

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, 1924-JUNE 30, 1926

REPORT

of the

STATE COMMISSIONER OF
EDUCATION

of the

State of Maine

for the

School Biennium Ending June 30, 1926

STATE OF MAINE

DEPARTMENT OF EDUCATION,

AUGUSTA, July 1, 1926.

Your Excellency, Ralph O. Brewster, Governor, and the Honorable Council:

GENTLEMEN:

Pursuant to Chapter 82 of the Public Laws of Maine for 1923, I have the honor to submit the report of the condition and progress of education in Maine for the biennial period beginning July 1, 1924, and closing June 30, 1926.

This report covers a detailed statement of the schools of Maine, including census, school attendance, receipts and expenditures and general progress.

Respectfully submitted,

AUGUSTUS O. THOMAS,

State Commissioner of Education.

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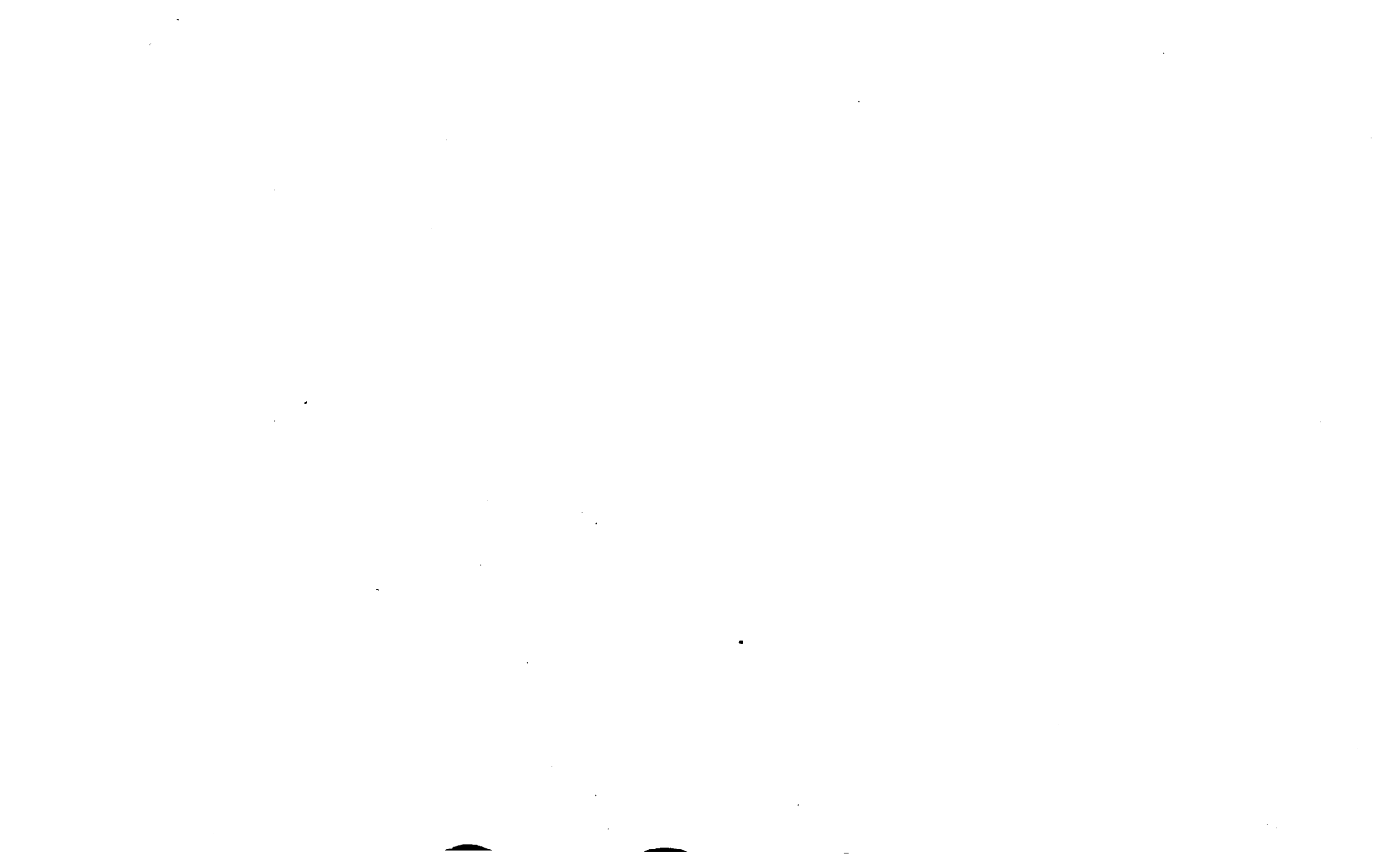
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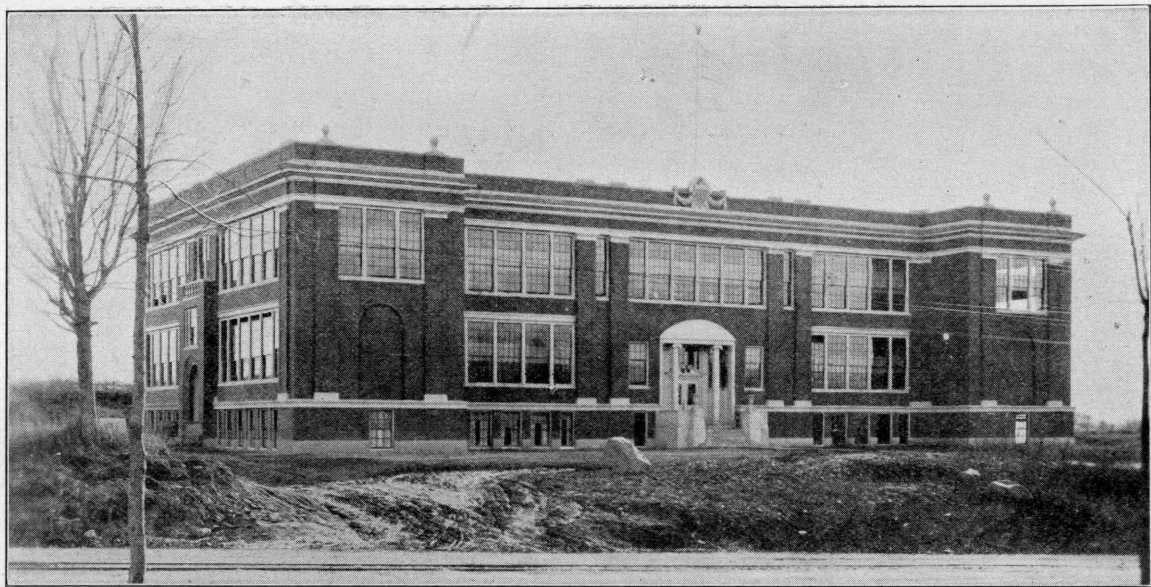
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High School, Madison—A Typical Example of School Building Construction in Maine at the Present Time

CHAPTER I

BY WAY OF INTRODUCTION

A state system of education must take into consideration the type of people and the diversity of their industries as well as their modes of life and their ideals. The physical conditions of the state merely represent the stage upon which is acted out the drama of life. It is essential that the players be properly trained for their individual parts. This means that education must be diversified and must fit into the economic, social and political necessities. Each state, therefore, has its problems to be solved in the wisest way. The states are not in competition with each other but are struggling under traditions, history and local procedure to work out a school system which will be commensurate with the needs of the people. Education, therefore, is the chiefest interest of the state and should be zealously guarded. No effort should be spared to make it conform both to the individual and general welfare. The framers of our Constitution placed upon the legislature of the state the responsibility of requiring that educational opportunity be made universal. It presupposed that the system should be as efficient as the resources of the state will permit. The people should have constantly before them how well we are meeting the requirements and whether or not we are increasing year by year in educational efficiency. It may be well to mention some of the most salient features in this respect.

1. No system of education is efficient until it reaches all of the children of the state.
2. No system of education is efficient until it provides equal educational opportunities for all of the children.
3. No system of education is efficient until it succeeds in carrying all of its children who are mentally and physically fit through whatever amount of education is under the state's control and furnished free.
4. No system of education can be ultimately efficient until it recognizes the individual child and his particular fitness

and places at his command educational and vocational guidance and an opportunity to develop his most valuable qualities.

5. No system of education can reach its ultimate goal of service until it protects and develops the moral and physical, as well as the intellectual life of the child.
6. No system of education can be considered efficient until it helps the individual to solve the problems which naturally arise within him and to do better the desirable things of life which he is called upon to do.
7. No system of education can be counted efficient until it has a competent and well trained teacher in hearty accord with American ideals in every public school position in the state.
8. Education is more than a local concern. It is a state problem. There is no excuse for a poor school with poor schoolhouse and equipment and an untrained and inexperienced teacher in one community while a nearby group of children are housed in a modern, serviceable building, well equipped and with an efficient, well trained and experienced teacher in charge.
9. No system of education can be counted ultimately efficient until it is able to inculcate into the minds and hearts of the children a love for their country and prepares them to make the supreme sacrifice in its behalf; until the children understand the meaning of liberty and freedom through obedience to the law.

PERTINENT QUESTIONS

In this report it is my desire to include in brief summary the items which will give a fairly satisfying and fairly clear visualization of the schools of the state and some conception of the progress of education. It is not difficult to give an adequate idea of the more tangible conditions, such as number of teachers, school attendance, number of graduates and the training of teachers, but the real force of education, as manifest in individual successes and in general welfare, are as yet impressionable and we must content ourselves with judgments based largely

upon observation. We hope before the next biennial report is issued to have made a study through following up the products of our schools and determining their progress since graduation as a comparison with other persons who fail to complete the work of the public school.

Some of the questions which naturally arise in regard to the efficiency of an educational system follow. It is the purpose of this report to answer to the best of our ability these questions.

1. To what extent are the children of the state given equal educational advantages?
2. To what extent are the children of the state taking advantage of the opportunities offered for securing a complete common school and high school education?
3. What is the status of teacher training in Maine relative to supply and demand and is our program of securing trained teachers reasonably satisfactory?
4. Are the children of the state reasonably well housed? Are we safeguarding their health and moral welfare?
5. How do rural schools compare in excellence with the schools in the larger villages and cities and what is being done for their improvement?
6. What attempt is being made to adapt programs, curricula and methods to the requirements of the individual?
7. What is the state doing to solve its many problems concerning handicapped and under-privileged children?
8. Are our school finances adequate?
9. Do the schools bridge the gap between the school and life in a reasonably satisfactory way and does the new viewpoint in education militate against the student in pursuing his course in higher education?
10. Is anything being done in our schools relative to educational and vocational guidance?

EQUAL PRIVILEGES

The State of Maine has for its ideal equal educational opportunities for all its children. All children, however, do not take advantage of the opportunities they possess. The state goes so far in this that it provides schools with the best available teachers

for the one thousand children in our unorganized townships. Children of lighthouse keepers are given a chance to attend school on the mainland free of cost, including both tuition and board. The state goes so far in carrying out its ideal that there is no necessity for any child in Maine to stay out of school during the compulsory education years in order to help the family earn a living. The state feels that it is of greater importance for the child to attend schools, securing at least the rudiments of an education and passing the six years of elementary school, even if it is necessary to support the mother or the whole of the family while the child is getting his education. In other words, the state feels that education is essential to the orderly conduct of affairs and to the safety and liberty of our people.

There are, however, many handicaps which we have so far been unable to meet and with which we are struggling. A cross-section survey of our school population made some years ago by Dr. Fernald indicates that there are about 2% of our children of feeble mentality. There is also a much larger percent of mentally retarded or mentally deficient children. It is a principle that cannot be successfully refuted that every individual who has the mental power to form judgments can be either trained or educated to some useful undertaking. The mentally deficient may be divided into three classes: First, those who are so imbecile that little can be done for them. These are institutional types. Second, those who have sufficient mentality to take training or education but who are vicious and unsafe for the community. These, also, are institutional types. Third, those who have sufficient mentality to take instruction of certain types, especially mechanical forms, and who are innocent or of no danger to the community. These might well be taken care of in their own localities and form a problem of the school. Just what form this should take is still to be worked out.

In sparsely settled sections where there are but two or three children, it would seem impossible financially for the towns to provide such instruction as these children need. This would make it necessary to group the children of a town or a number of towns for the purpose of instruction and some plan would need to be worked out whereby the management and finance could be undertaken. In the more populous towns, there are a sufficient

number of mentally retarded and mentally slow to require a full-time teacher. This should be undertaken. During the last year, the state, in order to determine its load of responsibility in this particular, cooperated with the town of Brunswick in experimental work with children of this type. The town provided a trained teacher—took one of its resourceful teachers and gave her instruction pertaining to this type of work. She was put in charge of a schoolroom of some thirty mentally retarded children with special types of instruction. The experiment was a success in every particular and should be adopted by every town in Maine. The salvaging of this group of children is of inestimable value. I am appending herewith the report on this work of Philip H. Kimball, Superintendent of Schools of Brunswick. Under a provision of the law, which places a small amount of money in the hands of the Commissioner of Education for the purpose of experimenting or carrying out new and progressive measures in education, the state has been able to assist in the financing of this undertaking and will be glad to do so in the case of a number of towns for the purpose of ascertaining the desirability and feasibility of such a plan.

REPORT ON BRUNSWICK SPECIAL CLASS, DECEMBER 3, 1926

“Our Special Class in Brunswick was organized in September 1925. Fifteen pupils were chosen from the Brunswick system, who had been retarded for the third consecutive year. The size of the class was limited in order that the pupils might have practically individual instruction, as the aim of class work is to allow each pupil to progress as rapidly as he can, independent of his classmates. No psychological tests were given as a basis for class membership because of the fact that when the class was registered in June preceding, no one in the system had any training in testing. Membership in the class was optional with the parents and it is significant that in each case, the recommendation of the School Department was accepted by the parent. Practically two hours of the school day are given to manual work which consists in weaving, basketry, sewing, rug-making, raffia work and simple wood work. This wide range of activity makes it possible for each child to do something reasonably well. His

previous years in the standard grades had in most cases developed a habit of failure, simply because the work, even of the lower grades, at the rate demanded by the school system, was beyond his capabilities and hence after two years in a single grade, the child himself had become convinced that there was nothing he really could do successfully anyway.

The following types of industrial work have been completed in correlation with the academic work of the class:

Industrial:

Counting—

Weaving (paper, needle, rug, basket, etc.)

Measuring—

Simple wood-work, box-making, etc., also simple problems.

Reading and Spelling—

Following directions for the above.

Different types of handwork:

Sewing, rug-making, wood-work, painting, basketry (reed and raffia), box-making, clay work, leather work, chair-caning.

Sewing—

Strips for rugs.

Dolls.

Doll clothes.

Braided rugs.

Quilt.

Dusters.

Luncheon sets.

Draperies, bedding, covers, etc., for six-room doll-house.

Rug-making—

Woven.

Braided.

Rugs made on mesh.

Wood-work—

Toys.

Furniture for six-room doll-house.

Doorsteps.

Window wedges.

Curtain pulls.

Brush holders.

Weaving—

Paper (very simple).

Paper (patterns).

Rug-weaving on single warp hand frames.

On coarse weave and porous material (burlap).

Colonial mats (on square frame with needle).

Art-net weaving.

Leather work—

Simple cases and purses.

A few months of manual work in which the child was taught to use his hands and to correlate hand and mind, gave him new courage, the habit of success and a desire to attack again his academic problems.

Approximately three hours per day are devoted to formal academic work. Reading, writing, arithmetic, simple drawing, spelling and language work, all suited to the capacity of the individual child are taught. It has been necessary to make three divisions in reading and to provide special instruction for three non-readers. In arithmetic, five divisions are used with entirely individual work for the younger members of the Class. Four divisions of spelling are necessary. Various methods of instruction are used. No one system can be devised which meets the needs of the class as a whole. Every child is making some progress. Standard School tests are given twice each year as well as mental tests. With two exceptions the intelligence quotient of each child remains the same in the three tests thus far given. In one case a child showed a thirty point increase in her intelligence quotient during a twelve-month period. This is explained by Dr. Shaw of Harvard as due to the fact that the child is so much happier in her Special Class environment that she has acquired a balance of mental state which for the first time does her justice.

On the first test in the Fall of 1925, the child's chronological age was eight, her mental age seven, and her work in school subjects two years below normal. On the October test this Fall the

chronological age was nine, mental age ten, and her standing in school subjects within a few points of normal.

Another case selected at random illustrates the variation in a pupil's success in different school subjects. This pupil is sixteen years old, has a mental age of nine years, should be in the Sophomore Class in high school, but is actually doing the following work: reading third grade; arithmetic third grade; spelling lower third grade; writing fifth grade; geography fourth grade; language fourth grade. Last year his reading was second grade, arithmetic third grade, spelling first grade; writing fourth; geography third; and language third. His I. Q. is 58.

It is interesting to note that at the end of the first year five members of the Class were judged capable of returning to the standard classes. In all these cases both pupils and parents protested against the change, on the ground that the pupils enjoyed the work of the Special Class, and had made marked progress as compared with previous failure. These five pupils were found through psychological tests, to be of a higher mental grade than pupils regularly sent to the Special Class. Through individual work and the greater freedom offered by the Special Class these pupils had covered in their year from one to two years' requirements of the standard grades. Four of these five pupils were placed in standard grades in September 1926 and all are doing successful work.

New candidates for the September class were chosen by means of psychological tests. Of ten pupils recommended by their teachers for Special Class, only five were found to be of low enough grade mentality to be admitted, the other five, although failing in the standard grades were found to possess deficiencies which might properly be treated by special attention in the standard classes. The class numbers fifteen this year and is more successful than in 1925, due to the fact that selection by psychological tests has produced a more early uniform group.

The following distribution of I. Q.'s resulting from the May and November tests in 1926 show a range from 43 to 107 with a median between 70 and 80. This represents two I. Q.'s for each child with the exception of three cases in the last test which are incomplete.

DISTRIBUTION OF I. Q.'s

107	98	89	75	67	58	43
	94	87	74	67	58	
	93	82	71	66	56	
		81	71		54	
		81	71		54	
		81			52	
		80				
		80				

In the last test it is found that with the older children the I. Q.'s have resulted in the same vicinity of normalcy, perhaps a point or two more or less, but enough so that they are easily recognizable in a definite group of defectives. The younger ones have in all cases shown a steady increase in the three testings, which either put them a little higher in their original group or brought them entirely out of it. For example—the case of a child of 8 C. A. with 43 I. Q. for the first testing, became 52 in the second and 59 in the third. Another case is that of a child who started school early and came to Brunswick Special Class when he was 6-2. His first test showed an I. Q. of 71; the second, 75; and the November 1926 test gave him an I. Q. of 88.

Three tests given an older child show the following results:

	C. A.	M. A.	I. Q.
First Testing	13	7-6	54
Second “	14-4	8	56
Third “	14-9	7-8	52
	C. A.	M. A.	I. Q.
First Testing	15-9	8-6	54
Second “	16-1	9-3	58
Third “	16-6	10-3	62

Both of these cases cited are in line with the accepted theory that testing results with younger children properly trained in a Special Class environment will usually show a gradual increase in I. Q. up to a certain point, due to the fact that the Special Class environment gives opportunity for the fullest development

of latent ability with older children. The Special Class can rarely change the I. Q. showing, but can and does develop desirable habit formation.

In most cases these pupils offered serious disciplinary problems in the standard class rooms, largely due to the fact that the work was beyond their mental capacity and hence they soon lost interest in it. In the Special Class these same pupils offer no disciplinary troubles. It is one of the best organized classes in the system. The pupils are always busy, are happy in their work and are acquiring habits of courtesy, right-conduct and work.

The Special Class is meeting a real need in modern scientific education. Its further development must recognize more classifications of pupils on the basis of mentality. An earlier recognition of defective cases will be made possible by psychological tests applied to every child upon his admission to the public school. There will be possible the segregation of moron, border line and dull normal cases into special groups and the curriculum differentiation which each class demands. Not until all pupils who deviate from the normal are properly instructed according to their ability and needs, will the public schools meet our democratic ideals of equal opportunity for all our children."

HIGH SCHOOL AND COLLEGE

In the spring of 1925, 9,344 children completed the elementary schools of the state. In the autumn of the same year, 9,345 students entered the Freshmen classes of our high schools and academies. This is one pupil more than 100% of the graduating class of the elementary schools for that year. During the same year, 5,428 students graduated from our high schools and academies, making 60% of the entering class for that year. In the autumn of the same year, 957 students entered institutions of higher learning. This was 18% or very nearly one out of each five of the high school graduates taking up their work in institutions of higher learning. This is a remarkably high percentage all the way through and shows that the people of Maine believe in education and that the young people believe in it also. The fact that the young people believe in education is indicated

by the high quality of studentship exemplified by them in our Maine colleges. It is not probable that the development of educational sentiment will continue at the same ratio during the next ten years as during the past.

HISTORY OF CLASS ENTERING HIGH SCHOOL IN 1923.

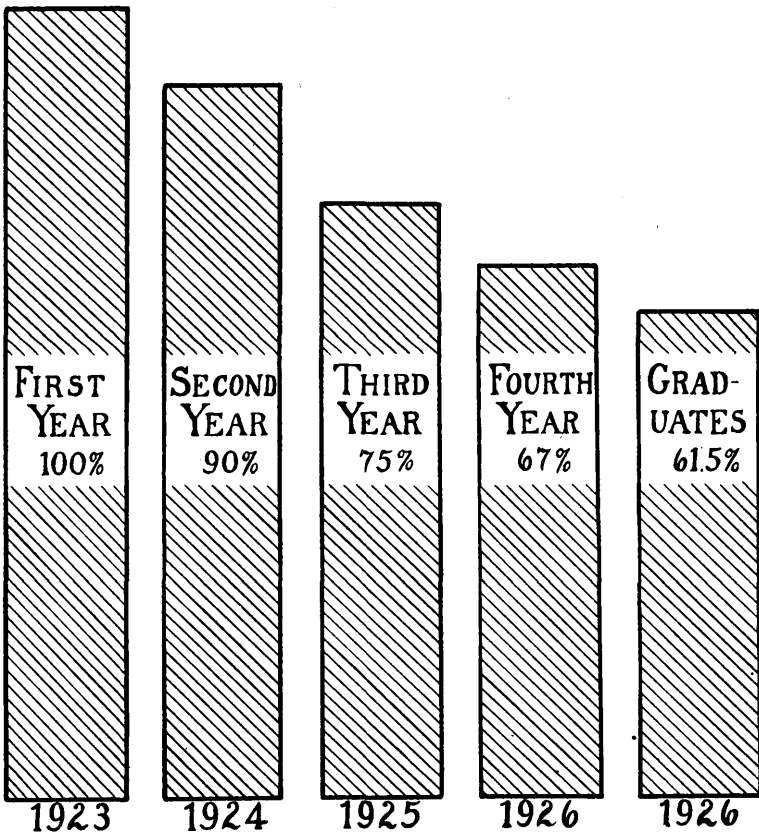


Figure Number 1

A great impetus has occurred during the years following the war. There can be a reduction of mortality in the elementary schools which, if the same ratio is maintained, will cause our high schools to be overcrowded and necessitate extensions. If there is a corresponding increase in college attendance, our colleges will be unable to take care of the students who are qualified to enter and who desire to do so. In 1925, 692 students entered Maine colleges while 265 entered colleges elsewhere.

In this reckoning, we have not taken into consideration the large number of students who enter the normal schools, business colleges, technical schools, etc. It is evident, however, that today no young person feels his education is complete when he graduates from high school. It is much different from the vogue ten years ago and especially of a generation ago.

COLLEGE PREPARATORY COURSES

Mr. Taylor, in his report of secondary schools, shows that approximately one-third of the 30,954 students in our high schools last year were taking the college course. It is not possible that a much higher percentage of our students in the future will seek college entrance. It is fairly easy therefore to make deductions of what our college problem will be in a generation hence and the proportion of our young people who will seek admission. It is not probable that even with a tightening of college entrance requirements the percentage will be any less. Recent investigations made of the intelligence of the students entering high school indicate that a very small proportion of them lack the mental ability to carry the work if they properly apply themselves. The tests being made this year will no doubt show that any pupil who has passed his secondary school work with reasonable credit can upon proper application carry the work assigned him in an institution of higher learning. The sorting process has been so drastic in the elementary schools and is still so much more drastic in the high schools that the college need not fear a decrease in its prestige brought about from inefficient preparation on the part of our young people. This is also borne out by the fact that there were but 7.4% of failures out of the first semester Freshman class during the last college year,

while there were 32.4% of honor grades. This is a rather remarkable showing and is a source of gratification to those who are interested in secondary education in Maine. Maine students do not suffer in their comparison with students who come to our colleges from outside states nor do our students who go to other institutions suffer in their comparison with graduates of secondary schools elsewhere.

EDUCATION ACCORDING TO FITNESS

When we make the statement that there should be equal educational privileges for all the children of all the people and that every child who has a burning desire to pursue his education further and believes that such education will help him ought to have the chance, we take into consideration the varying degrees of efficiency and the numerous desires of young people, together with their fitness to pursue certain types of educational advancement. Not all pupils should take the liberal arts courses. The student's fitness can be pretty much determined in the secondary schools under modern methods and is being determined. Many of the students should take technical lines and they are doing so. Many should take clerical lines which they are doing also. However, there should be no "blind alleys" for the youth of today. There should be an open highway giving each individual opportunity to project himself just as far in life as his energy and his inclination will direct. Possibly the extension of educational facilities beyond the high school will come through the development of technical institutions rather than multiplying the liberal arts colleges.

THE DEVELOPMENT OF JUNIOR COLLEGES

Already the development of the junior college is beginning in Maine. Westbrook Seminary has made a beginning and with proper encouragement will find a place for itself in the educational system of Maine. Ricker Classical Institute is also on the highroad to the development of a junior college which will help materially in facilitating the education of the youth of Northern Maine. Eventually, others of our strong academies will find it advantageous to enter this field. By safeguarding the integrity of the instruction through proper equipment and the training of

faculties, these institutions may help solve the problem which must ultimately face the State of Maine. It is probable that the development of such institutions will be in keeping with our needs.

OUR COLLEGES

Bates, Bowdoin and Colby will continue to aid the State of Maine in its higher educational field. It is not probable they will desire to extend their facilities very greatly but will content themselves with solidifying and developing efficiency in their respective educational fields. The University of Maine must become, therefore, the shock absorber and take care of the expansion in higher education. Its growth and development must be as the necessities require, gradual but constant in its enlarged facilities and in its strengthening of instruction. It would be the place for the extension of facilities for technical education, in the industries, home economics and agriculture for our young people as larger percentages of our graduates from high school will be entering these fields in the future.

COMPULSORY EDUCATION LAW

Under the compulsory education laws of Maine, it should not be possible for any child who is physically and mentally able to attend school to go without an education. The law in theory is as perfect as it could be worked out but there are many handicaps encountered in its enforcement. The statutes provide that school committees shall select attendance officers. They shall be paid whatever amount is found necessary to perform the work of the community in looking after the regular attendance of the children. The law requires that every child between the ages of seven and fifteen shall attend school all the time school is in session. It requires, also, that they shall attend until they are sixteen in case they have not completed the sixth grade of the elementary school. It provides, further, that a child up to the age of seventeen is not exempt from school attendance, provided he is unable to read and write.

The working out of this law in many instances proves a handicap. It is necessary to employ citizens who are neighbors of those whose children they require to attend school. Ofttimes,

neighborhood jealousies spring up and attendance officers are timid about enforcing the law. No public official, however, should shrink from the duty which is his. But the human equation must be taken into consideration and the result is that many instances occur where attendance officers refuse to carry out the

SHOWING PUPILS OF COMPULSORY SCHOOL AGE NOT ATTENDING SCHOOL REGULARLY

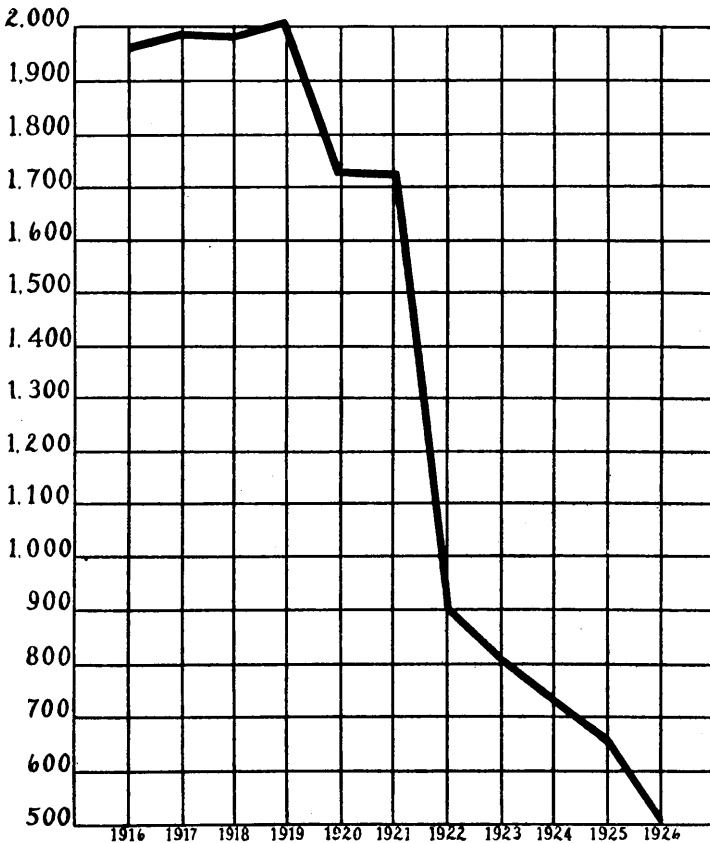


Figure Number 2

provisions of the law. The only thing which would remedy the situation and require 100% attendance would be provision for a state attendance officer whose duty it would be to cooperate with local attendance officers in checking up and requiring 100% attendance. In lieu of this, authority could be given the State Commissioner of Education to appoint such assistants as might be necessary or to have the compulsory attendance authority in directing this important feature of the work. We have repeatedly asked superintendents of schools and teachers to check up the census roll with the school enrollment and to account for all of the children. This, however, has provided considerable detail and has not been complied with in all particulars.

There are many parochial schools in the state with approximately 20,000 children in attendance and this, too, has put some handicap in the way of determining who is in school, but better relations seem to be now in view in connection with the private and parochial schools of Maine so that a more complete report may be secured and better cooperative relations established, looking to the end of a more perfect attendance of all the children of the state.

THE AVERAGE NUMBER OF DAYS SCHOOLS WERE KEPT OPEN

One hundred eighty days is the standard for a school year throughout the United States. Some states have an average of more than one hundred eighty days. All high schools in the state which draw public moneys must be open one hundred eighty days. The law also specifies that the elementary schools shall be open in each of the towns the same number of days provided for high school. The fact that elementary schools have an average of one hundred seventy-six days would indicate that many of the smaller towns with less financial resources may have as low as one hundred fifty days. This is the minimum, however, for towns which receive state funds. There has been a gradual increase in the length of the term for some years. During the hard years, Aroostook County, although the leader in many educational features, was forced to cut down the length of the year in many instances. We are hoping to see the time when all

schools will be open at least one hundred eighty days. It would require approximately \$100,000 to \$130,000 to make the standard uniform. There is a tendency in city districts to lengthen the school year, but the agricultural and the more sparsely settled states have not come to this plan. Maine ranks among the agricultural and more sparsely settled states of the Union. Effort should be made, however, to give every child in Maine a minimum of one hundred eighty days of opportunity. From the best figures obtainable, twenty-nine states of the Union have less opportunity in this particular than Maine.

TAKING ADVANTAGE OF OPPORTUNITIES

THE SCHOOL AGE

It is scarcely justifiable to compare our school enrollment and attendance with the census roll of the state inasmuch as the census includes all persons between the ages of five and twenty-one, while the passing of the seventeenth year with the average student covers the high school period. In many states, five to seventeen inclusive is observed in school census as it covers the compulsory education period and in addition the high school. The fact remains, however, that many young people continue for one cause or another their public school attendance until they reach the age of twenty-one and the state provides free educational privileges in the regular school system for them.

It may also be said that the state provides free educational privileges for all persons regardless of age. After the high school course is completed, there is an opportunity to do evening school or night class work, which is free to adults, the state contributing generously to the support of such schools. The school census in our state comports with the age of majority. Occasionally, however, we are at a disadvantage when comparisons are being made with other states in regard to school items.

The following table represents the state population, school population from five to seventeen inclusive, total enrollment, average attendance, percentage of enrollment on population

from five to seventeen inclusive and the percentage of attendance on school enrollment for the last current year.

TABLE I

Population of state.....	768,000
School census, 5-21	243,151
Census, 5-17	182,350
Public school enrollment.....	163,986
Average attendance	134,498
Percentage of enrollment to census, 5-17	90%
Percentage of attendance to enrollment..	82%

The percentage of attendance to school population in the United States for 1922 was 65.30. The above figures would indicate that a fairly large percentage of the pupils up to the age of seventeen attend school. The attendance, however, which is only 82% of the number enrolled in daily attendance, shows an undesirable situation. It means that 18% of the pupils enrolled are irregular in attendance, which means a loss of efficiency. The schools must be maintained with provision for those who remain out. They are provided to accommodate the whole number and this is a distinct financial loss of 18% of the total cost of maintaining our schools, which for last year would be \$1,960,070, aside from the expense of new buildings. This ought not to exist. Either we are careless in the enforcement of the compulsory education law, parents are careless or negligent in sending their children to school or there is an undue amount of sickness. In any event, a remedy must be found. It will cost no more to maintain a school with 100% attendance than with an attendance of 82%.

From the best figures I am able to find covering the whole of the United States, the percentage of the school population from five to seventeen years of age in daily attendance was 65.30. California, which has the highest percentage of any, has 90.57. No other state in the Union appears to exceed our own ratio. Kansas and Oregon are the only other states which exceed a percentage of 75 in this particular for 1924. What they may have attained in 1926 I am unable to say.

SCHOOL MORTALITY

From recent surveys made under the direction of the Department of Education of Freshmen entering high school, there would appear to be a general sorting out on the grounds of mental ability to carry advanced work. While school mortality

**HISTORY OF CLASS
ENTERING SCHOOL IN 1915.**

	1915	1916	1917	1918	1919	1920	1921	1922	1923	1924	1925	1926
GRADE I	18439											
GRADE II		11993										
GRADE III			12652									
GRADE IV				12515								
GRADE V					12767							
GRADE VI						12788						
GRADE VII							11732					
GRADE VIII								10959				
YEAR I									9346			
YEAR II										7755		
YEAR III											6619	
YEAR IV												5945

Figure Number 3

is not due entirely to this feature, mental ability would appear to be one of the main causes for lack of progress through the grades. We are reckoning on an eight grade system as only 2,518 pupils are registered in what is known as the ninth grade. There are 1,674 unclassified students. Not taking into consideration the pupils in the ninth grade, as comparatively few systems carry such an organization, there appears to be a larger gap between the elementary school and the high school than actually exists. The percentage of mortality, therefore, for the

SHOWING PUPILS GRADUATING FROM SECONDARY SCHOOLS



Figure Number 4

first year in the high school really covers the eighth grade and the fractional ninth grade of our public schools.

HISTORY OF CLASS ENTERING SCHOOL IN 1919.

	1919	1920	1921	1922	1923	1924	1925	1926
GRADE I	19462							
GRADE II		14209						
GRADE III			14084					
GRADE IV				14421				
GRADE V					14134			
GRADE VI						13344		
GRADE VII							11325	
GRADE VIII								11164

Figure Number 5

TABLE II

<i>Enrollment by Grades, 1926</i>		<i>Percentage of Loss</i>
Grade I	18,468	
II	15,346	17%
III	15,331	.1%
IV	15,048	1.8%
V	14,595	3%
VI	13,979	4%
VII	11,491	18%
VIII	11,164	2.8%

It will be observed that the percentage of mortality is exceedingly small as we proceed up the grades to the high school. It is our desire to show what a perfect attendance would be and what would be the consequences in case we graduated 100% of the eligibles from high schools, and also what our college problem would become.

TABLE III

<i>Enrollment in Secondary Schools, 1926</i>		<i>Percentage of Loss</i>
Year I	9,778	29%
II	8,103	17%
III	7,769	4%
IV	5,945	23%

TRAINING OF TEACHERS

PREPARED TEACHERS

Maine's progress in the preparation of teachers is gratifying. For many years, we have been the recruiting ground for other states, especially those with a large number of cities and, consequently, ability to pay larger salaries. It is observed that salaries of teachers increase according to the size of the city. We have in the past lost as high as 22% of our trained teachers in one year largely on this account. In recent years, our salaries have been increased encouragingly. Although not yet up to the salaries of many other states, our teachers are better contented to remain at home. We are able, therefore, to count more defi-

nately on the future and to set up a program of requirements which will in due season give us the desired results. By the year 1930, we ought to have a trained teacher for every group of children in the state.

It is encouraging to note that the teacher turn-over has been greatly reduced during the last two or three years. While we required 1,628 new teachers in September, 1924, last year our requirement was only 1,183. We graduated 542 from our normal schools, which is nearly half the requirements for new teachers. If this rate continues, it will not be long before we shall be able to provide a trained teacher for each new position required.

Practically 75% of our high school teachers have completed college training and most of these have specialized in educational lines. Of the other 25%, practically all have had two years of college training or a full equivalent, and many of them rank well up on the completion of their college courses.

It is gratifying, also, to note that we have a considerable number of men teachers in our high schools, there being 537 men teachers in 1926 out of the 1,686 teachers required, an increase of 54% over 1916, a ratio somewhat higher than that found throughout the United States.

Out of a total of 4,575 elementary teachers, 601 are high school graduates only, all of the others having more or less special training. In other words, 13% are high school graduates without normal training. There has been a reasonably gratifying increase in normal training in rural schools. Out of a total of 3,308 rural teachers, only 472 are without normal training, while 997 have completed normal school courses and 946 have completed substantial portions of their training, making approximately 60% of trained teachers in our rural schools.

One item which has militated against us to some extent is the fact that untrained teachers can teach for smaller salaries than those who have spent two years in completing a normal school education. School committees are sometimes tempted to effect this saving even at the expense of the children. A careful differentiation in salaries between trained and untrained teachers will improve conditions greatly. The fact that the state will help with its equalization fund in building up and sustaining a

group of trained teachers should be sufficient encouragement to many of the towns to improve their rating.

NORMAL SCHOOLS

The State of Maine is making an effort to develop its normal schools to a point where they can accommodate a sufficient number of students to supply the demand for a trained teacher for each school. Our program covers a period of years in order to develop our facilities in a ratio equalling the development of public sentiment for greater efficiency of instruction. We have in the last few years rebuilt the entire plant of the Aroostook State Normal School at Presque Isle, including a modern-type, adequate and serviceable normal school building. We have also completed a \$100,000 dormitory at this school. At the Washington State Normal School at Machias, we have added a \$60,000 wing with gymnasium and library facilities. At Farmington State Normal School, we have added a \$150,000 dormitory. At the Madawaska Training School at Fort Kent, the plant is being put in serviceable condition. An addition has been built to the model school building for the Western State Normal School.

In order to bring the normal schools up to a point where they will accommodate the necessities of the state, additional facilities are needed: (1) More land in connection with the Madawaska Training School; (2) Chapel and gymnasium in connection with the Western State Normal School at Gorham; (3) Chapel and gymnasium at the Eastern State Normal School at Castine; (4) Addition to the Washington State Normal School which will accommodate chapel and extra classrooms; (5) Model school facilities extended at the Farmington State Normal School which will relieve the main building of this department and give it opportunity for expansion in the normal school classes. Eventually, the old dormitory at Presque Isle will need an extension. By covering a period of years, these extensions can be taken care of without undue burden to the state, the growth being commensurate with our needs.

SCHOOL BUILDINGS

Considerable progress has been made, especially in the past

five years, in the proper housing of the school children of the state but, notwithstanding this rapid development, there is very much to be done. There are in the state 2,787 school buildings in use. Of these, 2,535 are used entirely for elementary schools; 87 are exclusively high schools, while 163 are combinations of high schools and grades. School buildings are rated according to light, heat, ventilation and sanitary conditions. Of the buildings containing four or more schoolrooms, 80% meet the standards of the state in these particulars, while many others meet the standards in part and to such an extent that they are serviceable. Of the buildings of two to four rooms, 60% meet these conditions, while only 40% of the one-room schools are satisfactory. However, 70% of the single-room schools meet the sanitary requirements.

The state law requires that all buildings shall meet the state requirements in regard to sanitation by September 1927; that is, school building toilets shall be clean, free from obscene marks, contain compartments for boys and girls and shall be properly situated. We have advised school officials that where buildings are not in continual use or may be abandoned on account of too few pupils in the near future, no money should be spent on their repairs other than to make the old dirt toilets respectable. So much progress has been made in this particular that it would not seem difficult for the remaining towns with reasonable effort to protect their children from unfavorable conditions. While standards are set up for lighting, heating and ventilation which apply to all new buildings and remodeled buildings, we have no means of compelling school committees to adjust the buildings to fit these standards. In the majority of cases, however, school committees are anxious to comport with the best standards and much has been done to properly house the children of the state. We believe that by 1930 there will be very few buildings in Maine which will militate against the proper care and education of the young.

RURAL EDUCATION

What may be said of rural education country-wide may be said of rural education in Maine, Maine having all of the attri-

butes of a distinct rural state. While all of her interests are not agricultural, she is in large part rural. Even her small manufactories are rural. Her industries are spread widely over the state, many of them in small localities. This has been a means of stabilizing the labor element and keeping down the troubles which have arisen in larger communities in connection with labor agitations. The fact that Maine has an average of only 23 inhabitants to the square mile and no large centers of population indicates widespread settlements and families, thus giving her the typical rural aspect. In detailing the items which militate against an efficient system of education and the movements which tend to improve them, these conditions are not especially germane to our state alone, some of the elements being accentuated by our hills, deep snows and our miles of highway still unimproved.

1. The first element which might be considered basic is the fact that country places, whether agricultural or industrial, have usually a low valuation. There are many of our country towns which have not more than \$1000 valuation back of each child to be educated and range from this up to \$9,007 in our largest city. A town in Maine which has \$3,000 valuation back of each child can have a reasonably good school on a ten mill levy for education, plus the state school fund, but on the low valuation, without state school funds, these towns would have a desperate struggle and would be a hundred years building up an adequate system of education.
2. The country places with their low valuation usually have an exceedingly high tax rate in order to support their schools. The people are anxious for good schools but have not the courage to vote higher rates than they now possess unless they can get help from other sources. The principle of taxing property where it is and educating the children where they are is a recent development of sentiment for the under-privileged towns.
3. In rural states, the farm areas with homes located on the different farms make it impossible to gather together suitable groups of children for capacity schools. Since the

schools are small, it makes a high per capita rate in the education of their children. The long distances also make it impossible to get children together in sufficient groups to enable teachers to give the best sort of instruction and to reduce costs.

4. We have in Maine practically 2,000 single teacher schools. Teachers are attempting to teach all of the studies of the curriculum. They have a large number of classes, few schools having less than twenty classes a day. The teacher endeavors to get about and hear all her classes and has only a few moments for each. She must have her detail duties, her opening exercises, her recreation and intermissions. She hurries from class to class. She is unable to give personal attention to many. She can give very little instruction.
5. There is a great lack of social facilities for country children and life often becomes lonely. Children have no choice of associates. I found a school in one of our towns with nine boys and one girl. I asked the little girl if she had any girl playmates. She only knew one girl whom she could call by name and she lived in the city, a cousin, I believe. I felt sorry for her. There are many cases similar to this. They also have no opportunity for plays and games unless a new organization springs up which will have a tendency to bring the children together occasionally. Children sometimes resolve they will leave the country when they are old enough and they do.
6. There is usually a lack of conveniences for the teacher. Country people are a little diffident and do not like to take the teacher, especially if she is from the city. They imagine she is somewhat "stuck up," will be critical and hard to please. There are places in Maine where the best homes are open to these teachers. Teachers who go to the country depend on chance rides to get home and to town. They sometimes walk long distances to the school, many times build their own fires, clean their own schoolhouses. They do not have access to entertainments, musicales, art exhibits, clubs, etc.
7. The low valuations and high tax rates make it impossible

- on the town's own resources to pay salaries which will attract teachers of the highest qualities and the best preparation. Teachers who go four years to high school and two years to normal school or college have too much invested in their equipment to accept the wages usually paid.
8. There is usually poor equipment in the country school,—small blackboard space, lack of storage facilities, few books and little equipment for carrying on the occupations of the schoolroom.
 9. Buildings built fifty to seventy-five years ago are of the old box-car type and while we have made great progress in this particular, about 60% of the buildings are yet unsatisfactory for modern school purposes.
 10. In the country, labor is usually scarce. It is difficult to get anyone to clean up school yards, grade them, put them in shape and keep them so, to look after toilets, build fires and do the high type of janitor service which schools always need.
 11. There is usually a high degree of exposure for country children in traveling long distances on foot or in conveyances. Sometimes children get wet on their way to school and have no change of clothing until evening. Many of the schools have old-fashioned stoves and no ventilation. When the window is raised, those who are near it are uncomfortable from cold while those near the stove are uncomfortable from heat. Unequal distribution of heat and ventilation causes many colds, produces headache, fatigue and general depression.
 12. Country roads, especially the farm type, are not suitable for travel by foot or vehicle. Trunk lines help out the school along their way but as yet only a small portion of substantial highway reaches out into the country places.
 13. Children bring their luncheons and eat them cold in many instances. Cold luncheons depress the mental activity and give rise to loss of time and loss of efficiency.
 14. In all cases, transportation has not been brought up to the proper standard. Safety and comfort are yet to be developed in a large number of schools.

The above detailed items are all of them affecting certain

schools. Movements are now under way bringing about improvement. It will be years before the country schools will reach a point of efficiency equal to the larger villages and cities. It can be done, however. There is no reason why the country school should not be the best school that can be procured. Where children can be brought together in the smaller places in sufficient numbers to form capacity groups for instruction, to allow satisfactory grading and to provide sufficient changes in curriculum, a high type school can be maintained. In fact, greater school interest can be given the children. They have few distractions from their studies. Interest can center around the school rather than around the moving pictures, places of amusement and back alleys. People have been sending their children into the cities and villages for an education. The time may come when the new type of country school will attract many children from the city places. There are even now occasional instances of where parents have taken their children into the better country schools to give them the advantages of the education they afford free from the contaminating influences and distracting circumstances which sometimes surround the children of our cities where constant care and watchfulness is necessary. The following detailed items are helping to make the country school what it ought to be :

1. The first item and the most fundamental is good highways. Maine has done a wonderful piece of work in this direction. Anyone who knew the state ten years ago and remembers its condition cannot but be impressed with the high efficiency of the people in the building of highways. These have made for better schools along their way.
2. Better trained teachers are also going into the schools. With the state aid to the country towns, better salaries can be paid and many school committees are now requiring technically trained teachers for their children.
3. The rural leadership found in the helping teacher plan of Maine is revolutionizing the rural school in many places. They are furnishing a high type of instruction and an efficient leadership.
4. The consolidated school is giving a division of labor, proper

- care of pupils, better courses of study, better equipment and the more perfect type of building.
5. Transportation is being rapidly improved. Automobile busses, horse-drawn busses, comfortable, convenient and safe, are now being provided. These transports are being scheduled in regular fashion as a street car or railroad train. This is overcoming the prejudice against transportation and helping materially to advance the consolidated school idea.
 6. The automobile is also bringing the country people closer to the villages and cities, giving them an opportunity to get into centers of population where wholesome amusement can be selected.
 7. Rural delivery is bringing mail and merchandise closer to the people. The radio and victrola are furnishing a better type of amusement.
 8. Circulating libraries are available now for all communities.
 9. Daily papers are being delivered to country people all over the state. Farm journals are being supplied.
 10. Hot luncheons are being provided in many schools. A program of health education is being installed. Nurses, school physicians and health crusades are becoming available.
 11. School fairs and country school meets are now common; are bringing the children together in various communities and giving them competitive opportunities in various lines.
 12. Boys and Girls Clubs are numerous. Country children are taking a great interest in such associations and at the same time are learning to appreciate country life and country opportunity.
 13. The State School Fund is carrying financial aid to hard pressed towns and helping with buildings, equipment and better teachers.

Taking it altogether, the schools are making progress. The question is how long it will be before we have reached a point of reasonable excellence.

THE DISCOVERY OF THE INDIVIDUAL

The present decade bids fair to be remembered for the discovery of the individual. Mass instruction grew up from necessity. Few teachers and the large number of pupils seeking education made it impossible to give each individual the proper amount of education in the formative period of our school system. While mass instruction will always have a very valuable place and be a means of economy in our school system, the most important outcome of scientific study of child life is a better understanding of individual differences. We have always known that children differ in nature, disposition and temperament, but the true significance of this variation in relation to the learning process was not well understood until recent years. As a result, progressive schools are making an effort to discover individual characteristics, attitudes and qualities and so to arrange the organization of curricula and instruction that individual needs shall have full recognition. In fact, so strong has this movement become that many educators are fearful lest we shall over-individualize. Some interesting experiments have been carried on to show that the average student makes just as fine progress in large classes as in small ones, but the point of merit lies in a closer study of individual needs so that types of instruction may vary and modes of treatment may fit individual requirements.

EDUCATIONAL ADVANCEMENT

A business man well known for his successful administration of large business enterprises, when asked what is the chief element of success in a business man, said, "The ability to look ahead for a generation and see what the needs of the business will be at that time." He gave as an example a manufacturing concern which was doing a thriving business. It had an opportunity to purchase a patent which was forward-looking and represented an improvement, but the manager said, "We are selling all of our product which we can make and having a hard time to keep up. What is the use of adding any expense to the enterprise?" The patent was sold to a competitive concern. Today, the first named has been taken over by the second. This is an illustration of what education is trying to do today. It is look-

ing ahead many generations to discover the qualities, characteristics and attitudes which will place society upon a higher plane, the state upon a more firm foundation and which will have a tendency to develop a consciousness of the brotherhood of mankind. In other words, the school is seeking to be a directive force in the building of civilization. The last twenty-five years have developed a new philosophy of education. The old idea of education for individual achievement has given place to education for public or general welfare. The old idea of formal discipline and the study of things which are far removed from life has given place to the study of life materials. Pupils in school are becoming acquainted with actual living processes. We are going into the social, economic and civic world to find shortcomings, then coming back into the school to teach those things which will improve conditions. If we find that a large percentage of men who come down to the age of sixty-five are without an economic foundation and if we feel that this condition should not exist, we come back into the school and develop a thrift consciousness. If we find evils in society, we come back into the school and try to teach those elements, qualities and characteristics which will place society upon a higher plane such as we desire. If we find a lack of obedience to the law, we come back into the school and develop a consciousness of justice and the necessity of cooperation as individuals in the social group in which we are located. Children today are being taught many of the practical things of life under the new conception of the school that it is its first duty to help the individual to do better the desirable things of life which he must do anyway.

IMPROVEMENTS IN PROCESSES

Just as great improvement has been made in education in the last twenty-five years as has been made in the business, economic and scientific worlds. The development of facilities of transportation has not forged ahead of the advancement in educational materials and methods. I have mentioned how the new curriculum is formed in the above paragraph. I wish here to detail some of the methods which have become important and which represent educational advancement along with material

elements. Children are taught today how to collect materials or facts with which to think. We often hear the expression that we must teach children to think straight. It is impossible to think at all without facts. It is impossible to think straight without a group of properly related facts. The school has come to recognize this. We are, therefore, teaching by what is known as the problem-project method. This requires the pupil, in order to solve his problem, to collect a group of salient and related facts on the subject. He is taught where to find these facts and how to marshal them. After this is done, he makes his deductions. This is one of our newer elements of education which is proving successful in a large number of schools. There is also the socialized recitation which teaches the child to use the facts gained in a logical and sequential order. The socialized recitation means that the pupils in the class come in direct contact with their fellow students rather than merely with the teacher. Under the old form of recitation, the teacher and pupil were in constant contact while the recitation was going on. The remaining pupils were merely spectators. Under the newer form, the social contacts are between the pupils more largely than between a pupil and teacher, the teacher merely acting as director of the process while the pupils are taught courtesy, obedience, independence, reliability and resourcefulness. Besides these two processes, we have the group formation, the unit plan of instruction, reporting system and fact-finding processes.

EMPHASIZING THE ESSENTIALS

Contrary to public belief, we are not losing sight of the essentials of an English education. Our teachers are emphasizing thoroughness in reading, writing and arithmetic but feel that other items are essential to an all-around useful education. However, the teaching of these three subjects is on a higher plane than ever before. Our schools are not crowded with fads and fancies nor is our curriculum crowded with subjects which are mere fads and fancies. Every item of our school curriculum is a necessity, as indicated by previous experience, and a reasonable balance is being sought between the so-called essential or practical subjects and the cultural element. Music and

art are stressed and an attempt is made to encourage the children in the reading of wholesome books.

HANDICAPPED CHILDREN

PHYSICALLY HANDICAPPED

Maine was perhaps the first state in the Union to undertake a survey of the physically handicapped children. This census was made by the school superintendents and the selectmen in the several towns. Through cooperative relations with the Maine Public Health Association and the State Commissioner of Health, a series of ten clinics was held where these children were examined by orthopedic specialists. Many of the difficulties discovered have been remedied, giving these children something of a chance. This work should be carried on and the state should find means of cooperating with parents who are unable to give their children the proper remedial attention.

• UNDER-PRIVILEGED CHILDREN

So close a supervision has the state over the welfare of its children that any child who is found to be so situated that his moral, physical or intellectual life is being dwarfed may be taken and placed in a suitable home, sent to school or given such treatment as the case may require. At the present time, there are 2,148 children being cared for by the State Board of Charities and Corrections, given comfortable homes and an opportunity for an education. This also includes a number of orphan children. The State Board of Charities and Corrections is also caring for 518 mothers under the Mothers' Aid provision so that it is not necessary for the children to leave school in order to help earn a living, especially while they are securing the education which the state requires of every child.

CHILDREN IN SPARSELY SETTLED COMMUNITIES

In giving the country children educational advantages equal to the children of the cities, we find the matter of distance one of the handicaps. There are a large number of children who

live so far from school that transportation is essential. During the last current year, 12,354 children were conveyed at a total cost of \$520,744. It is not so much that children live long distances from school and are required to be transported, but it is essential and very important that the type of transportation be in keeping with the necessities of the case. The law requires that transportation shall be comfortable and shall protect the welfare of the children. Much has been done in recent years to establish a standard type of conveyance, especially where several children are required to be transported along the same route. The state has assisted towns in this particular and many horse-drawn vehicles, especially built for transportation purposes, are now in use, but of late years, the automobile has come greatly into favor. These school busses are convenient and comfortable for the children. They are enclosed with plenty of light and in most cases with heat and ventilation. The route is regularly scheduled and timed so that the parents may know when the transport will be on hand and the children must be ready. They also know when the children will be delivered at their homes in the evening. Suitable transports properly scheduled overcome the extreme prejudice which has existed in many parts of the state in regard to the question of consolidated or centralized schools and the consequent necessity of conveying.

FREE HIGH SCHOOL EDUCATION PROVIDED

Many of our towns have so few pupils and so widely scattered that it is impossible to maintain high school facilities. Under the laws of the state, these children have access to any school of their choice within the state, the town paying the cost of tuition and reimbursed by the state to the extent of two-thirds of the same. Last year, 6,383 of our young people in these towns were given free school privileges in high schools and academies. While the cost of tuition is paid by the state and town, the greater part of the expense necessarily falls upon the parent as the question of board far exceeds the question of tuition. Country people are anxious that their children shall have an education and are doing all they can to give them the best possible opportunity. It will be many years if it ever can

be done before these towns will have high school facilities of their own. This hardship, however, does not militate against the success of the young people who finally secure their education. It is, however, a sorting process for only the most hardy and the most courageous overcome the difficulties and gratify themselves by the completion of standard secondary school courses. Under our present law, which was drawn while costs were mounting and very indefinite and while the average cost of education in our high schools was about \$60, opportunity was given the towns to adjust the matter of costs, the law requiring that at least \$60 be paid, giving towns the privilege of paying the full amount if they desire. It is the spirit of the law that all children shall have free educational privileges and most towns have accepted this and have paid the cost, whatever it may be, up to \$100. Some towns have refused to pay the difference and have allowed the burden to fall upon the parents. I am pleased to say, however, that this is only in a few instances.

CONSOLIDATION

There has been much prejudice on the part of the people in regard to the centralizing or consolidating of our schools. It has been claimed by some that this method is forcing the people to move out of the country places and is in a measure depopulating the country towns. The facts, however, do not bear out this conclusion as the schools are not usually closed until the children who attend them are reduced in number to such an extent that the maintenance of the school is impracticable and unwise. Where schools fall below an average of eight for any one year, the law automatically closes the schools and requires the school officials to furnish transportation to the nearest available school. There are, however, some instances where the towns, after investigating the situation, have concluded there is sufficient merit in the consolidated school to warrant its construction and the abandonment of the small schools. In such cases, proper forms of transportation are provided and suitable buildings constructed. This gives a school of a much better type and gives opportunity for better instruction since it gives the teachers a division of labor, enables the school to support a cur-

riculum better calculated to the local needs and to furnish interests for the children far exceeding those which may be provided in the small school. One of these advantages comes from the social side where sufficient children are brought together to develop children's interests such as games and plays and to give opportunity for community leaders to do much more for rural

SHOWING PUPIL CONVEYANCE BY TOWNS 1916-1926

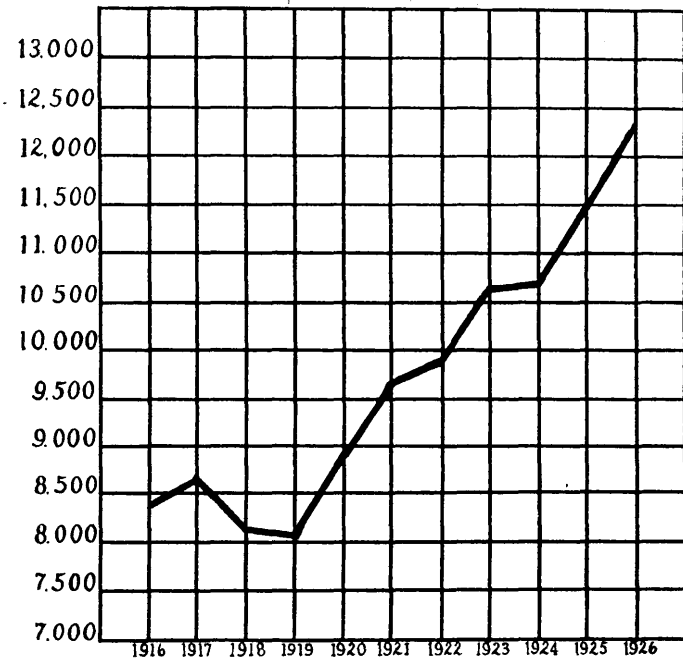


Figure Number 6

children. In many instances, junior high schools are established and the children are afforded an extra year or two while they remain under the direction and supervision of their own homes. It was formerly thought impossible to effect a consolidated school

and provide transportation for winter months but the fine improvement in highways which has taken place in the last ten years has revolutionized sentiment and aided materially in the building of a better type of school. We have not indiscriminately advised consolidation. There are controlling factors in each community which must guide the people in such matters. There are many cases where it is entirely wise to continue the small school. In such cases, we are attempting to make it the best of its type. In all cases, we have advised that the people of the town be allowed to determine the question after advice is given.

TEMPORARY RESIDENTS

In 1925, the legislature passed an act providing for the education of children whose parents find it necessary to sojourn in towns other than those in which they hold legal residence. Theoretically, if these people find it advantageous in carrying on the regular industries of the state to go from place to place, unable to establish permanent residence, their children ought to have reasonable care. It did not seem just, however, for the towns in which they were sojourning to be compelled to pay the cost of their education inasmuch as in most cases heavy bills for transportation would be incurred. The state believed, however, that the local towns in which such persons were living should give free access to their schools, provided the state would furnish the necessary transportation. This has worked out advantageously to many of our sparsely settled towns. It gives opportunity for getting these children to school who otherwise might be neglected. It was formerly a question as to who should bear the responsibility of enforcing the compulsory education law. The present law makes the town in which the children are found responsible for this enforcement. This would seem to make more certain the attendance of all children of school age. There is no doubt that the law will be advantageous.

CHILDREN IN UNORGANIZED TOWNSHIPS

More than half the state is made up of unorganized townships in which are found 930 children in small groups or merely in

isolated families. It is necessary, therefore, to employ many means in order to secure for these children adequate educational privileges. Where the children are grouped together in communities, regular schools are established and school buildings of a modern type and finely equipped are provided. In fact, many of the most up-to-date single-teacher schools to be found anywhere are provided for these children. In other cases, such as lighthouses, the children are brought to the mainland, given free tuition, the state paying for the board with such deductions as would be legitimate for expense if these children were boarded at home. In other cases, family schools are maintained, the state paying the expense of the teacher while the board is provided by the parents. In other cases, children are taken out and given board in educational institutions of suitable type. In recent years, it has been found convenient to add a comfortable conveyance and many children are accommodated in this manner. One hundred eighty-one of the children thus cared for are either boarded or transported. The average length of school year is 166 days. While this is an exceedingly difficult problem, we feel that the children in the unorganized townships are given the best opportunities which the state can provide.

INDIAN SCHOOLS

An effort is being made to give the Indian children of the different tribes better educational opportunities. The schools at Peter Dana's Point, an Indian township, and Pleasant Point in the town of Perry were placed by the last legislature under the supervision of the school superintendents of the unions in which the Indian agencies are located. The local superintendent supervises instruction, looks after the question of textbooks and materials and reports to the State Commissioner of Education on general progress.

PETER DANA'S POINT

The total number of children enrolled for the last year in this school was twenty-six, twelve boys and fourteen girls. The average attendance was nineteen. School was maintained for

only one hundred days. An effort is now being made to bring the requirements up to the standard of thirty-six weeks.

There are five grades in the school and the ages of the pupils range from five to sixteen. The ages in the first grade range from five to ten, the second grade, nine to eleven, fourth grade, twelve to fourteen, fifth grade, fourteen, and the seventh grade, sixteen. It will be observed that there is a wide range in the lower grades which indicates irregularity and general backwardness. Two teachers are employed.

Supt. F. A. Day in his report makes the following observation:

"These children seem eager to learn. They do well in everything except reading. This is to be expected on account of the dialect which they speak among themselves. They do not converse in the English language out of school. In some things, they excel even our own pupils, such as penmanship and neatness in number work. This may be a trait handed down as they seem to grasp these subjects more readily than others.

"These schools are using the same textbooks as are used in the public schools. The attendance this year is an improvement over last but far from being perfect. Poor attendance is caused by many reasons. There is much sickness among them. The school progressed well, considering the circumstances. When they can have thirty weeks at least of school, a big improvement will be made. The primary teacher has taught thirty-three terms, has attended summer school from 1914-1920, inclusive, and is also a normal graduate. My observation of the methods of teaching is that they are competent teachers but they have a hard task on their hands."

PLEASANT POINT AGENCY

The Indian children at Pleasant Point Reservation in the town of Perry are somewhat more fortunate than the children at Peter Dana's Point inasmuch as this school was maintained for thirty-five weeks during the last year. Lack of fuel necessitated closing one week. Two teachers are employed. The enrollment in the two schools was sixty-five with an average daily attendance of fifty-four. The absences were generally due to illness, an

epidemic of measles being the principal cause. One of the teachers, being a trained nurse, rendered much valuable assistance in the homes of these people during the epidemic. In the spring, families began to move away for the summer season and the attendance suffered.

The school building is in good repair and is always well kept. The school has been somewhat hampered during the last year by lack of books and supplies. This was caused by an insufficient appropriation to cover the cost of new books under the law which requires that the textbooks used shall be the same as those used in the public schools of the town in which the agency is located. These schools have always been taught by Catholic Sisters. Sister M. Vincent and Sister M. Paula, who had taught in these schools for many years, were transferred to other places and their work was taken over by Sister M. Bernardine and Sister M. Ancilla, both experienced teachers. Mrs. Eunice Beale, Superintendent of Schools of the Eastport union and who had charge of this work, makes the following comment in her report:

"The need of training in industrial arts grows greater each year. Two of our boys have just been transferred to a reservation where they can have vocational training. The introduction of these courses into the schools would do more, it seems to me, than any other one thing for the children of Pleasant Point."

The Indian children in the Old Town Reservation are under the direction of the superintendent of schools of Old Town and after the completion of certain grades, the Indian children may enter at will the grades of the public schools.

PENOBSCOT INDIAN SCHOOL

*Report of W. O. Chase, Superintendent, for Year
1925-1926*

"The school for the year ending July 1, 1926 has been under the direction of Sister M. Beatrice, principal and teacher of grades 4-5-6 and Sister M. Edwina, assistant and teacher of grades sub-1 to 3. All pupils who complete the sixth grade are promoted to grade seven in the Old Town Junior High School!

Attendance

The total number of different pupils registered for the year was 63; the average daily attendance, 49. This rather low average attendance is due mostly to the fact that several pupils were in school for a part of the year, instead of irregular attendance of pupils actually belonging to the school. Most of the pupils were very regular in attendance.

Instruction

The textbooks used in the school are the same as used in other public schools. No religious instruction is given during school hours. The teachers have worked faithfully and efficiently. In many of the homes there is very little educational background to assist the teachers in their work, but this condition is gradually improving.

Nine of the pupils who completed grade six in June entered Old Town Junior High School and, with one exception, are doing successful work. The one who failed was on trial; she was returned to the Indian school to repeat the sixth grade. Some of the Indians make honor grades in the Junior and Senior High schools. The chief shortcoming of the Indian pupils in high school is their tendency to drop out before the completion of their courses; the call of the world and the desire to escape intensive application seem to be the principal causes for failure to remain longer in school. At present those now in the high schools give promise of remaining in school longer than their predecessors.

Needs

The lighting in the main room could be greatly improved by putting more windows in the side at the left of the pupils, putting windows in the rear and taking out the windows now on the right of the pupils. The toilets are earth privies in a detached building. Either flush or chemical toilets should be installed and arranged so that pupils can reach them from the main school building without going out of doors.

Progress

The school has improved very noticeably during the past few years. A very marked improvement has been made in the reading and language work. A decided improvement in attendance has added much to the efficiency of the entire school program."

ILLITERACY

In 1920, the United States census gave the state of Maine 20,240 adult illiterates. We have been working steadily on the problem of reduction through our night schools. We have also endeavored to get the people in the different localities interested in the relief of these people who are handicapped by ignorance of the alphabet. Maine stands seventeenth among the states according to the last census. How well we shall fare in the census of 1930 remains to be seen. It is, however, quite important that our rating shall improve. We have had the cooperation of many of the clubs and service organizations of Maine but need some person whose job it is to correlate these activities and center them on the work to be done. It is quite evident that we could relieve illiteracy from a number of our counties and cities with small effort, provided systematic effort can be put forth.

SCHOOL FINANCE

Financing an educational system is an important item. A larger proportion of direct taxes goes to the support of schools than to any other function of public interest. In 1925, the cost of education, not including school buildings, repairs and improvements, amounted to \$12.49 per capita on the total population of the state. It amounted to \$59.73 per capita on school enrollment and \$1534.38 for each one of the 6,254 teachers of the state. This includes all expenses of operation. The State School Fund amounts to about one-fourth of the total expenditure. This is a fairly reasonable proportion. The state fund gives a steady amount, covers a tax on wild lands and taxes wealthier centers, distributing the money on an educational basis to the towns of the state. So far as it goes, it taxes property where it is and spends it on the children where they are. It represents the

state's function in the support of education. In the distribution of this fund, the \$3.00 per capita is merely a technical distribution and is an expedient. The portion distributed on aggregate

SHOWING PUPILS COMPLETING ELEMENTARY SCHOOL COURSE

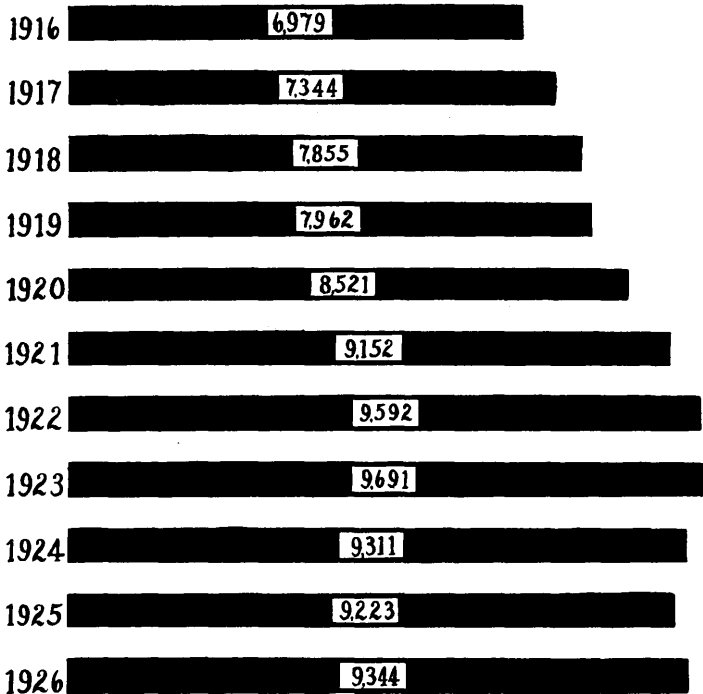


Figure Number 7

daily attendance is a true educational principle inasmuch as it encourages school attendance and the lengthening of the school year. The distribution on teaching positions is a distinct equalizing feature as just as much money is distributed to a town paying \$800 per year for a teacher as to a town paying \$1600

per year. Any increase of school funds should be distributed on this basis as a great aid to the poorer towns. The \$100,000 equalization fund, while small, is a distinct help as this money can be placed where it is actually needed and, in many instances, it has proved a boon to towns hard pressed by high tax rates. An equalization fund of twice the amount would in a measure raise many of these hard pressed towns to the educational level of our more prosperous villages. Maine has not spent money on her school system in proportion to a large number of states, especially the wealthier ones. Massachusetts, Connecticut, Rhode Island, New York, Pennsylvania, Ohio, Illinois and other states, vast reservoirs of wealth, can and do spend much larger quantities of money in proportion to pupils and teachers. They are great industrial states with a sort of concentrated wealth, while Maine, having but one city of over 30,000, is distinctively in the rural class. If there were taken out of the states above mentioned the cities larger than those of Maine, Maine would compare favorably with any of them in school expenditure and also in results. She can never hope to spend the money on education which these states spend. This does not mean that her children are to be seriously handicapped. We have many good teachers and are getting better ones. We do not have marble palaces for our school buildings but we are getting serviceable ones. We have the spirit of the profession and of improvement and we can make up by effort what we lack in financial resources in large measure. What the people have done for our teachers is duly appreciated but more can still be done and should be done if we require preparation of the highest quality and personality of the highest type. Maine ranks exceedingly low on the average expenditure per teacher employed and exceedingly low on the average expenditure per child in attendance but, notwithstanding this, we have a high rating on educational components. Maine will always be classed with the more strictly rural states, having no coal mines, oil wells, precious metals or special resources from which to gain the substance essential to increased rating in financial particulars.

MAINE'S RATING

According to the ranking of the states given by Phillips in

1924, Maine ranked number fifteen among the fifty-two states and territories in the ratio of the number of children in average daily attendance from fifteen to seventeen years inclusive; sixth in the percentage of enrollment in high schools; fourth in average number of days attended by each child enrolled and nineteenth in average number of days schools were in session. No form of rating has been evolved which really shows the force of instruction. These items are merely circumstantial evidence and not direct evidence in regard to efficiency. As yet, no yardstick has been devised to test the results of education in the dynamic force of the individual.

BRIDGING THE GAP

Maine is one of the pioneers in providing a useful type of education for her children. She has undertaken to bridge the gap between the school and life or to connect education with both individual and general welfare. To this end, we have encouraged agricultural instruction in our public schools, consisting of farm projects and a general knowledge of the elementary principles involved in successful farming. Our twenty agricultural high schools have an enrollment in the vocational classes of about 330 students. These students have given an unusually fine account of themselves and most of them will find a place in agriculture when they are through school. It is evident that in order to make the farm pay, more scientific methods of crop production, as well as animal husbandry and orcharding, are necessary. Maine offers an opportunity superior to a large number of states which are more purely agricultural. The low value of land, the assurance of sufficient rainfall and facilities for marketing are all advantages. A man can engage in agriculture in Maine by purchasing a farm with tillable area, wood lot and good buildings for less money than in almost any other state.

Our population is fairly well balanced between agriculture, the industries, merchandising and commerce, giving opportunity for the sale of many of our products close at home. In order to meet the necessities of industry, special schools are established and our high school curricula are arranged with a view to connecting up in a practical way with this phase of our state life. Vocational schools, trades and industries and general industrial

courses are maintained in a large number of our high schools, while home economics is being taught in a practical way in more than half the towns supporting high schools.

We have endeavored to build a thrift consciousness by encouraging habits of thrift, especially by use of the savings bank. A large number of children in Maine today are starting savings bank accounts and are becoming familiar with the methods of saving.

Fire prevention and safety lessons are in vogue. Because of the hazard connected with pedestrian travel, we are attaching hereto the lessons given in this branch of activity. Only a few years ago, the highway was the safest place in the community. The slow-moving ox-cart and horse-drawn vehicles offered little danger even to children while walking on the highway. So numerous have become the automobiles and so rapidly do they travel that it has become necessary in the matter of self protection for every individual to be instructed for his own protection. The State Department realizes the necessity of guarding the young people in our schools against the hazard which now menaces the safety of life and limb. According to the report of the National Automobile Chamber of Commerce of New York, Maine is one of six states promulgating instruction in safety for pedestrians.

SAFETY INSTRUCTIONS FOR PUPILS OF MAINE

1. Keep to the right on sidewalk, crosswalk, roadway and passageway (but in highway without sidewalk, keep to left, so as to have a clear view of approaching traffic). Do not read while walking on highway.
2. Observe traffic before stepping from curb and keep off roadway except when crossing. Look first to left, then right.
3. Cross roadway at right angles (never diagonally) and if reasonably possible on a crosswalk.
4. Watch for traffic officer's signal and heed traffic signs and limit lines.
5. Stand on sidewalk or within safety zone while waiting for a street car or bus.
6. Face and step towards front of street car when alighting.

7. When necessary to pass behind a street car watch out for traffic.
8. On alighting from a street car or other vehicle, observe traffic before moving.
9. Enter and leave a car-stop safety zone at crosswalk only.
10. Do not stand in the middle of a sidewalk but on one side and out of the way of other persons.
11. Do not loiter on a crosswalk or before a public entrance.
12. When sidewalks are narrow use the one on the right.
13. Do not walk more than two abreast on a crosswalk or congested sidewalk, nor more than three abreast on any part of any highway.
14. Hand or foot propelled conveyances and skaters must observe regulations for vehicles when on roadway, and directions for pedestrians when on sidewalk or crossing on crosswalks.

TO AVOID RECKLESS DRIVING

Article I. Reckless driving is unlawful and includes:

Section 1. Driving any vehicle when not legally qualified to do so, or when intoxicated, or when for any other reason not competent to drive properly.

Section 2. Driving any vehicle when it is not under practical control, especially at crosswalks and roadway intersections or junctions.

Section 3. Failing to exercise due care in crossing or entering the traffic of another roadway, bearing in mind that it is obligatory not to interrupt the traffic of the more important thoroughfare unnecessarily.

Section 4. Driving any vehicle except a street car across or into a neutral or safety zone.

Section 5. Exceeding a reasonable, considerate and safe speed rate under existing conditions, or the speed rate established by law.

Section 6. Violating any of the regulations so as to cause danger, or failing to take every reasonable precaution for safety, or to obey any order of a traffic officer or any direction indicated by official traffic sign, semaphore, signal light or limit line.

The above rules if well impressed upon the children of all grades will eliminate many accidents.

HEALTH PROGRAM

One of the essentials of modern education is the teaching of proper living as applied to health. The State of Maine has undertaken to bring up a group of citizens physically fit for life's duties. We realize that a large amount of time is lost on account of physical inability and, consequently, a financial loss to wage earners. We have undertaken to produce through education a group of people in the on-coming generation who will be good insurance risks as a personal expedient. To this end, we have developed the following points in our health program:

1. Through a series of health lessons, the children are given the necessary information to guide them in proper living, believing that an ounce of prevention is worth a pound of cure and that the children should be taught the simple rules of health which they should observe.
2. We have also installed the health project which means living within the light of the information given in the above-mentioned lessons, seeking to make right health living a habit.
3. Towns may provide for school physicians. About one hundred physicians are annually employed in the state and about fifty nurses. Many of the sparser settled communities now have the advantage of a school nurse.
4. Sanitary conditions are essential and much time is being devoted at present to housing the children in clean and sanitary buildings such as will conserve their welfare in regard to light, heat, ventilation and general conditions.
5. Manual exercises, including recreation and play properly supervised, are promulgated.
6. Attention is given to child growth, together with warm luncheons where it is necessary for children to bring their dinners and the use of milk or some wholesome food during the longer sessions.

This program, although it has been in operation only a short

time, appears to be conducive to better school attendance and to the curbing of the spread of contagious diseases.

STATE OF MAINE OPPORTUNITIES

In harmony with the program for the development of Maine, lessons are being given on the opportunities our state affords for successful careers for our young people. The study of history from the sources and the geography of our state, including climatic conditions and the general setting, are emphasized. These lessons are arranged with the fact in view that geographic conditions, such as soil, climate, contour of the land, lakes and rivers and proximity to the sea, merely represent the stage upon which the drama of life is acted, and the success of the same depends upon the training of the actors. Our forefathers have given a good account of themselves and have left a record of which the State of Maine is justly proud. Our effort is not only to encourage this natural and laudable pride in ancestral achievement but to build a consciousness of the opportunities and responsibilities which are ours.

EDUCATIONAL AND VOCATIONAL GUIDANCE

Most of the schools of Maine, especially the junior and senior high schools, are undertaking definite work in educational guidance. The giving of standard tests, both intelligence and educational, observation of individual students, special interviews with students and a study of their class records are quite common in the schools of Maine. The purpose of these tests, interviews, etc., is to determine the individual's ability to carry certain types of work in order that he may be advanced along the most appropriate fields.

Educational guidance also connects in a direct way with vocational guidance as when a student's educational qualities and characteristics are determined, there is also a partial discovery of his vocational trend. It has been much easier to develop educational than vocational guidance. When the educational lines are determined, individual interviews relative to taking advanced work in higher institutions, technical schools or going into me-

chanical, commercial or business enterprises are in order. While this phase of education is in its incipient stages, progress has been made and in due season more definite work may be undertaken with more tangible results. Maine schools, however, are not lagging behind the schools of other states in this particular. We have a well-trained group of men and women as principals of our high schools who are constantly studying to improve themselves in their profession. We are assured, therefore, that whatever is new and advisable in these fields will be accepted by Maine educators.

TO WHOM CREDIT IS DUE

During the last decade, Maine has made gratifying progress in many features of her state school work. There is still much to be done but the past encourages us to look into the future with much hope. Our building program has met with unusual success. Teachers' salaries have been advanced in a rather gratifying manner. Teacher training is keeping pace with other phases of the state's educational interests and the general and financial support given by the legislature and the people themselves is highly gratifying. However, in viewing the progress we have made, I wish to give credit to the superintendents of schools, principals of high schools and teachers in general for their loyalty and cooperation. The state's end of the program, could not have been carried out successfully without the whole-hearted support and intelligent efforts of my personal staff, including the deputy and the heads of the various divisions, such as secondary schools, schools in unorganized townships, rural schools, industrial education, rehabilitation, physical education and teacher training. Besides these, we have the secretarial staff with clerks and stenographers, accountants, and statisticians, who have borne much of the burden and whose *esprit de corps* is deeply appreciated. The Commissioner of Education is deeply grateful to these co-workers for their thoughtfulness, loyalty and efficiency. My regret is that we are unable to compensate these workers, under the state's salary system, as their merit deserves.

CHAPTER II

MORAL AND RELIGIOUS EDUCATION

Much discussion is going about in regard to the evil tendencies of the present day—the wave of crime, violations of the law, shortcomings of business and corruption of politics—some of which may be justified, but little can be done by irrelevant discussion of these subjects. The only way to improve society is to improve the individuals who make up society. The only way to improve the efficiency of government is to improve the individuals who make up the state. The only way to make business reliable and faithful to the highest code of ethics is by bringing each individual so far as possible up to the required standard. It is the mission of the public school to do this. It is generally conceded that moral and religious instruction is necessary, but the public school, supported by all of the people and attended by pupils from all manner of homes, cannot concern itself definitely with this important service. It has been left in large measure to the home and the Church to supply religious instruction. However, there is no code of ethics which makes it impossible or undesirable for the school to cooperate with these agencies and to assist them whenever it can in a legitimate way in acquainting the rising generations with the Scriptures and with the religious tenets of their fathers. To this end, the schools of Maine have been devoting some attention during the past few years to this subject. Plans for such instruction are in their incipient stages but three different methods are being tried out with reasonable success. As a matter of record and of history in the development of our school system, I am giving herein an account of the methods used and something of the results which have been attained.

BIBLE CREDIT COURSES IN CONNECTION WITH HIGH SCHOOLS

Seven years ago, the State Commissioner of Education called a meeting of persons interested in Bible Credit Courses. As a

result of this conference, the Commissioner appointed a State Board of Control for the purpose of supervising and carrying on instruction in connection with Churches and Sunday Schools and to safeguard the integrity of the instruction to such an extent that the credits earned might be accepted by the high schools and carried as free margin credits to the colleges. When the plans and specifications were set up covering the requirements, together with due examination, the colleges of the state consented to accept the work as free margin credit for entrance. The following is a report of Dr. H. R. Purinton of Bates College, Secretary of the Board of Control.

REPORT OF THE MAINE BIBLE CREDIT COURSE, 1925-1926

"We have now completed the seventh year of our work. During the past year more has been accomplished than before. The following items should be noted:

1. *The extent of our work.* Twenty-four classes have been conducted in twelve towns and cities. Two hundred and eighty-one students have been reported to the Secretary. The following is a list of the places and churches: Augusta, Universalist; Bar Harbor, week-day school; Bath, Universalist; Gardiner, Universalist; Hallowell, Congregational and Baptist; Lewiston, Baptist and Universalist; Norway, Congregational; Livermore Falls, Baptist and Methodist; North Haven, Baptist; Portland, Methodist; Phillips, Congregational; Rockland, Methodist.

My correspondence indicates that many other church classes have considered using this plan of study but no other classes have registered.

Several secondary schools, notably Maine Central Institute, Coburn Classical Institute, Kents Hill Seminary, Colby Academy, New Hampshire; have been using our textbooks and approximately two hundred students have used them.

Summer schools and community schools have made use of our textbooks. One summer school at Ocean Park had two hundred and sixty students in Old and New Testament Literature.

A much wider influence of our method of study than is indicated in the preceding paragraphs is suggested by the fact that

during the six months preceding February 15, 1926, 1834 copies of the Literature of the Old Testament and the Literature of the New Testament were sold by the publishers.

2. *Examinations.* The following examinations were given in February and June: Literature of the Old Testament, The Achievement of Israel, Literature of the New Testament, and The Achievement of the Master. Seventy-six took the examinations in February. Ten failed. Fifty-six took the examination in June and three failed.

A comparison of the numbers taking the examinations in the past seven years is as follows: 1920, 85; 1921, 35; 1922, 41; 1923, 74; 1924, 50; 1925, 51; 1926, 76.

The examinations are rather more difficult than the average examinations in high school, but it has been thought best not to make them easier because in religious work there is always a tendency to lighten the mental tasks.

3. *Rapid extension of Bible study.* Since 1917 this plan of allowing credits for Bible study has gained very rapidly so that we now have twenty-nine states in which credit for Bible study is granted, or a gain of 300 per cent. Of these twenty-nine states nineteen have state authority for granting the credit. One advantage of this system of credit is the new esteem which the Bible gains in the mind of students. The recognition of the Bible as an important textbook tends to increase the interest in it as a preparation for good citizenship.

The churches like the United Baptist of Lewiston and the Universalist of Gardiner which have done most with the credit course bear testimony to the fact that this kind of study is valuable not only mentally but religiously. The more difficult the course the more closely student and teacher are drawn together in working out the lessons and in successfully preparing for the examinations. The result has been that many more young people than formerly have been won to church membership. This Board owes it to the churches of Maine to advertise the credit course more widely and to give aid to teachers who undertake to carry on these classes. Half of all the classes that have been started in Maine during the past seven years have failed to finish the work successfully.

One of our academies has this year required the use of our

textbook of all Freshmen and Sophomore students and so successful have the courses proved that the requirement will be extended to Junior and Senior classes. Much depends upon the preparation and the spirit of the teachers. A Bible course may be made most popular in a fitting school. Something should be done by the members of our board to interest the teachers of the high schools of Maine in the study of a book which has proved to be the best means of cultivating moral life. In other states the State Teachers' Convention has promoted this unsectarian Bible study in connection with the high schools. I recommend that this subject be proposed by our board as worthy of a place on the program of the annual convention of the teachers.

One great reason for this kind of Bible study is the need of doing away with the present bitter antagonisms between conservative Christians and those who read their Bibles in the light of modern science. From personal experience with college students I know that the high schools and churches and homes do very little to prepare young people to understand the Bible. When they leave home to go to college or to enter business these young people incline either to give up altogether their religious beliefs or to become ultra conservative. Such a course of study as we offer is well calculated to help young people make that difficult transition from their childhood faith to their later rational thinking without suffering a shipwreck of their faith.

4. *Recommendations.*

1. That the new textbook on the Achievement of the Master, written for this course, to be published by Scribners in September, be referred to a committee with power to approve or disapprove.

2. That teachers desiring to use other textbooks than those specially prepared for this course be allowed to do so provided that the *topics for study and examination* (see Bulletin 4) be accepted as the basis of class work.

3. That the secretary arrange, if possible, for the printing of Bulletin 4 which is appended to this report.

4. That the following persons be asked to serve as promoters of this method of study and instructors of teachers who desire help in starting new classes in these courses. It is understood

that no salary can be paid but that the expenses should be paid in each case by the churches who get the benefit of their services. Mrs. L. B. Costello, Lewiston; Mrs. Milo G. Folsom, Gardiner; Miss Adelle Gilpatrick, Hallowell.

5. That we no longer ask the State Council of Religious Education, Portland, to serve as treasurer for this organization, but appoint some person closely related to our work who may be able to give special attention to our financial needs.

6. That the General Secretary of the Maine Council of Religious Education, Rev. Fred W. French, be asked to do what he can through the county associations and the annual state convention of his organization to promote this plan of Bible study.

CREDIT FOR RELIGIOUS INSTRUCTION

This plan of Bible study is promoted by a Board of Control, appointed by the State Commissioner of Education, with the cooperation of the Maine Council of Religious Education, the four colleges of Maine, and the religious denominations of the state. The churches have complete freedom with respect to the interpretation of the Bible and the teaching of doctrine in connection with the subjects here offered. Courses given in high schools or academies should be kept free from sectarian bias. The Board of Control simply aims to secure a faithful study of the facts of the Bible as one means of developing moral life in the young people of this state.

The requirements respecting teachers, class rooms, equipment, and the number of weeks in the school year are the same as in the local high school. For details see Bulletin Three, page 5, which may be obtained from the Commissioner of Education, Augusta, Maine.

The state examinations are given during the first week of February and June. All information concerning these examinations may be obtained from H. R. Purinton, Lewiston, Maine. Those who pass the examinations will be credited with points that count toward their graduation from high school, if the local school committee so votes. The State Department of Education approves of such action on the part of the school committees throughout the state. Those who attain certificate rank in these

examinations will be credited, after taking the four courses, with one unit toward admission to college. While some will seek the credit, many others will study these subjects for the good they get from them, and this is the chief aim of the course.

Board of Control

President, L. E. Moulton, Edward Little High School, Auburn; Secretary, H. R. Purinton, Bates College, Lewiston.

Term expiring July, 1927—Fred W. French, Portland; Mrs. Milo G. Folsom, Gardiner; Herbert L. Newman, Waterville; Alfred V. Bliss, Portland.

Term expiring July, 1928—Ralph F. Lowe, Augusta; Miss Adelle Gilpatrick, Hallowell; Stanley Manning, Augusta; Herbert R. Purinton, Lewiston.

Term expiring July, 1929—Wilmot B. Mitchell, Brunswick; Drew T. Harthorn, Waterville; Lorenzo E. Moulton, Auburn; Josiah W. Taylor, Augusta.

Term expiring July, 1930—James S. Stevens, Orono; Alice Louise Brown, Portland; Fletcher H. Knollin, Waterville.

Examining Committee—Edward S. Hammond, Brunswick; Miss Adelle Gilpatrick, Hallowell.

State Inspectors—J. W. Taylor, Augusta; H. R. Purinton, Lewiston.

The Courses of Study

First year. The Literature of the Old Testament.

This course enables the pupil to enjoy the literary masterpieces of the Old Testament, and to learn a little about the way in which these stories and poems were written. In addition the teacher will aid the class in picturing the historical setting, and in gaining some appreciation of the form and beauty of each piece. Story, biography, historical narrative, parable, poetry and other kinds of writing will be studied as in a course in English literature in high school.

Textbooks. The Board of Control recommends as a text for this course, *The Literature of the Old Testament*, by H. R. Purinton. Scribners, New York, 1924. Cloth binding, \$1.25; paper, \$.75. Any other book may be used provided it gives the

necessary information. The only requirement is that the student be prepared to pass an examination on the seventy topics as printed in the bulletin."

WEEK DAY RELIGIOUS INSTRUCTION

The best example of the Week Day Religious School we have to offer is found in Bar Harbor. The work has evidently proved successful and meets with the approbation of the people. It is a worthy experiment and will lead the way to advancement in this perplexing problem. I am appending herewith a report by Superintendent George H. Beard of the public schools of Bar Harbor.

THE WEEK-DAY SCHOOL FOR RELIGIOUS EDUCATION

"This report is not to be on the needs of religious instruction for the youth of today, because I believe we all agree that our children should receive this instruction somehow, sometime, somewhere. I intend to confine myself to a discussion of what we are doing in Bar Harbor and what we feel are the results.

Rev. W. E. Patterson, Rector of the Episcopal Church, was the originator of our work. In the winter of 1922, he obtained the consent of the School Board to excuse the pupils of the elementary schools one period a week for instruction in religion. There was an enrollment in our elementary schools at this time of 355. One hundred and twenty-five pupils registered in this class of religious instruction. The average attendance for the year was 120.

The other Protestant churches decided to take advantage of this ruling of the School Board and, since October 1923, have been conducting jointly a school of religious education. There were enrolled in the village schools for the year 1923-24, 331. Two hundred and ninety-five of these attended one or the other of the religious classes. In 1924-25, 282 out of 328 registered. In 1925-26, 301 out of 322, and this year 228 out of 324.

In order to further the project at the beginning, a community council of religious education was organized consisting of about thirty interested persons, of which the Episcopal rector was made

president. From this group a Board of Education was chosen, consisting of ministers, the superintendent of schools, sub-master of the High School, and one or two others. This Board of Education is elected at an annual meeting called for that purpose. This year the group is made up of the ministers, the superintendent of schools, High School history teacher, and one member from each church interested in the work. To this group was committed the responsibility of selecting courses of study for the school, providing teachers, deciding upon places of meeting, obtaining the necessary funds with which to operate the school and handle details.

The Community School meets in the Y. W. C. A. building and the Episcopal School in the Parish House. Providing teachers in the Community School has always been rather a hard task for the Board of Education. This year, Grade II is taught by Mrs. Guptill, the wife of the minister for the Sea Coast Mission. Grades I and III are taught by a college graduate who has been a public school teacher in the past. Grade IV is taught by the Girls' Secretary of the Y. W. C. A.; Grade V by the General Secretary of the same institution. The Baptist minister teaches the sixth grade, and at present the Congregationalist pastor has Grades VII and VIII. It is expected that the Methodist minister, who has only just arrived with us, will soon take over the work of Grade VIII. There is no trouble in securing teachers for the other school as the rector does all the teaching, having a class each day.

On the first three days of the week, when two grades come to him, he divides the period, giving instruction to each separately.

The pupils march from the public school building, sometimes accompanied by a teacher. Sometimes the teacher has stayed with the class during the religious instruction period. At present this is not being done, as the teachers are carrying on regular school work with those remaining in the room.

As you probably noted, the percentage of attendance has been ninety or more until this year. This year it is much lower, but I think the reason for this is that one school did not begin until the last week in October and the interest lagged somewhat. It was interesting to note that in a few cases parents of children

who usually attended the school which had not begun desired their children to receive this training in the other school and signed cards to that effect. The first week of school, each child takes home a card and brings it back signed by the parent. This card states whether or not the parent desires the pupil to be excused for religious instruction and which school the pupil is to attend.

The classes are conducted with much the same atmosphere as the public schools, especially as the equipment in use is similar to that with which the children are familiar in the day school. Good discipline is preserved and the teachers are finding that the question of discipline is diminishing as the new classes come to them each year. School teachers read the assignments given the religious classes to the groups in public schools just before the classes are dismissed on the day preceding the one in which they meet in the religious school. This keeps the assignments before the pupils and enhances their importance in the minds of the children.

The hour of dismissal from the public school is the last hour in the forenoon, 10.45. Grades I and II attend on Monday, III and IV on Tuesday, V and VI on Wednesday, VII on Thursday, and VIII on Friday. The expense of the school, equipment, textbooks, has been met by the general public. The teachers in the Community School are paid one dollar per lesson. The initial cost is not great and could be met in many ways.

In the Episcopal School, the texts used are the Christian Nurture Series, published by the Morehouse Publishing Co., Milwaukee, Wisconsin. The theme of the course in the first grade is "Trusting in God." Grade II takes up "Obedience to God." The next year, "God with Man." Grade IV, "God's Great Family." The fifth grade, "Christian Seasons." Grade VI is a study of "Church Worship and Membership." "The Life of Our Lord" is the topic during the seventh year, and the last year, "The Long Life of the Church."

In the Community School, the textbooks that are used are published by the Abington Press, 55 Fifth Avenue, New York. Grades I and II have no textbook. The work in these grades consists of story telling, learning short verses from the Bible, crayon work and songs. In Grade III, the text used is Claribel

Baker's "Bow in the Clouds." These are simple, Old Testament stories and are read and talked over in the class. Some of the stories are dramatized and some work in drawing is done. The text of Grade IV is "Tales of Heroic Deeds." These are a continuation of the Old Testament stories begun in Grade III, but are told in not quite as simple a manner. The work is carried on in much the same way as that of Grade III. Grade V uses "The Rules of the Game" as a text. This book appeals to the play element in the child. It compares life with a game and the rules of life with the rules of a game. Campfire and Boy Scout work is touched upon slightly. The book contains many beautiful stories with Biblical material woven in. One of these stories, "The Rajah of the Kingdom of Truth," was written by Rev. J. W. Simmons, who last year was the teacher of the Eighth Grade. The text used in Grade Six is "The Followers of the Marked Trail." Life is considered a journey. Life progress is toward marked goals and difficulties arise only as we stray from the blazed trail. In Grade Seven, we have not as yet been able to secure a text written so that a pupil of this grade can understand it, or else one which contains material that is desired to fit in with the other courses. A Biblical geography of Palestine and Knott's Student's History of the Hebrews have been tried. We are now using an outline and looking up references in the Bible. The object of the course is to give a historical background for the work of Grade VIII. This course is "The Life and Times of Jesus." A great deal of map work is done in this grade.

I believe this covers fairly well what we are doing, but of course the results we are achieving are the most important part of the work. They are also the most difficult to observe. Everyone feels we are gaining ground each year. The fact that both parents and pupils continue their interest while the work is voluntary in nature speaks well for what is being done. We know of many cases where children have received this instruction and would otherwise have received none. The whole attitude of the children seems to be improving. When we can give some achievement tests in this line of work, the results may be better known."

THE VACATION BIBLE SCHOOL

Vacation Bible Schools have sprung up in several localities, notably Rumford and Boothbay Harbor. In all of these schools, a large number of pupils have entered. A regular staff of teachers has been employed and the children during the long summer months have been instructed in Bible literature, recreation, play and some forms of industrial education. These schools have proved successful and offer a very fruitful field for experimentation and exploitation.

REPORT OF L. E. WILLIAMS, SUPERINTENDENT OF SCHOOLS,
RUMFORD

Rumford-Mexico Church Vacation Schools

“For two years now there has been a community-wide cooperative enterprise of note in the towns of Rumford and Mexico, in the form of Church Vacation Schools of four weeks duration. Each of the six Protestant Churches of the two towns has elected annually in March or April its minister and two other workers to a General Committee for Vacation Schools. This General Committee has promptly held a meeting to organize by electing General Chairman, Secretary and Treasurer. Then from the membership of the General Committee have been elected chairmen of five other committees, namely Faculty and Curriculum, Finance, Housing and Equipment, Publicity, and Registration. The General Committee with the approval of the various committee chairmen selects additional members from the churches for the different committees. The General Committee meets weekly for two months to hear reports from the various chairmen on the progress of the work undertaken by their respective committees, and to discuss ways and means of accomplishing more from time to time. The committee charged with finding the teachers and selecting the courses of study has examined the textbook materials offered by various publishing houses for schools of this sort and selected and revised the course to be used. This committee has also carefully worked out a daily plan of craft-work for the various departments of the schools. Teachers have been found locally. Two schools have been held,

one in each town carried on simultaneously. The session has been from 9 A. M. to 11.45 A. M. five days a week for four weeks in July. The age of the pupils accepted is from 4 to 14 years inclusive. They have been divided into three departments, beginners aged 4 and 5 years, primary from 6 to 8 years inclusive, and junior from 9 to 14. As a matter of fact few above the age of 12 have attended the Vacation Schools. Properly if many of the older children attended there should be a fourth department, the intermediate including the ages 12, 13 and 14 years.

There is a regular daily schedule of activities including opening processional, worship period, Bible memory period, instruction in music as related to the hymns that are finest, words and music are memorized. No hymn books are used by any in the school save the pianist. Wall charts with the words of hymns printed on them, or blackboard lettering is used in memorizing the hymns. Occasionally a fun song or popular song is sung in the music period also. There is a Bible story period when a good story teller relates some of the fascinating stories to be found in the Bible. Sometimes a question and answer period follows the telling of the story. At other times impromptu dramatization is undertaken and in that way the impression brought by the telling of the story is deepened. The last period of the session is devoted to the craft work and manual activities including simple carpentry for the older boys, sewing for the older girls, paper cutting, relief maps, soap sculpture, poster making, etc. Occasionally a Bible game is played which furnishes both relaxation and incentive to learn and remember Bible facts.

The cost of the schools has been met by popular subscription supplemented by small appropriations from the churches. The only salaries paid have been those of the two principals. The other teachers and high school girls who have acted as helpers in the marching and craft work have worked faithfully on a voluntary basis. The number of these voluntary unpaid teachers and helpers has been eight or nine in each school. Each department has a "room teacher" who is present for the entire session and presides. Other teachers and helpers may come in for a certain period when their particular work is to be done. Very

often the story teller is one who comes for her task daily at the specified time and remains only a half hour.

The piano is used a great deal. At different points in the program when the occasion comes for rising together or resuming seats, the command is given only by the piano striking two chords, in ascending or descending scale as the case may be.

The number of boys enrolled in the Mexico school the first year was 74, girls 103. The average daily attendance was 52 boys and 81 girls. In the Rumford school the enrollment of boys was 49 and girls 68, and the average attendance was 45 boys and 60 girls. The above figures are for the first year of these schools, 1925. In 1926 the average daily attendance at the Mexico school was 34 boys and 64 girls, while at Rumford it was 16 boys and 35 girls. The large falling off in attendance at Rumford is largely accounted for in the fact that the school was held too soon after the closing of the public schools in 1926. Much better results are obtained in enrolling pupils and securing a large attendance if the children have at least two weeks vacation before the Vacation Schools open.

Each of these schools was held in a church building and the faculties as well as the various committees making possible the conduct of the schools were representative of all the churches and denominational lines were not thought of. One of the ministers acted as Superintendent of Vacation Schools. The employed principals were experienced and successful public school teachers. Other teachers were as a rule successful Sunday School teachers or gifted story tellers. There is a strong sentiment for the Vacation Schools and it is felt that now they have come to stay and will be an annual event in the life of the double community of Rumford and Mexico. In some towns each church or denomination which is able and willing conducts its own Vacation School. The movement in Rumford started with the desire of one church to put on its own Vacation School but its leaders were readily drawn in to the wider cooperative way of doing and that has worked well for all.

Each year there has been a full day or three session training school put on at which prospective teachers and helpers were given insight into the work of actually conducting the school and much practical help resulted."

MORAL INSTRUCTION

It may be said in connection with the above reports that the work of the school is itself of great moral and character-forming influence. The school deals with truth; teachers are of high percentage of moral rectitude; the traditions of our schools require order and obedience to the traffic rules of the school and the social restrictions have a tendency to develop a degree of responsibility which is encouraging. This is borne out by such investigations as have been made. For example, the commitments for juvenile crime in many cities reveal the fact that a very small percentage of those committed are regular attendants at our public schools. This, in itself, is a justification and a strong plea for more widespread and equal educational opportunities for all of our children. The school itself is a moral institution and indispensable in its influence in bringing up a group of citizens who understand and appreciate the value of organized society, organized government and obedience to established conventionality and established laws. It is evident, therefore, that government will be efficient just in proportion to the moral and civic conscience of the people and which rests upon instruction given in schools.

CHAPTER III

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 biennial period ending June 30, 1926.

The same plan of organization and policies of administration which have been followed since the present statutes for the schooling of children in unorganized territory were enacted by the Legislature of 1919, and which have been set forth in considerable detail in previous reports, were followed without change of importance for the biennial period just closed.

It is not possible within the limits of a report of this nature to review in detail the school conditions and problems of the numerous townships and communities within this large territory. It is, however, gratifying to be able to state that a marked advance may be seen in the educational advantages now provided for the children of the unorganized territory, as compared with those of a decade or even a few years ago. Among the most important factors in this improvement are the present employment of a large proportion of trained teachers, a smaller number of larger schools regularly maintained, a much longer school year, greatly improved school buildings, more and better equipment, a well organized course of study, in some sections closer supervision through the plan of rural helping teachers, consolidation and transportation with modern school busses in various localities, and more satisfactory arrangements for boarding pupils, including the present very successful plan of boarding lighthouse children.

The school system of the unorganized territory is of a distinctly rural nature. As such it presents all of the problems incident to rural conditions and many peculiarly its own because

of the number, diversity, and scattered location of the numerous unorganized communities throughout this distinctive part of the state. In order that the uninformed may appreciate the size and extent of the unorganized territory, it may be well to state that it covers approximately one-half the area of the state, or nearly 15,000 square miles. It is made up at present of 376 unorganized townships of regular size, six miles square, various units of irregular extent, including seven gores, one grant, one patent, one point, one peninsula, two purchases, four strips, three surpluses, one tract, and 163 coast and lake islands, together with all United States reservations, such as light stations, life saving stations, government forts and homes.

If there were people resident of all the units of the unorganized territory, the provision of educational privileges would be indeed a problem of state-wide proportions and require an administrative organization comparable in size and numbers to that of the towns and cities comprising the organized half of the state. As it is, the school population is usually confined to about 75 unorganized units, which are scattered from the coast to the northern part of Aroostook County and are found in 13 of the 16 counties. The school population, however, is comparatively small, considering the size of the territory, and this alone makes possible the present system of administration under one unit of direct supervision organized as a division of the State Department of Education.

The population of the unorganized territory, both as to numbers and location, changes to a much greater extent than in organized places. It is more transient, with a much smaller proportion permanently located. Geographically, however, the unorganized territory shows little change on the whole from year to year. The slow interchange between unorganized townships and plantations is the only factor in this respect. In the popular mind, the plantation and the unorganized township are often confused and considered the same. There is, however, a marked distinction in that a plantation maintains its own civil organization, similar to that of a town, while an unorganized township, as the name indicates, has no local organization or government. Occasionally an unorganized township is organized into a plantation or, more often in the past few years, a small plan-

tation has been disorganized by act of the legislature. In fact, numerous small plantations bordering on the great forest areas of the state in certain counties are becoming slowly depopulated and it seems quite certain that not a few of these plantations may be disorganized in the not distant future.

Some speculation may be made as to whether or not disorganization would take place in every case, provided there were not on our statute books very comprehensive provisions for schooling in unorganized places. In other words, the question may be raised as to whether the present laws relative to schooling in unorganized territory may not serve to encourage disorganization, especially when it may be observed that schools in nearby unorganized townships are of a much higher standard than the plantation of low valuation feels able to maintain. It may be said, however, that no cases have been observed where disorganization has taken place without good cause and it should be understood that such disorganization can take place only by act of the legislature. That the legislature does not always approve such action is shown by the fact that recently in one case an unfavorable report was made. Local self government is desirable in every self respecting American community, but when the numbers become too small and taxes burdensome there is always a question as to whether a civil organization can be maintained with efficiency and any degree of justice to property owners. It seems safe to leave this question in each case to the good judgment of the legislature.

Of greater concern than the disorganization of small plantations may be the fact that more populous unorganized townships often fail to organize. Our statutes provide that it shall be the duty of the county commissioners at periods of five years to call the citizens together in unorganized places with a population not less than 200 for the purpose of organizing into a plantation. Unfortunately this law does not make organization obligatory and hence we occasionally find places which have reached a size large enough for organization but which fail to take such action. This is presumably in most cases on account of the fact that it would bring about an increase in local taxation. This situation, by those conversant therewith, is thought to be worthy of consideration for further legislation, with some

provision to the end that whenever a township of this class fails to organize, all expenses for schooling and other purposes incurred by the state in such township, together with an additional percentage for administration, shall be assessed each succeeding year upon the property of the township by the state assessors. This would protect the financial interests of the state and leave to the inhabitants of such townships the choice of management of their local affairs either by their own officers or by state and county officials.

Probably one of the most difficult problems of the unorganized territory, and this is also found in towns and plantations to a less extent, is that of the removal of families with children of school age to the forest sections during the school year. In such cases the establishing of a school is usually out of the question, transportation is impossible, and the boarding of pupils seems the only remaining method of providing school privileges. The latter plan is not always easy of arrangement, as parents naturally object to sending children, especially young children, away from home and in some cases they claim they are not able to provide suitable clothing. In most cases it has been found that such removal to the woods is not necessary, that the families live under the most primitive conditions, and have no social advantages. Not infrequently they remove from good homes in communities where school privileges are easily available, the practice not being confined by any means to the poorer classes. Whenever it is possible to provide school privileges at all, this is done at a relatively high cost and sometimes at what seems an almost prohibitive expense. The advisability of making provision in the school laws to prevent such situations has been frequently discussed, but this seems to present many difficulties. An attempt, however, should be made to solve this problem either by legislation or otherwise.

The pioneering movement in Maine has long since ceased and there is no reason to believe such a movement will take place again, at least not in the immediate future. The population of the unorganized territory, it therefore seems safe to assume, will continue as at present to be confined to those engaged in the lumber business and woods industries, Franco-American farming communities in the Madawaska section, fisher folks on the

coast, railroad employees necessarily located in this territory, and to a lesser extent, sporting camp proprietors and employees. The present statutes serve most satisfactorily in providing school privileges for the people now regular residents of the unorganized territory and no changes are felt necessary except a provision to make clearly legal the payment of the maximum amount for secondary school tuition now paid by towns.

The appended statistical tabulation shows interesting facts. The figures for the year 1924 are included for purposes of comparison. It will be noted that the number of unorganized units in which school privileges have been provided has remained very nearly the same for the past three years, and that there has been but a slight change from year to year in the school population. The number of schools has again decreased, while for the last two years the school enrollment, the aggregate attendance, and the average attendance have remained about the same. This is, as stated in the last report, in accordance with the plan of closing small schools and the general policy of consolidation. The average length of the school year for the past two years shows a marked increase over that of 1924. A large increase is also shown in the number of pupils transported for the year 1926, and there has been an increase in the number of both elementary and secondary pupils attending schools outside of the unorganized territory. The data relative to schools, transportation and board of pupils indicates clearly that the maintenance and supervision of schools is a relatively small part of the problem of providing school privileges for the children of the unorganized territory.

The financial statistics show a marked similarity in the expenditures for the last two years, the increased cost for transportation for the year just ended being the only change of consequence. This appropriation has remained at \$35,000 since 1919, to which has been added the school taxes of approximately \$2000 each year. On account of increased teachers' salaries, including a longer school year, the cost of boarding lighthouse children, the expense of maintaining school buildings, and the need of new and remodelled buildings in various communities, the appropriation for the schooling of children in unorganized

territory should be substantially increased for the next biennial period.

COMPARATIVE SUMMARY OF STATISTICS FOR THE UNORGANIZED TERRITORY

For the years ending June 30, 1924, 1925, and 1926.

	1924	1925	1926
Number of townships in which school privileges were provided,	74	75	76
School population, 5 to 21 years of age,	871	919	930
Number of schools maintained,	30	31	27
School enrollment,	493	524	523
Aggregate attendance,	55,948	63,239	63,667
Average attendance,	381	380	383
Number of pupils transported and boarded,	121	117	181
Length in days of the school year,	147	166	166
Number of pupils attending public elementary schools outside the townships,	143	110	170
Number of pupils attending private elementary schools outside the townships,		13	9
Number of pupils attending public secondary schools outside the townships,	35	20	26
Number of pupils attending private secondary schools outside the townships,		14	17

CHAPTER IV

RURAL EDUCATION

REPORT OF MISS FLORENCE M. HALE

The progress of rural education in Maine has been unusually steady and gratifying during the years 1924-1926. This is due in a great measure to the so-called "Helping Teacher Plan" which, under the leadership of our State Commissioner, has been so successful as to attract favorable attention outside of Maine and New England, as well as in the state itself. This plan has been outlined in previous reports. It is serving as a means of training teachers in service and through its medium we are meeting the problem of how to improve our rural schools while we still are obliged to employ many untrained teachers. There are now ninety-two helping teachers in service.

SCHOOL IMPROVEMENT LEAGUE

The School Improvement League continues to be our best device for improving the individual rural school. Kenyon Butterfield, formerly president of Amherst College, in his book "Chapters in Rural Progress," says in speaking of projects in different parts of the United States for the improvement of social conditions in rural school communities: "The best example of this work is a plan that is being used in the state of Maine, and is performed through the agency of what is called a School Improvement League. The purposes of the league are: (1) to improve school grounds and buildings; (2) to furnish suitable reading-matter for pupils and people; (3) to provide works of art for schoolrooms. There may be three forms of the league, the local leagues organized in each school; the town leagues, whose membership consists of the officers of the local leagues; and a state league, whose members are delegates from the town leagues and members of the local leagues who hold school diplomas. Any pupil, teacher, school officer, or any other citizen

may join the league on payment of the dues. The minimum dues are one cent a month for each pupil, for other members not less than ten cents a term. But these dues may be made larger by vote of the league. These leagues were first organized in 1898 and they have already accomplished much. They have induced school committees to name various rural schools for distinguished American citizens, as Washington, Lincoln, and so forth. They give exhibitions and entertainments for the purpose of raising funds. Sometimes they use these funds to buy books for the schoolroom. The books are then loaned to the members of the league; at the end of the term this set of books is exchanged for another set of books from another school in the same township. In this way, at a slight expense, each school may have the use of a large number of books every year. The same thing is done with pictures and works of art, these being purchased and exchanged in the same way. Through the efforts of the league schoolhouses have been improved, inside and out, and the school grounds improved. It is not so much the doing of new things that has been attempted by this league. The important item is that the school has been *organized* for these definite purposes, and the work is carried on systematically from year to year. It needs no argument to show the value of this sort of co-operation to the pupil, to the teacher, to the school, to the parents, and ultimately to the community as a whole."

The following typical report shows our general plan of encouraging teachers to survey their own conditions and to estimate results from year to year. It also gives a graphic idea of the part the School Improvement League plays in the administration of rural education.

"Survey of 1920"

"A fairly good school building, the lighting having been recently changed to meet modern requirements, modern desks, hard wood floor, woodwork painted a very bright green, walls papered with what had once been a light shade of green, but now faded to a dirty looking tan, two fairly good framed pictures and a clock with bent hands (that refused to go), a battered organ with a stool (lacking one leg), a fairly good teach-

er's desk, a chair minus two back slats, a bookcase with a broken glass door and a good solid manual training table (home made). From some of these furnishings I concluded that at some time in the 'dim ages of the past' there *had* been a School League, but failed to find any records of the work, and none of the pupils now in school had any knowledge of such an organization. The walls were dirty—the woodwork and windows, also the floor, which looked as if it had never been oiled since laid and oiled then without being washed. The seats, desks and other things had the appearance of having been dusted or wiped with a dirty damp duster. Plenty of blackboards, but gray and rough. A stove the color of the original ore.

Survey of Grounds

Ample grounds—in front of the platform a mud puddle, in extent about 6x9 feet—a leaning flagpole, minus a rope—grounds at the north rocky and uneven,—same at the rear.

About thirty feet or more from the school house and at the rear stood the shed or out-building in a position to get the full benefit of the northeast gales, also west and southwest winds and in the usual condition of rural school out-buildings.

Over the condition of that shed and boys' compartment—*draw a curtain.*

In the winter following, the snow drifts to the girls' compartment were knee deep, or more, after a snow storm.

A good sized tree at the left of the school building, a lilac bush and a poor, scraggly rosebush.

Projects

- (1) To raise the standard of the school (mentally, morally and physically).
- (2) Health: (a) To include cleanliness of school room and out-buildings.
(b) Hot lunches.
- (3) To improve school grounds and room.
- (4) To provide reference work.

Material to Work With

- (a) A school of eighteen or twenty pupils (mostly boys, of various ages).
- (b) A community, which was yet to be studied carefully, but which one would naturally expect to be like many other farming communities—financially cramped.
- (c) A superintendent alive to the needs of the rural schools—willing to help as far as possible and not conflict with his school board.

Plan of Procedure

- (a) To get hold of the school.
- (b) To gain the co-operation of the parents.
- (c) To interest other residents in the community who had no pupils in the school.
- (d) To lead *all* of them to realize that a better school, an attractive school building and grounds, were an asset to all and every farm in the community.

Results

To be checked off as found.

Survey of 1926

Today—after five years of work—a change of superintendents having been made during the time—another survey has been made and results noted.

Result of Project (1)

One of the special teachers remarked, when taking her leave a few days ago, 'What an altogether different atmosphere pervades this school now.'

The pupils, even the little tots, say 'Good morning' easily, 'Good night' gracefully, as they leave the room, and seldom forget to say 'Excuse' or 'Pardon me' if they pass in front of a visitor or fellow pupil. The boys' hands reach for their hats instinctively as they enter the room.

Seldom are there instances reported of swearing or obscene language on the school grounds.

Result of Project (2) Health

Hot cocoa for all who wish every day. Sometimes soups—potatoes—eggs, etc. If the children prefer to bring something from home to cook or warm over, we see that it is done.

Hands are washed before eating lunch.

Tray cloths are furnished to spread over the desks—drinking cups are washed and scalded every noon.

The school building has been thoroughly cleaned and floor oiled *once* a year at least, and between whiles the girls and teacher keep windows and doors fairly respectable.

The first year we cleaned it ourselves—bought varnish for a dressing for the desks, table, organ, bookcase—later in the next year we paid for having the school room papered and painted a golden brown for the woodwork and a light tan ingrain paper for the walls—turned our green shades, upper side down—interested our superintendent in finding an old settee which we freshened up with a couple of coats of paint. Another year, 1922, we bought towels, drinking cups, spoons, some cooking dishes, a book for the library and sundry other things. As work under this project we also bought a Graphonola and records.

Our superintendent found us an oil stove last year—a convenience in summer, which we appreciate.

Result of Project (3) School Grounds

The first two years we worked on the grounds Arbor Day—digging out rocks to make a better ball ground, and a flower bed—set out some trees and shrubs. The trees did not thrive but some of the shrubs lived.

In the year 1923 the men with their teams came to the school grounds for a bee.

The superintendent said he would send in a boss and the men said they would move that out-building nearer the house so as to connect by a covered walk with the house, and would agree to do all the work (rough carpentering) if the town would see that the connecting passageways were finished up for chemical closets. The building was moved—the old toilets removed and arrangement made for coming another day to finish up. To be parallel with the main building the shed had to be raised

about four feet at the end and about one foot at the end adjoining the house—posts had to be set and *set to stay*. At their next bee this was done—the mothers coming also with a good baked bean dinner.

The School League paid a man for the boarding up of the basement, as the busy time of farm work was on and we did not want to ask our friends to do more and neglect their own work. The school board filled their part of the contract and before winter the walks were sheathed and chemical closets installed.

But the next spring that boarded up basement did not look nice to us. So we asked our superintendent if we could not have a bundle or so of laths if the boys would make trellis work over the boards of basement on the front and end of the shed and paint it green. The boys did a good job—working noons and recesses. One of the farmers brought in the material, so it cost us nothing for transportation. The boys also painted the flag pole (white) which had been reset by the men helpers. We planted a woodbine at the end of the shed—a golden glow shrub at one corner, a flowering shrub at another and scarlet runners at the front—a bed of nasturtiums along the passageway.

The boys wheeled, rolled and carried the old rock underpinning of the former shed to an out of way corner of the school ground—built up a rockery, wheeled dirt in a wheelbarrow so we could have soil for a woodbine to grow, and ferns.

The past year (from League funds) we hired trucks to haul nine loads of gravel to fill in our mud puddle in front of the school house and had a double seesaw and a high or low “jumping bar with necessary supports. (A beginning of school ground equipment.)

Result of Project (4)

For a reference work, we bought Compton's Encyclopedia, a book on the World War and have had some books donated us for supplementary reading. From the village library our superintendent brings, each term, a small box library. We find this a help. One of the boys made a set of corner shelves for our cyclopedias, a frame for drinking cups and peg boards—wood trays—other articles for use, and a bird house for the shed. He

is now making a spool board for the girls' thread—as we devote an hour every Tuesday in sewing and embroidery.

There are many other things of small moment that have been done—there are yet other needs, like a jacket for the stove, more gravel in the yard, a small window for the shed, and *slate boards*, also other equipment for school grounds.

We have a League meeting every two weeks. We plan on a community social at least once each term. The entertainment at these gatherings is furnished by the school and the people in the community. Some good elucutionists and singers have been found in the neighborhood. We have had all sorts of socials—'Mothers' Day,' 'Health Days,' 'Patriotic,' 'Hal-low'e'en,' 'Old Time Animal Party,' 'Topsy Turvy,' et al. At our 'Old Time Social' the youngest person was three months and the oldest eighty-three years old.

Our funds have come in to us from sales of boxes (at box socials), ice cream and cake socials, sales of candy on commission, soap club, sales of washing powder,—articles made by the school and disposed of at these socials."

Since the last report I have adopted a State Slogan—"Equal Opportunity for the Country Child."

THE PARENT-TEACHER ASSOCIATION

While the School Improvement League is my chief interest, this Department has also cooperated with the state and local parent-teacher associations. Under the efficient leadership of Mrs. Frederic Abbott of Saco, this organization gained a firm foundation in the educational system of Maine. When her term of office expired in 1925, Mrs. Joseph D. Small of Westbrook was elected to take her place, and Mrs. Small is effectively carrying on the work Mrs. Abbott so well founded. The death of Mrs. Abbott in 1926 was a great loss to the entire educational system of Maine but especially so to the rural department in which she was much interested and in whose behalf she had continually worked and lectured.

TEACHERS' MEETINGS

Especial attention has been paid to the teachers' meetings as a means of improving rural teachers in service. While it has not been possible to get returns from all our union superintendents who are doing excellent work along this especial line, I have been able to keep in touch with the following superintendents who are working out this phase of rural progress with especial success: W. H. Phinney, Calais; Frank Rowe, Warren; Harold Clifford, Boothbay Harbor; Dwight L. Moody, Richmond; E. L. Linscott, Bluehill; A. D. Gray, Stratton; Phillip H. Kimball, Brunswick; Elmer Small, Newport; W. J. Rideout, Dover-Foxcroft; W. E. Clark, Southwest Harbor; Miss Catherine Ouellette, Fort Kent; and Elmer H. Webber, Mapleton.

In addition to the above activities which it is my special business to promote and assist, I have compiled and sent out bulletins, booklets, and programs along the lines of rural school improvement, and I have given addresses all over the state at state, county and local teachers' meetings, at Pomona and local Granges, Parent-Teachers' Associations, Women's Clubs, Kiwanis and Rotary and Church Conferences.

REPORT OF RICHARD J. LIBBY

The activities upon which the greater part of my time for the two years has been spent are—first, the improvement of school buildings; second, the improvement of educational opportunities for rural children through the consolidation of schools; third, safeguarding the health and comfort of rural children by providing better facilities for those whose homes are remote from schools; and fourth, but by no means least important, better training and supervision for the teachers of rural schools.

Within the past two years the improvement in the condition of the rural school buildings has been great. About seventy per cent of the schools have already complied with the Act for the Improvement of Sanitary Conditions in school toilets, and many improvements have been made in the lighting, heating and ventilation of the older buildings throughout the state. Thirty-four new buildings were erected in 1925 and thirty-three in 1926. During the two-year period sixteen one-room and thirty-two two

to four-room buildings were remodeled to meet standard requirements.

RESULTS OF SCHOOL BUILDING SURVEY—1926

Number of Superintendents reporting.....	129
Number of school buildings in Maine.....	2787
Total number of school buildings reported.....	2054
Total number of school buildings have standard light	801—39%
Total number having standard heat and ventilation	618—30%
Total number having standard sanitation.....	1407—68.5%

One Room Buildings

Total number reported	1476
Number having standard light.....	356—24.1%
Number having standard heat and ventilation...	300—20.3%
Number having standard sanitation.....	942—63.8%

Two-Four Room Buildings

Total number reported	383
Number having standard light.....	194—50.7%
Number having standard heat and ventilation...	178—46.4%
Number having standard sanitation.....	311—81%

Buildings of Over Four Rooms

Total number reported	195
Number having standard light.....	151—77.4%
Number having standard heat and ventilation...	140—71.8%
Number having standard sanitation.....	154—79%

We have at present in Maine thirteen towns where all the schools, both elementary and secondary, are housed in a single modern building; nineteen towns have consolidated their schools in two or more buildings of at least two rooms each; and one

hundred thirty-seven towns have partial consolidations, making a total of three hundred twenty-four consolidated schools.

A survey of the types of conveyance in use for transportation of school children shows the following conditions:

842 children are conveyed in 57 horse-drawn busses owned by the towns at a cost of 21.8 cents per day per pupil.

349 children are conveyed in 17 motor busses owned by the towns at a cost of 28.6 cents per day per pupil.

6039 children are conveyed in 877 horse-drawn conveyances hired by the towns at a cost of 34 cents per day per pupil.

3334 children are conveyed in 339 motor conveyances hired by the towns at a cost of 37.2 cents per day per pupil.

The above figures show quite conclusively that a town can afford to own the conveyance teams and hire them driven better than they can afford to hire individuals to furnish conveyances. It is also true that where the rigs are owned by the towns the children are usually much more comfortable than when they are conveyed in hired rigs. The same is true of motor conveyances as well.

The efficiency of any school must of necessity depend upon the teacher in charge of that school. The work of this teacher depends upon natural ability, knowledge of subject matter, professional training, and teaching experience. It is encouraging to note the improvement in the teaching force in the past two years. Surveys made in December 1924 and December 1926 show this improvement so far as such data can be tabulated.

SURVEY OF TRAINING, EXPERIENCE AND COMPENSATION OF
ELEMENTARY TEACHERS IN MAINE FOR THE SCHOOL YEARS
ENDING JUNE 30, 1924 AND 1926.

<i>Distribution with respect to Training</i>			<i>Percent</i>	
	<i>1924</i>	<i>1926</i>	<i>1924</i>	<i>1926</i>
Total number of elementary Teachers	4508	4575		
Number graduates of normal schools	1721	2014	38.18	44.02
Number having partial normal course	1266	1208	28.09	26.4
Number having high school only	601			
Number having 6 weeks normal	622			
Number having college training	47	130	1.04	2.84

*Distribution with respect to
Experience*

Number who have taught less than 2 years	1628	1183	36.12	25.85
Number who have taught 2 to 5 years	840	1070	18.63	23.40
Number who have taught over 5 years (1924)	2040		45.23	
Number who have taught 5 to 10 years (1926)		845		
Number who have taught over 10 years (1926)		1477		
			23.22	50.75

*Distribution with respect to
Salaries*

Number who receive less than \$400 per year	185	40	4.10	.87
Number who receive 400-500	537	454	11.91	9.92
Number who receive 500-600	690	666	15.3	14.55
Number who receive 600-700	605	662	13.42	14.54

Number who receive 700-800	703	753	15.59	16.45
Number who receive 800-900	494	466	10.95	10.18
Number who receive 900-1000	355	411	7.87	8.98
Number who receive 1000-1100	271	309	6.01	6.75
Number who receive 1100-1200	151	180	3.34	3.93
Number who receive 1200-1300	257	327	5.71	7.14
Number who receive 1300-1400	52	45	1.15	.97
Number who receive over 1400	208	262	4.62	5.72

In all probability the most important factor in improving the work of the rural schools during the past two years has been through the influence of the rural leaders trained in the summer schools at Castine. This school offers a course particularly well fitted for the improvement of teachers in rural schools through the special training of a group of teachers selected from the teaching force of the state because of their particular fitness for this work. The course is divided into six units, each of which is stressed for one week, each unit course being conducted by a teacher selected because of his fitness to handle that particular phase of rural school organization. In addition to the unit leader a force of group leaders, each of whom has had successful experience and advanced training in rural work, assist in carrying on the work of the forenoon and direct group discussions in methods of teaching and administration the third period of the afternoon. The six unit courses deal with the following phases of the problem:

1. *Rural life conditions.* We have used as a basis the report of the Roosevelt Commission on rural life conditions and have brought this down to date. We not only discuss the conditions as they are and as they were but the movements calculated to improve them. The teachers check up their knowledge of actual

conditions with the reports they read. They generally make a survey of the homes of their own knowledge in regard to household conveniences, cultural opportunities, country recreation and the country church. They study the opportunities of country boys and girls for securing an education and hunt up statistical surveys to show whether the country boys and girls in as large numbers are seeking secondary and higher education as their city cousins. This course provides the groundwork for the "units" which follow.

2. *Rural life movements calculated to improve the existing conditions.* This unit deals with modern machinery, household conveniences, the automobile, rural delivery, rural stage lines, the carrying of electricity to rural communities, facilities for securing market reports, better homes, margins of profit, better schools, additional church facilities, development of rural highways, rural sanitation and health. Rural surveys are actually made.

3. *Elementary rural economics and sociology.* This unit takes up the opportunities of rural people for recreation and enjoyment, church services, etc., together with cooperative marketing, supply and demand for agricultural produce and the general outlook for making the farm a paying institution, diversified agriculture and all points that operate against the farm as a paying investment and a desirable place to live, together with theory of remedies, also the Federal Department of Agriculture and state departments of agriculture and what they are doing.

4. *Conditions of the country school and the effort to improve them.* This is where we come to the practical side of the study and get directly at the problem of neglect, poverty, the unprepared teacher, living conditions, unsightly surroundings and the old-fashioned neglected school. With it is compared the modern consolidated school, new methods of transportation, better trained teachers, the new rural life curriculum, better opportunities for socialization of young rural life, rural school standards, including lighting, heating and ventilating, and general sanitary conditions.

5. *Connecting the school with the life of the community.* Too often has the school been considered apart from life rather than a part of life. The teachers discuss the question of how

to connect the school with the life of the community and make it felt, how to bring the patrons to an understanding of their school problem and how to make the school serve the interests of the community and make it happier, the use of the school-house as a social center, cooperation with the grange, its interest in education and the general trend of sentiment concerning the schools, also home projects, farm projects, club work, etc.

6. *Discovery of leaders and the development of leadership.* This is a distinct course in the elements of leadership and how to discover them, also, how to develop the quality and spirit of leadership. It involves a complete study of the type known as leaders. The qualities they possess are carefully studied and the best method of utilizing their abilities and their leadership in the school life as well as in the community life. It involves the study from both the standpoint of the pupils and the standpoint of the adult community. This is built around the qualities of esprit de corps, initiative, obedience, self-reliance, loyalty, co-operation and ability to inspire.

BEYOND THE EXPERIMENTAL STATE

Five classes have completed the work, have gone into the schools of the state and have demonstrated the success of this project. It has succeeded beyond the hope or expectation of those who fostered it. These teachers have, in many instances, revolutionized the educational sentiment of the communities in which they work. Some of the best teaching we have in Maine is done by these teachers and in country schools. They know so far as they can the whole problem of the rural school, not only from the six weeks of study but they have been led to continue their investigations. They are really filled with the spirit. No pledge is exacted that they will continue for any length of time in the service. They receive the bonus as long as they serve. There are many teachers who began five years ago with the first class who are teaching today and who have drawn their bonus every year. If a teacher receives \$1,000 per year for her services in the country school, she will in July, at the close of her year, receive a state check for \$250. Some of these teachers have received as high as \$1,700 a year, including the bonus.

The school has generally been in charge of Principal W. D. Hall of the Castine Normal School and the two rural supervisors, formerly Mr. Harold A. Allan, who is now Assistant Secretary of the National Education Association, and Miss Florence M. Hale, but more lately Mr. R. J. Libby has taken the place of Mr. Allan. The life of these students is rich. They are well fed, well housed and are given an abundance of recreation. They are allowed to exercise their own initiative in many ways for the problem is the development of leaders. Each is selected because of the qualities of leadership which she possesses. They are the outstanding teachers of the state when selected and the additional training makes them still more valuable.

Formerly, in our county and state teachers' associations, our rural section did not seem to have the standing that other sections had. The building of this system of helping teachers has changed the entire attitude. Our rural sections are usually the best attended now and show great professional spirit and interest. No teacher in Maine is ashamed to be seen entering the rural division. Every effort has been made to dignify this department in our associations by calling on outstanding leaders to discuss vital questions. The rural helping teachers hold their annual dinner and show all the pep and enthusiasm that college groups show when they get together.

RESULTS

The results may be summed up as follows:

- (1) Increased professional spirit;
- (2) The discovery of a new group of leaders both among the children and in the communities;
- (3) School improvement programs of many kinds advanced;
- (4) Old buildings torn down and new buildings put up;
- (5) Consolidation of schools;
- (6) Better methods of transportation.

These helping teachers work hand in hand with the superintendents of schools. They may teach on Saturday and be visited by other teachers. The regular week day which they have omitted they may spend in visitation to other schools. They help

with teachers' meetings, visit teachers who need help in arranging programs and in handling difficult cases where the superintendent is unable to take the time from his other numerous duties. In fact, the helping teacher is a utility teacher and may be detailed by the superintendent to whatever line is most desirable.

TYPICAL PROGRAM FOR SCHOOL FOR RURAL LEADERS AT CASTINE
Week of July 28-August 1

A. M.

The Importance of the Rural School
and Its Opportunities

Hon. Macy Campbell,
Director Rural Education,
Iowa State University

Round Table Leaders

Mrs. Louise Clayton
Mrs. Ellamay Thomas

Mr. R. J. Libby
Mr. S. E. Preble

P. M.

Music

Lecture—Personal Experiences in Foreign Lands

Dr. Edward Philbrook

Miss Katheryne Thomas

Round Table Courses

Music Appreciation

Method in Primary Language

Interpreting the Results of Standard Tests

Keeping School Records

Physical Education

Mrs. Grace Drysdale

Miss Alice Coffin

Mr. R. J. Libby

Mr. S. E. Preble

Miss Flora Ricker, Director

The work of the school, which was organized in 1919, has been and still is observed very closely by representatives from other states and is considered the most successful experiment in the improvement of rural school conditions which is being carried on anywhere in the country.

In the seven years that the school has been existent three hundred sixty-eight teachers have received this training. Of that number eight are now superintendents of schools within the state, seven are principals of grammar schools, thirty-seven have left the state to accept more lucrative positions elsewhere, thirty-two

have left the teaching profession, nine are teaching in normal schools in the state, one hundred and seven are serving as helping teachers in the state and one hundred sixty-eight are teaching in the state but not as helping teachers.

In order that the best results may be obtained in any school system it is necessary that the work of the individual teachers shall be supervised by competent people trained for that purpose. Our best organized city systems, where the schools are housed in a few buildings and taught by the best trained teachers who have had the longest and most successful experience, have found it advisable to employ a staff of trained supervisors. How much more necessary the services of such supervisors must necessarily be in the rural districts of our state where each teacher is entirely upon her own resources and frequently has not the background of training and experience necessary to fit her to meet the problems which must arise. The superintendent of several towns cannot, because of distance, bad roads and numbers of teachers, give to these isolated schools the assistance they need when it is most needed. In the one hundred or more towns where the helping teachers are employed this problem is most successfully solved.

In the two-year period from July 1st, 1924 to July 1st, 1926, it has been my good fortune to have an opportunity to speak before Granges, Parent-Teacher Associations, Teachers' Clubs and similar organizations in thirty-seven towns; to meet and discuss with the citizens and building committees the construction of new buildings and remodeling of old buildings, in eighty towns; to meet school committees and interested citizens for the purpose of discussing consolidation in sixteen towns; and to make surveys of existing conditions with the view of working out the most satisfactory building program for those towns, taking into consideration possible consolidations, conveyance routes, etc., in seventy-two towns.

During the months of July and August I have been in attendance as unit leader or group leader at the school for rural leaders at Castine and the annual conference for superintendents of schools. The remainder of the time has been devoted to the routine office work incident upon the activities above mentioned.

CHAPTER V

SECONDARY SCHOOLS

REPORT OF JOSIAH W. TAYLOR

Enrollment and Attendance

An examination of enrollment in the high schools and academies for the past year shows that 30,345 boys and girls were in attendance. This body of young people takes 40 from each 1,000 persons in the entire population of the state. It also means that of the entire enrollment in elementary and secondary schools, the pupils enrolled as high school students are in the ratio of one to five to that of pupils attending elementary and secondary schools. If all schools were on the twelve grade basis and 100% of the pupils completed the twelve years, the high school enrollment would be in the ratio of one to three. The actual enrollment as shown by the above ratio indicates a very high proportion of our elementary school pupils continuing in the secondary school courses. These facts account in part for the increase of 68% in the secondary schools during the last decade.

It is natural to inquire a further reason for this increase. The class entering high school in 1922-23 shows a very small loss taking place from year to year in the history of this class. The number enrolled in the second year was 92.2% of that of the freshman year. The number enrolled in the third year was 74% of the first year and for the fourth year 65%. There were graduated in June 1926 60% of those entering four years previous. Owing to the nature of the reports these percentages cannot be absolutely accurate but we believe they measure very closely the conditions prevailing throughout the state. Anyone familiar with the size of graduating classes at present compared with those of a decade or more ago must realize that these classes are distinctly larger in proportion than in previous years. The results may be interpreted as evidence of the holding power of the high school. Economic, social and other conditions are without

doubt responsible to a large degree. However that may be, a very large part of the children who complete the elementary schools are also completing four years of high school life. Herein lies an entirely new problem and one which is complicated by housing conditions, administrative questions, courses of study, and teaching procedure. It presents to the high school administrator almost a new series of questions as to the conduct of his school and its service.

Closely related to the general enrollment of the secondary schools is the distribution as to type of school classed as rural and urban. The grouping of towns follows the plan set up by the Commissioner upon which other statistical data is based. In 1920, the first year in which the distribution was made, the high schools in the group of rural towns enrolled 38% and the urban high schools 62% of the total. In 1926 a slight change is noted. For this year the same group of rural high schools enrolled 34.5% and the urban high schools 65.5% of the student body.

Figure Number 9

The comparisons would seem to show a drift to the urban schools and a falling off in attendance of pupils in rural communities. A study of the data, however, shows that the pupils from the rural towns of the state including those which do not maintain high schools are nearly 44% of the total number attending. The communities which have no high schools paid tuition for 3,007 pupils in 1920 and for 3,709 pupils in 1926. The enrollment in the rural high schools has made a corresponding increase and shows the characteristic persistence on the part of children and parents of these communities for an education beyond the elementary grades. For the urban high schools the increase is drawn largely if not wholly from local sources.

The accompanying graph shows the distribution of pupils and the number of schools of each type. The striking fact is the large number of schools for the rural group. This of itself is the most serious problem of the rural high schools for it emphasizes the number of such schools and the small size of the schools themselves.

Figure Number 8

The problem resolves itself into one of finding more effective methods of providing the type of educational opportunity suited to the two general groups of schools. Between the extremes of the small and distinctly rural high school and the relatively large urban high school of 500 pupils or more there is a large number of schools whose offerings must overlap to some extent in both directions. In the case of the rural group both vocational and academic training must be strengthened and extended. Vocational training is as yet touching only a very small number of the pupils in these schools. Yet if agriculture is a major occupation the future of the Maine farm will depend upon its intelligent management by a trained man and woman. Even of greater importance is the service to a growing body of young men and women whom high school education has led to take interest and active part in community life. From the academic side better qualified teachers and more permanency in the teaching staff is essential if the boy and girl from the rural high school is to have an equal opportunity in going to college with those from the urban high school. The answer is in a wider study of the needs of both types and a larger sum of money wisely distributed for the promotion of the vocational and academic training in the rural high school. The problem is one of making a close connection in the vocational and more general academic courses within the schools and of extending both in the direction of a more practical and thorough training of pupils for their life work.

The Cost of High School Education

The expenditure for secondary education throughout the country as a whole has risen entirely out of proportion to that for the elementary schools when the total costs are considered. There are, however, certain factors which must be considered before a criticism of the increased cost is made. A single but extremely important item is the increase in the number of pupils themselves. This has been clearly shown in other paragraphs but when related to the cost of maintaining schools it shows a necessity of practically doubling the teaching force and of increasing the housing facilities by not far from 60% within a

little more than a decade. These two items would of themselves account for a large part of the increased expenditure. If the single and largest item of maintenance, namely the expenditure for instruction, is analyzed it would be found that this item has increased from \$505,618 in 1916 to \$1,436,712 in 1926. During that time, however, the enrollment in the schools themselves has increased nearly 70%, requiring at least one third more instruct-

SHOWING RURAL AND URBAN HIGH SCHOOLS

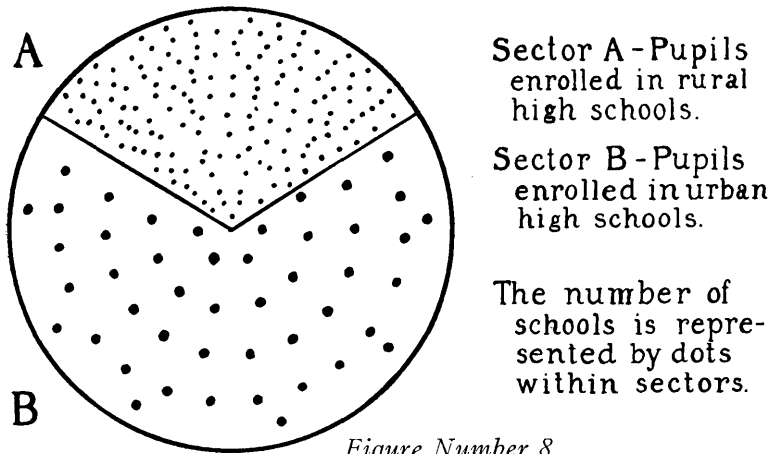


Figure Number 8

ors to take care of the pupil body. The increasing wages of teachers can be only briefly analyzed here. The increase in salaries of teachers in high schools has not been in excess of wages in general in the more skilled occupations. Salaries for men have risen since 1914 from \$972 to \$1806 or 85.7% and for women from \$600 to \$1266 or 111%. The wages in manufacturing industries advanced 127% and the union rates 134% during the same period. When compared with wages for skilled occupations the teacher even in the high school is far from overpaid. These two factors, however, the necessary increase in the number of instructors and the development of the wage scale

are responsible for the striking difference in the cost of instruction of a decade. If other items were analyzed it would be obvious that fuel, textbooks and supplies, and other essentials had followed the general trend of increased costs.

When the cost per pupil is used as a unit of measure the changes in the cost of high school maintenance are shown in a somewhat different light. From 1916 to 1919 there was a steady upward movement of about 10% a year. From 1919 to 1923 the increase was much more sharply marked but since 1923 there has been but very slight variation with 1926 showing a small falling off in the per pupil cost.

The newer concepts of the purpose of high school education in serving vocational interests, the development of individual abilities, the programs for health and personal welfare are demanding instruction of a specialized kind which in turn calls for special preparation on the part of the teacher. For a time particularly in the field of vocational education classes must be relatively small and the cost in the items of instruction and equipment higher than for general high school work. On the other hand there can be no question in the mind of anyone who analyzes the present situation with reference to the purposes and service of the high school that it must develop along the general lines emphasized in several places in this report. Taken as a whole the cost of secondary education is entirely consistent with the economic changes and is fully justified by the larger and essential undertakings in the field of high school education.

COMPARISONS SHOWING THE AVERAGE COST PER PUPIL IN THE
HIGH SCHOOLS FOR THE PERIOD 1916-1926

<i>Based on</i>	1917	1918	1919	1920	1921	1922
Total Enrollment						
and Maintenance	\$39.08	\$42.02	\$47.39	\$54.44	\$67.36	\$64.09
Average Attendance						
and Maintenance	\$45.31	\$50.71	\$56.11	\$63.08	\$76.96	\$72.14
	1923	1924	1925	1926		
Total Enrollment						
and Maintenance	\$70.54	\$71.49	\$75.07	\$73.77		
Average Attendance						
and Maintenance	\$81.23	\$80.45	\$84.55	\$82.97		

Improvement in Teaching Qualifications

A marked change has taken place within the past decade in the number of men holding positions as teachers in the secondary schools. In 1916 in the high schools and academies 348 men held teaching positions. In 1926 the number had increased to 537. This is a gain of 54%. The increase in the high schools is slightly greater than in the academies, namely 61%. In 1926 the men occupied 36% of the teaching positions in the high schools and academies. We believe that this is a notable showing and evidence that the statements with reference to the need of a larger number of men teachers in secondary education are not wholly applicable to our situation.

The extent of training which our teachers have received is indicated by surveys made for several years covering the entire teaching force of the state. In 1926 of 850 teachers handling the general academic courses in the high schools 74.6% were college graduates. Of the remaining number 18% had partial college courses of two years or more, 5.6% were normal graduates all of whom had had educational training beyond their normal school course and 1.4% had had less formal training but accompanied with long experience and special study. The surveys from year to year have shown a distinct increase in the number of men and women holding college degrees. There is also, an increasing number of normal graduates entering the high school field by adding to their normal training the results of summer school courses of collegiate grade. This preparation furnishes an especially good foundation for high school teaching, particularly in the grades represented by the junior high school organization.

A large number of our teachers are taking special training in addition to their preliminary qualifications. From a questionnaire filed by 200 high schools and academies, 121 reported one or more teachers who had credits of summer school attendance. The number of these teachers was 254. Another significant statement was brought out in this survey. Of the schools reporting 161 had on their faculty one or more teachers who had to their credit professional study amounting to six semester hours or more. The number of these teachers was 579. Thus

COST PER PUPIL IN HIGH SCHOOLS

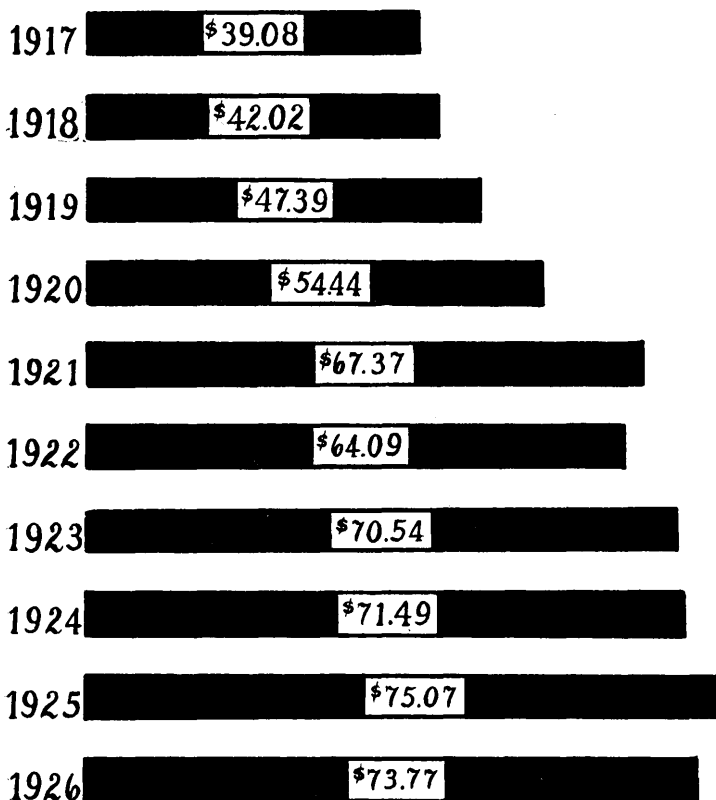


Figure Number 9

it would appear that nearly half of the teachers engaged in secondary school work have had at least a year of college work in the field of education. Conferring with superintendents and principals who can speak from a supervisory capacity we find that the special preparation of these teachers in the field of education is making a distinct showing in a higher type of classroom instruction, a better understanding from the start of the requirements of school organization, and general improvement of their classroom procedure. As the college training in these fields develops, classroom and instructional technic in general is certain to improve greatly within the next few years.

In this connection it is proper to speak in appreciation of the fine spirit of cooperation shown by the several colleges and the state university in the organization of courses and efforts to work out the subject and material offered in the departments of education and teacher training in accordance with the suggestions and regulations of the Commissioner of Education. A number of conferences have been held with the heads of departments of education in the colleges and with the directors of the summer schools. In all cases we have found those engaged in the preparation of teachers most ready to follow out any suggestions that were offered in the way of improvement in the service which they are ably rendering. These departments are recognizing their responsibility and are taking every opportunity to encourage Maine men and women to go into the educational work in the state. Their efforts to select and prepare a fine body of young men and women for this undertaking are most commendable.

QUALIFICATIONS OF TEACHERS

Tabulation includes only academic teachers in high schools.

	1920	1926	1920	1926
Number of college graduates	418	634	67.3%	74.6%
Partial college course	88	156	14.17%	18.4%
Normal graduates	40	48	6.44%	5.6%
Incomplete or irregular preparation	70	12	12.08%	1.4%

Certification of High School Teachers

Changes in the regulations for certification have offered to teachers coming into the service with less than a college degree the opportunity of securing their preliminary certificates by summer school work in lieu of examination. In organizing this substitute requirement great care has been taken to secure the actual college credits and to direct the work of the candidate as to the courses which must be secured for certification credit. The work so taken must be of collegiate grade and accepted by the college as such. The amount of work required during the summer session has been set at a definite minimum. By these means it is believed that the men and women entering the secondary school teaching fields without having completed their college courses will have had a preliminary training that will correspond to the requirements in the elementary field. All certificates issued since July 1, 1924 except those based upon normal and college graduation are renewable only upon presentation of evidence of work of collegiate grade.

It is obvious that with a high percentage of college graduates it will not be very long before graduation from college with the professional training will be a practical requirement for teachers in secondary schools. Necessary adjustments for junior high school work and some of the special courses may be made. Elsewhere, however, it will be noted that home economics certificates will in the near future call for four years of preparation and the qualifications of other vocational teachers are rapidly being raised to an equivalent of college training. The increasing demands of the high school not only in regard to courses but the breadth of instruction and the handling of problems outside the restricted field of classroom demand men and women of high educational and professional preparation. The response of teachers and candidates for teaching to higher requirements is distinctly gratifying. It shows a readiness both to make a larger sacrifice of time and money and to give the serious personal effort thus demanded. This attitude is a matter of gratification to those undertaking to raise the standards and one of distinct credit to the interest and spirit actuating the young men and women who are going into our schools as teachers.

College and Secondary School Relations

The graduates of the high schools and academies in Maine have a strong tendency to continue their education in college or other schools beyond the high school. The survey made for the class graduating in June 1925 brought out the following facts. The class graduating in June 1925 was made up of 1815 boys and 2409 girls from high schools and 485 boys and 596 girls from academies, making a total of 2300 boys and 3005 girls. The study referred to was made in the fall of the same year and the securing of data was somewhat complicated in certain cases. Of the 229 secondary schools with two or more teachers, 202 reported on 5000 graduates. Of this number 591 entered colleges in the state and 499 entered Maine normal schools. This gives a total of 1090 members of this class who entered Maine colleges and normal schools. In addition there were 240 who attended other schools in the state including business colleges and similar types of advanced training. The records show that 265 pupils attended colleges outside the state and practically the same number entered other types of schools. Fully one-third of the entire class entered schools in advance of the high school in September of the same year. A more extensive survey would reveal a considerable group of young people who did not immediately enter advanced schools but remained out for a year for work. The results of the survey are tabulated and some interesting facts may be drawn from this report.

It will be noted that the small schools make a very marked contribution of pupils going to higher institutions. Even schools of two and three teachers are sending a relatively large quota to normal school and college. The larger schools, especially those in industrial centers, are making relatively a smaller contribution to college and normal school. It is characteristic of our experience and the data bears out the general impression that there is a very great interest on the part of the parents of the boys and girls in all localities to give their children the largest possible educational opportunity. With the greatly increasing cost of college and other schools not directly supported by the state the effort becomes one in many cases of strict economy, hard work and sacrifice on the part of parents. Tabulation showing distribution of graduates of June 1925 is appended.

Results of a special study of the class graduating June 1925 showing (a) the number going to higher schools, (b) the distribution according to the size of the school.

Number of teachers in school	2	3	4-5	6-8	9-14	15-20	21+	Ttls.
Number of schools of this size	56	55	41	38	25	8	6	229
Number of schools reporting	48	46	35	36	23	8	6	202
Number of graduates of these schools	308	518	578	910	1176	446	1064	5000
Number of these graduates entering Maine Colleges	26	46	68	95	148	43	165	591
Number entering colleges outside the state	9	19	10	57	65	30	75	265
Number entering Maine Normal Schools	42	70	72	116	105	40	54	499
Number entering other Maine schools	24	31	29	44	42	26	44	240
Number entering other schools out- side the state	8	21	29	26	56	23	41	204
Number entering occupations or of whom no record was available	199	331	370	572	760	284	685	3191

The work of the students from Maine high schools and academies entering college during the biennial period has been espe-

cially gratifying. With the fine cooperation which the several colleges of the state have shown in supplying complicated data, there are available reports giving the records of the students entering from the high schools and academies including the number of grades or marks issued, the failures, the number of honors credited and detailed data with reference to the subjects which represent continuations from the high school courses. A comparison of these records from year to year have shown a perceptible improvement in the work of successive freshman classes. The report for the class entering September 1925 continued the progress of the years past. The list of schools having practically no failures and a creditable number of honors was notable as including large and small schools. These data have been tabulated and sent to the school officers with general comment upon the report. In cases where the results have shown a general weakness in the school letters have been written. These letters as well as those commending the records of excellent work have proven helpful and stimulating.

A committee made up of representatives of the colleges and state university has cooperated with the Department in reviewing the data filed by the colleges and interpreting the several reports in the light of special information furnished by the college officers. The attitude of this committee has invariably been constructive and has given evidence of an earnest desire on the part of the higher institutions to do all in their power to cooperate with the secondary schools and with the Department. We regard this committee on college and secondary school relations as a most important factor in the solution of the problems affecting these two groups of institutions. A general summary of the reports for 1925-26 is appended herewith. It is not practical to go into any discussion of the results beyond the general statement given above.

GENERAL DATA FROM COLLEGE REPORTS UPON FRESHMAN RECORDS FOR THE FIRST SEMESTER, DISTRIBUTED BY COLLEGES FOR 1925-1926, 1924-1925.

	Bates		Bowdoin		Colby		U. of M.		Totals	
	1925-1926	1924-1925	1925-1926	1924-1925	1925-1926	1924-1925	1925-1926	1924-1925	1925-1926	1924-1925
Schools reported	59	53	40	30	52	50	132	113	283†	246†
High schools	46	35	26	20	35	35	95	83	202†	173†
Academies	13	18	14	10	17	15	37	30	81†	73†
No. students entering	114	134	73	52	118	123	387	309	692	618
High schools	98	105	50	38	74	74	297	245	519	462
Academies	16	29	23	14	44	49	90	64	173	156
No. grades assigned	584	572	360	208	589	611	2031	1533	3564	2924
High schools	501	466	245	152	370	366	1543	1235	2659	2219
Academies	83	106	115	56	219	245	488	298	905	705
No. failing in 1 sub. only	20	29	17	11	19	16	64	56	120	112
High schools	18	21	9	7	10	13	49	47	86	88
Academies	2	8	8	4	9	3	15	9	34	24
No. failing in 2 sub. only	5	16	4	2	6	3	24	22	39	43
High schools	5	7	1	1	2	2	16	17	24	27
Academies	0	9	3	1	4	1	8	5	15	16
No. failing in 3 or more	7	11	1	1	3	2	14	3	25	17
High schools	6	7	0	1	1	2	12	3	19	13
Academies	1	4	1	0	2	0	2	0	6	4
Total No. of failures	55	98	29	19	41	26	159	109	284	252
High schools	49	59	11	13	17	21	122	90	199	183
Academies	6	39	18	6	24	5	37	19	85	69
Total No. of honors	152	153	150	69	108	95	659	472	1069	789
High schools	126	132	117	48	85	53	534	366	682	599
Academies	26	21	33	21	23	42	125	106	207	190

†The total number of different schools reported are:

	1925-26	1924-25
Total schools	165	150
High schools	123	109
Academies	42	41

Total number of schools in the state:

	1925-26	1924-25
Total Class A	233	231
High schools	176	173
Academies	57	58

The schools not reported did not send pupils to college.

School Buildings

The biennial period has been marked by a continuation of the remarkable building program of the past decade. A considerable part of the new construction is being used for high school purposes. A number of the buildings are wholly devoted to high school and junior high school work. During the past two years high school buildings have been completed in Portland, Rockland, Thomaston, Camden, Hartland, Belfast, Pembroke, Livermore Falls, Cape Elizabeth, Gorham, South Portland, Brewer, Corinth, Guilford, Fairfield, Vanceboro, Biddeford, Millinocket and Oakland. These buildings range in cost from

the new Deering high school costing approximately \$1,000,000 to smaller buildings like the excellent one at Vanceboro costing not quite \$25,000. The latter cares for practically the entire school population of the town but gives ample facilities for the high school. These buildings are distinguished by the careful plans for meeting the present demands in secondary education. Practically all of them are provided with a gymnasium or rooms adequate for the carrying out of the health program. With a few exceptions provisions have been made for the introduction of vocational courses suited to the demands of the community. Perhaps the most notable progress is in the provision for library facilities. All of the larger buildings have libraries worked out in accordance with the best library procedure. It is notable that while buildings have been made attractive and pleasing, elaborate architectural effects have been reduced to a minimum. The expenditures have been confined to the necessary demands of the building itself.

As a result of the building program over one hundred of the high school buildings of the state have been replaced or completely remodelled within ten or fifteen years. By reason of this improvement more than half of our high school buildings are modern in type and planned so that the best of high school procedure may be carried on. It is further notable as would be obvious that a large proportion of the children of high school age are housed in buildings of this type. The work which has thus far been done has proved stimulating to communities where interest was not manifest or where conditions seemed to make postponement of building improvement desirable. It is clear that the program is by no means complete and is being carried forward as rapidly as possible. The time should not be far distant when practically all of our secondary school pupils will be housed in buildings of modern type and adapted to the needs of the modern high school.

High School Libraries

It is gratifying to report the excellent progress that has been made in the high school library. Practically all the new buildings have been provided with adequate room facilities and sev-

eral have had the benefit of unusual assistance in the equipment of their libraries. Two libraries at least, namely at Belfast and Fairfield, have been equipped in a most complete and artistic manner through the aid of generous citizens. In both instances not only has complete equipment been furnished but a large amount of carefully selected material as well. The generous service which has been rendered in these notable cases might well be taken up in many other places where the need of proper equipment and especially of well selected material is very great and public funds for this purpose limited.

The necessary adjunct to the school library is the trained school librarian. It is gratifying to report a considerable increase in the number of persons who have had special training for school library work and are on full time or are able to give a major portion of their time to library supervision. The number of schools in which full time librarians were reported is necessarily small. For the large number in which full time supervision is not practical the teacher-librarian plan by which a teacher with some library training is granted time for library supervision is proving very effective. As a result of emphasis upon this idea one hundred schools had teachers definitely assigned to this task, many of whom had had more or less special training. Nineteen schools reported as having a school librarian. Thus nearly half of the schools have persons definitely charged with the responsibility of the school library, its development and supervision. It marks a very important forward step in the high school progress.

Junior High Schools

There has been satisfactory progress in the reorganization of school systems along the junior high school lines. The movement has not progressed as rapidly as in some other states but has been worked out with care in view of the local conditions and requirements. The separate junior and senior high schools are found in Waterville, Houlton, Calais, Belfast, Portland, Old Town and several other communities. These organizations are typical and follow the general procedure of this type of grouping. The six-year high school or organization in which the last six

grades of the school system are included in the high school division is a type which is developing quite rapidly. Such schools as Mapleton, Bingham, South Paris and several others are organized on this plan. A complete list for the current year includes twenty-two cities and towns having more or less complete organization of the junior high school grades.

From experience thus far these schools have proven very satisfactory as to the results of instruction and the better adjustment of pupils to high school activities. It is too early to determine to what extent the school life may be prolonged but where records are available there is no question as to favorable influences. The six-year school offers an excellent type of organization for the smaller town. Experience with these schools running up to two or three hundred pupils has shown economy in organization, improvement of interest in the work of the pupils and a better type of instruction. Such a plan would seem practical in a considerable number of the smaller high schools of the state. The larger communities are certain to work out in time organizations approximating the typical junior and senior high schools.

One of the most serious problems in the development of the junior high school has been the preparation of teachers. Up to the present time there has been no school within the state giving anything like adequate preparation for junior high school work. The matter has been taken up in the professional courses in college but only in a slight way in the normal schools of the state. Bates College and the University of Maine have offered summer school courses which have been accepted as preliminary training toward the junior high school certificate. It is clear that if this type of school is to be developed there must be thorough preparation of the teachers. We believe that this can be done most effectively by the normal schools if observation and practice teaching facilities together with properly qualified instructors can be provided. The junior high school teachers must have thorough training in the work of the upper grades and in addition courses considerably beyond the two year normal school preparation. In a similar way the college trained person needs both the point of view of the elementary teacher and the special instruction covering the field of junior high school practice. The certification requirements set up during the past two

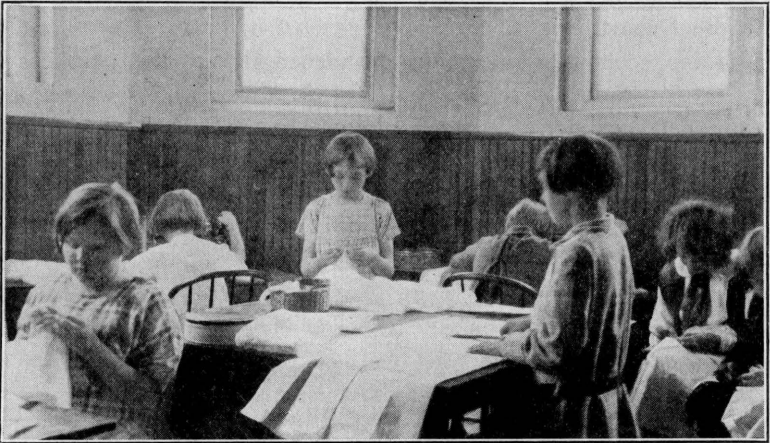
years call for training of this nature. A movement is already on foot to make provisions for the training of teachers for junior high school positions in connection with the normal school work. We believe that this alone will assist considerably in the effective organization of the junior high school system in the state.

CHAPTER VI

VOCATIONAL AND INDUSTRIAL EDUCATION

REPORT OF STEPHEN E. PATRICK, DIRECTOR
VOCATIONAL EDUCATION

In agriculture we have eighteen schools in operation with enrollments ranging from eight in the smallest to forty-eight in the largest, the average being twenty-four. There are a few



Grade VII, Lisbon Falls, May, 1926

more centers where it would be advantageous to establish courses, but expansion of unit courses seems to be the logical development. The various agricultural associations are becoming more and more interested in this work and the Farm Bureaus, the University of Maine College of Agriculture, the Bangor State Fair, the Maine Dairymen's Association, the Maine Pomological Association and the Maine Seed Improvement Society have offered prizes for the schools aggregating a considerable sum. Project income of pupils totals more than \$30,000 for the year.

The work of the schools shows a steady growth and a general improvement in standards.

The trade and industrial schools are showing continued improvement. Trade extension work has been carried on in four centres, and there are two part time cooperative schools and one day trade school now in operation. Increased interest is being manifested by the trades, particularly the building trades, and promotional work has been done in Portland, Bangor and Lewiston. Assistance has been given one of our largest industries in a foreman training conference.

Mr. Harold L. Pride, Supervisor for Trades and Industries since 1922, resigned September 1st to accept a position offering a substantial salary increase. Mr. Pride has been a faithful, efficient and conscientious worker, and his going is a distinct loss to the Department.

Home economics work has broadened during the past year. At present there is one day course at Sanford and a new evening course at Gardiner, making a total of eight. The work is much better organized, and units of work have increased in many places. Conferences have been held in various localities to aid in developing a larger variety of short unit courses, better standards and content and more follow up work. Teacher training was carried on with the evening school teachers at Portland and Rumford. State meetings have been held at Portland and Augusta. The attendance was the largest ever attained and the value to the teachers was very evident. Group conferences were held at Caribou, Farmington and the University of Maine at which methods of instruction and content of courses were considered. The State Supervisor, together with the heads of the training schools and the teacher trainers have developed a State Course of Study which is proving exceedingly valuable. A summer school session for teachers was conducted at the Eastern State Normal School from July 7th to August 13th. The instruction was given by the State Supervisor and four assistants. Fifty-eight experienced trades women and teachers are conducting evening school vocational classes. Our relations with the Federal Government have continued to be very satisfactory and the funds provided have greatly extended the value of vocational education.

ADULT EDUCATION

The evening schools of the state show a great improvement in organization, there is a larger registration than ever before and a higher standard of work. Considerable attention has been given to naturalization and a large number of students assisted in obtaining their first papers. The enrollment and attendance in industrial, home economics and commercial classes showed a decided interest in each of these departments. Twenty-one towns conducted evening classes with a total enrollment of 5310.



Potato Project, Piscataquis County

GENERAL INDUSTRIAL EDUCATION

Decided progress has been made in the industrial education field toward a general shop program. A basic course of study has been set up for the elementary grades as a result of thirteen regional conferences, and it has been very generally accepted by the teachers. Considerable improvement has been made in the past two years in rooms and equipment. The teachers are assuming a responsibility for self improvement and many are taking advantage of summer school or tradè experience. A very profitable summer school was conducted at Gorham last year. Fifteen teachers in service were in attendance, and besides work in pedagogy and psychology, experts from several trades gave type demonstrations of their work, and an analysis was made of their

demonstrations. Forty-seven cities and towns and the normal schools are conducting either elementary or secondary work, in most places both types.

The past year has seen a broadening of home economics as to the scope of the work. Altogether too frequently in the past a limited interpretation has been placed upon home economics education and it has been thought of as cooking and sewing. Thus a great wealth of material has been excluded which is needed in



Ideal Combination—Boy—Teacher—Father

bringing girls and women to a fuller realization of their responsibilities in creating better homes. To make the content of courses more uniform, throughout the state by setting up definite aims to be accomplished, a course of study with a minimum content for a well rounded course has been prepared. New courses have been introduced in several places. Many towns have provided new laboratories and equipment, and there has been general improvement in working standards as well as

in content and scope. Greater effort is being made to meet pupil and community needs. At present there are seventy cities and towns with home economics departments. Ninety-four teachers are devoting full time to the work and eighteen teachers are on a part time basis.

A notable feature of all classes of work in this division is the splendid spirit of cooperation with the State Department shown by teachers and administrators all over the state.

CHAPTER VII

VOCATIONAL REHABILITATION—1924-1926

REPORT OF BERTRAM E. PACKARD, DIRECTOR, AND LEROY N. KOONZ, SUPERVISOR

We are submitting herewith a brief report of the work accomplished in Maine in vocational rehabilitation for the year ending June 30, 1926. The same plan of administration has been followed as during the preceding two years, viz: Mr. B. E. Packard serving in the capacity of director of vocational rehabilitation and Mr. L. N. Koonz serving in the capacity of full time supervisor and field agent. Mr. Koonz devotes his entire time to this work. In addition a part time stenographer is employed. An office is maintained in the office of the State Department of Education in Augusta.

During the past year the work of rehabilitation has shown a slow but steady growth. As the work progresses its value becomes more widely known and we are receiving an increasingly large number of applications for assistance in the case of those who have been injured in industry as compared with those who are incapacitated for labor because of disease. During the year nineteen cases were rehabilitated and placed on a productive basis in some line of industry.

In a state like Maine which is largely agricultural and the larger part of which is very sparsely settled the work of rehabilitation is a difficult problem. We do not have a large number of industries in the state and it becomes a difficult problem to determine as to just what line of work to take up with rehabilitants so that they may secure a gainful occupation in the state. In states where there are numerous industries this problem would not seem to be so difficult. There are many lines of work in which we might train rehabilitants but after they were trained there would be no opportunity of securing occupation in this line of industry in Maine. However, we have succeeded in finding certain lines of work which it is possible for trainees to take up

and when they have completed their training find a place in some of the industrial organizations of the state.

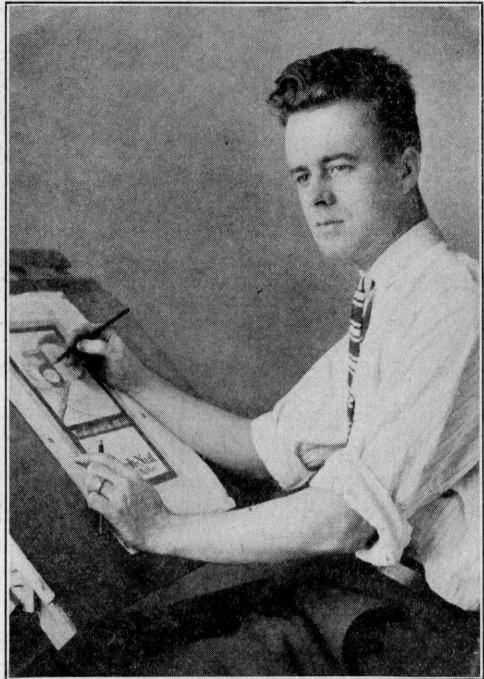
Very cordial cooperative relations are maintained with various organizations and activities throughout the state. The Industrial Accident Commission, the Red Cross, the Y. M. C. A., the various hospitals and the Maine Public Health Association have been helpful at all times in assisting and promoting the work of vocational rehabilitation in every way possible.

We feel that the work is now placed upon a permanent basis and that each year will see a larger number of people who are incapacitated because of injury suffered in industry or because of disease seeking to take advantage of the opportunity to take up a new line of work and thus be enabled to once more earn a respectable livelihood.

We are submitting herewith a report of some of the typical cases which have come to our attention during the past year.

I

Mr. Walter Wallace, age 24, of Calais, Maine, received an injury to both feet while working in a shoe factory. The injury resulted in a deformed left foot causing a permanent lameness. His case did not come to the attention of the Civilian Rehabilitation Department until about two years after the accident. At this time it was found that he was doing some photography work, watercoloring and drawing.



His case was taken under advisement and it was

decided that he was best fitted for commercial designing. A correspondence course with the Federal Schools Incorporated was arranged for him. This course consists of twelve lessons. He has now completed seven lessons and is making good progress with his course. During the last month he earned approximately fifty dollars by doing some perspective rendering for a company of architects in Lewiston, Maine.



II

Mr. Leo McCann, age 31, of Bangor, Maine, is a cripple confined to his home and a wheel chair. His disability is paralysis of both legs from the hips down caused from an attack of infantile paralysis during the year of 1922. At that time Mr. McCann was working for the Eastern Manufacturing Company, Brewer, Maine. This case was brought to our

attention by the Bangor Family Welfare Association who were assisting the family, and was surveyed by our department October 30, 1924. After careful consideration it was decided that poultry farming was what he was best adapted for. In November 1925 a correspondence course in Poultry Farming with the International Correspondence School was given to him. Through the cooperation of the Bangor Family Welfare Association he obtained a loan of \$300. On May 1, 1926 he was ready to start in business, having built a 20x20 chicken house and receiving a few days later 300 Rhode Island Red chickens. During the month of November he received from 99 pullets 1470 eggs, net

profit for the month \$54.75. Mr. McCann should be self supporting in another year.

III

Mr. Peter Gaudreau, age 21, of Westbrook, Maine, had an attack of infantile paralysis when quite young which left him a cripple. In order for him to walk he has to use crutches. His case was brought to our attention through the cooperation of the Red Cross. After investigating his case it was decided to give him a course in watch repairing. He was placed with George F. Jones, 547A Congress Street, Portland, Maine, who is one of the best watch repairers in the city. Mr. Gaudreau has now completed his course and March 1, 1926 started in business for himself at Westbrook, Maine. His average net earnings per week for the first four months were twenty-five dollars.

INDUSTRIAL REHABILITATION

*Summary of Receipts and Expenditures During the Year
1925-1926*

RECEIPTS

Federal Funds	Federal	State
Balance from year 1924-1925.....	\$433.76	
Federal appropriation	6,861.69	
State Funds		
Regular appropriation for care of blind used to offset federal funds		
1. Maine Inst, for the Blind.....		\$4,174.00
2. State vocational education.....		3,651.80
	<hr/>	<hr/>
Totals	\$7,295.45	\$7,825.80

EXPENDITURES

Administrative		
1. Salaries of supervisors and agents..	2,196.80	461.60
2. Salaries of other employees.....	351.00	160.00
3. Travel	652.92	358.45
4. Communication		40.00
5. Printing	22.42	5.81
6. Supplies		2.05
7. Other expenditures	10.00	5.00
Tuition		
1. Educational Institutions	84.50	4,269.00
2. Industrial and commercial.....	1,600.11	1,319.00
3. Tutors	179.50	167.00
4. Correspondence	167.95	139.01
Instructional supplies	458.48	288.71
Other expenditures	239.75	310.17
Prosthetic appliances	135.00	300.00
Federal funds transferred to state vocational fund to offset balance account..	863.68	
	<u>\$6,962.11</u>	<u>\$7,825.80</u>
Balance on hand federal funds, July 1, 1926	333.34	

REGISTRATION OF CASES

TABLE I

By Nature of Disability

	Female	Male	Total	Percent
Hand		7	7	12%
Arm	2	5	7	12%
Leg	4	22	26	41%
Legs	3	7	10	16%
Vision		4	4	07%
Arm-Leg		1	1	02%
Multiple		2	2	04%
General debility		1	1	02%
Miscellaneous		2	2	04%
	<u>9</u>	<u>51</u>	<u>60</u>	<u>100%</u>

TABLE II
By Origin of Disability

	Female	Male	Total	Percent
Employment	1	15	16	27%
Public accident		13	13	22%
Disease	6	20	26	43%
Congenital	2	3	5	08%
	<hr/>	<hr/>	<hr/>	<hr/>
	9	51	60	100%

TABLE III
Schooling

	Female	Male	Total	Percent
None	0	4	4	07%
Grades 1 to 6	3	11	14	23%
Grades 7 to 9	3	21	24	40%
Grades 10 to 12	3	12	15	25%
Other		3	3	05%
	<hr/>	<hr/>	<hr/>	<hr/>
	9	51	60	100%

TABLE IV
Age

	Female	Male	Total	Percent
Under 21	8	21	29	48%
21-30	1	13	14	24%
31-40		7	7	12%
41-50		5	5	08%
50 or over		5	5	08%
	<hr/>	<hr/>	<hr/>	<hr/>
	9	51	60	100%

LIVE ROLL OF CASES END OF FISCAL YEAR
JUNE 30, 1926

	Number	Percent
1. Determined as eligible	26	23%
2. In process of rehabilitation.....	28	25%
3. In school training	34	30%
4. In employment training	22	20%
5. Being followed up after placement.....	2	02%
	<hr/>	<hr/>
Total Live Roll	112	100%

REHABILITATION

	Number	Percent
Total rehabilitated	19	48%
1. School training	8	20%
2. Employment training	6	15%
3. Job restoration	5	13%
Total other closures	21	52%
1. Not susceptible	3	07%
2. Service rejected	18	45%
3. Dead	0	0
4. Other	0	0
	40	100%

Cost of rehabilitating 19 cases year 1925-1926..... \$2,018.05

Average cost per case..... 106.21

Annual income of rehabilitated cases (nineteen).... \$14,565.20

Average wage earning per year..... 766.60

Average wage earning per week..... 14.74

CHAPTER VIII

TEACHER TRAINING IN SERVICE

While the state of Maine has a definite program of teacher training looking to 1930 when we shall have a trained staff of teachers, we still have the element of growth and professional spirit to foster and keep alive. We have, therefore, for both trained and untrained teachers several means to this end which may be catalogued as follows:

1. The State Teachers' Association.
2. County educational rallies.
3. Summer school attendance.
4. Local or union educational institutes.
5. Study centers.
6. Correspondence courses.

Besides these, we have recommended to our teachers the reading of professional books and magazines of the latest type differentiated according to the type of work the teacher is doing. With all of these forces in operation, we are able to reach a large percentage of our teachers with the sequence of cooperation, zeal and professional spirit. In our state and county associations, we have very nearly 100% of our teachers enrolled. Below are given reports of Mr. A. W. Gordon, Secretary of the State Teachers' Association, of Mr. B. E. Packard, Director of County Institutes, of Colby College on its Study Centers and of the University of Maine on its Correspondence Work.

AUGUSTA, MAINE, July 1, 1926.

To the State Commissioner of Education,

Dear Sir:

The Maine Teachers' Association has recently enjoyed marked growth and prosperity. Within the past two years the Association has held two of the largest attended conventions in its history, and in 1925 the membership reached the record enrollment of 6,637. This is equivalent to 100% membership for the state and a distinction attained by but few state education associations

in the country. Always a distinct credit to the profession and enjoying the support of the leading educators, this organization seems destined to become a still more important factor in the educational development of Maine. For many years the annual convention has been the outstanding event on the educational calendar of the state and these great meetings have without question been a strong influence in the advancement of the profession and in the cause of education.

Now with the large state-wide membership and greatly increased financial resources, the Association is enabled to undertake additional activities. For the past three years a Journal of Proceedings has been published, which has been pronounced a publication of value by prominent educators both within and without the state. A committee on teacher tenure has been at work on this important subject for the past year. A legislative committee is appointed to act in cooperation with the State Commissioner of Education at the biennial sessions of the legislature, and the expenses of delegates and officials for attendance at meetings of the National Education Association are paid in whole or in part.

A two-day convention on Thursday and Friday of the last week in October has been held for many years. Since 1912 the conventions have alternated between Bangor and Portland. The annual programs have usually followed the established plan of general and departmental meetings, but in more recent years one session has been devoted to a special feature program. This took the form of a school music festival for quite a period of years, but more recently the physical education exhibition and visual education session have been introduced with success. The departments are at present organized into twenty-two divisions and although these departments have originated in no systematic way, yet they cover the educational field very satisfactorily. They are at present as follows: Rural Schools, Primary Schools and Kindergartens, Intermediate Schools, Grammar and Junior High Schools, Secondary School Principals, English, History and Civics, Modern Languages, Classics, Mathematics, Science, Secondary School Agriculture, Commercial Branches, Public School Music, Drawing, Physical Education, Home Economics, Industrial Training, Rural Helping Teachers, Deans of Women and

Advisers of Girls, Evening Schools, and College Faculty Members. The last two named were established in 1925 by vote of the executive committee of the Association.

The annual programs of the Maine Teachers' Association have always been strong, timely, and inspirational. In more recent years an increasing number of distinguished speakers have appeared on the program, which now embraces nearly every phase of education from the kindergarten to the university. This may be rather strikingly shown by a comparison of the program of today with that of a little more than a score of years ago. The program for the year 1902, the first year of the state association under its present name, consisted of four general sessions and five department meetings, with about twenty-five different speakers, five of whom were from outside the state. The membership at that time was less than 300. The program for the year 1925 included key note meetings for men and for women, four general sessions, one of which was a women educators' session and another a symposium with the topic for discussion "Character Training," a school music festival, and twenty-two departmental meetings. There were seventy speakers with twenty-four from outside the state. The attendance was approaching 6,000. Seven or eight hundred additional teachers who were not able to attend the convention enrolled as members. This indicates that the state association is now in reality a state-wide organization both in respect to membership and the scope of its activities.

The following tabulations will be of interest in showing the rather remarkable growth of the state organization of the teaching profession of Maine during the twenty-five year period just closed.

MEMBERSHIP

1900	Maine Pedagogical Society.....	Approximately	375
1905	Maine Teachers' Association.....	Estimated	800
1910	Maine Teachers' Association.....	Approximately	1800
1915	Maine Teachers' Association		
		(471 men and 2683 women)	Total 3154
1920	Maine Teachers' Association		
		(540 men and 3000 women)	Total 3540
1925	Maine Teachers' Association		
		(964 men and 5673 women)	Total 6637

FINANCES

	Resources	Expenditures	Balance
1900 Maine Pedagogical Society	\$62.18	\$36.61	\$25.57
1905 Maine Teachers' Association	1,022.75	392.09	630.66
1910 Maine Teachers' Association	(No data available)		
1915 Maine Teachers' Association	3,345.74	2,215.84	1,129.90
1920 Maine Teachers' Association	3,560.83	3,427.18	133.65
1925 Maine Teachers' Association	13,884.47	9,037.46	4,847.01

Respectfully submitted,

ADELBERT W. GORDON,
Secretary.

*To the State Commissioner of Education,
 Augusta, Maine.*

Dear Sir:

I herewith submit a report of County Teachers' Associations for the biennial period ending June 30, 1926. In accordance with the provisions of the statutes the several counties of the state maintain Teachers' Associations under the joint management of the State Educational Department and the officers of the county associations. Teachers of public schools may suspend their schools for not more than two days in any year during the sessions of such conventions within their counties. As a rule, however, we have found it more profitable to conduct conventions of only one day in length. The table shows the associations maintained in the state and the registration at the last meeting.

Androscoggin	393
Aroostook	517
Cumberland-York	1,024
Franklin	179
Hancock	256
Kennebec	400
Knox	153
Lincoln-Sagadahoc	249
Oxford	257
Penobscot	580
Piscataquis	161
Saco Valley	125
Somerset	357
Waldo	176
Washington	271
	<hr/>
Total registration	5,098

These conventions or rallies as we more frequently designate them, have usually been held early in the school year in the latter part of September and the first half of October. In one or two instances the conventions were held in February but it is the concensus of opinion among the teachers themselves that the greatest benefits are derived from meetings held early in the school year. Weather conditions are usually good, the traveling excellent and because of these reasons, a larger percentage of the teachers are able to attend meetings held at this time. Furthermore, the practical benefits and inspiration received by attendance at such meetings may be utilized throughout the entire school year.

The programs of the rallies are usually divided into general and departmental sessions. For the general sessions we customarily engage the services of prominent educators outside the state who bring to the teachers messages of inspiration and practical benefit in their daily work. Because of holding these meetings throughout the state on successive days we are able to engage the services of speakers for a week or more at a time, when because of the distance and expense it would be practically impossible to use them for a single meeting. The programs for

departmental sessions have been for the most part made up from local teachers and superintendents in the county assisted by members of the State Department and also by these outside the state speakers. The departmental programs have been made up largely of addresses by teachers on practical subjects of everyday work and teaching demonstrations of the various subjects in the school curriculum have been a prominent feature. An occasional spelling match has been held. A specimen program of a meeting of a county teacher association has been selected and is given here-with :

PROGRAM

GENERAL SESSION

9.30-10.15 A. M.

Prayer

Music

High School Orchestra

Business

Teachers' Retirement Association

DEPARTMENT SESSION

10.15-12.00

1. Elementary

Project Problem in Geography

First Essentials First

Demonstration of 5th Grade Music

Socialized Recitation in History

2. Secondary

Aims and Methods of Motivating High School English

Demonstration in Science Teaching

Finding a Common Basis for Grading and Ranking our Pupils

3. Rural

The Rural Teacher in the Community

Demonstration of Arithmetic

The Place of Handicraft on the Rural School Program

4. Superintendents and School Committee Members

Round Table Conference, conducted by the State Commissioner of Education

GENERAL SESSION

1.30 P. M.

Community Singing

Business

Training for Wholesome Enjoyment

Music

High School Orchestra

Address

Questions and Answers

The registration of teachers at county meetings has been nearly one hundred per cent of the enrollment of the public school teachers of the state. Much interest has been manifested in the meetings and the teachers feel that they are a source of very much practical benefit as well as in the way of enthusiasm and inspiration always derived from attendance at such a meeting. It is our belief that meetings of the county association constitute one of the most important activities of the State Department of Education.

All the county associations are affiliated with the National Education Association. A small amount is charged in dues for membership in the county association and from these funds expenses of delegates to the annual meeting of the National Education Association are in part defrayed. A frequent and interesting feature of a county convention program is the report of the meeting made by the county delegate. The affiliation with the National Association and the attendance of delegates at the annual meeting cannot fail to be of much benefit to all concerned.

Respectfully submitted,

BERTRAM E. PACKARD,

Director of County Teachers' Associations.

COLBY COLLEGE EXTENSION COURSES

REPORT OF PROF. E. C. MARRINER, DIRECTOR

In 1924 Colby College decided to broaden its activities by the inauguration of extension courses designed to meet the needs of adult members of the Waterville community, and especially the needs of the school teachers of the vicinity. Conducted by regular members of the college faculty, these courses meet once each week for a period of twenty-five weeks. Examinations at the end of each course are required for all who desire academic credit. The successful passing of two extension courses entitles the student to the equivalent of one full three-hour college course for one semester. Four extension courses is equivalent to a full year's single three-hour course in college.

In 1924-25 the extension courses were offered at Waterville only; in 1925-26 at Waterville and Skowhegan; in 1926-27 at Waterville, Skowhegan, and Augusta. The courses offered each year and the instructors have been as follows:

*1924-1925**At Waterville*

The World's Greatest Painters and their Pictures

Prof. C. H. White

The Teaching of Biology

Prof. Webster Chester

The Economics of Business

Prof. C. H. Morrow

The Teaching of English

Prof. E. C. Marriner

Nineteenth Century Poetry

Prof. C. J. Weber

*1925-1926**At Waterville*

Survey of American Literature

Prof. C. J. Weber

Introduction to Business

Prof. G. H. Auffinger

Classroom Problems of the Elementary School

Prof. E. C. Marriner

Europe Since 1870

Prof. W. J. Wilkinson

Educational Psychology

Prof. E. J. Colgan

Social Problems

Prof. C. H. Morrow

At Skowhegan

Survey of American Literature	Prof. C. J. Weber
Browning's Dramatic Monologues	Prof. C. J. Weber
Problems of the Elementary School	Prof. E. C. Marriner
Teaching in the High School	Prof. E. C. Marriner

NOTE: Credits earned in these courses apply on certificate renewal.

REPORT OF L. J. POLLARD

*Director of University Extension Division,
University of Maine*

The University of Maine, through the University Extension Division, offers in correspondence study an opportunity for improvement in many of the academic subjects. The University through its Department of Education has always been ready to send out instructors where groups of teachers wished professional courses. This work did not reach the teachers in the more remote communities of Maine. The Extension Division is able to help any teacher in any community and has at the present time a goodly number registered in courses offered by the following departments: Astronomy, Biology, Education, Engineering, Drawing, English, Mathematics and Psychology. The above courses are offered for University credit and teachers may work toward their Bachelor of Arts or Science degrees during the school year. The Department of Education and the Department of Psychology have special courses especially fitted for teachers in service.

The work of the Extension Division which is being carried on wholly by correspondence is administered and supervised in the following manner:

A member of the regular faculty, approved by the head of his department and the dean of his college, gives the course. The course is based on a sixteen week term. The two and three hour courses are made up of sixteen regular assignments, each assignment covering a week's work. The student is asked to

NOTE: This work is accredited on the issuance of certificates by the Department of Education.

obtain textbooks and reference books. Assignments one and two are sent at the beginning of the course. A student completing assignment one, mails it to the instructor in charge of the course, he corrects it and dictates a letter of criticism and sends the corrected paper back with assignment three. The question of the stenographic and postage expense is taken care of by the University Extension Division. For the final examination, it is recommended to all departments that the student take the examination on the campus, or if at a great distance, that some individual, such as the Union Superintendent, or the Principal of the local high school, be asked to supervise the examination, the University Extension Division paying for this help.

The time allowed for any one course is from ten weeks to twelve months, it being our belief that a student who does not complete the work in twelve months loses interest.

In some cases where there are a group in the same community taking correspondence work, some member of the faculty will visit them during the period and discuss with them personally different phases of the work to improve their standards.

I hope within the next two years to make correspondence work a real study. I believe there is a good field for that type of teaching but believe that our methods will have to be improved if we are to have a great many people complete the work which they have started and to get a high percentage of good from the course.

CHAPTER IX

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, 1924-June 30, 1926. 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 the report is a statement of receipts and expenditures for dormitories in the several normal schools for the fiscal year July 1, 1925-June 30, 1926.

Respectfully submitted,

BERTRAM E. PACKARD,
Deputy Commissioner of Education.

FARMINGTON, MAINE, June 30, 1926.

To the State Commissioner of Education,

Dear Sir:

I have the honor to submit the biennial report of the Farming-

ton State Normal School for the two-year period ending June 30, 1926.

ATTENDANCE 1924-25

Summer term 1924.....	304
School year by classes:	
Junior Home Economics.....	19
Sophomore Home Economics.....	7
Freshman Home Economics.....	21
Second Year, Regular Course.....	178
First Year, Regular Course.....	204
	<hr/>
	733
Counted twice	9
	<hr/>
Net total	724

1925-26

Summer term 1925	421
School year by classes:	
Junior Home Economics.....	9
Sophomore Home Economics.....	16
Freshman Home Economics.....	24
Second year, Regular Course.....	189
First Year, Regular Course.....	229
	<hr/>
	888
Counted twice	12
	<hr/>
Net total	876

Teachers within the period have been: Principal Wilbert G. Mallett, Pedagogy, Psychology; Assistant Principal Arthur M. Thomas, Natural Science; Katherine E. Abbott, Art, Pedagogy; Carolyn A. Stone, dean of women, Hygiene, Psychology; Virginia A. Porter, English, Penmanship; Franca C. Ingalls, Music; Ida F. Spencer (1924-5), History, English; Agnes P. Mantor (1925-6), History, English; Edna M. Havey, Manual Training; Charles S. Preble, Geography, Sociology, Nature Study; Errol

L. Dearborn, Mathematics; Dorothy Blaisdell (1924-5), Gymnasium director; Amelia E. Wilson (1925-6), Gymnasium director; Helen E. Lockwood, head of Home Economics Department; Mary Palmer, Advanced Home Economics; Esther H. Brace (1924-5), Foods and Chemistry; Marion P. Merrill, Clothing and House Practice; Abbie M. Russell (substitute for Miss Palmer, Spring, 1925), Frances Nason (1925-6), Foods and Chemistry; Grace Berry Genthner (substitute clothing, Winter, 1926), Mabel E. Moss (substitute clothing, second semester, 1925-6).

Emma M. Mahoney, Supervisor of Training; Viola C. O'Brien, grades 7 and 8; Julia P. Cox, grades 5 and 6; H. Alta Tracy, grades 3 and 4; Doris W. Dearborn, grades 1 and 2; Iola H. Perkins, sub-primary. Nettie S. Rounds, secretary; William D. Blake, janitor.

The rapid increase in Normal School attendance has taxed severely our facilities for caring for the students. The new dormitory, called South Hall, was opened January 1, 1925, and doubled the student capacity which we had when the new dormitory was first projected. But the increase in student membership and the delay in building the new dormitory made it necessary to provide hastily, additional quarters. Hotel Willows in the north end of the village, built in 1870 as a private school for girls, was upon the market at an advantageous price and was bought by the Principal as an emergency measure. Since its purchase it has been filled with students. It is earnestly hoped that the state will take over this property and relieve the Principal of the financial responsibility.

The increase in students creates acute conditions in the Training department. Formerly the practice teaching had been done in the three terms of the Senior year, one third of the class doing that work for a term each. The large classes made it necessary to adopt the semester and quarter basis of work so that the Senior class is divided into four parts with length of training period reduced from twelve to nine weeks.

To still further relieve the situation training opportunities were secured at West Farmington and Temple villages during the months suitable for travel.

We yet need much more room and many more pupils for our practice teachers. All the children of this small village are

needed. To avail ourselves of that number, a new Training School building offers the only solution. All the facilities we have in the Normal building and town schools are from thirty to fifty years old. Advance in school room construction has rendered all our rooms obsolete. We ought to exemplify the best in modern theory and practice. Our next forward step must be in that direction.

Our Summer School was mentioned in my last report as having become a large and important feature of our work. Within the past two years that importance has assumed still larger proportions. An earnest hard-working group of 421 teachers were in attendance last Summer and the registration for the present Summer, opening this week, exceeds that number.

The opportunity to the people of the state to invest in improved and extended training of teachers is at hand and we may move forward as rapidly as our means and wisdom may provide.

Respectfully submitted,

W. G. MALLETT.

GORHAM, MAINE, June 22, 1926.

To the State Commissioner of Education, Augusta, Maine.

Dear Sir:

I have the honor to submit the report of the Principal of the Gorham Normal School for the biennium closing June 30, 1926.

I. The faculty of the Gorham Normal School for the year 1924-1925 consisted of twenty-one 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

Nellie W. Jordan

Mabel F. Ryan

Louis B. Woodward

Clifford T. Wieden

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
Josephine Smith
Evelyn R. Hodgdon

Besides these teachers employed by the state we used for practice school purposes the schools of twenty-two teachers in Westbrook and eight teachers in South Portland.

The other officers of the school consist of Bertha Sanborn, Secretary; Ina G. Woodward, Matron of the dormitories; Harry W. Morey, caretaker of the normal school buildings; and William Chute, engineer for the dormitories.

The teachers for 1925-26 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
Mabel F. Ryan
Louis B. Woodward
Clifford T. Wieden
Mary Perkins

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
Ann D. Ide
Martha Wasson
Lucille Jones
E. Janice Jefferds
Mary L. Hastings

Teachers devoting their entire time to the practice schools:

Harriett Trask
Mabel Windell
Lois E. Pike
Dorothy Lyons
Josephine Smith
Doris Libby

During this year we used the schools of nineteen teachers in Westbrook and six teachers in South Portland.

II. The students enrolled for the year 1924-1925 exclusive of the summer session are as follows:

Full number of students present during the year.....	365
Number in the junior class	186
Number in the senior class	179
Practice schools under the supervision of the normal school	233
Practice schools not under the supervision of the normal school	1040

Students enrolled for the year 1925-1926 exclusive of the summer session:

Full number of students present during the year.....	397
Number in the junior class	255
Number in the senior class	142
Practice schools under the supervision of the normal school	238
Practice schools not under the supervision of the normal school	940

III. Since the last report from the Gorham Normal School a new practice school building has been erected at the joint expense of the town and state. The cost of the building furnished is about \$90,000. Of this amount the state will pay approximately \$26,000 and the town, \$64,000. This building will adequately take care of the kindergarten, elementary, and junior high school pupils.

IV. Within the last biennium the Normal School trustees have authorized the establishment of a kindergarten primary course and also a junior high school course in addition to the two courses that have been given here previously. The kindergarten primary course will at first be a two-year course and the junior high school a three-year course. Each of these courses may be extended if the demand requires it to a three-year course and a four-year course respectively.

V. While our dormitory facilities are badly overcrowded and a new building for dormitory purposes would be required soon if the school is to continue to develop, probably the most urgent need at the present time is a building to provide for an auditorium and a gymnasium. The present auditorium which is much too small for the ordinary needs of the school is well located and in every way suitable to provide a much needed library-study room, and when it can be used for that purpose we shall have a reasonably modern normal school library plant.

VI. Both in the season of 1924 and the season of 1925 a six weeks' summer session was held. The enrollment for the former session was one hundred and forty-two and for the latter session two hundred and sixty-eight. The larger part of the students were taking work for ultimate credits towards a normal school diploma but the immediate purpose in many cases was the securing of a temporary teacher's certificate. Besides this large group of relatively inexperienced teachers there were a considerable number of experienced teachers and normal school graduates who were in attendance that they might check up their own school methods with the present-day theories.

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.

Each year we have an increasing number of former summer school students coming into the regular school year to complete their work for normal school diplomas. It is expected that this will be the ultimate procedure of all the summer school students who succeed in teaching and continue for any length of time in that vocation.

Respectfully submitted,

WALTER E. RUSSELL.

CASTINE, MAINE, June 30, 1926.

To the State Commissioner of Education,

Dear Sir:

The report of the Principal of the Eastern State Normal School for the biennial period 1924-1926 hereby is respectfully submitted.

ATTENDANCE 1924-1925

Number entering fall term.....	82
Corrected registration fall term.....	127
Number entering winter term.....	6
Corrected registration winter term.....	120
Number entering spring term.....	2
Corrected registration spring term.....	116
Average attendance	121
Number of different students attending.....	135

ATTENDANCE 1925-1926

Number entering fall term.....	81
Corrected registration fall term.....	128
Number entering winter term.....	13
Corrected registration winter term.....	137
Number entering spring term.....	2
Corrected registration spring term.....	128
Average attendance	131
Number of different students attending.....	143

Teachers within the period have been :

William Dickson Hall, B.S., Principal,
General Science, Psychology, School Law, Nature
Study, School Management, Principles of Teaching.

Edward E. Philbrook, M.D.,
Chemistry, Geography, Physiology, Civics, Music,
School Law.

Nellie Frances Harvey,
Reading, Drawing, Botany, Music Methods, Library
Methods.

Sarah Katherine Russell,
English, Penmanship.

Mertie P. Curtis,
History, Mathematics, Physical Training, Psychology.

Mary B. Bills,
Methods, Child Study, History of Education.

Everett S. Packard,
Manual Training, Agriculture.

Sarah E. Crehore,
Home Economics.

Melba Butterfield,
Home Economics.

Training Schools

Mary B. Bills, Director.
Ethel L. Friend, 1st and 2nd grades.
Mildred Black, 3rd and 4th grades.
Irma Grindle, 5th and 6th grades.
Edna C. Harquail, 7th and 8th grades.
Una B. Grey, Rural.
Vera M. Deering, 5th and 6th grades.

Other Officers

Nellie Frances Harvey, Librarian.
Nellie A. Gardiner, House Mother at Richardson Hall.
Beulah N. Hawes, Matron at Pentagoet Hall.
Kathleen Wardell, Secretary.
James Hatch, Engineer.
Josephine F. Paul, Assistant Librarian.
Ellen G. Akers, Matron at Pentagoet Hall.
Addie L. Taylor, Matron at Pentagoet Hall.

The accomplishments of the two years have been considerable and very satisfactory. Perhaps the most gratifying testimony to the fact that our institution is not only sound but progressive is the often expressed appreciation of the teachers of experience who are members of our student body and their close and interested application to the school work offered.

Your representative, Mr. Bertram E. Packard, has been especially considerate, interested, and efficient toward keeping the school buildings in repair and the school well furnished with the necessary supplies.

We were especially fortunate in securing the service of Miss Florence M. Hale, State Agent for Rural Education, in the early part of the fall term in 1926, who gave a course of five lectures that was very much appreciated by the members of the school as a whole and of much interest and benefit to the members of the entering class in particular. Later in the school year Mr. Richard J. Libby, the other State Agent for Rural Education, rendered very efficient and much appreciated service as a lecturer and class room instructor along the lines of standardization of schools. These two prominent educators helped us a great deal toward making our school more efficient in the service of rural education for Maine. In addition to our regular school work this year we were able to do more than usual for our students along the lines of cultural and professional improvement through concerts, health talks, lectures, art exhibits and various school activities.

One of the most satisfactory results of the last year's work was indicated by the fact that out of a class of 67 student teach-

ers, 46 expressed themselves as interested in rural schools and willing to teach in a rural community. Eight expressed no preference. This satisfactory result is due to the encouragement received through the State Agents for Rural Education and through the efficient service of Miss Una B. Grey, teacher of the rural training school. A large per cent of the students in training served double the usual amount of time in the rural training school through choice.

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 1925 and 1926.

YEAR ENDING JUNE 17, 1925

Number registered fall term.....	151
Number entering fall term.....	76
Number registered winter term.....	179
Number entering winter term.....	22
Number registered spring term.....	129
Average enrollment.....	153
Number of pupils in graduating class.....	60

YEAR ENDING JUNE 16, 1926

Number registered fall term.....	163
Number entering fall term.....	90
Number registered winter term.....	205
Number entering winter term.....	19
Number registered spring term.....	158
Average enrollment.....	176
Number of pupils in graduating class.....	61

The teachers for the year 1925 are as follows: San Lorenzo Merriman, A.B., Principal; Sanford E. Preble, C.E., Assistant Principal; Ardelle M. Tozier, Ida M. Folsom, Helen H. Hoyt, A.B., Marion E. Lamb, Ella Grace Haverson, B.S., Marguerite A. Pullen, Katherine S. Dow, Assistants; Mrs. Margaret J. Preble, Principal of Training School; Hope McKinney, Assistant Critic Teacher; Marcia Bragdon, Gladys Leach, E. Frances Magill, Margaret Welts, Addie E. Sweetser, Viola Gooding, and Eleanor A. Whiteside, Model Teachers.

The teachers for the year 1926 are as follows: San Lorenzo Merriman, A.B., Principal; Sanford E. Preble, C.E., Assistant Principal; Ardelle M. Tozier, Ida M. Folsom, Marguerite A. Pullen, Helen H. Hoyt, A.B., E. Frances Magill, Mrs. M. T. White, Mary E. Keister, B.S., Katherine S. Dow, Assistants; Alice M. Coffin, Principal of Training School; Hope McKinney, Assistant Critic Teacher; Marcia Bragdon, Gladys Leach, Gladys Libby, Charlene Thompson, E. Frances Magill, Viola Gooding, Margaret Coffin, Model Teachers.

REPORT OF SUMMER TERMS

The fifteenth annual summer term of the Aroostook State Normal School opened Tuesday, July 1, 1924, and continued for six weeks, closing August 7, 1924.

Number registered 143

The sixteenth annual summer term of the Aroostook State Normal School opened Tuesday, July 7, 1925, and continued for six weeks, closing August 14, 1925.

Number registered 196

The following teachers were employed during the summer sessions for the past two years: San Lorenzo Merriman, A.B., Principal; Ardelle M. Tozier, Mrs. M. T. White, Ida M. Folsom, Marguerite A. Pullen, Rowena McGowan, Marion Lamb, Katherine S. Dow, Isadore H. Stevens, A.B., Gladys Leach, Dorothy Lyons, Helen Trask, and Irene Ellis.

The enrollment in both the regular years and summer sessions has shown a reasonable increase which will probably be permanent, and a larger number of the students entering have pursued

their courses to graduation with less delay than we have experienced in the past. On account of the financial depression in Aroostook County the past three or four years, it has been necessary for the towns to cut salaries decidedly on all grades of schools, this being especially true in the rural schools. This has been very hard for the teachers as many graduates have been obliged to teach for rather inadequate salaries on account of these conditions. This has led to a larger number of our graduates leaving the state than formerly. We are hoping on account of the return to prosperity that this exodus of teachers will decrease, and under those conditions it would appear that very soon we shall be able to supply the demand for Normal graduates for both rural and village schools.

We are enjoying very much both our new school building and new dormitory, and for our present needs our dormitory facilities are very adequate and furnish a good balance with our new school building. It is however quite probable that we should have twenty-five or thirty-five more attending during the winter term if our dormitory facilities would accommodate the influx of one-term students who attend during the winter.

Respectfully submitted,

SAN LORENZO MERRIMAN,

Principal.

MACHIAS, MAINE, June 20, 1926.

To the State Commissioner of Education,

Dear Sir:

I have the honor to submit to you the following report for the Washington State Normal School for period 1924-1926.

The attendance was as follows:

Number of students registered year 1924-1925.....	170
Average attendance for the year.....	157
Number graduated in June 1925.....	71
Number of students registered year 1925-1926.....	187
Average attendance for year.....	176
Number graduated in June 1926.....	72
Number registered in summer school 1924.....	166
Number registered in summer school 1925.....	232

The faculty for the Normal School for the school year 1924-1925 was as follows:

- W. L. Powers, Principal,
Psychology, Pedagogy, School Management.
- Mrs. Lelia K. Tripp,
Director of Training.
- Earle D. Merrill,
French, Mathematics.
- Ethel I. Duffy,
Manual Training, Drawing.
- Frank M. Kilburn,
Geography, Science.
- Elizabeth T. Powers,
English.
- Ruth Harthorn,
Domestic Science.
- Alice Radcliffe,
Music.
- Dorothy Budd,
Physical Training.

Critic Teachers

- Grace O'Donnell, 7th and 8th grades.
- Doretha Carlow, 5th and 6th grades.
- Vera Loring, 3rd and 4th grades.
- Gladys Allen, 1st and 2nd grades.

The faculty for the summer school in 1924 was as follows:

- W. L. Powers, Director,
Americanization, School Management, Pedagogy.
- S. S. Brooks,
Standardized Tests.
- Grace O'Donnell,
English, Geography, Advanced Arithmetic.
- Doretha Carlow,
Penmanship, Noon Lunch, Primary Arithmetic.
- Vera Loring,
Story Telling, Methods in Reading, Handwork in
History and in Geography.

Elizabeth Powers,
Physical Training, Physiology.
Emily Chase,
Music.
Mary Roberts,
English.
Sherman Phinney,
Manual Training.

The faculty for the year 1925-1926 was as follows:

W. L. Powers, Principal,
Psychology, Pedagogy, School Management.
Earle D. Merrill,
French, Mathematics.
Frank M. Kilburn,
Geograph, Science.
Ethel I. Duffy,
Manual Training, Drawing.
Elizabeth Powers,
English.
Janet B. Cole,
Domestic Science.
Alice Radcliffe,
Music.
Lincoln A. Sennett,
History, Civics.
Clare L. Ennice,
Physical Training.
Mrs. Lelia K. Tripp,
Director of Training.

Critic Teachers

Vera Loring, 7th and 8th grades.
Doretha Carlow, 5th and 6th grades.
Nathalie Richardson, 3rd and 4th grades.
Muriel Johnson, 1st and 2nd grades.

The faculty for the summer school in 1925 was as follows:

W. L. Powers, Principal,
English.

Walter J. Rideout,
Psychology, Pedagogy, School Management.

Mary L. Roberts,
English.

Arthur Jellison,
History, Civics, Americanization.

Elizabeth Powers,
Physical Training, Physiology.

Fannie K. Putnam,
Reading, Elementary Arithmetic.

Margaret Flannigan,
Music.

Frank Kilburn,
Geography, Science.

Doretha Carlow,
Penmanship, Advanced Arithmetic.

The crying need of the school at the present time is more dormitory room. With an average attendance of 187 students and only 40 rooms available for both teachers and students another dormitory is seriously needed. If the second wing was added to our dormitory as was planned originally, the additional rooms would take care of all the girls of the school. The number of young men in the school averages fifty. All these young men have to be provided with rooms in private homes. This method is very unsatisfactory and a boys' dormitory should be provided for the best interests of the school.

For the past year the entering class numbered over ninety members. The Auditorium is the only room large enough to hold even half of the class. It would be an advantage to divide this class into two sections and hear the sections recite separately, but none of our recitation rooms will seat over 35 pupils. So many of the classes have to be divided that the recitation rooms are in use through every period of the day. Only two recita-

tion rooms in the building are provided with desks where penmanship may be taught.

Notwithstanding the disadvantages mentioned above, the work of the school has gone on satisfactorily. I wish to thank every member of the faculty for efficient and loyal cooperation throughout the year.

Respectfully submitted,

WM. L. POWERS,

FORT KENT, MAINE, Nov. 13, 1926.

To the State Commissioner of Education,

Dear Sir:

I have the honor to submit the following report of the Madawaska Training School for the two-year period ending June 30, 1926.

ATTENDANCE, 1924-1925

		Total
Fall Term		
Training Department	153	
High School Department	63	216
Winter Term		
Training Department	148	
High School Department	57	205
Spring Term		
Training Department	129	
High School Department	49	178

ATTENDANCE, 1925-1926

Fall Term		
Training Department	112	
High School Department	94	206
Winter Term		
Training Department	111	
High School Department	89	200
Spring Term		
Training Department	107	
High School Department	85	192

1924-1925

Training Department

The faculty for the school year ending June 1925, was as follows: Mary P. Nowland, Principal, Pedagogy, Social Laws, History, Reading; Richard F. Crocker, B.S., Assistant Principal, Agriculture, Biology, General Science, Psychology, Athletics; May Brown, Literature, Music, Physiology, History; Sara H. E. Doone, Manual Training; Antoinette Page, French; Modeste Rossignol, Penmanship, Arithmetic, Grammar, Geography, History; David Garceau, English, Algebra, Physical and Commercial Geography; Irene Benn, Domestic Science; Iva Daigle, Assistant Domestic Science; Philip Taylor, Arithmetic, History, Grammar.

High School Department

J. Arthur Green, A.B., Mathematics, Science; Mrs. R. F. Crocker, Commercial; Samuel Avin, A.B., Latin, French, History; Eleanor Prosser, English, History, Athletics.

1925-1926

Training Department

The faculty for the school year ending June 1926, was as follows: Mary P. Nowland, Principal, History, Reading; Richard F. Crocker, B.S., Assistant Principal, Agriculture, Biology, Psychology, Pedagogy, School Laws; May Brown, Literature, Music, Physiology, History; Sara H. E. Doone, Manual Training; Antoinette Page, French; Modeste Rossignol, Penmanship, Arithmetic, Grammar, Geography, History; David Garceau, English, Algebra, Physical and Commercial Geography; Irene Benn, Domestic Science; Iva Daigle, Assistant Domestic Science; Linwood Dwelley, General Science, Biology, Arithmetic, Athletics.

High School Department

John W. Greene, A.B., Mathematics, Science; James Nowland, English, History, Civics; Vivian B. Hilton, Commercial; Madeline Coughlin, A.B., Latin, English, French.

Model School

The faculty for the two-year period, ending June 1926, consisted of Laura Ouellette, Grades 1 and 2; Vida Vance, Grades 3 and 4; Velma Carter, Grades 5 and 6; Nellie Douglass, Grades 7 and 8.

Other Officers—Belle G. Downes, House Mother; Jean O. Cyr, Engineer.

The healthy growth of the school during the past two years is hardly apparent from the data given. The High School Department has been increased approximately one hundred per cent during this period, without lowering the standards of either entrance or graduation.

During the past year the entering class in the Training Department was discontinued, thereby raising the entrance requirements. This change has been made possible by improved conditions in the public school systems in the territory. This condition also favors higher standards for graduation and improved conditions in general.

The above changes have lessened the number of pupils in the Training Department slightly, but it is safe to predict that the greater educational advantages offered will very quickly make up for the reduction in numbers.

Another very gratifying state of affairs is the demand for better trained teachers throughout Madawaska Territory. This demand has been growing gradually for some time and is becoming more insistent each year. The school is preparing to meet these needs and assume its whole responsibility to the district.

The number of graduates in June 1925 was thirty. In June 1926, thirty-five diplomas were awarded. This is the largest graduating class in the history of the school.

Respectfully submitted,

RICHARD F. CROCKER.

COMPARATIVE SUMMARY

School	Year ending	Number entering	Average number registr'd	Largest Attendance		Number graduated
				Number	Term	
Farmington State Normal School	June 1925	225	385	391	Fall	175
Eastern State Normal School...	June 1925	90	121	127	Fall	66
Western State Normal School...	June 1925	186	358	365	Fall	172
Aroostook State Normal School...	June 1925	98	142	172	Winter	60
Washington State Normal School	June 1925	90	157	170	Fall	71
Madawaska Training School...	June 1925	89	143	153	Fall	30
Totals.....		778	1306	1378		574

Farmington State Normal School	June 1926	255	413	449	Fall	170
Eastern State Normal School...	June 1926	96	131	137	Winter	67
Western State Normal School...	June 1926	252	388	397	Fall	137
Aroostook State Normal School...	June 1926	109	165	196	Winter	61
Washington State Normal School	June 1926	105	176	190	Winter	72
Madawaska Training School...	June 1926	70	110	112	Fall	35
Totals.....		887	1383	1481		542

FINANCIAL REPORT OF DORMITORIES FOR NORMAL SCHOOLS IN THE STATE OF MAINE FOR YEAR. 1925-1926

	Aroostook State Normal School	Eastern State Normal School	Farmington State Normal School	Western State Normal School	Washington State Normal School	Madawaska Training School
Receipts						
Room and board...	\$24,420.50	\$23,424.12	\$47,548.72	\$45,026.04	\$22,134.33	\$10,251.67
Transients' meals...	87.80	200.47	117.69	.....	174.53	36.25
Other sources.....	1,204.01	1,316.27	118.73	.....	184.73	.....
Total receipts.....	\$25,712.31	\$24,940.86	\$47,785.14	\$45,026.04	\$22,493.59	\$10,287.92
Expenditures						
Provisions.....	\$11,059.06	\$13,441.90	\$28,832.54	\$19,120.16	\$15,000.32	\$8,317.75
Matron's salary.....	926.30	700.00	1,633.15	900.00	700.00	.....
Repairs.....	744.22	112.51	2,669.74	2,211.91	.....	713.19
Fuel.....	2,146.66	3,191.34	5,163.30	3,829.99	1,746.51	.....
Lights and power.....	457.94	133.44	1,011.09	1,836.64	403.00	214.71
Labor.....	4,222.03	3,680.06	7,708.27	.....	2,288.76	.....
Other items.....	4,470.81	3,886.81	1,609.21	12,763.95	2,670.59	1,538.32
Total expenditures..	\$24,027.02	\$25,146.06	\$48,627.30	\$40,662.65	\$21,809.18	\$10,783.97
Balance on hand... or	\$1,685.29	.....	.....	\$4,363.39	684.41	.....
Deficit.....	.....	\$205.20	\$842.16	.....	.....	\$496.05

SUMMARY

Total Receipts from all Dormitories.....	\$176,245.86
Total Expenditures from all Dormitories.....	171,056.18
Balance on Hand.....	\$5,189.68

NORMAL SCHOOLS AND TRAINING SCHOOL
 FINANCIAL STATEMENT, 1925

Funds Available

Appropriated	\$195,000.00	
Transfers	12,691.35	
Cash (Dormitory, etc.).....	13,908.11	
		\$221,599.46

Expenditures

Teachers' salaries	\$157,062.30	
Janitor	8,993.78	
Fuel	27,705.33	
Light	1,278.22	
Water	1,493.46	
Repairs	3,754.47	
Telephone and telegraph	392.47	
Postage	236.30	
Printing	442.97	
Text-books	2,943.01	
Library	417.33	
Laboratory supplies	804.74	
Furniture	4,826.88	
Educational supplies	1,893.90	
Supplies not for school use.....	2,098.26	
Manual training	475.22	
Graduation	76.70	
Miscellaneous	6,704.12	
		\$221,599.46

NORMAL SCHOOLS AND TRAINING SCHOOL
 FINANCIAL STATEMENT, 1926

Funds Available

Appropriated	\$200,000.00	
Cash (Dormitory, etc.).....	17,367.20	
		\$217,367.20

Expenditures

Teachers' salaries	\$154,755.69
Janitor	9,195.29
Fuel	26,222.99
Light	1,886.30
Water	1,634.92
Repairs	67.75
Telephone and telegraph	510.10
Postage	552.70
Printing	483.38
Text-books	3,440.55
Library	569.46
Laboratory supplies	816.47
Furniture	1,014.11
Educational Supplies	2,122.71
Supplies not for school use.....	1,953.82
Educational supplies	2,122.71
Graduation	817.40
Insurance	250.00
Travel	532.40
Miscellaneous	456.40
Unexpended	9,190.34
	<hr/>
	\$217,367.20

CHAPTER X

CONSOLIDATED FINANCIAL REPORT

SUMMARY OF ALL PUBLIC APPROPRIATIONS AND EXPENDITURES
FOR CURRENT EXPENSES OF SCHOOLS FOR FISCAL YEAR END-
ING JULY 1, 1925.

RESOURCES

I. Amounts available from towns (for fiscal year
1924-1925) :

Raised for public schools.....	\$5,615,954.00	
Unexpended balance for public schools	316,979.00	
From local funds for public schools	253,738.00	
		<u>\$6,186,671.00</u>
For school superintendence	227,706.00	
For school committee expense.....	44,423.00	
For repairs, apparatus, etc.	672,973.00	
For rent and insurance	70,685.00	
For manual training and domestic science	153,014.13	
For new buildings	1,558,359.00	
For compulsory education and med- ical inspection	33,927.00	
For evening schools	25,840.00	
For physical education	39,230.00	
From receipts—loans, sales and insur- ance	529,520.00	
		<u>\$9,542,348.13</u>

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

State School Fund (fiscal year 1924-1925)

Equalization Fund	\$100,000.00	
Disbursement on tuition	96,920.65	
Disbursement on census	728,862.00	
Disbursement on teaching positions	571,666.38	
Disbursement on aggregate attendance	286,351.60	
Disbursement on industrial education	138,178.87	
Disbursement on physical education	26,745.00	
		<hr/>
	\$1,948,724.50	
For school superintendence (annual appropriation, 1924)	145,000.00	
Amount collected from towns.....	1,261.00	
		<hr/>
		\$2,094,985.50

III. Amounts available from state for special educational activities, higher education and educational institutions (annual appropriation, 1924):

For schools in unorganized townships	\$35,000.00
From taxes, tuition, etc., unorganized townships	1,667.00
	<hr/>
	\$36,667.00
For summer schools for teachers...	\$5,000.00
For teachers' meetings	3,500.00
For teachers' pensions	60,000.00
For interest on trust funds.....	590.00
For normal schools and training schools	195,000.00

From transfers—normal schools....	12,691.35	
For cash receipts	13,908.11	
For repairs and permanent improve- ments	70,000.00	
From miscellaneous sources	65,657.64	
For training rural teachers	35,000.00	
For vocational education	20,000.00	
From transfers	4,193.11	
From normal school trustees fund...	500.00	
For aid to academies	25,000.00	
For special aid to academies.....	58,000.00	
For registration of teachers.....	500.00	
From registration fees for member- ship	469.02	
	<hr/>	\$606,676.23

IV. Amounts available from state for state administration purposes (annual appropriation, 1924):

For salaries and clerk hire.....	\$25,600.00	
From transfer	95.69	
For general office expense.....	15,000.00	
For state certification of teachers..	1,000.00	
	<hr/>	\$41,695.69

Total amount available from public funds and appropriations for current expenses of schools...\$12,285,705.55

EXPENDITURES

I. For activities supported wholly by amounts appropriated by towns (fiscal year 1924-1925):

For school committee expense.....	\$42,799.00	
For rent and insurance.....	70,939.00	
For new buildings	1,423,736.00	
For compulsory education	14,021.00	
For medical inspection	19,309.00	
For redemption of bonds or interest on indebtedness	341,242.00	
	<hr/>	\$1,912,046.00

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

For elementary schools (fiscal year 1924-25)	\$4,966,018.00
For text-books and supplies.....	368,048.00
For repairs, apparatus, supplies, etc., (fiscal year 1924-1925).....	666,074.00

\$6,000,140.00

For school superintendence

By towns (fiscal year 1924-1925)	\$219,590.00
By state (fiscal year 1924-1925)	145,678.33

\$365,268.33

For secondar schools

Direct support (fiscal year 1924- 1925)	\$1,854,445.00
Tuition (year ending July 1, 1925)	460,583.00

\$2,315,028.00

For industrial education \$191,329.50

For evening schools 40,280.00

For physical education 60,137.00

\$8,972,182.83

III. For activities wholly supported or aided by
amounts appropriated by state (year end-
ing June 30, 1925):

For industrial courses in state nor-
mal schools \$6,000.00

For industrial courses in academies
7,008.50

\$13,008.50

For schools in unorganized townships	\$34,897.56	
Summer schools for teachers.....	4,797.73	
For teachers' meetings	2,926.10	
For teachers' pensions	55,612.84	
For payment of interest on funds..	590.00	
For support of state normal schools and training schools	221,599.46	
For repair of normal school buildings	135,657.64	
For expenses of normal school trustees	431.04	
For aid to academies.....	22,750.00	
For special aid to academies.....	27,700.00	
For special aid to secondary schools	30,300.00	
For training rural teachers	27,058.65	
For vocational education	15,872.28	
For registration of teachers.....	444.04	
	<hr/>	\$593,645.84

IV. For state administration purposes from amounts appropriated by state (year ending June 30, 1925) :

For salaries and expenses of Commissioner of Education and office assistants	\$25,695.69	
For printing, postage, office expense, etc.	9,059.35	
For state certification of teachers...	871.59	
	<hr/>	\$35,626.63
Total expenditures from public funds and appropriations for current school expenses.....	\$11,513,501.30	
Balance	772,204.25	
	<hr/>	\$12,285,705.55

CONSOLIDATED FINANCIAL REPORT

SUMMARY OF ALL PUBLIC APPROPRIATIONS AND EXPENDITURES
FOR CURRENT EXPENSES OF SCHOOLS FOR FISCAL YEAR END-
ING JULY 1, 1926.

RESOURCES

I. Amounts available from towns (for fiscal year
1925-1926)

Raised for common schools.....	\$5,637,318.00
Unexpended balance for common schools	339,206.00
From local funds for common schools	301,678.00

\$6,278,202.00

For school superintendence	229,532.00
For school committee expense.....	52,141.00
For repairs, apparatus, etc.	661,310.00
For rent and insurance.....	93,790.00
For manual training and domestic science	169,542.00
For new buildings	1,027,814.00
For compulsory education and med- ical inspection	35,268.00
For evening schools	25,658.00
For physical education	56,021.00
From receipts—loans, sales, and in- surance	284,206.00

\$8,913,484.00

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

State School Fund (fiscal year 1925-1926)

Teachers' Retirement Fund.....	\$2,000.00
Equalization Fund	100,000.00
Disbursement on tuition.....	99,854.02

Disbursement on census.....	726,711.00	
Disbursement on teaching positions	575,458.59	
Disbursement on aggregate attendance	274,727.95	
Disbursement on industrial education	138,000.00	
Disbursement on physical education	31,000.00	
	<hr/>	
	\$1,947,751.56	
For school superintendence (annual appropriation, 1925)	142,000.00	
	<hr/>	\$2,089,751.56

III. Amounts available from state for special educational activities, higher education and educational institutions (annual appropriation, 1925)

For schools in unorganized townships	\$35,000.00
From taxes, tuition, etc., unorganized townships	3,901.89
For summer schools for teachers...	7,000.00
For teachers' meetings	4,000.00
For teachers' pensions	60,000.00
For transfers—pensions	4,827.93
For interest on trust funds.....	590.00
For normal schools and training schools	200,000.00
From cash receipts	17,367.20
For repairs and permanent improvements	60,000.00
Balance, year 1925	373.24
For interest on lands reserved.....	33,000.00
From transfers to lands reserved....	2,154.43

For training rural teachers	32,000.00	
For vocational education	20,000.00	
From transfers, vocational	4,193.47	
For normal school trustees fund.	500.00	
For aid to academies	25,000.00	
For special aid to academies.	62,200.00	
For registration of teachers.	500.00	
From registration fees for membership	679.00	
	<hr/>	\$573,287.16

IV. Amounts available from state for state administration purposes (annual appropriation, 1925)

For salaries and clerk hire.	\$25,000.00	
From transfer salaries and clerk hire	2,017.99	
For general office expense	14,000.00	
For state certification of teachers.	1,000.00	
	<hr/>	\$42,017.99

Total amount available from public funds and appropriations for current expenses of schools. . . . \$11,618,540.71

EXPENDITURES

I. For activities supported wholly by amounts appropriated by towns (fiscal year 1925-1926)

For school committee expense.	\$51,591.00	
For rent and insurance	91,353.00	
For new buildings	1,128,920.00	
For compulsory education	12,904.00	
For medical inspection	19,696.00	
For redemption of bonds or interest on indebtedness	327,812.00	
	<hr/>	\$1,632,276.00

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

For elementary schools (fiscal year 1925-1926)	\$5,095,529.00
For textbooks and supplies	374,313.00
For repairs, apparatus, supplies, etc., 1925-1926	713,143.00
	<hr/>
	\$6,182,985.00

For school superintendence:

By towns (fiscal year 1925-1926)	\$229,160.00
By state (fiscal year 1925-1926)	141,339.93
	<hr/>
	\$370,499.93

For secondary education:

Direct support (fiscal year 1925-1926)	\$1,820,349.00
Tuition (year ending June 30, 1926)	460,443.00
	<hr/>
	\$2,280,792.00

For industrial education	\$224,671.53
For evening schools	45,808.00
For physical education	81,608.00
	<hr/>
	\$9,186,364.46

III. For activities wholly supported or aided by amounts appropriated by state (year ending June 30, 1926)

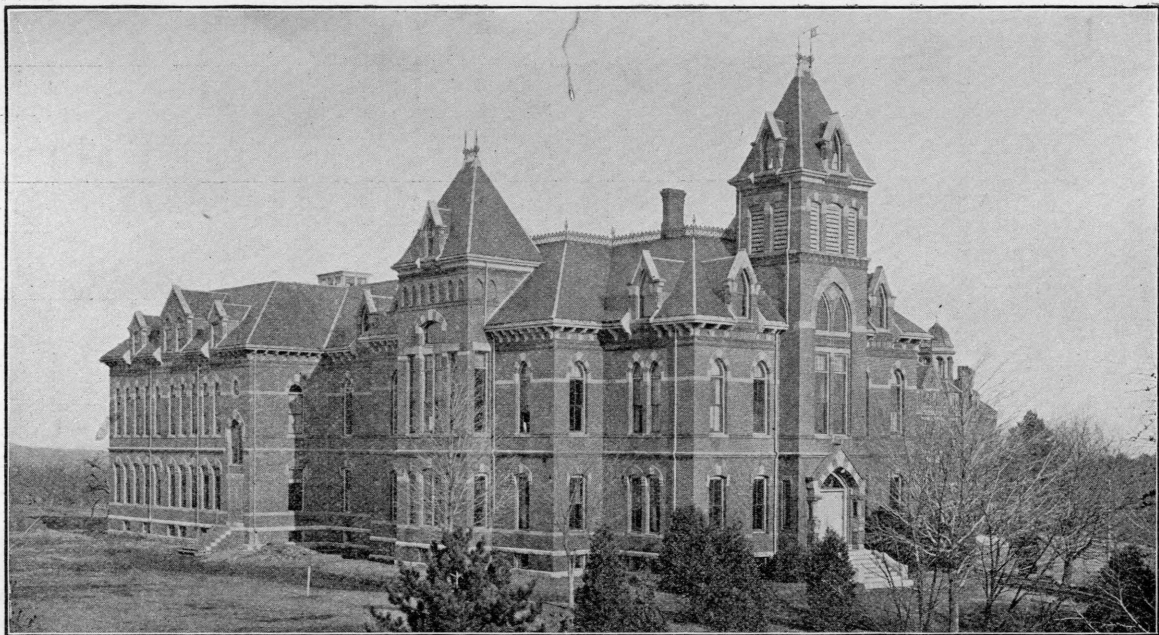
For industrial courses in academies	\$6,269.47
For schools in unorganized townships	38,236.89
For summer schools for teachers...	6,600.00
For teachers' meetings	3,226.79
For teachers' pensions	64,809.71

For interest on lands reserved.....	35,154.43	
For payment of interest on funds...	590.00	
For state normal schools and training schools	208,176.86	
For repair of normal school buildings	42,408.04	
For expenses of normal school trustees	333.76	
For aid to academies	25,000.00	
For special aid to secondary schools	62,200.00	
For training rural teachers	30,281.18	
For vocational education	21,847.50	
For registration of teachers.....	171.14	
	<hr/>	\$545,305.77

IV. For state administration purposes from amounts appropriated by state (year ending June 30, 1926)

For salaries and expenses of Commissioner of Education and office assistants	\$25,798.63	
For printing, postage, office expense, etc.	13,316.77	
For state certification of teachers...	976.05	
	<hr/>	\$40,091.45

Total expenditures from public funds and appropriations for current school expenses.....	\$11,404,037.68
Balance	214,503.03
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	\$11,618,540.71



MAIN BUILDING, WESTERN STATE NORMAL SCHOOL, GORHAM, MAINE

Statistical Report of the Public Schools and Academies of the State of Maine.

The following summary shows the operation of the public schools and academies of the state for the biennial period beginning July 1, 1924, and ending June 30, 1926, and gives a comparison with the year 1916.

PUPILS

PUPILS	1916	1925	1926
School census (5 to 21 years).....	227,155	243,873	243,151
Total enrollment:			
Elementary.....	134,128	132,591	133,069
Secondary } High Schools.....	15,742	24,861	24,867
} Academies.....	4,321	5,978	6,050
Total.....	154,191	163,430	163,986
Net enrollment:			
Elementary.....	122,997	120,506	121,534
Secondary } High schools.....	15,324	24,560	24,360
} Academies.....	4,321	5,915	5,985
Total.....	142,702	150,981	151,879
Urban distribution (elementary only).....	—	56,233	57,107
Rural distribution (elementary only).....	—	76,358	75,962
Conveyed at expense of town:			
Elementary.....	7,897	10,974	11,832
Secondary.....	497	496	522
Total.....	8,394	11,470	12,354
Aggregate attendance:			
Elementary.....	17,574,250	18,544,317	18,732,668
Secondary } High schools.....	2,452,808	4,009,225	4,013,431
} Academies.....	680,540	955,355	969,308
Total.....	20,707,598	23,508,897	23,715,407
Average daily attendance:			
Elementary.....	103,369	106,124	107,009
Secondary } High schools.....	13,692	22,079	22,101
} Academies.....	3,798	5,301	5,388
Total.....	120,859	133,504	134,498
Average length of school year:			
Elementary.....	170	175	175
Secondary } High schools.....	179	181	181
} Academies.....	179	180	180
Non-resident:			
Elementary.....	—	1,340	1,360
Secondary } High schools.....	1,748	2,579	2,798
} Academies.....	1,574	2,196	2,225
Total.....	3,322	6,115	6,383
Persons of compulsory school age not attending school regularly.....	1,962	679	508
Enrollment by years:			
Elementary—			
Kindergarten and sub-primary.....	—	6,574	7,364
Grade I.....	17,156	19,375	18,468
Grade II.....	11,993	15,795	15,346
Grade III.....	11,518	15,376	15,331
Grade IV.....	11,438	15,028	15,048
Grade V.....	10,646	14,966	14,595
Grade VI.....	9,708	13,385	13,979
Grade VII.....	9,036	11,325	11,491

PUPILS	1916	1925	1926
Elementary—			
Grade VIII.....	7,918	9,643	9,979
Grade IX.....	4,794	1,434	1,465
Ungraded or special.....	31,162	2,172	1,674
Junior high school—			
Grade VII or VIII.....	—	1,491	1,185
Grade VIII or IX.....	—	1,206	1,053
Year I.....	—	618	433
Year II.....	—	153	67
Senior high school—			
Year I.....	5,796	7,591	7,595
Year II.....	4,178	6,549	6,580
Year III.....	3,113	5,267	6,502
Year IV.....	2,592	4,379	4,606
Special.....	148	231	185
Academies—			
Year I.....	1,240	1,761	1,750
Year II.....	1,044	1,466	1,456
Year III.....	904	1,352	1,267
Year IV.....	859	1,183	1,339
Special.....	174	217	238
Enrollment by courses:			
High schools—			
English or general.....	6,375	8,970	8,977
College preparatory (classical).....	5,249	6,690	7,176
College preparatory (scientific).....	—	1,046	1,109
Commercial.....	3,636	6,300	6,780
Manual training.....	410	780	598
Home economics.....	249	529	296
Agricultural.....	36	158	214
Academies—			
English.....	1,598	2,143	2,267
College preparatory.....	1,559	2,072	2,172
Commercial.....	513	1,163	1,071
Manual training.....	60	31	24
Home economics.....	70	189	143
Agricultural.....	203	118	127
Teacher training.....	211	161	171
Promoted or graduated:			
Elementary.....	6,979	9,223	9,344
Senior high schools.....	2,417	4,224	4,253
Academies.....	791	1,081	1,175

TEACHERS

TEACHERS	1916	1925	1926
Teaching positions:			
Elementary—			
Urban.....	—	1,754	1,782
Rural.....	—	3,177	3,167
Secondary—			
Urban.....	—	692	697
Rural.....	—	440	433
Total.....	—	6,063	6,079
Positions for men:			
Elementary.....	371	294	294
Secondary			
High schools.....	254	416	409
Academies.....	94	130	128
Total.....	719	840	831

TEACHERS	1916	1925	1926
Positions for women:			
Elementary.....	4,670	4,637	4,655
Secondary } High schools.....	462	716	721
} Academies.....	152	214	228
Total.....	5,284	5,567	5,604
Different persons employed:			
Elementary.....	6,272	5,443	5,459
Secondary } High schools.....	780	1,180	1,190
} Academies.....	256	372	384
Total.....	7,308	6,995	7,033
Average wages of men per week:			
Elementary.....	\$14.23	\$30.08	\$30.68
Secondary } High schools.....	\$28.12	\$49.33	\$50.36
} Academies.....	\$36.12	\$50.73	\$51.77
Average wages of women per week:			
Elementary.....	\$11.13	\$22.83	\$22.96
Secondary } High schools.....	\$16.50	\$34.61	\$34.68
} Academies.....	\$15.30	\$30.08	\$31.69
Average annual salaries of men:			
Elementary.....	\$486.09	\$1,074.38	\$1,089.10
Secondary } High schools.....	\$1,016.88	\$1,806.15	\$1,830.72
} Academies.....	\$1,113.96	\$1,847.64	\$1,997.46
Average annual salaries of women:			
Elementary.....	\$381.48	\$810.45	\$815.65
Secondary } High schools.....	\$600.26	\$1,266.15	\$1,270.04
} Academies.....	\$558.30	\$1,095.95	\$1,170.55
Average annual salaries of men and women:			
Elementary.....	\$389.27	\$826.07	\$831.90
Secondary } High schools.....	\$748.06	\$1,464.60	\$1,472.98
} Academies.....	\$770.63	\$1,384.50	\$1,476.32

SCHOOLS

SCHOOLS	1916	1925	1926
Classification:			
Elementary.....	4,664	4,563	4,561
Unorganized township.....	58	31	27
High.....	200	209	208
Junior high organization.....	—	30	27
Contract.....	35	32	34
Tuition.....	178	271	277
Academies.....	50	56	57
Evening.....	16	11	16
Distribution of public schools:			
Urban.....	—	1,298	1,542
Rural.....	—	3,280	3,254
Number of schools in one-room buildings.....	2,353	2,102	2,004
Number to which pupils are conveyed.....	1,266	1,648	1,697
Number discontinued during year.....	8	121	102
Number having school improvement leagues.....	573	1,194	1,181
Number having libraries.....	1,285	1,465	1,698
Number with satisfactory equipment.....	—	3,248	3,655

BUILDINGS

BUILDINGS	1916	1925	1926
Public buildings used for—			
Elementary school purposes exclusively	3,145	2,600	2,535
Secondary school purposes exclusively	65	89	89
Elementary and secondary school purposes	170	165	163
Buildings not in active use	—	596	587
Buildings rented for school purposes	57	53	42
Seating capacity	181,971	185,968	186,287
New buildings completed	39	34	33
Cost of new buildings	\$494,302	\$2,162,363	\$1,116,859
Additions to buildings completed	—	30	20
Cost of additions	—	\$158,372	\$323,139
Estimated value of school property:			
Public schools	\$10,597,424	\$25,152,312	\$24,591,028
Academies	\$1,839,526	\$3,131,626	\$2,829,007

FINANCIAL

FINANCIAL	1916	1925	1926
RESOURCES:			
Amount appropriated for maintenance:*			
Public schools	\$1,275,570	\$5,615,954	\$5,637,318
Academies	\$58,575	\$158,560	\$175,711
State aid toward maintenance:			
Public schools	\$1,721,484	\$1,719,782	\$1,807,510
Academies	\$37,112	\$93,108	\$96,680
Total resources for maintenance:			
Public schools	\$3,279,983	\$7,906,453	\$8,085,712
Academies	\$194,518	\$547,508	\$590,296
Total resources for all school purposes:			
Public schools	\$4,402,912	\$11,427,054	\$10,889,342
Academies	\$338,168	\$947,793	\$1,012,139
EXPENDITURES:			
For instruction:			
Public schools } Elementary	\$1,862,703	\$3,756,492	\$3,831,096
} Secondary	\$505,618	\$1,478,032	\$1,436,712
Total	\$2,368,321	\$5,234,524	\$5,267,808
Academies	\$177,306	\$415,371	\$438,395
For tuition:			
Public schools } Elementary	\$21,219	\$334,156	\$341,669
} Secondary	\$116,206	\$460,583	\$460,443
Total	\$137,425	\$494,739	\$502,112
For fuel:			
Public schools } Elementary	\$180,575	\$369,579	\$355,557
} Secondary	\$74,851	\$99,623	\$94,833
Total	\$255,426	\$469,202	\$450,390
Academies	—	\$62,330	\$67,520
For janitor service:			
Public schools } Elementary	\$156,046	\$330,839	\$355,482
} Secondary	—	\$111,942	\$122,155
Total	\$156,046	\$442,781	\$477,637

* Includes teachers' wages and board, fuel, janitor, conveyance, tuition, board, text-books and supplies.

FINANCIAL	1916	1925	1926
Academies.....	\$17,212	\$40,622	\$53,086
For conveyance:			
Public schools } Elementary.....	\$187,623	\$462,698	\$500,050
} Secondary.....	\$10,653	\$26,898	\$20,694
Total.....	\$198,276	\$489,596	\$520,744
For textbooks:			
Public schools } Elementary.....	\$135,702	\$196,934	\$210,247
} Secondary.....	—	\$65,836	\$67,301
Total.....	\$135,702	\$262,770	\$277,548
Academies.....	\$10,328	\$19,626	\$17,185
For supplies:			
Public schools } Elementary.....	—	\$171,114	\$164,066
} Secondary.....	—	\$72,114	\$78,654
Total.....	—	\$243,228	\$242,720
Academies.....	—	\$9,559	\$14,110
Total expenditures for maintenance:			
Public schools } Elementary.....	\$2,567,174	\$5,334,066	\$5,469,842
} Secondary.....	\$707,328	\$2,315,028	\$2,280,792
Total.....	\$3,274,502	\$7,649,094	\$7,750,634
Academies.....	\$194,518	\$547,508	\$590,296
For supervision.....	\$89,561	\$219,590	\$229,160
For new lots and buildings.....	\$419,975	\$1,423,736	\$1,128,920
For repairs and permanent improvements.....	\$289,019	\$561,930	\$545,213
For equipment.....	—	\$104,144	\$167,930
For medical inspection.....	\$5,239	\$19,309	\$19,696
For physical education.....	—	\$60,137	\$81,608
For industrial education.....	\$67,504	\$198,338	\$230,941
For vocational education.....	—	\$62,433	\$41,380
For evening schools and Americanization.....	\$17,992	\$40,280	\$45,808
Total expenditures for all school purposes:			
Public schools.....	\$4,137,018	\$10,807,972	\$10,724,950
Academies.....	\$337,408	\$977,732	\$992,582
Per capita costs:			
On total enrollment and expenditure for maintenance—			
Elementary.....	\$19.13	\$40.23	\$40.11
Secondary.....	\$35.26	\$75.07	\$73.77
On total enrollment and total school expenditure.....	\$26.82	\$66.13	\$65.40
On average attendance and expenditure for maintenance—			
Elementary.....	\$24.84	\$50.26	\$51.12
Secondary.....	\$40.44	\$84.55	\$82.97
On average attendance and total school expenditure.....	\$34.23	\$80.96	\$79.74
On school census and total school expenditure.....	\$18.21	\$44.32	\$44.11
On state census and total school expenditure.....	\$5.57	\$14.07	\$13.96
Average of rates for school maintenance.....	—	.011	.0115
Average of municipal rates.....	—	.042	.042

STATE AID

STATE AID	1916	1925	1926
Toward public school maintenance.....	\$1,551,316	\$1,700,358	\$1,699,388
Toward academy maintenance.....	24,000	21,250	21,750
Toward equalization of expense.....	46,475	82,749	77,187
Toward physical education.....	—	27,295	30,348
Toward industrial education.....	46,265	99,370	100,838
Toward vocational education.....	—	30,227	29,548
Toward evening schools.....	9,894	10,018	14,338
Toward Americanization.....	—	9,941	10,215
Toward supervision.....	81,780	139,469	140,094

SUPERVISION

SUPERVISION			
Unions:			
Number of school unions.....	98	132	132
Total salaries paid.....	\$134,142	\$298,125	\$303,250
Average salary.....	1,369	2,259	2,297
Cities or towns:			
Number of cities or towns with more than fifty schools.....	7	8	8
Total salaries paid.....	\$15,800	\$30,350	\$31,750
Average salary.....	2,257	3,794	3,969
State agents:			
Number of towns supervised by state agents.....	—	5	5
Total salaries paid.....	—	\$1,244	\$1,244

SPECIAL SCHOOL ACTIVITIES

SPECIAL SCHOOL ACTIVITIES			
Evening schools:			
Teaching positions.....	161	169	205
Enrollment.....	3,003	2,442	4,612
Cost of instruction.....	\$18,022	\$25,571	\$29,294
Kindergartens:			
Teaching positions.....	56	38	42
Enrollment.....	1,493	978	1,436
Cost of instruction.....	—	28,925	45,439
Music:			
Teaching positions.....	87	98	101
Enrollment.....	—	74,700	78,150
Cost of instruction.....	\$33,827	\$75,004	\$77,386
Drawing:			
Teaching positions.....	41	24	27
Enrollment.....	—	35,625	37,449
Cost of instruction.....	\$15,759	\$27,000	\$28,305
Manual training:			
Teaching positions.....	45	52	71
Enrollment.....	—	7,637	9,166
Cost of instruction.....	\$38,963	\$92,005	\$127,198
Agriculture:			
Teaching positions.....	—	12	12
Enrollment.....	—	226	330
Cost of instruction.....	—	\$20,361	\$22,369
Home economics:			
Teaching positions.....	44	78	83
Enrollment.....	—	10,239	9,529
Cost of instruction.....	\$22,433	\$84,146	\$100,289
Physical education:			
Teaching positions.....	—	67	68
Enrollment.....	—	51,644	54,461
Cost of instruction.....	—	\$72,962	\$83,384
Medical inspection:			
Number of school physicians.....	50	55	35
Number of school nurses.....	—	23	29
Cost of employment.....	\$4,376	\$32,164	\$37,024

THE FOLLOWING TABLE SHOWS CERTAIN ITEMS REGARDING SCHOOLS IN INDIVIDUAL TOWNS OF THE STATE OF MAINE FOR THE YEAR ENDING JULY 1, 1926

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 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.....	4,696	2,666	739	2,437	736	2,109	625	92	24	\$133,408	.0072	.033	\$30,797.46	—	\$133,797	\$171,399	\$227,353
Durham.....	319	205	—	183	—	137	—	12	—	6,350	.0123	.041	3,042.20	\$216	5,936	11,273	12,015
East Livermore . . .	354	469	185	433	185	408	175	18	9	26,000	.0116	.044	6,147.47	860	27,044	34,772	108,939
Greene.....	232	164	—	145	—	126	—	7	—	6,400	.0108	.036	2,362.51	—	4,413	8,392	9,717
Leeds.....	226	145	8	120	—	116	7	8	1	5,050	.0118	.039	2,214.82	198	5,282	7,493	9,059
Lewiston.....	10,902	3,205	678	2,869	669	2,308	601	86	27	124,964	.0048	.032	50,085.27	—	140,582	174,293	230,040
Lisbon.....	1,270	777	227	722	226	644	174	24	9	37,100	.0084	.0278	9,078.20	—	35,096	45,525	54,207
Livermore.....	404	207	—	192	—	174	—	9	—	10,529	.0147	.051	3,076.35	261	6,442	13,346	14,971
Mechanic Falls.....	565	317	111	297	107	270	99	9	4	12,500	.0111	.0493	3,685.73	—	11,643	18,137	19,361
Minot.....	196	100	—	88	—	72	—	7	—	3,400	.0077	.049	2,025.35	—	3,363	6,628	7,641
Poland.....	567	325	—	295	—	252	—	14	—	10,500	.0084	.031	4,219.63	—	8,454	14,598	15,701
Turner.....	386	263	62	231	52	216	56	10	6	14,650	.0104	.044	3,412.96	—	7,494	18,872	22,973
Wales.....	153	120	—	117	—	97	—	5	—	3,300	.0113	.032	1,745.09	—	2,808	6,042	6,465
Webster.....	390	244	33	213	33	183	30	8	2	7,750	.0125	.050	2,549.10	250	7,466	10,137	12,436
Total.....	21,160	9,207	2,043	8,347	2,016	7,112	1,805	309	82	\$401,901			\$124,442.14	\$1,785	\$399,820	\$540,907	\$750,878

AROOSTOOK COUNTY

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
Amitv.....	113	78	—	74	—	61	—	3	—	\$1,955	.0129	.054	\$1,349.66	\$78	\$1,424	\$3,521	\$4,367
Ashland.....	861	547	105	512	105	422	90	18	5	15,250	.0159	.050	5,982.79	837	19,749	28,080	34,498
Bancroft.....	112	70	—	66	—	56	—	3	—	1,140	.0111	.047	990.03	—	1,818	2,751	3,779
Benedicta.....	133	90	—	90	—	77	—	3	—	3,300	.0227	.050	865.82	—	2,326	4,444	4,715
Blaine.....	367	285	48	285	48	190	35	8	5	7,900	.0147	.046	2,561.00	336	5,597	10,899	11,520
Bridgewater.....	403	270	51	270	51	210	40	8	3	9,650	.01399	.037	3,059.93	—	6,055	13,679	15,081
Caribou.....	2,432	1,544	352	1,401	344	1,278	306	34	11	54,222	.0150	.047	15,460.43	1,350	46,066	73,445	81,760
Castle Hill.....	239	165	—	140	—	103	—	7	—	3,758	.0128	.052	1,983.44	182	6,176	7,185	7,964
Chapman.....	192	140	—	132	—	98	—	6	—	2,800	.0138	.051	1,961.34	135	4,520	6,648	7,740
Connor.....	212	138	—	133	—	97	—	4	—	1,730	.01599	.057	1,322.58	132	2,977	4,776	5,988
Crystal.....	145	90	—	90	—	79	—	4	—	3,500	.0141	.0375	1,589.69	—	3,118	6,863	7,310
Dyer Brook.....	107	94	—	87	—	67	—	3	—	2,925	.0124	.055	1,559.61	72	1,922	5,167	5,570
Eagle Lake.....	794	501	—	499	—	389	—	13	—	5,500	.0120	.050	4,976.23	599	6,854	8,732	9,095
Easton.....	518	342	63	296	63	252	53	12	3	13,071	.0144	.035	3,644.83	—	11,640	18,661	19,944
Fort Fairfield.....	1,834	1,152	266	1,022	266	898	252	37	10	52,800	.0136	.046	12,888.02	1,128	45,932	74,938	81,162
Fort Kent.....	1,701	1,441	97	1,300	96	1,078	86	45	4	15,400	.0111	.036	11,492.24	—	22,862	29,074	31,007
Frenchville.....	652	520	—	483	—	398	—	14	—	3,831	.0098	.037	4,793.94	—	5,938	8,681	9,905
Grand Isle.....	583	452	—	420	—	330	—	13	—	2,350	.0099	.041	4,209.44	—	5,623	8,336	9,163
Haynesville.....	123	83	10	79	10	63	8	2	1	1,900	.0180	.057	1,010.75	148	2,414	2,955	3,252
Hersey.....	66	31	—	27	—	26	—	2	—	2,000	.0129	.040	681.45	40	1,368	3,407	3,556
Hodgdon.....	361	226	—	209	—	176	—	9	—	8,550	.0143	.0426	3,026.29	234	5,197	12,923	15,673
Houlton.....	1,896	1,149	415	1,063	412	952	366	36	15	61,499	.0139	.044	13,184.97	1,224	58,010	82,837	103,808
Island Falls.....	647	451	109	415	109	460	97	11	4	13,242	.0176	.052	4,192.55	684	14,236	19,423	24,846
Limestone.....	736	448	93	416	91	370	80	12	4	18,750	.0175	.041	4,660.37	630	15,935	25,670	30,871
Linneus.....	252	207	—	198	—	149	—	7	—	5,370	.0157	.0555	2,630.56	192	3,735	5,673	18,290
Littleton.....	315	206	—	186	—	145	—	9	—	5,700	.0111	.041	2,708.93	—	5,412	8,642	9,759
Ludlow.....	113	63	—	57	—	49	—	4	—	1,900	.0120	.055	1,435.96	96	2,088	4,740	5,820
Madawaska.....	846	666	—	573	—	410	—	21	—	4,800	.0110	.046	5,984.11	—	9,172	12,497	52,728
Mapleton.....	473	311	96	289	96	222	79	7	6	11,822	.0182	.050	3,306.56	665	13,027	20,453	23,320
Mars Hill.....	625	411	88	411	88	318	71	13	—	16,700	.0155	.048	4,258.61	589	9,496	20,669	23,819

COMMISSIONER OF EDUCATION

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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 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	
Masardis.....	222	181	24	163	24	145	16	8	1	\$4,425	.0129	.040	\$2,125.43	\$200	\$4,825	\$6,780	\$8,847	
Merrill.....	167	85	95	79	94	71	86	3	5	2,600	.0125	.056	1,205.49	386	8,017	11,331	13,036	
Monticello.....	480	319	23	319	23	216	18	9	2	10,200	.0168	.046	3,493.29	384	8,470	14,340	15,047	
New Limerick.....	137	84	—	80	—	72	—	4	—	3,000	.0157	.064	1,260.38	136	2,244	4,866	4,905	
New Sweden.....	306	185	—	180	—	130	—	9	—	4,300	.0100	.038	2,677.87	—	5,254	7,402	8,055	
Oakfield.....	409	278	—	249	—	210	—	8	—	5,800	.0180	.054	3,060.61	288	5,066	11,963	12,870	
Orient.....	47	37	—	32	—	26	—	2	—	1,375	.0121	.0398	420.97	36	1,055	2,326	2,508	
Perham.....	250	171	—	148	—	110	—	6	—	3,275	.0078	.032	2,049.52	—	2,731	5,769	6,183	
Portage Lake.....	296	202	19	200	19	192	15	6	1	6,950	.0204	.0485	2,340.21	312	6,204	9,015	9,772	
Presque Isle.....	2,062	1,386	298	1,240	293	1,063	255	44	13	52,588	.0172	.0435	13,981.34	1,620	51,447	67,607	72,730	
Saint Agatha.....	630	394	85	369	83	305	79	15	5	3,760	.0099	.031	4,401.08	—	7,689	9,857	10,190	
Sherman.....	420	261	93	238	92	208	80	8	5	7,332	.0154	.048	2,869.67	739	9,007	12,791	16,622	
Smyrna.....	168	128	—	107	—	100	—	5	—	4,225	.0215	.070	1,810.98	485	3,524	7,182	7,554	
Stockholm.....	442	272	23	252	23	208	17	7	—	5,500	.0196	.055	2,762.77	360	6,832	9,491	10,099	
Van Buren.....	1,622	1,448	126	1,348	126	1,130	113	43	3	28,551	.0108	.0415	12,060.07	—	29,207	37,286	39,157	

AROOSTOOK COUNTY—CONCLUDED

Wade.....	136	103	—	85	—	67	—	5	—	1,750	.0073	.040	1,545.97	—	2,683	4,362	4,729	
Washburn.....	768	496	125	419	125	364	103	12	6	11,554	.0122	.045	4,972.07	594	16,809	26,312	29,695	
Westfield.....	269	176	25	153	25	142	17	7	2	8,020	.0185	.034	2,086.58	—	7,839	11,724	12,800	
Weston.....	129	83	—	70	—	60	—	4	—	2,775	.0189	.050	1,512.56	148	2,520	4,139	4,366	
Woodland.....	371	235	—	177	—	205	—	10	—	5,600	.0128	.046	3,025.93	240	5,755	9,183	9,666	
PLANTATIONS																		
Allagash.....	175	144	—	133	—	76	—	5	—	1,100	.0018	.035	1,156.69	—	2,518	3,649	3,774	
Cary.....	102	76	—	75	—	58	—	3	—	1,720	.0189	.065	972.00	120	1,473	2,958	3,540	
Caswell.....	229	142	—	131	—	101	—	4	—	2,200	.0124	.047	1,379.00	115	2,516	4,350	4,475	
Cyr.....	192	130	—	92	—	82	—	12	—	950	.0043	.030	1,230.83	—	2,542	2,784	2,947	
E.....	29	23	—	23	—	21	—	2	—	1,082	.0138	.029	325.08	—	1,095	1,607	1,667	
Garfield.....	29	21	—	21	—	14	—	1	—	700	.0072	.025	442.82	—	829	1,771	1,911	
Glenwood.....	10	10	—	10	—	8	—	1	—	690	.00795	.022	148.74	—	648	898	1,010	
Hamlin.....	194	83	—	83	—	54	—	4	—	2,239	.0123	.044	970.40	88	1,985	3,370	3,579	
Hammond.....	27	20	—	13	—	11	—	1	—	1,000	.0050	.022	326.48	—	865	1,659	1,842	
Macwahoc.....	39	32	—	29	—	24	—	2	—	1,050	.0127	.093	410.53	30	1,370	1,790	1,896	
Moro.....	68	64	—	53	—	38	—	2	—	1,516	.0175	.048	1,180.15	105	1,395	2,923	3,073	
Nashville.....	10	4	—	4	—	3	—	1	—	250	.0019	.029	268.17	—	816	1,380	1,516	
New Canada.....	196	136	—	136	—	101	—	5	—	800	.0052	.0343	1,318.48	—	2,159	2,956	3,076	
Oxbow.....	69	50	—	50	—	42	—	2	—	1,200	.0100	.037	819.09	—	1,428	2,735	2,910	
Reed.....	226	129	40	125	40	110	37	4	3	4,300	.0228	.063	1,385.86	528	6,327	7,941	8,817	
Saint Francis.....	533	373	—	329	—	266	—	9	—	3,550	.0125	.0525	3,436.42	—	4,723	7,906	9,999	
Saint John.....	258	205	—	165	—	135	—	6	—	2,100	.0083	.082	1,812.94	—	3,546	5,008	5,540	
Silver Ridge.....	76	57	—	47	—	41	—	2	—	1,340	.0145	.043	948.68	56	1,228	3,059	3,230	
Wallagrass.....	526	461	—	453	—	420	—	12	—	3,200	.0156	.055	3,882.79	384	5,165	6,223	7,256	
Westmanland.....	28	8	—	8	—	5	—	1	—	100	.0008	.0175	235.50	—	442	658	714	
Winterville.....	182	117	—	117	—	79	—	3	—	300	.0034	.022	1,046.75	—	1,772	2,450	2,545	
Total.....	30,380	20,980	2,769	19,228	2,746	16,136	2,399	667	118	\$558,282			\$221,132.32	\$16,705	\$572,707	\$882,070	\$1,035,458	

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 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.....	215	133	—	124	—	107	—	6	5	\$5,800	.0074	.030	\$2,079.43	—	\$4,268	\$7,731	\$8,580	
Bridgton.....	749	444	120	408	118	362	106	17	14	24,400	.0126	.036	5,535.24	—	18,504	29,425	44,751	
Brunswick.....	2,189	918	294	813	287	745	242	42	3	41,550	.0080	.03775	13,409.63	—	44,363	59,838	78,434	
Cape Elizabeth.....	389	245	50	225	49	205	41	10	2	23,519	.0085	.036	2,986.89	—	14,148	23,515	68,712	
Casco.....	196	150	34	117	32	103	28	8	1	7,200	.01699	.052	1,853.89	408	7,021	9,511	10,220	
Cumberland.....	303	190	59	171	59	155	54	9	4	12,200	.0093	.0315	2,182.65	—	7,577	14,829	16,069	
Falmouth.....	478	301	—	275	—	244	—	15	—	14,750	.0062	.0285	3,905.31	—	9,626	17,498	28,032	
Freeport.....	654	389	133	352	132	306	122	19	4	18,850	.0115	.0368	5,076.93	—	18,504	24,260	29,683	
Gorham.....	833	617	135	562	133	497	121	19	5	27,850	.0094	.0325	6,212.35	—	22,805	30,991	121,416	
Gray.....	329	210	59	188	59	159	54	9	3	8,395	.0119	.044	2,592.83	308	7,037	10,722	11,871	
Harpwell.....	366	259	—	236	—	187	—	13	—	8,900	.0081	.037	3,407.42	—	8,150	13,629	17,673	
Harrison.....	262	194	—	174	—	153	—	9	—	6,725	.0101	.043	2,622.49	—	5,916	10,579	11,581	
Naples.....	163	106	—	97	—	81	—	4	—	5,875	.0143	.044	1,919.61	104	2,564	7,111	7,674	
New Gloucester.....	330	208	49	181	46	163	42	10	3	11,200	.0107	.0335	2,611.14	—	9,669	13,457	15,300	
North Yarmouth.....	215	130	—	110	—	104	—	5	—	4,225	.0113	.038	1,812.08	—	2,656	6,050	6,258	
Otisfield.....	163	102	—	79	—	80	—	6	—	4,120	.0145	.047	1,967.67	203	3,571	5,613	5,962	
Portland.....	24,109	9,388	2,594	8,707	2,336	7,651	2,324	314	123	556,082	.00697	.0328	135,877.55	—	523,551	678,725	1,031,302	
Pownal.....	143	107	—	95	—	72	—	6	—	3,950	.0137	.042	1,881.68	156	3,896	6,158	7,004	
Raymond.....	160	100	—	80	—	74	—	6	—	3,700	.0093	.036	1,745.40	—	3,097	5,478	5,894	
Scarboro.....	633	364	76	335	76	293	68	12	3	16,133	.0068	.036	4,274.88	—	15,786	19,863	29,640	

CUMBERLAND COUNTY—CONCLUDED

Sebago.....	184	131	30	131	28	109	24	7	2	6,400	.0128	.038	1,690.58	—	7,464	9,753	12,555
South Portland.....	3,526	2,552	408	2,219	399	1,993	362	71	22	91,829	.0089	.036	24,313.60	—	95,004	120,844	214,270
Standish.....	422	262	64	242	63	203	55	12	4	16,700	.0093	.027	3,464.13	—	13,361	19,793	21,718
Westbrook.....	3,044	1,331	343	1,265	341	1,123	294	45	18	68,158	.0076	.0321	17,212.09	—	68,326	87,669	113,104
Windham.....	678	409	70	364	69	333	61	16	4	17,725	.0077	.037	4,788.82	—	17,687	23,858	42,320
Yarmouth.....	627	405	117	375	116	338	100	14	4	17,400	.0111	.043	4,654.91	—	17,048	23,318	30,800
Total.....	41,360	19,645	4,635	17,925	4,343	15,840	4,098	703	223	1,023,836			\$260,079.20	\$1,179	\$951,599	\$1,280,218	\$1,990,823

FRANKLIN COUNTY

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
Avon.....	87	29	—	22	—	16	—	2	—	—	\$2,000	.0085	.0435	\$1,024.02	—	\$917	\$3,130	\$3,210
Carthage.....	71	62	—	56	—	47	—	3	—	—	2,600	.0129	.045	827.65	72	2,013	3,083	3,589
Chesterville.....	134	108	—	95	—	83	—	6	—	—	3,250	.0087	.042	1,472.03	—	3,799	5,464	6,071
Eustis.....	164	115	35	111	34	102	32	4	2	—	6,375	.0127	.046	1,534.70	196	6,032	9,395	13,581
Farmington.....	816	576	169	536	168	480	153	14	8	—	30,100	.0115	.034	5,905.54	—	23,399	37,315	45,190
Freeman.....	61	46	—	41	—	37	—	4	—	—	1,285	.0073	.047	1,030.33	—	1,812	2,622	3,381
Industry.....	117	84	—	71	—	64	—	4	—	—	1,725	.0088	.046	1,072.19	—	2,413	3,161	3,715
Jay.....	1,152	569	88	488	88	446	76	23	5	—	27,500	.0109	.039	7,267.92	—	24,165	33,129	45,516
Kingfield.....	266	157	57	152	57	142	50	4	3	—	7,175	.0123	.042	1,864.51	220	7,066	10,446	12,293
Madrid.....	60	52	—	44	—	34	—	3	—	—	1,715	.00699	.032	542.32	—	1,892	2,900	3,501
New Sharon.....	269	162	68	137	68	123	64	8	3	—	8,650	.0205	.056	2,281.03	1,088	8,518	12,129	19,389
New Vineyard.....	124	70	—	67	—	62	—	4	—	—	2,865	.0099	.055	1,436.55	—	2,025	4,033	4,383
Phillips.....	252	244	58	228	58	200	51	11	3	—	8,900	.0116	.031	2,621.99	—	11,432	13,978	16,593
Rangeley.....	417	288	92	268	89	251	87	9	4	—	17,200	.0106	.034	3,279.34	—	14,918	23,037	26,379
Salem.....	37	35	—	33	—	24	—	2	—	—	1,115	.0089	.036	444.28	—	1,124	1,314	1,407
Strong.....	197	134	57	127	57	114	53	5	3	—	6,500	.0119	.044	1,694.19	242	6,947	8,907	10,718
Temple.....	95	62	—	61	—	52	—	4	—	—	2,225	.0094	.043	1,216.40	—	2,269	3,535	3,872
Weld.....	127	73	29	67	29	61	28	4	2	—	4,800	.0118	.040	1,161.01	144	4,980	6,595	7,443
Wilton.....	761	494	125	455	125	424	111	19	8	—	17,500	.0115	.0326	5,839.46	—	11,930	23,735	27,783

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 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	
PLANTATIONS																		
Coplin	18	13	—	12	—	12	—	1	—	550	.0038	.033	300.28	—	891	1,736	2,078	
Dallas	67	47	—	45	—	39	—	2	—	1,340	.0071	.028	791.27	—	1,213	2,256	2,687	
Lang	16	9	—	9	—	8	—	1	—	930	.0065	.042	313.36	—	999	2,316	2,579	
Rangeley	32	18	—	18	—	16	—	2	—	1,875	.0057	.023	652.01	—	2,007	3,857	4,449	
Sandy River	8	10	—	9	—	5	—	1	—	—	—	.033	222.18	—	440	1,271	2,045	
Total	5,348	3,457	778	3,152	773	2,842	705	140	41	\$158,175			\$44,794.56	\$1,962	\$143,201	\$219,344	\$271,852	

HANCOCK COUNTY

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
Amherst	63	45	—	44	—	37	—	3	—	860	.0099	.039	\$719.21	—	\$1,320	\$1,687	\$1,787
Aurora	11	7	—	7	—	3	—	1	—	350	.0045	.038	231.19	—	420	562	602
Bar Harbor	1,161	559	226	516	226	438	193	25	14	53,050	.0078	.040	8,165.99	—	43,003	62,486	88,464
Bluehill	504	234	82	215	82	211	72	13	3	10,675	.0086	.036	3,763.38	—	11,472	14,326	18,231
Brooklin	282	146	42	131	41	120	36	6	2	4,600	.0110	.034	1,939.38	—	5,666	6,937	8,055
Brooksville	353	158	37	143	37	126	33	8	2	6,300	.0186	.052	2,475.67	\$456	6,743	8,784	10,547
Bucksport	486	324	—	283	—	275	—	11	—	13,300	.0148	.046	3,814.48	308	8,231	17,546	20,293
Castine	246	146	58	133	55	122	51	5	3	6,600	.0101	.0375	1,563.97	—	5,440	8,727	9,751
Cranberry Isles	115	59	—	55	—	53	—	4	—	4,306	.0137	.029	1,459.60	—	3,392	5,803	6,099
Dedham	77	51	—	51	—	40	—	2	—	2,000	.0114	.044	608.84	—	1,166	3,371	4,266
Deer Isle	406	248	52	238	52	210	47	14	3	8,000	.0149	.0464	3,637.77	560	10,120	13,295	19,157
Easbrook	56	29	—	27	—	24	—	1	—	1,050	.0095	.0335	641.07	—	816	1,765	1,895
Ellsworth	814	498	175	450	175	413	160	18	7	26,920	.0082	.045	6,184.61	—	23,032	33,964	42,008
Franklin	272	153	62	146	62	128	56	8	3	6,700	.0185	.043	2,231.61	504	7,915	9,758	10,361
Gouldsboro	296	193	—	172	—	166	—	10	—	7,165	.0134	.052	2,917.74	234	5,336	11,039	18,070
Hancock	236	177	19	158	19	133	16	7	1	4,100	.0104	.0425	2,026.66	—	6,268	7,390	8,528
Lamoine	74	54	—	51	—	44	—	3	—	2,000	.0103	.040	962.62	—	1,710	3,331	3,538
Mariaville	36	23	—	22	—	23	—	1	—	630	.0058	.036	251.48	—	450	1,247	1,280
Mount Desert	687	311	67	288	65	258	54	17	7	30,280	.0095	.0445	5,024.63	500	22,728	35,736	52,542
Orland	261	161	—	148	—	129	—	7	—	6,050	.0144	.044	2,477.58	208	3,551	8,244	9,693
Otis	26	24	—	20	—	19	—	2	—	710	.0083	.041	356.60	—	840	1,105	1,190
Penobscot	244	127	31	112	30	102	28	8	2	4,300	.0126	.053	1,992.14	312	5,696	6,706	7,553
Sedgwick	271	123	33	109	32	97	30	8	2	5,225	.0176	.046	2,077.16	408	6,191	7,484	9,184
Sorrento	55	36	—	36	—	33	—	2	—	1,800	.0058	.041	795.24	—	1,674	2,375	2,686
Southwest Harbor	315	164	67	152	65	138	59	6	3	9,570	.0117	.0418	2,036.13	280	9,391	14,100	15,869
Stonington	434	245	105	222	104	206	94	8	3	9,900	.01499	.0478	3,046.59	506	9,568	12,906	14,811
Sullivan	237	158	60	155	60	131	51	7	3	5,700	.0147	.041	1,992.79	312	8,120	13,603	14,763
Surry	157	101	—	99	—	86	—	6	—	3,250	.01296	.054	1,507.49	182	3,546	5,270	5,599
Swan's Island	173	104	—	99	—	88	—	5	—	2,600	.0135	.0453	1,370.50	130	3,300	4,235	4,815
Tremont	461	210	—	188	—	165	—	9	—	6,330	.0158	.054	3,215.66	320	6,959	9,697	10,876

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 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	
Trenton.....	100	73	—	69	—	57	—	3	—	3,200	.0202	.052	1,090.09	120	2,028	4,010	4,389	
Verona.....	54	31	—	30	—	26	—	2	—	1,175	.0155	.042	528.38	60	960	1,826	1,913	
Waltham.....	37	22	—	22	—	18	—	1	—	490	.0045	.028	284.32	—	510	739	840	
Winter Harbor.....	177	100	64	91	60	83	59	2	3	5,800	.0088	.044	1,198.21	—	5,193	6,959	8,128	
PLANTATIONS																		
Long Island.....	35	24	—	24	—	20	—	1	—	400	.0134	.038	244.98	—	707	880	960	
Osborn.....	10	13	—	12	—	11	—	1	—	235	.0011	.025	149.99	—	486	561	650	
Number 33.....	16	9	—	9	—	6	—	1	—	285	.0037	.023	166.17	—	450	501	534	
Total.....	9,238	5,145	1,180	4,727	1,165	4,239	1,039	236	61	\$255,886			\$73,149.82	\$5,400	\$234,398	\$348,955	\$439,927	

KENNEBEC COUNTY

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
Albion.....	337	168	48	168	48	155	40	7	3	\$8,924	.0171	.046	\$2,355.13	\$352	\$7,451	\$10,699	\$12,404
Augusta.....	4,151	1,863	588	1,691	577	1,481	500	68	23	105,082	.0091	.041	24,931.51	—	101,532	134,949	173,011
Belgrade.....	267	166	43	133	43	138	37	7	2	8,900	.0108	.0445	2,423.68	—	7,073	11,343	15,131
Benton.....	353	256	—	195	—	194	—	8	—	9,325	.0133	.045	2,372.58	240	5,774	12,576	14,025
Chelsea.....	224	157	—	143	—	115	—	7	—	3,700	.0145	.041	2,067.72	592	3,270	5,217	5,674
China.....	305	204	34	180	34	158	29	9	3	7,800	.0118	.042	2,415.40	286	4,679	10,245	11,371
Clinton.....	355	242	47	216	45	192	40	9	3	11,250	.01698	.047	2,717.20	495	10,452	15,262	16,599
Farmingdale.....	234	164	—	108	—	129	—	7	—	6,275	.0074	.0265	2,180.59	—	5,263	8,984	10,036
Fayette.....	124	71	—	67	—	61	—	6	—	3,000	.0111	.046	1,612.58	—	2,490	4,586	5,320
Gardiner.....	1,639	950	307	887	306	806	291	32	15	40,990	.0079	.0385	10,901.26	—	42,092	57,889	74,018
Hallowell.....	795	528	137	461	123	416	124	14	5	20,080	.0084	.0375	5,404.77	—	18,792	25,911	29,705
Litchfield.....	232	162	23	152	23	116	21	8	2	4,800	.0106	.044	1,971.14	—	4,894	7,996	8,664
Manchester.....	176	119	—	105	—	81	—	5	—	2,650	.0075	.039	1,734.32	—	3,039	4,746	5,562
Monmouth.....	425	259	42	245	42	208	36	11	3	11,700	.0109	.039	2,910.85	—	6,145	14,144	15,230
Mount Vernon.....	217	115	16	104	15	91	14	8	1	4,700	.0102	.040	2,321.10	—	4,241	6,613	7,145
Cakland.....	820	458	115	422	114	380	101	18	4	19,637	.0125	.047	5,352.01	575	17,191	26,597	115,123
Pittston.....	214	147	—	123	—	111	—	7	—	3,750	.0087	.036	2,146.65	—	2,938	5,716	6,479
Randolph.....	331	257	—	234	—	197	—	8	—	6,600	.0158	.042	2,723.73	240	5,593	8,966	9,739
Readfield.....	254	156	—	140	—	125	—	7	—	6,200	.0102	.036	2,426.16	—	4,127	8,261	9,131
Rome.....	106	77	—	69	—	57	—	5	—	2,225	.0061	.033	1,185.51	—	2,310	3,183	3,766
Sidney.....	305	200	—	172	—	154	—	10	—	5,850	.0118	.043	2,801.86	220	5,421	8,807	9,641
Vassalboro.....	546	409	—	375	—	339	—	14	—	19,500	.0138	.042	4,335.71	364	9,473	23,651	25,022
Vienna.....	109	65	—	63	—	55	—	3	—	1,350	.0079	.043	1,066.83	—	1,776	2,755	3,497
Waterville.....	4,547	2,071	492	1,981	490	1,740	458	77	13	113,094	.0110	.036	26,675.49	—	105,052	140,633	178,347
Wayne.....	101	71	—	67	—	62	—	3	—	3,025	.0086	.0415	1,081.68	—	2,515	4,129	4,674
West Gardiner.....	190	116	—	108	—	87	—	4	—	4,600	.0117	.038	1,522.31	—	2,841	6,082	6,395
Windsor.....	181	127	—	105	—	91	—	5	—	2,950	.0092	.041	1,613.62	—	2,357	4,688	5,247
Winslow.....	1,303	582	129	526	123	481	113	25	6	33,623	.0102	.043	7,977.43	—	23,526	42,304	50,524
Winthrop.....	561	359	85	339	83	296	78	11	4	18,100	.0094	.0386	3,791.59	—	14,660	22,657	30,130
Unity Plantation.....	14	9	—	9	—	8	—	1	—	255	.0089	.040	157.46	—	434	493	522
Total.....	19,416	10,528	2,106	9,588	2,066	8,524	1,882	404	87	\$489,935			\$133,677.87	\$3,364	\$427,401	\$640,082	\$862,132

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 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.....	215	121	30	114	30	107	27	6	2	\$3,750	.0136	.048	\$1,990.78	\$243	\$3,910	\$5,674	\$6,094	
Camden.....	760	652	178	494	175	407	165	19	7	24,880	.0068	.040	5,657.01	—	23,710	32,703	126,138	
Cushing.....	94	58	—	49	—	48	—	6	—	2,500	.0146	.048	1,415.36	174	2,051	3,062	4,059	
Friendship.....	174	99	13	97	13	83	13	5	1	5,220	.0129	.043	2,059.03	168	4,353	7,240	9,204	
Hope.....	128	85	—	78	—	73	—	5	—	2,300	.0083	.038	1,625.45	—	2,172	3,794	5,227	
Isle au Haut.....	27	25	—	25	—	11	—	1	—	1,000	.0078	.037	458.04	—	838	1,325	1,671	
North Haven.....	140	87	19	77	19	73	15	4	2	5,900	.0100	.036	1,211.36	—	5,380	6,330	8,272	
Owl's Head.....	142	79	—	71	—	58	—	3	—	2,360	.0076	.042	1,453.45	—	2,117	3,945	4,463	
Rockland.....	2,000	1,315	433	1,151	430	1,030	381	35	19	45,800	.0065	.043	13,960.51	—	50,899	66,597	162,231	
Rockport.....	424	277	76	263	76	224	70	7	3	14,100	.0088	.043	3,100.10	—	10,886	16,377	18,606	
Saint George.....	495	297	49	287	48	241	43	11	2	8,800	.0153	.046	3,346.62	420	8,545	12,900	14,619	
South Thomaston.....	164	120	—	112	—	90	—	5	—	1,545	.00799	.037	1,511.71	—	2,649	3,811	4,116	
Thomaston.....	406	242	106	230	105	210	95	10	3	14,170	.0108	.050	2,960.99	—	12,832	18,383	21,143	
Union.....	283	150	60	142	58	119	52	8	2	5,800	.0094	.040	2,100.51	—	6,429	8,078	9,071	
Vinalhaven.....	488	300	73	279	72	263	71	11	3	13,800	.0160	.052	3,693.59	512	11,195	17,627	19,978	
Warren.....	343	184	44	178	44	158	39	9	2	8,650	.0108	.046	2,952.15	—	8,098	12,503	13,244	
Washington.....	183	101	27	97	27	81	22	5	2	3,160	.0122	.053	1,300.96	568	3,154	4,836	6,280	
PLANTATIONS																		
Matinicus Isle.....	41	26	—	21	—	18	—	1	—	935	.0198	.032	381.81	—	900	1,466	1,700	
Total.....	6,507	4,218	1,108	3,765	1,097	3,294	993	151	48	\$164,670			\$51,179.43	\$2,085	\$160,118	\$226,651	\$436,116	

LINCOLN COUNTY

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
Alna.....	96	47	—	47	—	41	—	4	—	\$2,225	.0113	.044	\$1,249.47	—	\$1,980	\$3,497	\$4,242
Boothbay.....	423	254	25	235	25	218	23	12	2	10,100	.0123	.047	3,636.26	\$352	9,249	13,824	15,510
Boothbay Harbor..	581	330	120	316	120	289	111	10	4	13,800	.0079	.039	3,958.04	—	12,642	17,730	20,559
Bremen.....	100	66	—	63	—	51	—	4	—	1,975	.0101	.045	1,220.83	—	1,971	3,222	3,892
Bristol.....	459	193	69	173	69	160	62	9	3	7,800	.00897	.043	3,067.59	—	9,057	12,164	13,566
Damariscotta.....	193	110	—	104	—	90	—	4	—	5,725	.0080	.035	1,775.07	—	2,792	8,432	8,696
Dresden.....	159	101	30	91	30	75	27	6	3	2,575	.0071	.037	1,548.63	—	2,970	4,406	4,983
Edgecomb.....	66	55	—	52	—	35	—	4	—	1,725	.0075	.034	983.64	—	1,991	3,066	3,622
Jefferson.....	270	147	20	135	20	116	16	7	1	5,800	.01199	.045	2,075.17	198	4,790	7,696	8,362
Newcastle.....	241	162	—	146	—	126	—	8	—	6,500	.0089	.036	2,403.86	—	4,887	9,767	12,145
Nobleboro.....	148	93	—	84	—	76	—	5	—	3,225	.0104	.040	1,695.22	—	2,604	5,031	5,307
Somerville.....	61	38	—	37	—	34	—	2	—	1,350	.0160	.058	509.31	166	880	1,979	2,059
South Bristol.....	183	102	11	101	11	87	10	4	1	4,900	.0083	.035	1,540.75	—	3,869	6,107	6,626
Southport.....	89	52	—	42	—	38	—	3	—	2,535	.0031	.034	1,093.27	—	2,081	3,063	3,810
Waldoboro.....	594	344	58	314	58	299	46	17	3	9,275	.0076	.044	4,421.03	—	12,648	16,493	18,237
Westport.....	34	25	—	23	—	20	—	2	—	700	.0042	.0318	379.04	—	900	1,072	1,135
Whitefield.....	256	213	16	188	16	162	11	9	1	3,500	.0076	.038	2,515.23	—	4,650	6,973	7,662
Wiscasset.....	394	193	69	178	69	167	58	8	4	7,700	.0090	.040	2,767.00	—	4,832	9,757	10,979
Monhegan Pl.....	28	23	—	21	—	13	—	1	—	875	.0075	.0335	212.51	—	620	788	1,010
Total.....	4,375	2,548	418	2,350	418	2,097	364	119	22	\$92,285			\$37,051.92	\$716	\$85,413	\$135,067	\$152,402

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 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.....	72	47	—	42	—	35	—	3	—	\$2,610	.0136	.050	\$903.25	—	\$81	\$1,577	\$3,507	\$3,702
Andover.....	231	144	31	133	31	118	25	6	2	8,020	.0125	.039	1,804.36	200	7,045	10,928	12,284	
Bethel.....	568	359	—	327	—	337	—	15	—	17,300	.01196	.036	4,383.69	150	10,300	21,991	42,827	
Brownfield.....	215	136	42	124	41	100	35	6	2	7,295	.0187	.0535	1,825.85	380	5,719	8,793	10,926	
Buckfield.....	226	126	70	120	68	102	61	5	3	6,275	.0105	.036	1,685.23	—	6,793	9,166	10,367	
Byron.....	21	14	—	11	—	12	—	1	—	700	.0030	.055	268.91	—	764	1,651	1,826	
Canton.....	227	79	79	77	77	135	71	6	3	8,550	.0192	.056	1,831.90	418	9,093	14,058	17,745	
Denmark.....	135	64	28	61	27	57	26	2	2	6,400	.0146	.0483	1,264.79	174	3,955	7,555	8,347	
Dixfield.....	369	213	72	203	72	176	63	8	3	11,350	.0135	.040	2,702.72	330	10,955	15,822	17,624	
Fryeburg.....	372	241	—	212	—	191	—	11	—	10,800	.0089	.036	3,233.31	—	7,045	14,482	16,505	
Gilead.....	62	23	—	23	—	20	—	2	—	1,850	.0077	.038	702.60	—	1,296	2,790	3,141	
Greenwood.....	224	174	—	163	—	148	—	9	—	4,700	.01297	.046	2,363.53	216	5,538	7,705	8,710	
Hanover.....	33	20	—	16	—	15	—	1	—	1,500	.0107	.0405	490.68	—	975	1,914	1,988	
Hartford.....	154	76	—	58	—	59	—	6	—	2,750	.0083	.044	1,782.56	—	2,564	4,553	5,340	
Hebron.....	153	98	—	72	—	72	—	6	—	3,325	.0103	.048	1,825.03	—	3,271	5,275	5,542	
Hiram.....	226	140	20	131	18	107	16	6	1	9,622	.0141	.047	2,219.97	297	6,359	10,582	11,729	
Lovell.....	134	90	6	76	6	69	4	6	1	5,900	.0086	.0295	1,688.91	—	5,243	8,650	12,233	
Mason.....	13	16	—	15	—	13	—	1	—	440	.0062	.0272	167.75	—	720	872	872	
Mexico.....	1,568	829	172	689	172	641	153	22	7	24,400	.02199	.067	9,199.46	1,215	27,680	37,612	46,803	
Newry.....	84	75	—	64	—	55	—	5	—	2,200	.0062	.033	1,011.26	—	3,302	4,119	5,323	

OXFORD COUNTY—CONCLUDED

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
Norway	1,005	464	162	439	161	406	150	17	8	27,396	.0135	.045	6,598.19	858	24,929	33,618	44,570
Oxford	397	211	35	192	34	176	31	8	2	9,950	.0147	.045	2,742.68	736	8,858	12,945	14,589
Paris	1,113	602	185	546	185	492	170	25	14	42,777	.0182	.048	8,429.43	1,089	29,367	43,731	47,077
Peru	203	116	—	106	—	96	—	6	—	5,600	.0132	.052	2,024.95	156	4,515	7,977	8,327
Porter	249	158	63	146	63	123	58	6	3	5,500	.0193	.061	2,233.97	468	7,449	10,096	12,122
Roxbury	107	71	—	60	—	50	—	4	—	3,660	.0194	.057	1,112.47	156	2,923	4,614	5,315
Rumford	3,395	1,699	439	1,534	434	1,511	412	56	14	80,500	.0105	.040	20,561.49	—	80,281	110,382	147,633
Stoneham	60	37	—	31	—	29	—	2	—	1,100	.0078	.042	649.91	—	1,223	2,216	2,378
Stow	52	23	—	19	—	16	—	2	—	1,960	.0113	.041	1,026.40	—	1,369	2,769	3,100
Sumner	194	115	—	96	—	83	—	6	—	3,800	.0096	.046	2,071.93	—	3,022	5,811	7,338
Sweden	54	35	—	22	—	23	—	3	—	1,650	.0054	.032	743.94	—	1,528	2,865	4,020
Upton	38	30	—	26	—	27	—	2	—	1,800	.0061	.037	417.49	—	1,809	3,147	4,045
Waterford	278	145	—	133	—	115	—	9	—	6,700	.0126	.0405	2,572.23	180	5,997	10,805	11,963
Woodstock	258	140	44	128	44	117	35	6	3	11,535	.0216	.052	1,941.05	528	8,057	12,404	17,980
PLANTATIONS																	
Lincoln	24	22	—	20	—	18	—	2	—	1,350	.0019	.0188	313.05	—	1,692	3,374	3,639
Magalloway	29	24	—	24	—	19	—	2	—	4,263	.0071	.0325	367.88	—	2,080	4,249	4,711
Milton	32	16	—	16	—	13	—	1	—	960	.0095	.047	240.14	—	702	835	985
Total	12,575	6,872	1,448	6,155	1,433	5,776	1,310	284	68	\$346,488			\$95,402.96	\$7,632	\$306,000	\$463,787	\$583,626

PENOBSCOT COUNTY

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
Alton	57	35	—	34	—	29	—	2	—	\$1,500	.0106	.047	\$632.07	—	\$1,329	\$2,057	\$2,257
Argyle	44	31	—	16	—	24	—	1	—	1,400	.0113	.058	823.03	—	700	1,630	2,197
Bangor	7,133	3,636	1,272	3,306	1,269	2,973	1,133	131	65	220,925	.0092	.0379	47,812.15	—	227,292	284,977	402,686
Bradford	207	134	11	118	11	107	8	6	1	4,740	.0143	.045	1,627.82	\$208	4,952	7,819	8,879
Bradley	204	179	—	172	—	156	—	5	—	3,600	.0099	.044	2,048.87	—	3,312	5,743	6,061
Brewer	1,952	1,090	463	957	454	950	423	31	16	43,225	.0080	.0387	13,175.29	—	41,215	59,059	89,024
Burlington	89	65	—	59	—	50	—	4	—	1,270	.0057	.033	875.41	—	1,910	2,529	2,837
Carmel	239	165	33	145	33	131	27	8	2	6,800	.0175	.048	2,041.16	685	7,222	9,784	11,186
Carroll	107	89	—	81	—	59	—	4	—	2,100	.0119	.050	1,167.68	115	2,102	3,365	4,071
Charleston	213	144	36	123	36	111	33	5	6	7,000	.0170	.042	1,626.61	288	3,752	8,953	9,707

COMMISSIONER OF EDUCATION

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 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
Chester	70	38	—	38	—	30	—	2	—	780	.0061	.060	597.15	—	1,266	2,229	2,369									
Clifton	42	28	—	28	—	25	—	2	—	1,225	.0108	.046	451.19	—	1,020	1,530	1,735									
Corinna	420	302	65	267	65	230	56	3	—	10,700	.0119	.044	3,124.07	330	6,970	14,723	16,435									
Corinth	283	157	52	141	52	127	41	6	4	8,300	.0144	.037	1,975.06	—	4,396	11,048	11,420									
Dexter	1,583	807	213	732	209	674	192	26	8	34,900	.0136	.042	9,599.28	1,000	33,979	47,752	59,259									
Dixmont	155	108	—	103	—	92	—	6	—	2,800	.0118	.045	1,590.86	154	2,896	5,039	6,049									
Drew	45	23	—	22	—	20	—	2	—	1,625	.0128	.050	737.82	50	1,328	2,401	2,723									
East Millinocket	637	377	88	357	87	326	76	10	3	18,000	.0115	.046	4,062.10	352	14,682	21,740	26,986									
Eddington	193	112	—	107	—	78	—	4	—	3,450	.0134	.043	1,496.80	96	2,618	4,896	5,357									
Edinburg	16	14	—	10	—	10	—	1	—	550	.0074	.040	207.60	—	510	608	937									
Enfield	327	240	—	199	—	200	—	8	—	7,300	.0159	.044	2,885.02	270	5,707	10,722	37,544									
Etna	121	82	—	73	—	60	—	4	—	2,150	.01196	.050	1,266.34	92	2,232	4,264	4,661									
Exeter	200	119	8	110	8	98	5	4	1	4,759	.0137	.0465	1,290.34	189	3,433	5,683	6,350									
Garland	156	90	16	82	16	72	14	4	2	4,550	.0133	.042	1,296.67	192	4,248	6,591	7,178									
Glenburn	122	59	—	55	—	46	—	2	—	2,500	.0123	.0385	785.64	—	1,353	3,144	3,422									
Greenbush	129	98	—	89	—	77	—	5	—	2,100	.0134	.050	1,440.29	350.40	2,506	3,780	4,468									
Greenfield	31	23	—	22	—	19	—	2	—	550	.0048	.0393	326.87	—	750	971	1,074									
Hampden	725	437	121	396	121	369	102	17	5	13,200	.0156	.045	3,653.28	780	10,488	19,855	21,888									
Hermon	379	264	24	231	23	203	19	12	1	6,700	.0121	.047	3,115.57	322	7,496	9,884	11,262									
Holden	171	111	—	103	—	84	—	6	—	4,075	.0163	.042	1,891.95	180	3,718	6,229	6,764									

PENOBSCOT COUNTY—CONCLUDED

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
Howland.....	309	227	77	213	77	202	65	7	4	8,500	.0058	.045	2,161.21	—	10,236	14,097	17,331
Hudson.....	108	54	—	51	—	46	—	3	—	2,800	.0163	.046	1,259.16	90	1,918	3,888	4,087
Kenduskeag.....	109	76	—	67	—	60	—	3	—	2,775	.0140	.048	1,091.33	81	2,117	3,845	4,249
Kingman.....	184	112	—	106	—	90	—	4	—	3,200	.0176	.068	1,545.86	117	2,785	4,369	5,138
Lagrange.....	131	104	28	83	24	76	18	4	2	6,200	.0183	.046	1,250.49	306	5,102	7,390	8,007
Lee.....	235	146	—	135	—	127	—	8	—	5,450	.0215	.053	2,360.21	352	4,224	8,131	8,467
Levant.....	186	116	—	99	—	94	—	5	—	3,250	.0112	.042	1,952.97	—	3,037	4,801	5,391
Lincoln.....	983	664	121	609	121	531	100	23	5	28,300	.0153	.045	7,299.97	896	18,101	35,748	43,748
Lowell.....	50	38	—	33	—	30	—	2	—	825	.0068	.0345	769.17	—	1,138	1,994	2,655
Mattawamkeag.....	137	93	33	91	33	79	29	4	2	3,300	.0066	.032	1,168.59	—	6,258	8,716	9,395
Maxfield.....	19	14	—	11	—	10	—	1	—	500	.0075	.038	243.91	—	592	656	712
Medway.....	178	127	—	114	—	86	—	5	—	3,700	.0079	.035	1,327.15	—	3,369	4,713	6,350
Millford.....	438	245	—	240	—	217	—	6	—	7,000	.0079	.042	2,983.53	—	4,992	10,697	16,351
Millinocket.....	1,960	1,238	292	1,167	292	1,066	267	37	11	66,260	.0143	.041	13,297.00	1,000	56,168	77,597	95,411
Mount Chase.....	70	65	—	58	—	44	—	3	—	2,450	.0145	.045	752.62	84	2,021	2,387	2,569
Newburg.....	138	90	—	85	—	78	—	5	—	3,000	.0112	.047	1,523.25	—	3,066	5,313	6,066
Newport.....	494	337	131	312	129	280	116	11	5	13,400	.0104	.044	3,831.03	—	15,000	21,422	23,362
Old Town.....	2,319	1,205	369	1,142	368	1,011	330	34	13	43,789	.0077	.043	14,278.72	—	47,776	64,322	74,917
Orono.....	1,097	437	121	410	120	368	110	13	6	24,120	.0091	.042	6,321.61	—	21,238	31,058	36,583
Orrington.....	340	226	—	204	—	182	—	9	—	7,000	.0111	.040	3,205.10	—	5,989	12,361	24,352
Passadumkeag.....	125	102	—	95	—	81	—	3	—	1,650	.0056	.032	1,170.81	—	2,069	3,039	3,258
Patten.....	410	287	65	282	65	243	74	9	5	15,670	.0155	.038	2,823.08	—	15,812	22,834	28,545
Plymouth.....	175	107	12	101	12	95	11	6	1	3,700	.0159	.051	1,776.93	248	3,450	5,371	6,012
Prentiss.....	133	89	—	85	—	68	—	4	—	2,125	.0127	.054	1,343.27	130	1,997	3,613	3,936
Springfield.....	163	126	20	109	20	101	22	3	3	4,400	.0222	.061	1,209.82	225	2,007	6,109	7,060
Stetson.....	162	79	11	77	11	76	9	4	1	3,850	.0178	.057	1,430.68	222	3,092	4,892	5,496
Veazie.....	167	106	—	99	—	87	—	5	—	5,900	.0119	.0395	1,662.22	90	3,961	7,340	11,994
Winn.....	224	118	27	102	27	95	23	4	2	6,837	.0202	.058	1,602.98	328	5,643	8,837	9,191
Woodville.....	29	20	—	20	—	17	—	2	—	550	.0049	.041	456.92	—	1,128	1,533	1,728
PLANTATIONS																	
Grand Falls.....	12	9	—	9	—	8	—	1	—	500	.0045	.027	154.17	—	347	523	616
Lakeville.....	23	28	—	24	—	17	—	2	—	500	.0024	.024	492.02	—	1,175	1,660	1,863
Sebosis.....	20	16	—	11	—	12	—	1	—	—	—	.0175	227.10	—	810	999	1,103
Stacyville.....	201	146	—	140	—	113	—	5	—	3,425	.0181	.057	1,706.60	185	3,477	5,712	6,232
Webster.....	28	25	—	22	—	17	—	1	—	315	.0043	.034	215.90	—	480	568	637
Total.....	27,407	15,929	3,709	14,582	3,683	13,137	3,303	568	182	\$708,015			\$198,019.37	\$10,007.40	\$665,999	\$965,590	\$1,259,600

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 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	188	129	20	112	20	102	18	6	2	\$5,450	.0272	.070	\$1,611.79	\$550	\$5,936	\$7,979	\$9,146	
Atkinson	150	91	—	82	—	69	—	4	—	2,925	.0125	.040	1,377.89	80	2,576	5,107	5,385	
Blanchard	27	18	—	18	—	16	—	1	—	675	.00396	.028	217.42	—	672	779	1,181	
Bowerbank	6	—	—	—	—	—	—	—	—	—	—	.0241	18.00	—	—	290	384	
Brownville	684	414	138	381	138	359	128	16	6	18,000	.0178	.0465	5,175.66	928	21,149	27,935	31,359	
Dover-Foxcroft	1,150	714	202	652	202	589	193	31	10	41,700	.0139	.040	8,912.65	580	21,146	50,525	87,963	
Greenville	605	338	100	333	98	327	92	9	4	13,450	.0135	.0486	3,999.36	459	12,328	18,517	21,698	
Guilford	463	294	111	271	110	238	100	13	4	14,000	.0133	.044	3,560.53	528	15,262	22,738	26,624	
Medford	80	52	—	41	—	41	—	3	—	2,000	.0094	.045	832.38	—	1,553	2,869	3,103	
Milo	1,163	649	202	593	199	548	182	19	11	33,000	.0159	.0445	7,671.75	952	25,482	42,638	50,609	
Monson	318	205	47	199	47	172	41	8	3	9,400	.0231	.057	2,518.18	658	8,914	12,248	13,278	
Orneville	92	60	—	43	—	35	—	3	—	1,600	.0097	.036	847.76	—	1,426	2,470	2,984	
Parkman	175	115	—	109	—	90	—	7	—	3,500	.0112	.044	1,989.16	—	3,479	5,358	6,026	
Sangerville	411	248	45	235	45	200	37	13	2	8,525	.0123	.043	3,142.64	330	10,013	13,381	16,716	
Sebec	111	83	—	74	—	65	—	4	—	5,030	.0174	.046	1,359.57	128	2,142	5,523	6,177	
Shirley	72	53	—	53	—	45	—	2	—	2,050	.0096	.037	714.13	—	1,584	3,167	3,430	
Wellington	125	86	—	74	—	59	—	5	—	2,300	.0119	.053	1,143.07	120	2,489	4,116	5,663	
Williamsburg	31	15	—	12	—	11	—	1	—	1,540	.0163	.038	257.95	—	560	1,632	1,729	
Willimantic	56	34	—	33	—	28	—	2	—	1,373	.0078	.036	762.17	—	1,292	2,206	2,669	

PISCATAQUIS COUNTY—CONCLUDED

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
PLANTATIONS																	
Barnard.....	33	19	—	18	—	13	—	1	—	600	.00495	.033	508.29	—	720	1,201	1,272
Chesuncook.....	14	10	—	9	—	8	—	1	—	870	.0099	.0212	195.22	—	632	877	917
Elliottsville.....	23	16	—	14	—	13	—	2	—	760	.0040	.029	305.35	—	1,086	1,357	1,971
Kingsbury.....	23	12	—	12	—	9	—	1	—	700	.0051	.045	267.18	—	660	1,199	1,444
Lake View.....	19	27	—	25	—	15	—	2	—	800	.0018	.018	377.02	—	2,600	3,899	4,570
Total.....	6,019	3,682	865	3,393	859	3,052	791	154	42	\$170,248			\$47,765.12	\$5,313	\$144,201	\$238,011	\$306,298

SAGADAHOC COUNTY

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
Arrowsic.....	30	14	—	14	—	11	—	1	—	\$550	.0070	.035	\$491.86	—	\$576	\$987	\$1,046
Bath.....	2,476	1,422	448	1,250	446	1,142	389	44	14	58,593	.0069	.037	15,905.09	—	58,292	73,798	96,338
Bowdoin.....	181	136	—	118	—	93	—	8	—	4,100	.0122	.0402	2,051.26	\$162	4,085	6,997	7,568
Bowdoinham.....	215	141	34	122	32	106	28	6	2	7,100	.0116	.038	1,812.22	—	6,222	9,464	10,445
Georgetown.....	119	65	—	61	—	49	—	3	—	1,800	.0045	.029	790.12	—	1,738	3,022	3,717
Phippsburg.....	255	158	—	128	—	132	—	8	—	3,525	.0061	.035	1,916.03	—	4,123	5,599	6,733
Richmond.....	501	385	65	327	63	290	57	15	4	14,500	.0127	.046	4,098.16	528	14,631	19,319	24,011
Topsham.....	736	340	—	305	—	278	—	20	—	17,200	.0093	.033	5,327.64	—	11,682	22,871	26,702
West Bath.....	67	37	—	35	—	33	—	2	—	1,918	.0107	.032	915.90	—	1,533	3,078	3,163
Woolwich.....	220	112	—	92	—	96	—	6	—	3,600	.0091	.040	2,035.84	—	3,030	5,591	6,056
Total.....	4,800	2,810	547	2,452	541	2,230	474	113	20	\$112,886			\$35,344.12	\$690	\$105,912	\$150,726	\$185,779

SOMERSET COUNTY

REPORT OF THE STATE

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
Anson	986	501	—	455	—	419	—	18	—	\$ 22,800	.0178	.062	\$6,266.99	\$934	\$13,704	\$27,984	\$35,419
Athens	193	124	23	121	23	93	19	6	3	4,300	.0111	.048	1,650.08	—	3,359	6,209	6,851
Bingham	329	152	62	142	62	139	54	6	4	10,100	.0121	.040	2,539.27	270	9,704	13,290	14,706
Cambridge	82	52	—	52	—	45	—	3	—	1,725	.0112	.042	1,107.78	—	1,800	2,790	3,005
Canaan	223	150	—	138	—	120	—	5	—	6,650	.0178	.051	2,035.73	280	4,473	8,152	9,755
Concord	76	42	—	40	—	36	—	3	—	1,800	.0106	.054	940.46	—	1,935	3,351	3,705
Cornville	134	68	—	64	—	54	—	5	—	3,700	.0104	.047	1,715.49	—	2,898	5,589	6,122
Detroit	143	79	—	60	—	60	—	3	—	2,250	.0129	.040	1,245.76	60	1,808	3,439	3,749
Embsden	174	105	—	88	—	85	—	6	—	3,200	.0081	.042	1,875.36	—	3,128	5,536	6,483
Fairfield	1,606	766	203	635	199	586	178	22	11	25,600	.0096	.035	9,170.36	—	25,547	40,174	45,584
Harmony	258	178	65	156	65	141	60	6	2	7,210	.0166	.057	2,075.36	350	6,069	8,954	17,467
Hartland	358	227	55	209	55	192	52	7	4	9,350	.0089	.038	2,444.69	—	4,892	12,465	16,606
Madison	1,442	913	240	833	238	753	229	26	9	41,950	.0092	.039	9,536.39	—	38,525	55,792	87,043
Mercer	128	86	—	89	—	72	—	6	—	1,500	.0080	.040	1,599.43	—	2,812	3,739	4,695
Moscow	71	55	—	46	—	35	—	3	—	1,500	.00497	.032	909.90	—	1,935	2,977	4,127
New Portland	233	156	42	150	42	127	36	7	2	6,500	.0132	.056	1,876.16	286	6,290	9,832	12,972
Norridgewock	354	187	64	178	63	158	60	9	3	10,000	.0119	.044	2,552.22	374	8,498	13,469	15,525
Palmyra	283	152	—	144	—	120	—	6	—	5,475	.0130	.040	2,297.03	120	4,065	7,166	7,882
Pittsfield	843	563	123	499	123	466	99	18	13	25,900	.0111	.046	5,996.90	—	24,810	31,688	37,159
Ripley	120	60	—	56	—	43	—	4	—	2,080	.0108	.046	1,446.88	—	2,287	3,839	4,102
Saint Albans	339	223	—	203	—	178	—	9	—	7,000	.0143	.041	2,981.65	220	5,816	9,865	10,880
Skowhegan	1,836	928	263	848	262	768	234	32	12	41,850	.0075	.035	11,628.51	—	40,911	56,767	75,281
Smithfield	104	74	—	53	—	56	—	5	—	2,200	.0090	.044	1,195.71	—	2,172	3,365	3,999
Solon	325	177	56	147	56	124	50	8	3	9,366	.0150	.050	2,298.93	435	9,161	12,793	14,978
Starks	144	100	—	91	—	75	—	5	—	3,650	.01396	.062	1,506.85	180	2,370	5,921	6,943
PLANTATIONS																	
Bigelow	10	—	—	—	—	—	—	—	—	25	.0003	.014	30.00	—	—	310	450
Brighton	53	45	—	45	—	39	—	3	—	2,300	.0157	.048	584.10	93	1,772	2,610	2,782
Caratunk	58	40	9	40	9	34	5	3	1	3,000	.0084	.031	566.92	—	1,836	4,870	4,893
Dead River	21	10	—	10	—	9	—	1	—	1,555	.0078	.028	372.55	—	792	3,017	3,215
Dennistown	22	16	—	4	—	6	—	1	—	60	.0003	.011	184.17	—	814	1,315	1,520

SOMERSET 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 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	15	17	18
Flagstaff	44	27	4	27	4	25	3	2	1	2,300	.0097	.037	504.14	—	2,179	3,026	3,905
Highland	28	16	—	16	—	10	—	1	—	150	.0012	.040	283.02	—	675	990	1,269
Jackman	394	81	46	78	45	73	39	3	2	6,325	.0099	.037	1,827.79	—	6,030	9,617	12,864
Lexington	51	22	—	20	—	17	—	2	—	1,400	.0136	.053	665.25	56	1,104	2,015	2,124
Long Pond	110	53	—	49	—	39	—	1	—	600	.0028	.019	514.81	—	1,077	1,348	1,779
Mayfield	2	2	—	2	—	2	—	1	—	50	.0005	.014	124.17	—	240	270	344
Moose River	216	123	—	116	—	109	—	4	—	5,000	.00998	.026	1,885.70	—	3,150	6,794	7,119
Pleasant Ridge	15	10	—	8	—	8	—	1	—	1,400	.0117	.023	236.50	—	690	1,280	1,392
The Forks	36	25	—	25	—	23	—	2	—	531	.0032	.020	716.04	—	1,584	2,604	3,327
West Forks	30	12	20	12	20	11	17	2	1	2,400	.00698	.018	379.55	—	2,909	3,268	3,598
Total	11,874	6,600	1,276	5,949	1,266	5,350	1,135	255	71	\$284,752			\$87,768.60	\$3,658	\$253,821	\$397,980	\$505,619

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 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	
Belfast	1,652	934	298	843	293	715	264	26	11	\$30,800	.0099	.044	\$10,647.05	—	\$31,307	\$43,936	\$58,458	
Belmont	79	55	—	54	—	36	—	2	—	1,935	.0107	.0425	702.73	—	900	1,945	2,288	
Brooks	224	158	94	153	94	150	84	4	4	5,150	.01295	.047	1,675.08	\$275	6,915	9,339	11,215	
Burnham	278	140	—	140	—	130	—	5	5	4,000	.01395	.052	1,890.25	140	2,582	5,980	15,674	
Frankfort	144	92	28	81	28	70	25	5	2	3,600	.01399	.046	1,311.22	234	5,396	6,590	7,675	
Freedom	107	69	—	61	—	54	—	4	—	2,534	.0117	.042	1,419.05	88	1,885	3,783	3,916	
Islesboro	184	131	27	125	26	108	22	9	2	8,500	.0064	.035	1,532.54	—	8,092	10,904	13,887	
Jackson	101	68	—	66	—	54	—	4	—	1,575	.0090	.040	1,398.49	—	1,927	3,222	3,374	
Knox	140	103	—	95	—	84	—	5	—	2,500	.0116	.048	1,973.24	115	2,405	4,961	7,123	
Liberty	170	93	14	89	14	76	13	5	1	2,950	.0125	.046	1,637.87	144	3,000	4,807	5,365	
Lincolnville	225	144	—	113	—	127	—	6	—	3,150	.0072	.036	2,093.49	—	2,970	5,800	5,965	
Monroe	249	133	—	129	—	117	—	9	—	4,525	.0154	.052	2,447.58	270	4,067	7,270	7,936	
Montville	188	125	—	104	—	93	—	6	—	3,600	.0117	.045	2,019.54	482	3,004	5,914	7,505	
Morrill	57	46	—	46	—	32	—	2	—	1,000	.0064	.031	629.32	—	860	1,833	1,888	
Northport	104	57	—	49	—	52	—	4	—	1,050	.0019	.031	1,143.02	—	1,810	2,976	3,475	
Palermo	158	99	—	98	—	80	—	6	—	3,100	.0119	.045	1,827.51	132	2,594	4,773	5,834	
Prospect	105	60	—	43	—	45	—	3	—	2,525	.0139	.042	1,230.75	78	1,635	3,697	4,660	
Searsmont	171	132	16	129	16	112	12	7	1	3,500	.0104	.047	1,732.40	—	3,721	5,077	5,585	
Searsport	479	275	53	242	52	215	47	9	3	9,850	.0130	.042	3,170.65	336	8,163	12,695	14,463	
Stockton Springs	269	173	49	156	49	134	42	5	3	6,700	.0129	.048	1,987.97	275	6,089	9,560	12,502	

WALDO COUNTY—CONCLUDED

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
Swanville.....	85	63	—	63	—	50	—	4	—	1,925	.01199	.0375	1,050.42	—	2,108	2,810	3,274
Thorncliffe.....	99	80	—	68	—	62	—	6	—	2,912	.00999	.039	1,364.75	—	3,362	4,433	4,745
Troy.....	259	135	—	135	—	125	—	5	—	3,050	.0096	.044	2,119.31	—	2,602	5,624	5,909
Unity.....	334	139	60	138	60	125	40	7	3	5,406	.0115	.043	2,154.11	286	8,933	11,124	16,471
Waldo.....	100	75	—	72	—	64	—	3	—	2,425	.0131	.041	1,290.88	80	1,699	4,327	4,662
Winterport.....	347	221	81	185	79	160	68	9	3	9,350	.0159	.055	2,722.11	480	8,828	13,121	14,826
Total.....	6,308	3,800	720	3,477	711	3,070	617	160	33	\$127,012	—	—	\$53,171.33	\$3,415	\$126,854	\$196,501	\$248,680

WASHINGTON COUNTY

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
Addison.....	274	188	32	172	32	160	30	8	2	\$5,475	.0206	.0525	\$2,144.56	\$504	\$6,416	\$8,231	\$8,923
Alexandier.....	149	88	—	81	—	61	—	4	—	1,800	.0136	.054	1,263.45	112	2,146	3,053	3,831
Baileyville.....	902	533	145	518	144	462	131	20	6	29,351	.0116	.044	6,289.25	792	25,473	36,762	46,645
Baring.....	55	31	—	29	—	28	—	2	—	1,650	.0106	.041	786.38	—	1,625	2,541	2,762
Beals.....	221	141	14	130	14	125	11	5	2	—	—	—	1,645.08	324	2,738	3,297	9,174
Beddington.....	7	4	—	4	—	3	—	1	—	150	.0034	.046	139.18	—	376	392	427
Brookton.....	69	55	—	52	—	39	—	2	—	1,077	.0083	.0368	597.83	—	1,316	1,890	2,230
Calais.....	1,978	883	282	848	282	758	258	26	11	34,027	.0094	.0465	11,852.82	—	19,699	45,974	59,953
Centerville.....	38	27	—	27	—	22	—	1	—	247	.0021	.0344	254.15	—	624	707	1,048
Charlotte.....	81	51	—	49	—	40	—	4	—	1,868	.0161	.0525	1,016.03	96	1,780	3,058	3,301
Cherryfield.....	356	208	69	207	69	185	60	7	3	6,950	.0155	.050	2,588.71	403	4,095	10,689	11,616
Columbia.....	185	123	—	96	—	98	—	6	—	2,850	.0126	.0515	1,934.51	156	2,400	3,808	4,762
Columbia Falls.....	203	133	42	125	42	107	37	6	2	4,440	.0166	.049	1,610.64	330	5,472	6,822	7,458
Cooper.....	55	33	—	33	—	28	—	2	—	725	.0076	.045	498.02	—	945	1,355	1,552
Crawford.....	42	30	—	30	—	25	—	1	—	1,075	.0507	.031	407.78	—	950	1,804	1,958

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 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
Cutler.....	162	92	—	90	—	83	—	5	—	2,500	.0157	.050	1,755.18	155	2,683	4,550	5,329									
Danforth.....	400	275	108	259	107	233	96	11	3	11,900	.0167	.043	3,000.77	544	13,079	17,835	19,992									
Deblois.....	10	7	—	7	—	7	—	1	—	255	.00395	.043	148.18	—	360	448	483									
Dennysville.....	123	83	76	75	76	72	67	3	3	3,150	.0173	.053	1,028.36	238	5,532	6,990	9,516									
East Machias.....	377	239	63	215	63	194	55	8	4	6,800	.0137	.045	2,679.30	286	3,909	9,599	10,473									
Eastport.....	1,151	695	227	656	226	571	208	21	8	25,050	.0104	.0412	7,855.35	—	25,219	34,880	42,629									
Edmunds.....	143	79	—	70	—	66	—	8	—	3,820	.0296	.065	1,748.87	324	2,772	5,806	6,520									
Harrington.....	253	165	52	148	51	133	44	7	2	5,700	.0164	.046	1,935.13	270	4,808	7,811	33,240									
Jonesboro.....	177	118	34	107	34	99	32	5	2	3,829	.0215	.059	1,492.83	405	4,738	5,713	6,800									
Jonesport.....	568	388	87	343	83	328	78	12	4	14,290	.0175	.052	4,102.38	720	15,643	20,348	23,721									
Lubec.....	1,108	649	142	616	142	561	138	21	6	21,500	.0165	.041	7,448.67	924	23,832	30,683	34,583									
Machias.....	645	384	165	361	164	338	143	8	6	12,125	.01396	.047	4,248.39	675	13,727	18,224	20,649									
Machiasport.....	272	179	—	161	—	146	—	9	—	5,000	.0171	.052	2,634.13	340	6,659	9,731	11,183									
Marion.....	40	26	—	25	—	20	—	1	—	900	.0119	.090	263.64	28	652	995	1,379									
Marshfield.....	61	30	—	30	—	29	—	2	—	800	.01195	.051	704.69	46	1,056	1,907	2,123									
Meddybemps.....	22	11	—	8	—	7	—	1	—	525	.0073	.065	259.68	—	480	768	825									
Milbridge.....	342	204	53	191	53	176	48	7	2	5,950	.0126	.042	2,347.58	288	5,462	7,893	11,931									
Northfield.....	53	38	—	36	—	33	—	2	—	850	.0097	.049	549.51	—	1,484	1,854	1,977									
Pembroke.....	275	166	69	147	49	137	57	7	2	6,300	.0168	.050	2,098.19	396	7,013	10,021	13,127									
Perry.....	238	167	—	158	—	130	—	7	—	3,625	.0144	.045	2,286.34	182	3,688	5,862	6,618									

WASHINGTON COUNTY—CONCLUDED

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
Princeton.....	323	231	69	218	69	197	59	8	3	8,820	.0158	.043	2,550.45	420	3,133	4,370	5,917
Robbinston.....	186	122	—	111	—	83	—	5	—	2,526	.0108	.0455	1,578.21	—	10,634	12,893	13,949
Roque Bluffs.....	26	16	—	15	—	14	—	1	—	699	.0136	.0474	284.44	27	510	1,103	1,140
Steuben.....	234	151	29	151	29	137	27	8	2	4,300	.0154	.054	1,849.37	390	5,958	8,098	8,873
Talmadge.....	18	18	—	16	—	11	—	1	—	545	.0063	.036	374.57	—	648	1,467	1,534
Topshfield.....	93	59	—	59	—	39	—	2	—	1,400	.0076	.043	736.93	—	1,480	2,006	2,261
Trescott.....	119	80	—	76	—	68	—	5	—	1,800	.0178	.076	1,112.02	200	2,560	3,201	4,133
Vanceboro.....	198	134	41	123	39	117	39	5	2	4,962	.0201	.040	1,608.49	272	5,819	7,420	41,783
Waite.....	54	39	—	39	—	37	—	2	—	1,750	.0152	.041	725.60	24	1,705	2,386	2,535
Wesley.....	41	26	—	26	—	19	—	2	—	800	.0071	.0423	480.15	—	1,176	1,546	1,695
Whiting.....	137	93	—	89	—	80	—	5	—	2,550	.0130	.044	1,670.56	120	3,055	5,592	6,269
Whitneyville.....	65	33	—	33	—	30	—	1	—	575	.00595	.045	595.66	—	680	1,224	1,540
PLANTATIONS																	
Codyville.....	35	22	—	22	—	17	—	1	—	300	.0029	.0222	240.85	—	680	837	1,315
Grand Lake Stream	96	56	14	55	14	50	11	2	1	1,925	.0129	.044	854.84	96	2,589	3,436	4,015
Number 14.....	25	19	—	19	—	18	—	2	—	225	.0029	.020	306.73	—	902	1,289	1,438
Number 21.....	36	23	—	23	—	19	—	1	—	745	.0075	.037	250.29	—	720	814	878
Total.....	12,721	7,645	1,813	7,179	1,782	6,440	1,629	292	76	\$260,476			\$96,834.72	\$10,087	\$261,100	\$389,983	\$527,413

YORK COUNTY

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
Acton.....	147	94	—	89	—	73	—	5	—	\$2,800	.0074	.038	\$1,243.38	—	\$3,030	\$4,661	\$6,347
Alfred.....	259	163	35	146	34	131	31	5	2	8,350	.0156	.037	2,022.72	—	5,234	10,527	11,436
Berwick.....	575	323	69	287	68	252	62	13	5	13,380	.0108	.0425	4,232.67	—	13,111	17,864	22,218
Biddeford.....	6,701	1,173	280	1,016	278	908	262	43	12	60,000	.0048	.036	27,901.02	—	62,282	90,686	378,751
Buxton.....	470	276	57	258	53	216	49	12	3	10,400	.0066	.0302	3,456.12	—	10,694	14,600	23,376
Cornish.....	170	83	39	70	38	72	38	3	3	5,550	.0121	.0455	1,377.60	\$240	5,598	8,389	9,639
Dayton.....	135	82	—	81	—	71	—	4	—	3,425	.0102	.0324	1,546.13	—	2,826	5,669	6,667
Eliot.....	344	246	47	240	47	208	42	10	3	10,550	.0045	.025	2,917.94	—	9,441	12,432	16,310
Hollis.....	274	162	51	151	51	133	47	8	2	8,600	.0079	.028	2,148.02	—	8,036	10,480	11,976
Kennebunk.....	736	511	96	475	94	409	84	21	4	28,900	.0091	.040	5,637.95	—	23,440	35,667	41,056

YORK 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 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	476	251	81	238	81	206	70	13	4	21,150	.0109	.0514	3,660.12	—	17,565	24,443	26,551	
Kittery	957	679	205	614	205	525	193	20	6	27,100	.0134	.051	7,024.44	800	14,426	33,490	50,270	
Lebanon	374	230	31	212	31	169	26	12	4	10,750	.0113	.040	3,128.31	—	12,136	14,793	16,700	
Limerick	316	151	36	146	36	114	30	4	2	6,800	.0130	.040	2,053.69	680	4,042	7,413	46,511	
Limington	229	132	41	115	41	110	34	8	3	5,925	.0126	.047	2,213.15	300	4,066	8,793	11,535	
Lyman	112	88	—	70	—	59	—	6	—	3,600	.0082	.030	1,514.60	—	2,844	5,785	7,400	
Newfield	116	83	21	79	21	54	19	4	2	3,600	.0173	.046	1,163.71	288	4,316	5,362	6,035	
North Berwick	395	234	78	230	77	207	72	8	3	12,500	.0131	.048	2,858.89	375	10,771	16,502	18,609	
No. Kennebunkport	131	51	—	47	—	38	—	3	—	3,300	.0089	.0365	1,377.08	—	1,958	4,010	4,378	
Old Orchard	320	228	50	177	47	149	41	7	4	15,981	.0046	.0275	2,217.60	—	13,463	17,143	24,401	
Parsonsfield	226	126	14	122	14	97	12	8	3	6,600	.0126	.056	2,053.06	286	4,406	9,658	9,948	
Saco	1,931	1,246	229	1,150	229	1,019	198	40	17	69,000	.0085	.0405	13,687.79	—	38,378	81,357	107,612	
Sanford	5,065	1,406	371	1,357	370	1,097	341	44	17	64,500	.0059	.037	24,020.40	—	74,421	100,235	145,422	
Shapleigh	157	114	8	105	8	85	6	6	1	3,450	.0081	.040	1,465.97	—	4,193	5,506	7,470	
South Berwick	615	367	104	353	104	312	104	15	6	15,910	.0109	.0365	4,858.63	—	9,924	20,882	28,258	
Waterboro	262	178	40	153	40	131	33	6	2	8,500	.0118	.045	1,967.31	220	6,590	10,229	20,362	
Wells	551	356	69	337	69	282	63	15	4	20,050	.0079	.044	4,230.48	—	15,843	23,240	26,115	
York	705	447	127	424	127	360	110	24	9	31,800	.0074	.0385	5,895.71	—	27,591	39,234	45,602	
Total	22,749	9,480	2,179	8,742	2,163	7,487	1,967	367	121	\$482,471			\$137,874.49	\$3,189	\$410,625	\$639,050	\$1,130,955	

SUMMARY BY COUNTIES

NAME OF TOWN	School census (5 to 21 years)	TOTAL ENROLLMENT		NET ENROLLMENT		AVERAGE DAILY ATTENDANCE		TEACHING POSITIONS		Amount appropriated for school maintenance	State aid for 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	14	15	16	17	18
Androscoggin	21,160	9,207	2,043	8,347	2,016	7,112	1,805	309	82	\$401,901	\$124,442.14	\$1,785.00	\$399,820	\$540,907	\$750,878
Aroostook	30,380	20,980	2,769	19,228	2,746	16,136	2,399	667	118	558,282	221,132.32	16,705.00	572,707	882,070	1,035,458
Cumberland	41,360	19,645	4,635	17,925	4,343	15,840	4,098	703	223	1,023,836	260,079.20	1,179.00	951,599	1,280,218	1,990,823
Franklin	5,348	3,457	778	3,152	773	2,842	705	140	41	158,175	44,794.56	1,962.00	143,201	219,344	271,852
Hancock	9,238	5,145	1,180	4,727	1,165	4,239	1,039	236	61	255,886	73,149.82	5,400.00	234,398	348,955	439,927
Kennebec	19,416	10,528	2,106	9,588	2,066	8,524	1,882	404	87	489,935	133,677.87	3,364.00	427,401	640,082	862,132
Knox	6,507	4,218	1,108	3,765	1,097	3,294	993	151	48	164,670	51,179.43	2,085.00	160,118	226,651	436,116
Lincoln	4,375	2,548	418	2,350	418	2,097	364	119	22	92,285	37,051.92	716.00	85,113	135,067	152,402
Oxford	12,575	6,872	1,448	6,155	1,433	5,776	1,310	284	68	346,488	95,402.96	7,632.00	306,000	463,787	583,626
Penobscot	27,407	15,929	3,709	14,582	3,683	13,137	3,303	568	182	708,015	198,019.37	10,007.40	665,999	965,590	1,259,600
Piscataquis	6,019	3,682	865	3,393	859	3,052	791	154	42	170,248	47,765.12	5,313.00	144,201	238,011	306,298
Sagadahoc	4,800	2,810	547	2,452	541	2,230	474	113	20	112,886	35,344.12	690.00	105,912	150,726	185,779
Somerset	11,874	6,600	1,275	5,949	1,266	5,350	1,135	255	71	284,752	87,768.60	3,658.00	253,821	397,980	505,619
Waldo	6,308	3,800	720	3,477	711	3,070	617	160	33	127,012	53,171.33	3,415.00	126,854	196,501	248,680
Washington	12,721	7,645	1,813	7,179	1,782	6,440	1,629	292	76	260,476	96,834.72	10,087.00	261,100	389,983	527,413
York	22,749	9,480	2,179	8,742	2,163	7,487	1,967	367	121	482,471	137,874.49	3,189.00	410,625	639,050	1,130,955
Unorganized Territory	914	523	—	523	—	383	—	27	—	—	—	—	18,639	35,712	37,392
Total	243,151	133,069	27,593	121,534	27,062	107,009	24,511	4,949	1,295	\$5,637,318	\$1,697,687.97	\$77,187.40	\$5,267,808	\$7,750,634	\$10,724,950

COMMISSIONER OF EDUCATION

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