure for school maintenance.	Total expenditure for all school purposes.								
	1	2	3	4	5	6	7	8	9	10									11	12	13	14	15	16	17	18
Mars Hill.....	678	410	92	370	92	297	78	13	6	15,400	.0136	.0405	4,252.20	483	9,424	21,440	22,987									
Masardis.....	250	176	20	166	20	154	18	8	1	4,460	.0128	.040	2,169.47	189	5,730	7,794	8,785									
Merrill.....	446	108	75	99	74	77	66	3	4	3,750	.0153	.080	956.27	370	7,615	9,519	11,544									
Monticello.....	479	327	23	327	23	244	17	10	1	9,500	.0150	.043	3,327.82	372	8,725	13,098	14,183									
New Limerick....	135	75	—	72	—	56	—	4	—	2,700	.0136	.068	1,273.23	128	2,651	4,539	5,065									
New Sweden.....	315	182	—	171	—	143	—	8	—	3,700	.0085	.039	2,567.33	—	4,723	6,837	7,571									
Oakfield.....	289	244	—	220	—	192	—	8	—	6,850	.0214	.060	2,558.27	368	5,595	10,581	11,708									
Orient.....	40	29	—	28	—	20	—	2	—	1,000	.0085	.050	517.64	—	1,080	2,118	2,496									
Perham.....	269	142	—	136	—	109	—	5	—	3,375	.0083	.036	2,155.35	—	3,454	6,743	8,023									
Portage Lake....	268	216	15	206	15	174	12	6	1	6,600	.02497	.040	2,177.94	315	6,252	9,140	10,114									
Presque Isle....	2,107	1,417	338	1,258	334	1,092	298	39	14	53,851	.0135	.046	13,292.25	1,809	53,935	72,329	127,049									
Saint Agatha....	624	458	70	430	69	346	67	15	5	3,385	.0088	.031	4,039.58	—	6,113	7,032	7,354									
Sherman.....	413	267	67	239	66	213	62	11	3	11,092	.0222	.054	2,815.27	799	10,548	13,908	17,769									
Smyrna.....	175	125	—	114	—	101	—	5	—	4,650	.0196	.065	1,776.02	215	3,604	6,773	6,985									
Stockholm.....	450	258	27	230	27	200	19	7	1	4,925	.0171	.060	2,460.70	266	5,774	8,188	9,700									
Van Buren.....	1,742	1,550	117	1,450	117	1,196	102	43	4	27,400	.0105	.0385	11,741.58	—	35,811	45,480	48,163									
Wade.....	145	115	—	78	—	69	—	5	—	2,550	.0104	.040	1,445.71	—	2,762	4,521	6,004									
Washburn.....	782	496	139	423	138	373	127	14	6	79,072	.0197	.057	4,979.46	966	16,856	27,207	36,796									
Westfield.....	254	202	37	170	36	136	27	5	3	7,436	.0129	.035	2,029.78	—	8,536	12,670	13,928									
Weston.....	157	104	—	94	—	82	—	4	—	1,605	.0115	.051	1,597.25	96	2,351	3,842	5,651									
Woodland.....	366	273	—	233	—	180	—	10	—	4,450	.0098	.052	2,911.44	—	6,089	8,476	9,039									

AROOSTOOK COUNTY—Concluded

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
PLANTATIONS																	
Allagash.....	165	107	—	103	—	65	—	5	—	450.0007	.045	—	985.80	—	2,265	2,523	3,373
Cary.....	115	83	—	81	—	66	—	4	—	1,750.0195	.0725	—	967.11	180	2,027	2,664	3,426
Caswell.....	229	160	—	152	—	92	—	5	—	1,500.0082	.038	—	1,313.15	—	3,139	4,433	5,018
Cyr.....	195	177	—	153	—	106	—	6	—	1,000.0047	.0296	—	1,287.24	—	2,816	3,086	3,309
E.....	39	35	—	35	—	23	—	2	—	912.0114	.025	—	348.30	—	900	1,408	1,468
Garfield.....	32	25	—	25	—	21	—	1	—	325.0027	.0145	—	376.79	—	833	1,255	1,331
Glenwood.....	18	16	—	13	—	9	—	1	—	400.0045	.023	—	208.33	—	648	1,169	1,264
Hamlin.....	211	86	—	80	—	56	—	4	—	1,660.0085	.044	—	1,064.73	—	2,774	3,892	4,194
Hammond.....	37	24	—	20	—	15	—	1	—	675.0049	.0238	—	275.69	—	889	1,806	1,916
Macwahoc.....	39	30	—	27	—	24	—	1	—	715.0088	.067	—	295.73	—	1,016	2,099	2,165
Moro.....	52	41	—	41	—	34	—	3	—	1,300.01297	.056	—	874.65	81	1,580	2,307	2,734
Nashville.....	53	43	—	41	—	31	—	2	—	350.0019	.031	—	435.95	—	1,014	1,503	2,086
New Canada.....	226	146	—	139	—	124	—	4	—	1,000.0063	.049	—	1,248.29	—	1,770	2,620	2,740
Oxbow.....	74	57	—	57	—	46	—	2	—	1,100.0092	.040	—	931.37	—	1,470	2,326	2,470
Reed.....	232	166	35	131	35	129	32	6	3	4,400.0229	.063	—	1,620.74	441	6,645	8,111	10,128
Saint Francis....	541	383	—	328	—	273	—	8	—	2,950.0114	.044	—	3,318.05	184	4,417	6,327	7,507
Saint John.....	197	222	—	141	—	135	—	6	—	1,875.0084	.090	—	1,374.82	—	2,723	3,842	16,504
Silver Ridge.....	77	64	—	61	—	53	—	2	—	1,580.0169	.053	—	628.05	70	1,166	2,280	2,601
Wallagrass.....	609	446	—	437	—	316	—	12	—	3,260.01599	.050	—	3,800.19	384	4,717	7,314	8,039
Westmanland.....	26	11	—	11	—	8	—	1	—	125.00087	.0155	—	189.73	—	680	1,049	4,279
Winterville.....	187	120	—	110	—	91	—	3	—	300.0011	.0215	—	1,011.44	—	1,591	2,044	2,539
Total.....	29,860	20,940	2,723	19,028	2,703	15,883	2,384	657	126	550,382	—	—	205,477.14	18,766	589,444	858,968	1,117,241

COMMISSIONER OF EDUCATION

CUMBERLAND COUNTY

NAME OF TOWN	School census (5 to 21 years)		TOTAL ENROLLMENT		NET ENROLLMENT		AVERAGE DAILY ATTENDANCE		TEACHING POSITIONS		Amount appropriated for school maintenance.	Rate of taxation for maintenance.	Rate of taxation for municipal purposes.	State aid for school maintenance.	Equalization fund	Expenditure for instruction.	Total expenditure for school maintenance.	Total expenditure for all school purposes.
	Elementary	Secondary	Elementary	Secondary	Elementary	Secondary	Elementary	Secondary	Elementary	Secondary								
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	
Baldwin.....	204	126	—	105	—	99	—	6	—	6,525	.0077	.0315	1,970.98	—	3,882	7,530	8,232	
Bridgton.....	679	434	122	399	122	355	109	21	4	21,700	.0117	.034	5,061.27	—	18,598	28,821	33,724	
Brunswick.....	2,150	879	254	788	254	723	221	37	11	32,500	.0065	.035	12,067.70	—	39,793	53,153	92,300	
Cape Elizabeth.....	379	266	37	266	37	224	33	10	3	16,577	.0075	.033	2,638.46	—	12,756	19,622	23,302	
Casco.....	185	135	28	115	28	100	21	8	2	5,125	.0131	.040	1,703.09	276	6,955	8,044	8,783	
Cumberland.....	294	177	10	166	10	140	7	10	1	10,481	.0076	.0316	2,099.03	—	10,483	13,814	14,752	
Freeport.....	483	294	—	251	—	230	—	16	—	10,700	.0051	.026	3,904.98	—	10,265	16,754	20,282	
Freemont.....	645	406	112	343	111	336	103	20	4	18,000	.0109	.0427	4,887.13	782	17,001	23,846	32,141	
Gorham.....	663	560	128	491	123	438	115	16	6	23,260	.0080	.029	4,763.57	—	20,868	31,318	34,621	
Gray.....	296	194	58	169	58	148	52	8	3	7,345	.00896	.042	2,368.64	—	8,887	11,903	13,804	
Harpwell.....	375	236	—	219	—	181	—	12	—	7,900	.0075	.030	2,978.74	—	7,175	11,272	13,934	
Harrison.....	266	192	—	152	—	154	—	9	—	7,650	.0122	.052	2,535.67	243	6,312	9,980	11,220	
Naples.....	156	102	—	91	—	74	—	4	—	3,675	.0091	.0445	1,285.22	—	2,347	5,158	5,778	
New Gloucester.....	327	180	53	160	53	151	50	10	3	12,087	.0112	.038	2,691.50	—	10,740	14,340	16,074	
North Yarmouth.....	214	126	—	108	—	96	—	4	—	3,260	.0081	.0362	1,783.83	—	2,756	5,617	5,944	
Otisfield.....	161	109	—	84	—	91	—	7	—	3,800	.0116	.062	1,933.23	189	4,210	6,991	7,842	
Portland.....	23,920	9,298	2,551	8,697	2,329	7,862	2,302	299	123	569,847	.0053	.034	129,227.66	—	580,806	739,747	1,221,948	
Pownal.....	138	110	—	99	—	90	—	7	—	3,300	.0113	.046	1,740.15	161	3,923	5,927	6,696	
Raymond.....	152	110	—	102	—	79	—	5	—	3,400	.0091	.036	1,458.46	—	3,437	5,331	10,008	
Scarborough.....	622	357	61	296	60	269	54	12	3	15,460	.0070	.031	3,999.74	—	15,875	19,884	24,387	

CUMBERLAND COUNTY—Concluded

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
Sebago.....	178	121	43	111	43	98	38	7	2	3,150	.0082	.040	1,473.71	—	6,258	8,243	10,240
South Portland....	3,227	2,070	405	2,064	405	1,799	376	60	18	79,800	.0083	.036	20,533.45	—	80,084	103,892	469,952
Standish.....	460	300	69	256	69	218	60	13	4	15,000	.0089	.0325	3,480.47	—	14,200	20,636	23,683
Westbrook.....	3,008	1,293	281	1,199	278	1,067	256	36	14	69,115	.0081	.0325	15,789.79	—	65,917	85,711	113,255
Windham.....	615	409	58	322	56	294	51	15	4	16,250	.00797	.0315	4,132.51	—	16,771	22,709	29,214
Yarmouth.....	647	412	119	367	117	352	102	17	4	15,250	.0094	.041	4,540.16	—	16,275	22,318	30,172
Total.....	40,444	18,896	4,389	17,420	4,153	15,668	3,950	669	209	981,157	—	—	241,049.14	1,651	986,574	1,282,561	2,282,288

FRANKLIN COUNTY

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
Avon.....	94	15	—	14	—	13	—	1	—	2,600	.0114	.043	888.55	46	697	3,017	3,131
Carthage.....	87	56	—	41	—	40	—	3	—	1,525	.0079	.043	835.96	—	1,745	2,809	3,418
Chesterville.....	138	105	—	84	—	81	—	5	—	2,850	.0074	.042	1,648.97	—	3,326	6,691	7,326
Eustis.....	159	114	29	97	29	97	27	5	2	6,275	.0136	.043	1,317.46	243	7,303	9,287	14,344
Farmington.....	815	579	212	524	209	448	185	16	8	29,604	.0117	.035	5,526.90	—	25,461	40,066	43,062
Freeman.....	60	48	—	41	—	38	—	4	—	2,325	.0140	.061	846.65	128	1,774	2,557	2,828
Industry.....	114	88	—	68	—	60	—	4	—	2,250	.0122	.048	1,064.78	104	2,250	3,903	4,250
Jay.....	1,107	570	73	520	72	454	61	24	4	24,091	.0110	.043	6,915.26	759	23,213	31,787	41,770
Kingfield.....	250	172	56	167	56	143	45	4	3	5,176	.0099	.036	1,688.68	—	7,003	9,155	10,269
Madrid.....	53	45	—	33	—	27	—	3	—	1,565	.0062	.026	433.64	—	1,444	2,031	2,257
New Sharon.....	266	164	59	146	59	131	48	8	3	6,900	.0152	.053	2,238.80	561	8,956	12,684	13,511
New Vineyard.....	134	79	—	72	—	60	—	5	—	3,150	.0091	.053	1,543.70	—	2,738	5,056	5,393
Phillips.....	320	229	59	217	54	177	52	7	3	8,900	.0119	.038	2,559.27	—	9,530	12,018	13,114
Rangeley.....	364	249	62	242	62	182	60	10	4	14,900	.0106	.038	2,833.92	—	12,261	19,037	57,420
Salem.....	43	32	—	31	—	25	—	2	—	940	.0073	.033	397.30	—	1,186	1,518	1,590
Strong.....	214	120	61	117	61	108	54	5	3	7,592	.0168	.056	1,685.67	385	7,067	9,524	10,704
Temple.....	99	64	—	57	—	56	—	4	—	2,902	.0113	.043	1,079.57	92	2,053	2,959	3,222
Weld.....	120	82	17	69	16	65	15	5	2	4,950	.01295	.041	1,256.12	189	5,300	6,614	7,402
Wilton.....	739	476	148	409	148	392	136	20	6	16,493	.0119	.039	5,434.06	513	11,484	22,549	40,411

FRANKLIN COUNTY—Concluded

NAME OF TOWN	School census (5 to 21 years)		TOTAL ENROLLMENT		NET ENROLLMENT		AVERAGE DAILY ATTENDANCE		TEACHING POSITIONS		Amount appropriated for school maintenance.	Rate of taxation for maintenance.	Rate of taxation for municipal purposes.	State aid for school maintenance.	Equalization fund.	Expenditure for instruction.	Total expenditure for school maintenance.	Total expenditure for all school purposes.
	Elementary	Secondary	Elementary	Secondary	Elementary	Secondary	Elementary	Secondary										
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	
PLANTATIONS																		
Coplin	26	15	—	11	—	11	—	1	—	830	.0058	.029	435.83	—	840	1,554	1,656	
Dallas	65	35	—	35	—	30	—	2	—	1,250	.0071	.029	685.64	—	1,307	2,485	2,721	
Lang	18	17	—	15	—	13	—	1	—	265	.0037	.0394	175.17	—	1,053	2,211	2,303	
Rangeley	30	21	—	21	—	16	—	2	—	2,450	.0055	.0236	397.57	—	1,955	3,299	3,716	
Sandy River	5	—	—	—	—	—	—	—	—	—	—	.029	55.00	—	—	536	690	
Total	5,320	3,375	776	3,031	766	2,667	683	141	38	149,783	—	—	41,942.47	3,020	139,946	213,347	296,508	

HANCOCK COUNTY

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
Amherst.....	65	49	—	49	—	41	—	3	—	845	.0124	.050	747.39	78	1,344	1,768	1,969
Aurora.....	12	8	—	8	—	6	—	1	—	148	.00196	.037	229.72	—	420	517	550
Bar Harbor.....	1,199	507	279	464	277	418	245	24	13	49,763	.0073	.0455	8,178.52	—	43,859	63,481	87,983
Bluehill.....	522	262	71	239	71	219	60	14	3	7,975	.0085	.033	3,695.67	—	6,946	12,666	13,266
Brooklin.....	256	140	40	119	40	110	32	6	2	4,350	.0018	.036	1,785.31	390	5,018	5,992	6,769
Brooksville.....	330	160	40	133	40	128	28	9	2	4,400	.0140	.047	2,309.78	288	5,881	7,278	9,383
Bucksport.....	574	326	—	304	—	261	—	11	—	10,200	.0116	.048	3,826.54	—	7,662	16,288	19,969
Castine.....	217	124	64	112	62	102	52	5	3	6,145	.0099	.0375	1,449.38	—	4,467	7,947	9,471
Cranberry Isles.....	126	67	—	66	—	57	—	4	—	3,580	.0117	.0310	1,329.71	46	3,140	5,145	5,598
Dedham.....	70	58	—	52	—	42	—	2	—	1,830	.0108	.044	519.40	630	1,119	2,377	3,129
Deer Isle.....	425	298	56	260	55	231	48	14	3	9,100	.0179	.0469	3,670.05	78	10,134	12,852	14,752
Eastbrook.....	64	46	—	43	—	36	—	3	—	1,275	.0122	.051	782.37	—	1,395	2,148	2,306
Ellsworth.....	859	521	180	457	180	405	151	21	7	21,500	.0077	.045	5,870.43	—	24,706	32,618	107,948
Franklin.....	303	183	53	172	53	155	47	8	3	6,400	.0183	.051	2,249.58	532	8,205	9,491	10,346
Gouldsboro.....	327	198	—	171	—	157	—	10	—	6,100	.0124	.0496	2,964.05	234	4,805	9,601	11,156
Hancock.....	204	157	11	146	11	123	8	7	1	5,529	.0147	.044	2,083.67	203	4,746	6,335	7,698
Lamoine.....	67	46	—	42	—	38	—	3	—	1,750	.0088	.040	891.67	—	1,602	2,663	2,883
Mariaville.....	33	21	—	20	—	18	—	1	—	690	.0068	.037	223.74	—	390	871	1,065
Mount Desert.....	630	294	72	264	70	242	65	17	8	30,200	.0100	.0425	4,657.65	—	22,571	34,191	42,692
Orland.....	315	165	—	147	—	121	—	8	—	3,750	.0094	.040	2,616.41	—	3,741	6,869	7,491
Otis.....	25	22	—	22	—	15	—	1	—	1,031	.0115	.045	463.05	46	836	1,416	1,505
Penobscot.....	222	146	36	118	36	104	29	8	2	4,765	.0147	.053	1,790.47	372	5,683	7,172	7,592
Sedgwick.....	279	145	52	121	50	109	43	8	2	4,625	.0160	.0385	2,071.02	—	5,645	6,893	11,704
Sorrento.....	60	41	—	37	—	31	—	2	—	1,800	.0044	.0410	897.14	—	1,805	2,835	3,205
Southwest Harbor.....	292	158	63	144	61	137	55	8	3	8,800	.0124	.041	2,120.02	294	9,439	12,816	14,800
Stonington.....	404	267	82	244	82	226	66	8	3	9,165	.0159	.0549	2,786.31	462	10,183	13,770	15,803
Sullivan.....	256	159	62	138	60	137	52	7	3	5,600	.0150	.040	1,903.48	378	7,224	9,384	11,212
Surry.....	162	91	12	87	12	74	10	4	1	3,674	.0158	.055	1,380.18	264	2,984	4,765	5,033
Swan's Island.....	174	105	—	98	—	81	—	5	—	2,850	.0156	.051	1,346.99	192	3,519	4,474	5,889
Tremont.....	462	205	—	185	—	163	—	10	—	5,865	.0148	.052	3,216.69	310	6,848	9,773	11,407

COMMISSIONER OF EDUCATION

HANCOCK COUNTY—Concluded

NAME OF TOWN	School census (5 to 21 years)	TOTAL ENROLLMENT		NET ENROLLMENT		AVERAGE DAILY ATTENDANCE		TEACHING POSITIONS		Amount appropriated for school maintenance.	Rate of taxation for maintenance.	Rate of taxation for municipal purposes.	State aid for school maintenance.	Equalization fund.	Expenditure for instruction.	Total expenditure for school maintenance.	Total expenditure for all school purposes.
		Elementary	Secondary	Elementary	Secondary	Elementary	Secondary	Elementary	Secondary								
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
Trenton.....	81	60	—	55	—	43	—	3	—	1,475	.0092	.058	1,046.54	—	1,846	2,826	3,181
Verona.....	59	34	—	32	—	24	—	2	—	825	.0097	.040	531.81	—	945	1,547	2,113
Waltham.....	29	17	—	16	—	13	—	1	—	555	.0039	.030	284.67	—	476	664	706
Winter Harbor....	177	100	59	96	58	81	52	2	3	4,050	.0078	.0395	1,114.83	—	4,933	6,594	7,447
PLANTATIONS																	
Long Island.....	30	19	—	18	—	18	—	1	—	443	.0135	.035	255.19	—	600	1,002	1,082
Osborn.....	13	12	—	10	—	11	—	1	—	60	.0013	.0340	152.76	—	486	540	875
Number 33.....	11	7	—	7	—	5	—	1	—	270	.0035	.0220	146.72	—	438	473	506
Total.....	9,334	5,218	1,232	4,696	1,218	4,182	1,043	243	62	231,383			71,588.91	4,797	226,041	328,042	470,484

KENNEBEC COUNTY

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
Albion	342	159	56	143	56	120	50	7	2	6,250	.01195	.048	2,131.91	264	6,196	9,507	11,291
Augusta	4,426	1,856	575	1,626	570	1,409	518	66	23	91,709	.0083	.042	24,485.67	—	78,832	108,919	139,846
Bangor	240	161	43	140	41	124	37	7	2	7,650	.00999	.0385	2,015.99	—	7,566	11,195	14,531
Benton	357	239	—	204	—	182	—	11	—	7,800	.0115	.040	2,870.49	209	6,170	12,174	14,587
Chelsea	234	168	—	151	—	118	—	7	—	3,800	.0144	.0435	2,128.43	203	3,267	5,652	6,641
China	305	207	61	190	61	155	54	9	3	7,200	.0103	.042	2,284.35	—	5,019	10,287	11,115
Clinton	377	261	54	217	52	193	41	9	3	10,450	.0149	.048	2,656.33	450	10,014	15,118	16,847
Farmingdale	230	152	—	129	—	115	—	7	—	7,575	.0092	.0285	2,077.56	—	4,379	8,211	9,460
Fayette	135	113	—	91	—	73	—	6	—	3,000	.0113	.050	1,713.77	120	2,513	4,732	5,461
Gardiner	1,651	1,003	322	866	322	851	294	31	15	39,217	.0083	.0365	10,317.86	—	37,790	54,948	71,056
Hallowell	824	509	138	464	136	403	124	14	5	18,200	.0070	.035	5,175.16	—	18,527	25,093	27,873
Litchfield	232	171	38	138	37	120	32	8	2	4,900	.0111	.050	1,853.50	288	4,232	6,536	7,471
Manchester	171	130	—	119	—	86	—	5	—	3,500	.0102	.039	1,738.15	—	2,970	5,334	6,093
Monmouth	409	237	53	222	53	196	48	10	3	9,200	.0086	.038	2,727.02	—	5,654	12,599	16,049
Mount Vernon	192	99	16	91	13	78	12	6	1	4,000	.0083	.040	1,929.51	—	4,167	6,001	6,806
Oakland	782	478	107	425	106	381	91	17	4	16,795	.0107	.050	4,894.19	624	16,212	24,577	30,274
Pittston	245	160	—	126	—	112	—	8	—	3,750	.0086	.0365	2,295.57	—	3,044	5,854	6,518
Randolph	332	209	—	187	—	172	—	8	—	5,150	.0132	.040	2,577.09	161	4,860	8,170	8,688
Readfield	239	170	—	157	—	119	—	7	—	6,316	.0165	.0137	2,347.16	—	4,163	8,315	9,345
Rome	114	94	—	69	—	58	—	6	—	2,500	.0071	.033	1,252.61	—	2,610	3,653	4,250
Sidney	287	247	—	181	—	170	—	10	—	5,800	.0116	.044	2,673.24	230	5,283	8,827	9,831
Vassalboro	536	401	—	341	—	339	—	13	—	18,000	.0127	.046	4,035.23	425	9,182	22,660	32,463
Vienna	125	92	—	78	—	70	—	4	—	1,625	.0097	.049	1,119.37	—	1,664	2,689	4,339
Waterville	4,984	2,341	493	1,836	473	1,580	440	75	14	103,657	.0104	.033	26,331.24	—	98,342	132,388	154,099
Wayne	107	75	—	75	—	59	—	3	—	3,700	.0100	.0375	1,150.34	—	2,360	4,237	5,259
West Gardiner	185	116	—	97	—	76	—	4	—	5,500	.0087	.039	1,676.95	—	2,375	5,536	5,740
Windsor	163	114	—	102	—	73	—	5	—	2,850	.0087	.048	1,641.00	—	2,296	4,710	5,074
Winslow	1,313	602	82	537	82	456	70	22	4	31,820	.0093	.043	7,507.71	—	22,180	40,026	47,818
Winthrop	552	342	79	324	78	285	71	10	3	14,381	.0062	.0305	3,470.44	—	12,575	19,724	25,225
Unity Pl.	11	10	—	8	—	7	—	1	—	420	.0141	.043	146.72	29	370	428	459
Total	20,100	10,916	2,117	9,334	2,080	8,180	1,882	396	84	444,715	—	—	129,224.56	3,003	384,812	588,100	714,509

COMMISSIONER OF EDUCATION

KNOX COUNTY

NAME OF TOWN	School census (5 to 21 years)		TOTAL ENROLLMENT		NET ENROLLMENT		AVERAGE DAILY ATTENDANCE		TEACHING POSITIONS		Amount appropriated for school maintenance.	Rate of taxation for maintenance.	Rate of taxation for municipal purposes.	State aid for school maintenance.	Equalization fund.	Expenditure for instruction.	Total expenditure for school maintenance.	Total expenditure for all school purposes.
	Elementary	Secondary	Elementary	Secondary	Elementary	Secondary	Elementary	Secondary	Elementary	Secondary								
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	
Appleton.....	177	123	12	117	12	125	13	6	1	2,825	.0094	.047	1,380.93	—	3,299	4,227	4,840	
Camden.....	790	427	195	387	190	354	175	14	8	20,500	.0066	.038	4,786.11	—	20,593	28,922	36,947	
Cushing.....	96	68	—	64	—	51	—	6	—	1,630	.0105	.0485	1,365.77	—	2,941	3,935	4,786	
Friendship.....	174	103	17	96	17	82	13	5	1	3,925	.0115	.045	1,603.15	138	3,381	5,963	9,966	
Hope.....	129	83	—	77	—	66	—	4	—	1,800	.0069	.037	1,394.76	—	1,935	3,493	3,985	
Isle au Haut.....	27	18	—	8	—	14	—	2	—	1,200	.0092	.038	400.49	—	943	1,399	1,640	
North Haven.....	127	71	34	66	34	57	28	5	2	6,425	.0112	.038	1,124.39	—	5,355	6,895	7,510	
Owl's Head.....	136	87	—	71	—	62	—	3	—	2,425	.0086	.040	1,409.48	—	2,171	4,040	4,622	
Rockland.....	1,963	1,228	407	1,096	407	978	365	33	18	41,400	.0061	.039	12,515.17	—	46,977	59,563	66,777	
Rockport.....	431	280	74	262	73	237	64	9	3	13,700	.0096	.0399	2,974.85	—	10,932	16,896	18,881	
Saint George.....	460	297	55	282	53	214	49	11	2	10,050	.0164	.045	3,101.56	495	8,963	14,798	15,970	
South Thomaston.	161	106	—	99	—	76	—	4	—	1,850	.00896	.044	1,556.09	—	2,409	3,637	5,122	
Thomaston.....	416	271	86	240	82	207	76	10	4	11,600	.0086	.0415	2,835.55	—	12,180	15,976	49,056	
Union.....	292	176	48	175	46	133	41	8	2	4,900	.0081	.048	2,074.32	—	6,073	7,600	9,154	
Vinalhaven.....	490	309	61	297	61	262	55	11	3	13,600	.0158	.050	3,279.45	512	10,289	15,970	19,019	
Warren.....	353	190	56	176	56	151	46	10	2	8,300	.0100	.048	2,776.52	—	7,936	11,685	13,018	
Washington.....	154	70	24	50	22	61	20	7	1	2,300	.0075	.053	1,252.55	—	3,194	4,410	4,697	
PLANTATIONS																		
Criehaven.....	27	17	—	9	—	11	—	1	—	470	.0153	.031	236.42	—	640	788	895	
Matinicus Isle....	43	30	—	22	—	20	—	1	—	800	.01699	.0365	316.19	—	950	1,218	1,915	
Total.....	6,446	3,954	1,069	3,594	1,053	3,161	945	150	47	149,700	—	—	46,383.75	1,145	151,161	211,415	278,800	

LINCOLN COUNTY

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
Alna.....	92	54	—	52	—	42	—	4	—	2,225	.0105	.045	1,340.56	—	2,130	3,696	4,251
Boothbay.....	436	278	31	259	31	238	26	13	2	9,000	.0109	.0422	3,797.48	391	8,900	13,085	14,430
Boothbay Harbor..	620	335	97	317	95	282	88	11	4	13,300	.0079	.0375	3,949.06	—	14,118	18,678	19,885
Bremen.....	110	69	—	61	—	54	—	4	—	1,850	.0106	.045	1,208.81	—	2,057	2,925	3,968
Bristol.....	467	209	61	183	61	180	55	11	3	9,530	.0114	.041	3,177.01	323	10,521	13,114	14,756
Damariscotta.....	189	116	—	99	—	103	—	4	—	4,041	.0061	.027	1,722.62	—	2,692	5,722	6,230
Dresden.....	175	119	27	98	27	87	25	6	3	2,050	.0057	.036	1,534.44	—	2,445	3,835	4,379
Edgecomb.....	72	52	—	48	—	40	—	4	—	1,500	.0068	.039	1,037.63	—	1,899	2,719	2,928
Jefferson.....	276	169	12	131	12	118	8	8	1	5,000	.0097	.050	2,169.25	—	4,071	6,421	7,493
Newcastle.....	296	150	—	140	—	117	—	8	—	5,750	.0078	.039	2,475.29	—	4,182	8,336	9,197
Nobleboro.....	134	94	—	85	—	71	—	6	—	2,650	.0079	.045	1,711.05	—	3,060	4,839	6,057
Somerville.....	68	45	—	45	—	31	—	2	—	950	.0101	.060	708.32	—	714	1,781	1,864
South Bristol.....	206	114	20	92	20	87	8	4	1	3,245	.0058	.035	1,635.41	—	3,648	6,128	6,638
Southport.....	82	45	18	40	8	38	13	3	1	2,660	.0036	.035	713.66	—	2,001	3,028	3,248
Waldoboro.....	560	380	64	360	62	305	59	19	3	12,100	.0097	.046	4,413.80	—	12,495	15,626	18,064
Westport.....	36	26	—	20	—	18	—	2	—	670	.0039	.0325	375.44	—	880	1,006	1,231
Whitefield.....	267	232	19	198	19	161	15	10	1	3,900	.0067	.036	2,525.46	—	4,394	5,914	6,302
Wiscasset.....	385	195	94	187	92	168	73	8	3	6,680	.00697	.042	2,482.06	—	4,572	9,977	18,619
Monhegan Pl.....	38	17	—	16	—	12	—	1	—	616	.0061	.0325	231.72	—	680	842	1,005
Total.....	4,509	2,699	443	2,431	427	2,152	370	128	22	87,717	—	—	37,209.07	714	85,459	127,672	150,545

COMMISSIONER OF EDUCATION

OXFORD COUNTY

NAME OF TOWN	School census (5 to 21 years)		TOTAL ENROLLMENT		NET ENROLLMENT		AVERAGE DAILY ATTENDANCE		TEACHING POSITIONS		Amount appropriated for school maintenance.	Rate of taxation for maintenance.	Rate of taxation for municipal purposes.	State aid for school maintenance.	Equalization fund.	Expenditure for instruction.	Total expenditure for school maintenance.	Total expenditure for all school purposes.
	Elementary	Secondary	Elementary	Secondary	Elementary	Secondary	Elementary	Secondary	Elementary	Secondary								
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	
Albany.....	85	67	—	37	—	38	—	4	—	1,900	.0098	.050	952.51	—	1,700	3,740	4,157	
Andover.....	221	142	50	125	50	110	43	6	2	7,600	.0126	.036	1,714.05	—	6,850	9,029	9,935	
Bethel.....	531	318	—	296	—	273	—	14	—	14,700	.0107	.035	4,159.56	—	8,925	19,628	22,098	
Brownfield.....	233	137	36	114	35	106	30	5	2	5,875	.0149	.049	1,688.15	300	5,634	8,174	9,225	
Buckfield.....	235	131	52	117	52	103	48	6	3	5,775	.00988	.040	1,658.28	—	7,067	8,856	9,972	
Byron.....	21	21	—	15	—	14	—	1	—	1,585	.0084	.060	223.18	—	924	1,578	2,834	
Canton.....	213	133	77	126	76	111	69	5	3	7,300	.0165	.058	1,582.93	396	7,471	11,673	14,187	
Danmark.....	143	68	25	68	25	59	21	2	2	4,900	.0092	.0577	954.41	—	3,401	5,668	20,197	
Dixfield.....	368	211	67	197	67	178	62	8	3	9,300	.0115	.0385	2,475.92	—	10,390	14,789	17,587	
Fryeburg.....	339	206	—	190	—	165	—	9	—	10,725	.00996	.0372	2,792.06	—	5,838	12,735	14,620	
Gilead.....	73	50	—	14	—	24	—	3	—	2,152	.0093	.040	991.58	—	949	2,729	2,854	
Greenwood.....	197	151	—	130	—	124	—	9	—	3,950	.0118	.050	2,198.37	240	5,146	6,874	8,288	
Hanover.....	36	20	—	19	—	17	—	2	—	1,570	.0132	.040	703.90	46	1,333	2,074	2,528	
Hartford.....	157	84	—	77	—	65	—	7	—	2,425	.0073	.044	1,742.62	—	3,096	5,300	5,990	
Hebron.....	156	102	—	91	—	74	—	5	—	3,400	.0105	.060	1,778.87	—	2,704	5,108	5,863	
Hiram.....	223	143	18	131	17	114	16	6	1	9,150	.0124	.038	2,141.95	—	6,084	11,268	11,727	
Lovell.....	128	90	15	70	14	67	12	6	1	5,725	.0082	.0315	1,752.34	—	4,522	7,426	10,505	
Mason.....	14	19	—	19	—	14	—	1	—	300	.0043	.0253	162.53	—	612	702	1,485	
Mexico.....	1,288	738	142	669	142	605	138	21	7	26,600	.0280	.055	7,739.96	1,908	26,213	36,170	40,309	
Newry.....	85	78	—	67	—	62	—	5	—	2,750	.0077	.035	1,000.65	—	2,613	3,291	3,991	

OXFORD COUNTY—Concluded

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
Norway.....	1,010	457	196	418	192	387	183	17	8	21,300	.0131	.0460	6,215.22	918	24,761	32,878	40,774
Oxford.....	335	202	48	183	48	166	46	7	2	8,100	.0122	.039	2,294.82	—	7,152	10,620	12,054
Paris.....	1,078	618	191	552	190	516	171	26	7	32,800	.0143	.042	8,030.84	1,276	30,683	45,119	118,036
Peru.....	211	123	—	103	—	101	—	6	—	5,100	.0125	.048	2,099.11	156	4,396	7,604	8,457
Porter.....	223	162	66	156	66	134	60	7	3	3,800	.0146	.080	1,885.94	455	7,675	9,466	11,524
Roxbury.....	105	59	—	57	—	49	—	3	—	2,800	.0151	.050	1,007.82	96	2,156	3,995	5,646
Rumford.....	3,092	1,564	392	1,483	389	1,351	375	53	13	80,500	.0127	.040	18,379.61	1,680	77,681	105,887	118,184
Stoneham.....	48	34	—	33	—	26	—	2	—	1,200	.0079	.046	637.74	—	1,198	2,110	2,229
Stow.....	36	31	—	30	—	25	—	3	—	1,495	.0089	.033	493.58	—	1,611	2,193	2,369
Sumner.....	192	117	—	104	—	86	—	6	—	3,500	.0091	.046	1,883.09	—	3,045	5,923	7,020
Sweden.....	64	41	—	30	—	32	—	5	—	1,850	.0066	.029	869.74	—	2,098	3,150	3,442
Upton.....	41	28	—	26	—	20	—	1	—	775	.0026	.027	456.22	—	975	2,333	2,660
Waterford.....	274	152	—	144	—	121	—	9	—	6,500	.0128	.041	2,509.08	189	5,332	8,961	9,895
Woodstock.....	233	126	46	111	46	103	40	6	3	7,800	.0161	.048	1,775.67	408	6,716	11,016	13,858
PLANTATIONS																	
Lincoln.....	22	17	—	17	—	14	—	2	—	250	.0003	.023	289.49	—	440	3,312	9,724
Magalloway.....	23	25	—	23	—	18	—	2	—	550	.0012	.0365	378.54	—	2,044	4,076	5,137
Milton.....	30	21	—	20	—	13	—	1	—	1,010	.0097	.044	209.64	—	552	944	1,041
Total.....	11,763	6,686	1,421	6,062	1,409	5,485	1,314	281	60	307,012	—	—	87,859.97	8,068	289,987	436,399	590,402

PENOBSCOT COUNTY

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
Alton.....	49	34	—	32	—	26	—	1	—	1,300	.0089	.042	450.30	—	740	1,927	2,098
Argyle.....	48	31	—	27	—	19	—	1	—	1,500	.0143	.048	354.98	30	680	1,868	2,178
Bangor.....	6,904	3,707	1,391	3,336	1,369	3,027	1,248	125	63	258,100	.0108	.0388	45,326.92	—	236,208	304,602	376,068
Bradford.....	224	125	18	106	18	100	14	4	2	5,250	.0159	.050	1,408.71	.256	4,683	6,742	7,710
Bradley.....	237	186	—	176	—	143	—	5	—	3,150	.0095	.038	2,052.43	—	3,324	5,032	5,125
Brewer.....	1,877	1,117	355	1,003	354	945	329	35	10	25,700	.0055	.0334	11,873.19	—	28,866	40,109	52,936
Burlington.....	96	76	—	68	—	71	—	3	—	925	.0042	.028	853.02	—	1,396	2,289	4,460
Carmel.....	253	162	36	149	36	96	27	7	2	5,800	.0145	.050	1,770.47	360	6,829	9,496	10,160
Carroll.....	136	94	—	89	—	75	—	5	—	2,000	.0115	.050	1,239.94	120	2,369	3,612	4,098
Charleston.....	212	133	102	113	102	103	93	4	5	5,650	.0131	.043	1,351.28	216	3,426	8,558	9,543
Chester.....	76	45	—	42	—	32	—	2	—	1,640	.128	.056	534.10	54	1,314	2,302	3,908
Clifton.....	46	34	—	28	—	27	—	2	—	900	.0094	.050	418.69	—	1,035	1,421	2,297
Corinna.....	431	256	71	198	68	196	60	11	3	10,950	.0112	.047	2,919.74	408	6,729	14,792	16,620
Corinth.....	242	153	75	140	75	112	67	6	4	7,700	.0128	.036	1,776.88	—	4,300	9,899	11,052
Dexter.....	1,517	763	205	704	202	637	187	26	8	31,100	.0122	.041	8,904.96	924	33,164	46,695	55,235

PENOBSCOT COUNTY—Continued

NAME OF TOWN	School census (5 to 21 years)		TOTAL ENROLLMENT		NET ENROLLMENT		AVERAGE DAILY ATTENDANCE		TEACHING POSITIONS		Amount appropriated for school maintenance.	Rate of taxation for maintenance.	Rate of taxation for municipal purposes.	State aid for school maintenance.	Equalization fund.	Expenditure for instruction.	Total expenditure for school maintenance.	Total expenditure for all school purposes.
	Elementary	Secondary	Elementary	Secondary	Elementary	Secondary	Elementary	Secondary	Elementary	Secondary								
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	
Dixmont.....	155	114	—	106	—	95	—	7	—	3,300	.0126	.053	1,606.29	189	3,150	5,493	6,517	
Drew.....	55	45	—	39	—	33	—	3	—	1,070	.0662	.052	721.98	—	2,078	2,841	3,324	
East Millinocket..	571	396	49	383	49	345	46	10	2	14,300	.0693	.045	3,545.28	—	13,466	19,566	20,922	
Eddington.....	165	96	—	93	—	67	—	4	—	3,575	.0152	.043	1,565.37	124	2,612	5,084	5,572	
Edinburg.....	18	14	—	9	—	11	—	1	—	550	.0079	.035	249.14	—	612	862	1,088	
Enfield.....	331	235	—	211	—	185	—	9	—	6,300	.0127	.047	2,796.67	234	6,979	10,839	20,471	
Etna.....	124	82	—	67	—	58	—	4	—	2,700	.0158	.052	1,353.97	132	2,142	3,672	4,579	
Exeter.....	203	118	10	108	10	92	9	4	1	5,900	.0143	.045	1,250.54	232	3,878	6,411	7,134	
Garland.....	140	84	18	78	17	61	11	5	2	4,675	.0134	.0485	1,130.55	252	4,682	6,207	6,641	
Glenburn.....	126	52	—	46	—	40	—	2	—	2,050	.0103	.048	1,057.02	—	1,224	3,855	5,366	
Greenbush.....	130	98	—	92	—	63	—	4	—	2,450	.0162	.051	1,165.77	170	2,562	3,637	4,351	
Greenfield.....	28	21	—	18	—	17	—	2	—	450	.0058	.045	310.90	—	793	877	1,002	
Hampden.....	715	435	122	398	117	367	107	17	5	12,450	.0145	.050	5,044.83	780	9,598	17,211	19,167	
Herron.....	373	240	16	209	16	198	11	12	1	6,415	.0122	.050	3,277.45	390	7,351	10,130	13,331	
Holden.....	184	116	—	106	—	104	—	6	—	3,800	.0177	.050	1,903.42	216	3,536	6,152	6,863	
Howland.....	297	221	79	191	76	163	63	6	3	8,250	.0056	.046	1,971.84	—	9,116	12,349	15,246	
Hudson.....	104	74	—	63	—	60	—	3	—	2,350	.0141	.062	1,428.54	132	1,834	3,980	5,242	
Kenduskeag.....	101	78	—	73	—	68	—	3	—	2,909	.0134	.045	1,034.14	81	4,259	4,130	4,760	
Kingman.....	182	112	21	108	21	89	16	3	1	2,950	.0137	.080	1,191.93	165	3,173	5,244	14,718	
Lagrange.....	152	100	22	89	20	74	15	3	2	4,800	.0133	.044	1,002.78	189	4,173	6,592	7,567	

PENOBSCOT COUNTY—Concluded

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
Lee.....	236	190	—	161	—	144	—	8	—	5,250.0208	.053	2,321.17	344	4,394	8,219	9,145	
Levant.....	187	131	—	127	—	108	—	4	—	3,200.0108	.048	1,670.51	96	2,771	4,897	5,441	
Lincoln.....	943	562	130	513	126	476	114	23	5	23,300.0124	.049	6,529.91	754	17,966	33,858	49,079	
Lowell.....	82	58	—	50	—	43	—	3	—	1,000.0059	.0364	877.39	—	1,545	2,307	3,124	
Mattawamkeag.....	173	99	26	97	26	80	20	4	2	5,650.01197	.037	1,210.95	—	5,126	7,701	9,717	
Maxfield.....	14	10	—	7	—	8	—	1	—	400.0059	.041	155.72	—	576	657	707	
Medway.....	158	127	—	90	—	72	—	5	—	2,350.0082	.035	1,094.72	—	2,600	3,136	4,653	
Milford.....	437	253	—	231	—	198	—	6	—	6,600.0068	.051	2,837.38	—	4,646	10,222	12,974	
Millinocket.....	1,872	1,353	237	1,222	236	1,089	213	36	9	50,450.0113	.054	12,070.17	1,125	45,590	73,535	274,232	
Mount Chase.....	56	54	—	52	—	45	—	3	—	1,850.0106	.047	724.09	—	2,066	3,198	5,838	
Newburg.....	121	78	—	67	—	63	—	5	—	4,250.0154	.053	1,227.82	165	2,390	4,960	5,222	
Newport.....	507	344	106	305	106	277	100	9	5	12,689.0096	.038	3,320.08	—	13,811	19,924	23,863	
Old Town.....	2,333	1,214	342	1,119	337	985	300	36	12	49,809.0098	.036	13,481.56	—	49,058	67,083	76,362	
Orono.....	1,025	449	113	395	109	355	98	11	6	20,919.0096	.0375	5,494.69	—	19,073	28,937	34,268	
Orrington.....	427	233	—	203	—	189	—	9	—	8,300.0121	.040	3,082.88	189	5,707	12,419	13,632	
Passadumkeag.....	112	84	—	81	—	64	—	3	—	1,300.0053	.031	969.34	—	1,735	2,414	3,986	
Patten.....	462	317	98	284	98	262	86	11	5	14,370.0156	.0402	3,247.88	378	9,183	19,198	24,601	
Plymouth.....	172	99	7	88	7	77	5	6	1	3,250.0145	.054	1,574.63	217	3,405	5,657	6,146	
Prentiss.....	136	89	—	83	—	66	—	5	—	2,000.0113	.055	1,282.25	125	2,213	3,159	3,590	
Springfield.....	185	111	28	104	28	97	24	3	3	4,050.0198	.051	1,216.55	360	1,814	5,624	6,491	
Stetson.....	144	94	9	87	9	76	7	5	1	4,150.0186	.057	1,318.10	280	3,959	5,897	6,303	
Veasie.....	146	112	—	103	—	94	—	5	—	2,325.0047	.020	1,591.16	—	2,491	5,221	5,978	
Winn.....	217	132	24	120	23	100	19	4	2	4,750.0155	.045	1,533.94	248	5,153	7,749	8,259	
Woodville.....	21	28	—	26	—	18	—	2	—	500.0051	.036	303.81	—	1,236	1,660	1,789	
PLANTATIONS																	
Grand Falls.....	7	8	—	5	—	3	—	1	—	375.0027	.0262	134.72	—	548	643	693	
Lakeville.....	31	34	—	32	—	25	—	2	—	725.0035	.028	405.71	—	1,016	1,377	1,928	
Seboeis.....	15	13	—	9	—	9	—	1	—	145.00099	.020	279.95	—	649	912	1,257	
Stacyville.....	227	150	—	142	—	125	—	5	—	2,950.0156	.055	1,483.95	165	3,409	5,252	6,111	
Webster.....	17	18	—	14	—	10	—	1	—	250.0054	.0295	165.02	—	435	555	774	
Total.....	26,965	16,091	3,710	14,515	3,655	12,957	3,289	562	165	689,156			186,450.07	10,100	634,846	940,847	1,343,512

COMMISSIONER OF EDUCATION

PISCATAQUIS COUNTY

NAME OF TOWN	School census (5 to 21 years)		TOTAL ENROLLMENT		NET ENROLLMENT		AVERAGE DAILY ATTENDANCE		TEACHING POSITIONS		Amount appropriated for school maintenance.	Rate of taxation for maintenance.	Rate of taxation for municipal purposes.	State aid for school maintenance.	Equalization fund.	Expenditure for instruction.	Total expenditure for school maintenance.	Total expenditure for all school purposes.
	Elementary	Secondary	Elementary	Secondary	Elementary	Secondary	Elementary	Secondary	Elementary	Secondary								
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	
Abbot	177	115	23	102	23	97	19	6	2	5,550	.0240	.075	1,511.86	550	5,843	7,745	9,023	
Atkinson	140	82	—	65	—	54	—	4	—	3,425	.0136	.043	1,293.63	108	2,530	4,770	5,164	
Blanchard	25	20	—	17	—	16	—	1	—	1,050	.0060	.031	201.11	—	743	1,204	1,830	
Bowerbank	—	—	—	—	—	—	—	—	—	—	—	.021	—	—	—	—	75	
Brownville	637	406	151	372	149	337	136	13	6	20,350	.0205	.046	4,451.01	943	17,613	23,751	27,311	
Dover-Foxcroft.....	1,095	707	210	596	207	547	189	29	9	32,000	.0112	.036	7,965.37	—	18,799	42,736	49,347	
Greenville.....	590	299	104	296	103	275	91	9	4	12,200	.0138	.044	3,666.59	459	12,095	18,477	22,323	
Guilford	499	299	102	273	102	245	92	12	5	13,650	.0142	.043	3,865.27	667	13,940	19,775	25,913	
Medford	74	53	—	53	—	46	—	3	—	1,950	.0095	.044	836.98	—	1,740	2,648	3,210	
Milo	908	673	171	595	169	501	160	15	9	24,300	.0116	.041	5,951.34	513	23,416	34,579	42,797	
Monson	346	208	44	190	44	159	41	8	3	9,450	.0232	.057	2,469.86	700	8,509	12,065	13,252	
Orneville	85	75	—	60	—	45	—	4	—	1,475	.0095	.044	848.14	—	1,843	2,800	3,104	
Parkman	152	106	—	99	—	87	—	7	—	3,010	.0095	.052	1,878.79	—	3,297	5,280	5,955	
Sangerville.....	401	286	44	260	44	217	41	12	3	8,525	.0115	.044	3,100.68	450	9,846	12,806	14,345	
Sebec	113	71	—	64	—	47	—	4	—	2,800	.0093	.043	1,009.92	—	1,927	3,843	5,155	
Shirley	81	47	—	47	—	41	—	2	—	2,210	.0091	.032	790.49	—	1,584	3,192	3,714	
Wellington.....	104	97	—	77	—	58	—	5	—	2,250	.0111	.051	1,030.47	120	2,030	3,121	3,358	
Williamsburg.....	37	10	—	10	—	7	—	1	—	880	.00799	.045	344.72	—	520	1,223	1,315	
Willimantic.....	61	43	—	40	—	33	—	3	—	1,710	.0102	.042	601.51	—	1,780	2,271	3,006	

PISCATAQUIS COUNTY—Concluded

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
PLANTATIONS																	
Barnard.....	36	31	—	27	—	23	—	1	—	525	.0043	.028	364.33	—	612	749	888
Chesuncook.....	12	15	—	14	—	11	—	1	—	1,050	.0150	.019	193.32	—	871	1,062	1,240
Elliottsville.....	23	22	—	21	—	19	—	2	—	580	.0031	.027	298.44	—	1,180	1,370	1,990
Kingsbury.....	27	16	—	15	—	11	—	1	—	650	.0047	.0625	246.14	—	700	1,050	1,230
Lake View.....	80	67	14	63	13	57	11	2	2	4,400	.0105	.030	854.83	—	5,061	7,462	10,070
Total.....	5,703	3,748	863	3,356	854	2,933	780	145	43	153,990			43,774.80	4,510	136,479	213,979	255,615

SAGADAHOC COUNTY

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
Arrowsic.....	32	27	—	27	—	20	—	1	—	500	.0073	.037	353.22	—	558	824	930
Bath.....	2,402	1,381	562	1,246	559	1,078	500	44	15	58,550	.0055	.036	14,908.30	—	53,761	72,560	91,928
Bowdoin.....	231	144	—	128	—	100	—	9	—	3,925	.0114	.0445	2,307.98	207	4,355	6,207	7,123
Bowdoinham.....	219	139	44	119	43	97	37	6	2	6,350	.0100	.0395	1,533.76	—	6,206	8,741	9,780
Georgetown.....	118	61	—	56	—	41	—	4	—	1,350	.0035	.026	862.68	—	2,010	2,725	2,925
Phippsburg.....	245	168	—	156	—	116	—	7	—	3,500	.0064	.032	1,882.94	—	3,448	4,744	5,021
Richmond.....	580	371	84	332	83	297	78	13	4	12,600	.0117	.042	3,983.68	460	12,558	18,131	23,171
Topsham.....	625	364	—	319	—	292	—	20	—	13,500	.0076	.0296	4,551.39	—	11,570	18,751	24,148
West Bath.....	82	42	—	41	—	33	—	2	—	1,886	.0074	.032	1,096.43	—	1,492	2,922	7,252
Woolwich.....	215	131	—	111	—	102	—	7	—	3,500	.0094	.042	2,188.80	—	3,188	5,368	7,103
Total.....	4,749	2,828	690	2,535	685	2,176	615	113	21	105,661			33,669.18	667	99,146	140,973	179,381

SOMERSET COUNTY

NAME OF TOWN	School census (5 to 21 years)		TOTAL ENROLLMENT		NET ENROLLMENT		AVERAGE DAILY ATTENDANCE		TEACHING POSITIONS		Amount appropriated for school maintenance.	Rate of taxation for maintenance.	Rate of taxation for municipal purposes.	State aid for school maintenance.	Equalization fund.	Expenditure for instruction.	Total expenditure for school maintenance.	Total expenditure for all school purposes.
	Elementary	Secondary	Elementary	Secondary	Elementary	Secondary	Elementary	Secondary	Elementary	Secondary								
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	
Anson.....	951	542	96	500	93	419	68	16	5	16,060	.0156	.049	5,439.16	864	11,978	24,957	26,603	
Athens.....	211	143	32	115	32	110	25	7	5	3,700	.0098	.050	1,569.68	—	3,435	6,507	6,925	
Bingham.....	322	172	67	144	67	136	56	6	4	9,900	.0113	.050	2,095.56	408	9,357	13,463	15,464	
Cambridge.....	88	64	—	54	—	44	—	5	—	1,200	.0075	.054	1,024.26	—	1,787	2,883	3,027	
Canaan.....	223	144	12	107	12	109	10	6	1	5,150	.0133	.050	1,724.67	224	5,171	8,562	10,398	
Concord.....	74	36	—	32	—	28	—	3	—	1,500	.00895	.044	997.40	—	1,475	2,489	2,704	
Cornville.....	153	98	—	78	—	70	—	5	—	3,675	.0101	.053	1,405.28	—	2,963	5,230	5,942	
Detroit.....	135	76	—	75	—	65	—	3	—	1,850	.0106	.049	973.41	72	1,719	3,133	3,781	
Embden.....	174	99	—	87	—	77	—	6	—	2,815	.0068	.046	1,832.07	—	3,157	5,459	5,776	
Fairfield.....	1,726	701	191	615	178	528	160	24	9	27,800	.0103	.036	9,063.33	—	24,026	36,073	48,871	
Harmony.....	264	181	41	153	40	144	35	7	2	7,000	.0190	.050	1,971.47	440	6,749	9,390	10,733	
Hartland.....	353	216	101	183	100	173	94	7	4	9,662	.0093	.033	2,289.03	—	5,029	13,104	14,248	
Madison.....	1,500	884	245	802	245	738	226	28	10	42,025	.0109	.040	9,441.76	893	36,941	53,877	82,890	
Mercer.....	134	81	—	77	—	59	—	5	—	2,500	.0135	.047	1,369.65	140	2,317	3,602	4,196	
Moscow.....	92	72	—	60	—	49	—	3	—	3,000	.0104	.039	1,020.39	—	1,506	2,666	3,914	
New Portland.....	232	153	38	140	38	121	32	7	2	6,025	.0134	.061	1,673.23	330	6,198	8,429	10,258	
Norridgewock.....	407	216	79	203	79	177	70	10	3	11,100	.01195	.046	2,846.79	391	8,491	13,290	15,340	
Palmyra.....	253	172	—	164	—	130	—	6	—	4,125	.0098	.035	2,160.21	—	4,283	7,719	8,426	
Pittsfield.....	716	541	102	489	102	425	83	16	11	23,700	.0115	.036	5,242.70	—	14,543	31,533	38,118	
Ripley.....	124	64	—	62	—	45	—	4	—	2,125	.0109	.045	1,260.30	92	2,306	3,260	3,491	

SOMERSET COUNTY—Concluded

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
Saint Albans.....	292	219	—	182	—	164	—	10	—	5,242	.0107	.042	2,653.26	207	5,592	8,758	9,789
Skowhegan.....	1,914	931	285	831	283	735	258	32	12	42,500	.0079	.040	11,401.66	—	40,566	57,152	88,235
Smithfield.....	101	76	—	67	—	53	—	4	—	1,500	.0074	.044	1,237.24	—	1,877	3,540	4,045
Solon.....	325	183	54	171	124	150	47	9	3	9,300	.0157	.041	2,176.96	459	9,617	14,147	17,421
Starks.....	185	99	—	93	—	86	—	6	—	3,000	.0113	.053	1,530.03	150	2,860	5,421	6,081
PLANTATIONS																	
Bigelow.....	10	—	—	—	—	—	—	—	—	25	.0003	.014	110.00	—	—	280	380
Brighton.....	48	45	—	32	—	33	—	3	—	1,750	.0117	.050	528.77	72	1,537	2,441	2,658
Caratunk.....	56	34	11	34	11	32	9	2	1	2,100	.0071	.029	514.33	—	3,452	4,444	5,083
Dead River.....	22	13	—	11	—	12	—	1	—	750	.0040	.029	424.68	—	900	1,775	1,867
Dennistown.....	30	10	—	10	—	8	—	1	—	60	.0003	.0125	202.35	—	777	1,141	1,257
Flagstaff.....	31	27	—	19	—	20	—	2	—	2,950	.0137	.035	512.59	—	2,075	3,053	3,502
Highland.....	30	20	—	20	—	15	—	1	—	32	.0027	.035	214.45	—	767	890	963
Jackman.....	381	77	40	73	39	68	33	3	2	4,425	.0072	.0375	1,744.62	—	5,754	8,757	11,935
Lexington.....	62	28	—	28	—	18	—	2	—	1,200	.0115	.048	718.81	48	1,093	1,870	2,077
Long Pond.....	95	41	—	34	—	32	—	1	—	575	.0021	.0183	436.95	—	1,440	1,832	2,146
Mayfield.....	2	—	—	—	—	—	—	—	—	100	.00095	.015	6.00	—	289	317	394
Moose River.....	218	115	—	110	—	103	—	4	—	4,376	.0061	.034	1,615.95	—	3,390	6,019	6,986
Pleasant Ridge.....	20	13	—	13	—	11	—	2	—	1,500	.0125	.026	327.44	—	900	1,646	1,805
The Forks.....	39	27	—	26	—	24	—	3	—	250	.0017	.0163	763.10	—	1,617	2,708	2,901
West Forks.....	35	16	22	14	22	13	18	1	1	1,725	.0089	.019	288.97	—	2,674	3,376	3,605
Total.....	12,028	6,629	1,416	5,908	1,465	5,224	1,224	259	73	268,272			82,808.51	4,790	240,608	385,193	494,235

COMMISSIONER OF EDUCATION

WALDO COUNTY

NAME OF TOWN	School census (5 to 21 years)		TOTAL ENROLLMENT		NET ENROLLMENT		AVERAGE DAILY ATTENDANCE		TEACHING POSITIONS		Amount appropriated for school maintenance.	Rate of taxation for maintenance.	Rate of taxation for municipal purposes.	State aid for school maintenance.	Equalization fund.	Expenditure for instruction.	Total expenditure for school maintenance.	Total expenditure for all school purposes.								
	1	2	3	4	5	6	7	8	9	10									11	12	13	14	15	16	17	18
Belfast.....	1,536	882	230	765	228	720	226	27	8	28,300	.0083	.049	9,341.56	—	27,904	39,516	85,993									
Belmont.....	76	52	—	44	—	40	—	2	—	1,115	.0095	.038	706.73	—	930	1,865	1,943									
Brooks.....	213	133	74	128	72	114	64	8	4	5,150	.0132	.042	1,379.02	270	6,211	8,936	11,587									
Burnham.....	249	121	—	112	—	86	—	5	—	4,225	.0144	.052	1,897.71	155	2,933	6,078	6,382									
Frankfort.....	139	104	24	79	23	71	20	4	2	3,700	.0142	.064	1,030.66	297	5,022	6,253	6,770									
Freedom.....	123	61	—	55	—	42	—	3	—	2,650	.0124	.057	1,136.55	112	1,141	3,318	3,433									
Islesboro.....	198	120	31	109	31	93	28	8	2	8,400	.0069	.035	1,699.55	—	7,198	9,764	11,271									
Jackson.....	84	65	—	62	—	56	—	4	—	1,700	.0099	.041	1,083.70	—	1,710	2,099	2,940									
Knox.....	153	110	—	100	—	86	—	5	—	2,600	.0120	.055	1,976.47	189	2,198	4,067	6,496									
Liberty.....	152	93	14	73	14	67	14	5	1	2,600	.0101	.044	1,125.93	—	2,854	3,977	4,610									
Lincolnton.....	208	145	—	139	—	109	—	6	—	3,125	.0076	.046	1,972.80	—	2,997	4,935	5,563									
Monroe.....	199	135	—	121	—	107	—	9	—	4,500	.0149	.060	2,239.58	288	4,118	6,942	7,385									
Montville.....	208	109	—	96	—	72	—	6	—	3,600	.0109	.053	1,957.96	150	3,137	5,352	6,976									
Morrill.....	76	47	—	47	—	34	—	2	—	990	.0061	.034	592.59	—	910	1,576	1,626									
Northport.....	100	51	—	46	—	36	—	4	—	1,775	.0034	.030	1,196.57	—	1,790	3,192	3,416									
Palermo.....	156	104	—	98	—	74	—	6	—	2,500	.0086	.051	1,099.50	—	2,161	4,091	4,320									
Prospect.....	94	63	—	58	—	49	—	3	—	1,800	.0095	.046	1,053.92	—	1,410	2,350	2,918									
Searsmont.....	164	156	—	144	—	112	—	7	—	2,600	.0068	.042	1,708.81	—	2,520	3,794	4,341									
Searspoint.....	472	291	40	263	38	212	35	9	2	7,150	.0093	.040	2,855.49	—	7,033	10,826	12,408									
Stockton Springs..	262	166	44	148	44	129	38	5	3	6,600	.0112	.050	1,757.71	240	5,868	9,077	12,615									

WALDO COUNTY—Continued

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
Swanville.....	107	70	—	68	—	63	—	4	—	2,000	.0122	.0545	1,002.82	108	1,981	3,423	3,659
Thorndike.....	104	82	—	66	—	52	—	4	—	2,349	.0072	.040	1,274.99	—	2,487	4,244	4,628
Troy.....	238	119	—	99	—	81	—	5	—	3,875	.0122	.049	1,930.72	104	2,398	5,988	6,513
Unity.....	307	162	62	133	61	109	52	7	3	7,860	.0109	.043	1,799.57	299	8,906	11,879	12,858
Waldo.....	153	81	—	79	—	72	—	4	—	2,300	.0134	.036	1,551.59	—	1,854	3,286	3,654
Winterport.....	331	228	76	190	74	162	65	9	2	7,600	.0127	.046	2,424.41	235	6,486	9,965	11,290
Total.....	6,102	3,750	595	3,322	585	2,848	542	161	27	121,064			47,796.91	2,537	114,157	176,793	245,595

WASHINGTON COUNTY

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
Addison.....	287	222	23	194	22	181	19	8	2	5,350	.0213	.055	2,136.37	540	5,702	7,738	12,921
Alexander.....	164	85	—	84	—	51	—	7	—	2,000	.0162	.062	1,402.26	148	2,120	3,550	3,913
Baileyville.....	860	618	128	606	128	516	111	23	6	34,877	.0122	.045	6,264.70	750	30,666	44,292	61,598
Baring.....	57	29	—	29	—	26	—	2	—	1,480	.0104	.0467	654.56	—	1,750	2,869	3,122
Beddington.....	6	5	—	4	—	4	—	1	—	160	.0034	.041	131.72	—	360	400	428
Brookton.....	81	62	—	55	—	50	—	2	—	918	.0077	.0345	654.80	—	1,113	1,600	2,011
Calais.....	2,233	846	366	800	366	794	329	29	14	26,064	.0092	.043	12,140.83	—	20,764	42,579	72,824
Centerville.....	38	29	—	24	—	23	—	1	—	200	.0027	.0384	260.27	—	425	487	1,134
Charlotte.....	92	61	—	56	—	43	—	3	—	1,700	.0165	.063	1,195.90	148	1,594	2,827	3,207
Cherryfield.....	358	231	65	212	65	205	58	7	3	6,600	.0141	.045	2,562.87	377	7,251	11,798	12,659
Columbia.....	174	117	—	114	—	97	—	6	—	3,500	.0185	.055	1,855.22	234	2,557	4,482	5,416
Columbia Falls.....	222	141	39	133	39	124	33	6	2	4,959	.0189	.0523	1,654.54	429	5,736	6,893	8,040
Cooper.....	56	33	—	31	—	23	—	2	—	885	.0082	.043	400.81	—	935	1,304	1,727
Crawford.....	48	28	—	28	—	24	—	1	—	1,000	.0060	.0316	683.50	—	810	1,727	1,913
Cutler.....	151	112	—	93	—	95	—	6	—	2,500	.0145	.050	1,629.54	180	3,174	4,434	5,007

WASHINGTON COUNTY—Continued

NAME OF TOWN	School census (5 to 21 years)	TOTAL ENROLLMENT		NET ENROLLMENT		AVERAGE DAILY ATTENDANCE		TEACHING POSITIONS		Amount appropriated for school maintenance.	Rate of taxation for maintenance.	Rate of taxation for municipal purposes.	State aid for school maintenance.	Equalization fund.	Expenditure for instruction.	Total expenditure for school maintenance.	Total expenditure for all school purposes.
		Elementary	Secondary	Elementary	Secondary	Elementary	Secondary	Elementary	Secondary								
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
Danforth.....	408	296	79	276	77	242	74	10	3	8,000.0110	.0395		2,811.44	323	12,385	15,680	18,727
Deblois.....	14	8		8		8		1		295.0049	.064		155.72		375	433	464
Dennysville.....	118	91	60	78	60	77	56	3	2	2,500.0141	.055		918.00	217	4,995	6,390	7,576
East Machias.....	375	231	120	213	118	180	106	9	4	6,000.0113	.044		2,610.10	391	4,170	9,410	12,231
Eastport.....	1,197	680	236	638	233	542	214	21	8	25,250.0101	.0416		7,536.19		24,572	33,412	42,136
Edmunds.....	161	119		106		99		6		3,175.0218	.058		1,828.17	276	2,937	5,206	5,514
Forest City.....										270.0075	.037				500	636	727
Harrington.....	237	154	39	146	38	138	34	5	2	4,975.0143	.051		1,606.36	300	5,181	7,276	8,190
Jonesboro.....	176	124	34	115	33	106	32	5	2	3,416.0187	.053		1,441.48	351	4,371	5,315	6,140
Jonesport.....	761	552	81	446	80	437	75	17	5	13,100.0171	.050		5,276.44	936	15,496	20,877	23,438
Lubec.....	969	634	161	576	161	507	156	21	7	20,100.0159	.041		6,669.41	972	22,583	29,047	33,268
Machias.....	649	385	169	365	167	339	160	13	8	11,500.0132	.050		4,072.45	644	13,234	18,339	22,943
Machiasport.....	344	233		203		166		10		5,500.0190	.050		2,907.40	400	6,093	9,157	10,512
Marion.....	43	34		31		24		1		450.0049	.063		266.49		612	713	792
Marshfield.....	48	33		27		28		2		800.0119	.053		545.43	50	981	1,422	1,786
Meddybemps.....	21	12		11		6		1		645.0087	.073		336.72		610	911	1,183
Milbridge.....	331	231	52	214	52	194	47	10	2	6,600.0138	.045		2,336.88	351	6,264	8,921	9,619
Northfield.....	47	43		38		29		2		1,005.0117	.0486		530.14	48	1,026	1,335	4,534
Pembroke.....	293	172	66	156	65	139	61	7	2	6,325.0166	.047		2,035.72	442	7,670	10,195	12,251
Perry.....	247	163		158		117		7		3,500.0141	.048		2,063.04	240	3,993	6,667	7,389

WASHINGTON COUNTY—Continued

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
Princeton	360	232	67	232	67	202	60	8	3	10,000	.0188	.056	2,495.29	546	11,051	13,701	15,372
Robbinston	211	149	—	117	—	99	—	7	—	3,062	.0141	.054	1,887.01	217	3,180	4,421	4,876
Roque Bluffs	19	6	—	2	—	4	—	1	—	540	.0102	.0442	357.39	—	512	878	905
Steuben	237	151	31	138	31	132	29	8	2	4,375	.0161	.055	1,851.83	420	5,292	7,112	7,849
Talmadge	28	18	—	18	—	12	—	1	—	860	.0064	.038	360.83	—	508	940	1,241
Topsfield	109	73	—	69	—	57	—	2	—	1,500	.0093	.047	860.69	—	1,819	2,285	2,409
Trescott	107	85	—	66	—	63	—	5	—	2,075	.0207	.068	1,241.76	230	2,112	2,981	3,202
Vanceboro	188	114	22	111	21	106	19	4	2	4,371	.0194	.048	1,357.65	320	5,168	6,202	6,616
Waite	62	44	—	44	—	42	—	2	—	1,500	.0137	.0439	628.73	54	1,770	2,356	3,459
Wesley	49	30	—	26	—	20	—	2	—	1,260	.0104	.0403	576.45	—	1,536	2,033	2,170
Whiting	123	84	—	76	—	67	—	4	—	2,450	.0136	.047	1,426.33	112	2,010	3,316	3,574
Whitneyville	70	28	—	27	—	25	—	2	—	1,000	.0102	.053	644.44	—	936	1,530	1,655
PLANTATIONS																	
Codyville	28	25	—	25	—	15	—	1	—	360	.0027	.0195	207.64	—	568	649	717
Gr. Lake Stream	103	63	10	55	10	42	8	2	1	2,075	.0139	.045	1,005.39	108	2,630	4,081	4,564
Number 14	26	21	—	20	—	18	—	2	—	325	.0037	.028	307.30	—	690	978	1,424
Number 21	32	21	—	21	—	18	—	1	—	495	.0057	.031	225.38	—	694	791	866
Total	13,018	7,958	1,848	7,315	1,833	6,556	1,681	307	80	251,847	—	—	95,009.58	10,754	263,481	382,576	486,239

YORK COUNTY

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
Acton	223	81	—	81	—	79	—	6	—	2,800	.0086	.0515	1,530.55	—	3,264	4,363	5,263
Alfred	239	136	46	121	45	106	38	5	2	8,400	.0142	.041	1,855.73	225	5,468	10,197	10,989
Berwick	544	314	79	294	78	252	69	13	5	13,280	.0109	.041	4,152.83	456	13,067	18,623	21,022
Biddeford	7,169	1,078	271	953	271	817	242	43	10	57,919	.0048	.036	28,189.45	—	58,511	83,900	102,582
Buxton	460	285	46	262	46	228	38	12	3	10,300	.0069	.031	3,293.04	—	10,624	13,956	17,654
Cornish	163	80	32	75	31	70	30	3	3	6,050	.01295	.043	1,139.89	275	5,368	8,134	9,266
Dayton	136	84	—	77	—	67	—	4	—	2,700	.0074	.0335	1,126.28	—	2,254	4,353	4,465
Eliot	366	218	75	204	75	172	60	10	3	10,400	.0060	.020	2,771.50	—	10,880	13,777	15,717
Hollis	259	157	51	143	50	120	46	9	2	7,750	.0071	.030	2,105.88	—	7,662	10,504	11,954
Kennebunk	804	526	100	492	99	417	88	20	4	27,096	.0093	.038	5,488.14	—	24,014	35,911	46,535

•YORK COUNTY—Continued

NAME OF TOWN	School census (5 to 21 years)		TOTAL ENROLLMENT		NET ENROLLMENT		AVERAGE DAILY ATTENDANCE		TEACHING POSITIONS		Amount appropriated for school maintenance.	Rate of taxation for maintenance.	Rate of taxation for municipal purposes.	State aid for school maintenance.	Equalization fund.	Expenditure for instruction.	Total expenditure for school maintenance.	Total expenditure for all school purposes.
	Elementary	Secondary	Elementary	Secondary	Elementary	Secondary	Elementary	Secondary	Elementary	Secondary								
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	
Kennebunkport...	448	245	89	225	86	210	81	13	4	20,514.	.0111	.050	3,444.22	480	17,296	25,621	30,067	
Kittery.....	952	624	152	599	152	517	139	19	5	20,960.	.0109	.045	6,515.33	598	12,971	28,466	55,605	
Lebanon.....	423	219	33	217	33	200	30	12	4	10,572.	.0116	.0384	3,232.64	—	11,605	13,550	15,066	
Limerick.....	289	152	21	144	18	94	20	5	2	3,100.	.0066	.030	1,756.40	—	3,105	5,272	5,712	
Limington.....	182	157	25	121	25	100	23	7	2	4,900.	.0103	.045	1,507.70	—	3,110	6,058	6,455	
Lyman.....	106	82	—	80	—	60	—	4	—	3,600.	.0083	.035	1,277.51	—	2,700	5,398	6,222	
Newfield.....	197	122	25	122	25	115	21	6	2	3,600.	.0178	.051	1,580.08	324	4,674	6,104	6,578	
North Berwick.....	409	267	60	252	60	219	57	9	3	11,500.	.0126	.042	2,751.80	375	10,755	15,559	16,550	
Kenebunkport.....	139	76	—	68	—	47	—	3	—	1,875.	.0053	.0325	891.08	—	1,926	4,053	4,546	
Old Orchard.....	314	253	39	226	38	164	28	5	4	11,700.	.0039	.025	2,184.34	—	12,125	15,428	17,618	
Parsonfield.....	247	140	41	133	41	107	38	7	4	4,200.	.0083	.045	1,907.06	—	4,160	6,011	7,515	
Saco.....	1,998	1,189	280	1,068	279	973	251	42	18	49,000.	.0067	.035	12,737.32	—	35,219	64,630	134,656	
Sanford.....	4,667	1,288	340	1,216	336	1,042	302	42	15	68,000.	.0080	.0346	21,442.29	—	66,977	87,251	203,565	
Shapleigh.....	207	107	22	107	22	95	17	5	1	2,432.	.0062	.037	1,383.43	—	3,747	4,729	8,000	
South Berwick.....	702	371	140	353	140	307	107	17	7	14,015.	.0098	.037	4,630.03	—	9,696	18,840	20,533	
Waterboro.....	273	162	38	142	38	123	33	6	2	9,180.	.0128	.047	1,859.97	260	7,073	11,133	15,701	
Wells.....	532	356	76	300	74	269	66	15	4	17,350.	.0078	.048	3,979.52	—	15,730	22,013	24,301	
York.....	761	468	123	456	123	355	106	23	6	29,200.	.0071	.038	5,834.39	—	27,821	39,162	44,211	
Total.....	23,209	9,237	2,204	8,531	2,185	7,331	1,930	365	115	432,393			130,568.40	2,993	391,802	582,996	868,348	

SUMMARY BY COUNTIES

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
Androscoggin.....	21,455	9,435	2,034	8,457	2,007	7,646	1,826	300	89	377,423			119,100.29	2,364	384,533	515,896	705,101
Aroostook.....	29,860	20,940	2,723	19,028	2,703	15,883	2,384	657	126	550,382			205,477.14	18,766	589,444	858,968	1,117,241
Cumberland.....	40,444	18,896	4,389	17,420	4,153	15,668	3,950	669	209	981,157			241,049.14	1,651	986,574	1,282,561	2,282,288
Franklin.....	5,320	3,375	776	3,031	766	2,667	683	141	38	149,783			41,942.47	3,020	139,946	213,347	296,508
Hancock.....	9,334	5,218	1,232	4,696	1,218	4,182	1,043	243	62	231,383			71,588.91	4,797	226,041	328,042	470,484
Kennebec.....	20,100	10,916	2,117	9,334	2,080	8,180	1,882	396	84	444,715			129,224.56	3,003	384,812	588,100	714,509
Knox.....	6,446	3,954	1,069	3,594	1,053	3,161	945	150	47	149,700			46,383.75	1,145	151,161	211,415	278,800
Lincoln.....	4,509	2,699	443	2,431	427	2,152	370	128	22	87,717			37,209.07	714	85,459	127,672	150,545
Oxford.....	11,763	6,686	1,421	6,062	1,409	5,485	1,314	281	60	307,012			87,859.97	8,068	289,987	436,399	590,402
Penobscot.....	26,965	16,091	3,710	14,515	3,655	12,957	3,289	562	165	689,156			186,450.07	10,100	634,846	940,847	1,343,512
Piscataquis.....	5,703	3,748	863	3,356	854	2,933	780	145	43	153,990			43,774.80	4,510	136,479	213,979	255,615
Sagadahoc.....	4,749	2,828	690	2,535	685	2,176	615	113	21	105,661			33,669.18	667	99,146	140,973	179,381
Somerset.....	12,028	6,629	1,416	5,908	1,465	5,224	1,224	259	73	268,272			82,808.51	4,790	240,608	385,193	494,235
Waldo.....	6,102	3,750	595	3,322	585	2,848	542	161	27	121,064			47,796.91	2,537	114,157	176,793	245,595
Washington.....	13,018	7,958	1,848	7,315	1,833	6,556	1,681	307	80	251,847			95,009.58	10,754	263,481	382,576	486,239
York.....	23,209	9,237	2,204	8,531	2,185	7,331	1,930	365	115	432,393			130,568.40	2,993	391,802	582,996	868,348
Unorganized Terri.	871	493	—	493	—	381	—	34	—	—			—	—	16,679	29,936	43,829
Total.....	241,876	132,853	27,530	120,028	27,078	105,430	24,458	4,911	1,261	\$5,301,655	.0106	.0428	\$1,599,912.75	\$79,879	\$5,135,155	\$7,415,693	\$10,522,632

COMMISSIONER OF EDUCATION