

# 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, 1926 - JUNE 30, 1928**

REPORT

OF THE

State  
Commissioner of  
Education

OF THE

State of Maine

FOR THE

School Biennium Ending June 30, 1928

STATE OF MAINE

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Department of Education,  
Augusta, July 1, 1928

*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, 1926, and closing June 30, 1928.

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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Frontispiece—In Memoriam Josiah W. Taylor

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## IN MEMORIAM

Maine schools lost an ardent friend and a valuable worker in the death of Mr. Josiah W. Taylor, May 15, 1928, after serving for eighteen years as Supervisor of Secondary Education in Maine.

There are men whose death receives but a passing comment. They pass out of life and are missed by the narrow circle of their daily contacts. They may have served abundantly in the sphere they have accepted as their life interest. There are others whose passing is of broader significance. They are men of active and resourceful life. They have become a factor in a larger community, in a definite and wide undertaking. They impress themselves upon a great cause, a great movement or a great industry. They are persons who have moved in a many-sided sphere, multi-endeavored, high idealed and who leave a sense of irreparable loss to a long list of associates in their profession, in society, in the Church and in the various organizations in which they hold membership and in which they have been active. This is the case with Mr. Josiah W. Taylor. He was active in all good works and an indefatigable worker. He lived his profession but had time for the larger viewpoint and the larger activities. He was a constant, consistent worker in the Church and high in its councils, was Superintendent of the Sunday School for many years and represented the State in the Quadrennial Conference of the Methodist Episcopal Church, a distinct honor and one which is accorded only to those who have long served in important capacities in religious affairs. He was a member of the Masonic Order and the Kiwanis Club. Outside of his direct profession, Mr. Taylor confined himself to few organizations aside from his religious connections. He was a member of the State Board for Moral Character, and Religious Education.

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## CHAPTER I

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### INTRODUCTION

I take pleasure in submitting a report of the schools of Maine for the biennial period closing June 30, 1928. Year by year we come nearer the objects set up ten years ago. While the early part of the decade was devoted to the improvement of the material things of the school, the latter part has found emphasis on the intellectual and moral side. During these years, the legislature has passed helpful laws until the schools are now nowhere hindered by legislative barriers. More money has been made available by the state and by the towns, which greatly increases the adequacy of our school plants, enables us to employ a larger percentage of well-prepared teachers, broaden our courses of study, employ modern methods, improve the spirit of the teachers and advance the sympathy of the public. Our attempt has been to administer our schools in a manner peculiarly suited to the habits, life and ideals of our people and calculated to build a state consciousness, pride and efficiency.

### OUR GREATEST RESOURCE

We are told by students of society and economics that the human wealth of a country is five times its material wealth. On that basis, with the material wealth of the state reaching two billion dollars, the human wealth is five times that amount or ten billion dollars. This is determined by the earning power of individuals during an average life time. Each individual is rated on the cost of his existence and up-bringing to age eighteen and this figure put at work at  $4\frac{1}{4}\%$  may equal his earning power. The greatest resource of the state, therefore, is not visualized as a million horse-power in our streams, 2500 miles of sea coast, thirty-five billion feet of timber or 60,000 farms, but in the 248,000 children and youth of the state.

It is quite important, therefore, that this great human resource be properly conserved. Since education not only makes for

higher values in society but adds to the individual's earning power, the cost of education is a rather small factor in this great wealth. It becomes an investment and not an expense. According to the figures of the cost of education for 1926-27, it cost \$42.49 per capita for elementary education. For the eight years of grade schools, the cost is \$339.92. In high schools the cost was \$77.08 or \$308.32 for the high school course, making a total cost of \$648.24 for the entire public school course—about the cost of a Ford car.

### LIVING WITHIN OUR MEANS

States, like individuals, have varying degrees of financial ability and every effort should be made to provide the best system of schools possible within those means. States with greater resources may provide some features which the less fortunate cannot and states, like individuals, must regard their ability and shape expenditures accordingly. Expenditures must be wisely directed, leaks must be stopped and every dollar must be made to do one hundred cents worth of educational business. A survey of the wealth of the states and their incomes show the states grouped according to their financial ability. Twelve are highly favored with a background of high per capita value and twelve with exceedingly low per capita resources. Nevada heads the list of well-favored with \$45,000 while Mississippi completes the other list with \$6,777 per capita. Maine is medium with \$17,664. On income per capita, California is the most favored with \$7,693. Mississippi comes in again with \$1,317 while Maine has \$4,050. Maine stands in the second quartile. This condition, in all probability, will not change and Maine will always be judged as ranking as a medium. Our population is sparse—only about 27 persons per square mile. We have no large cities and no large manufacturing communities, wholesale or shipping points, which conditions are always accompanied with much wealth. However, this does not mean that our people cannot be prosperous and cannot have good schools. A system of schools should be made to meet the necessities of the people, and while Maine may not be able to spend the amount of money some other states do, there is no reason why our schools may not be efficient and satisfactory.

## INCREASE IN SCHOOL ATTENDANCE

Based on reports of the Federal Bureau of Education, there is an increase of 79% in the population of the United States, while there has been an increase of 156% in elementary schools, 2465% in public high schools, 606% in professional schools for teachers and 352% in college, university and technical schools. It is evident that the last forty years have brought the high schools of our country into their full fruition. Much of this advancement has come about since 1915. It is quite evident that no such increase can ever take place again as we have approached the limit of possible attendance in both elementary and secondary schools. The big field for increase during the next generation evidently will be in higher education.

## TREND TOWARDS COLLEGE

It is possible that we are reaching the peak of high school attendance. Surely we cannot increase in school enrollment and attendance in the same proportion in the future as we have in the immediate past for we have been rapidly approaching our possibilities. We are really in a time when there is very little loss in passing from the elementary into high school, and there has been an increasing tendency toward higher education. In 1916, 39% of our students in high schools were taking the so-called English course, while in 1926, this was reduced to 36%. In 1916, 33% were taking the college preparatory course; in 1926, exactly the same percentage. In 1916, 22% were taking commercial lines, while in 1926 the percentage was 25. There has been little change in the number taking industrial education, home economics and agriculture. It is strange that in a state with a basic occupation of agriculture and where industry takes about equal rank, only four hundred students in our high schools should be taking agriculture and where our industrial departments are not crowded. Evidently our people have a decided view towards college.

## COLLEGE ATTENDANCE

Among the presidents and faculty members of our institutions of higher learning, there is a great desire to sort the youth of our country, select therefrom the members of the highest quartile of

intellectual inheritance and bestow favor upon them. Most of us can conceive and concede the fact that it would be a very delightful experience to have no dull or slow students under our instruction, but I fear such a condition would bring about a very great deterioration in the efficiency of college instruction if it were generally possible. In too many cases now, the college professor delivers his lecture to a group of students who take whatever they desire of it and get along about the best way they can. If the students measure up in brightness and mental alertness to a higher standard, the professor is relieved of any very great responsibility and may have a rather easy time of it and his instruction deteriorate into a mere lecture reading process. Somehow, we have been taught to associate achievement with the midnight oil and with diligent toil.

The psychiatrists of today classify the youth of our country into four great divisions: 25% of mentally fit; 25% of mental sixteen-year-olds; 25% of a mental age from twelve to sixteen, and the remaining 25% below the mental age of twelve. They tell us that 5% are of superior mentality and out of these should come the leaders of our country, the leaders of industry, of statesmanship, social leaders and the leaders in the professions. There is a growing tendency on the part of the people to realize that if this sorting process ever takes place, it will mean a turning back upon the ages with their class consciousness and privilege. The sentiment is also growing among persons engaged in public school education that every child who can pass step by step through the grades of the elementary school and reach the high school has sufficient mentality to carry in a fairly successful way the work offered by that school. It goes further in the belief that the youth who is able to pass the tests of the high school, when the integrity of effort is properly conserved, and received his diploma has also the ability to acquire some useful knowledge and training in institutions of higher learning. Therefore, instead of approaching a time when the youth shall be sorted, we shall give opportunity to all of our young people, who feel that an education will benefit them, to receive as much of it as they can absorb, remembering always that tastes and individual differences must be taken into consideration and courses of study must be diversified and types of work differentiated in order to fit the capacities and needs of the youth.

It is not possible that private colleges and universities will come to this ideal for generations yet to be, and possibly the only hope is in public institutions publicly owned and controlled. It is seldom that a private college will turn down a young man whose father is a multi-millionaire, even if he has not passed his grades and landed in the upper quartile. The itching for endowment is too sensitive to overlook the pocketbook when opportunity presents. History is full of outstanding successes of persons who could not have passed the college tests in any department but whose lives have enriched civilization in music, art, literature, philosophy, science, medicine, theology, pedagogy and business. Strange as it may seem, the Biblical statement that "Gold is where you find it" is applied also to genius and one never knows until life is done what the sum-total of one's contribution is.

There is also another side to the situation. The future may demand that our young people not only complete the high school but continue on to college before they are turned out into the avenues of industry and business. As machinery is invented, the hours of labor will be shortened and the need for laborers will grow more and more limited. For example, if our high schools should be abandoned at the close of the present year and the four million young people who attend them turned out into the industries, there would be four million more unemployed in our country to be taken care of. The European dole in some form would become the vogue in America. It would hasten our old age and possibly our decay. If the four million young people in our high schools, and a possible six million eventually, are carried on through college with useful training and education, it would relieve for the time being the field of employment to such an extent that persons with family responsibilities could live in greater comfort and discharge their duties more faithfully. It may be said by some that there will be work enough for all, which is in a sense true, if this work is properly adjusted and some system applied. Then, again, labor is rapidly becoming more technical and the demand for the so-called unskilled labor is decreasing. Machinery performs with the intelligence which is put into it by its operator. Types of work that used to be considered purely unskilled labor now require the highest skill. Street cleaners have given place to technical engineers who safe-

guard the health of the community by new methods and processes of cleaning, and the garbage man gives place to chemical processes and to the health officer.

### PREPARING FOR LEISURE TIME

It is interesting to watch the changes which are taking place in modern civilization. The machinery age in which we live makes it possible to perform the labor of today with less hours of toil. Gradually the working hours are being shortened. Henry Ford says we shall come eventually to a four-hour day and possibly to a five-day week. We must take into account, in contemplating this situation, what is to be done with the hours of leisure. This means the inculcation of a love of good literature, the development of the spirit and genius of music and art. The love of play must be developed not in the few but in the masses of our people. Unless this is done and our people taught to employ their time in a wholesome way, we shall find ourselves in the midst of increasing crime, disregard for law and order and the ultimate destruction of the civilization we have built up.

### INCREASED EFFICIENCY

It must be evident, even to the casual observer, that schools are advancing in their efficiency at about the same rate as invention and discovery, as applied mechanics in industry and in transportation. In fact, education, by the very nature of progress, must be the motor of the vehicle, not the trialer. Every great going concern must spend vast sums of money for research and investigation, and must employ a staff of well-trained specialists for watching test-tubes and spectrums and for working in library and shop, for there is scarcely an invention, an instrument or a machine which is not obsolescent as soon as it is commissioned. Neither material things nor education have reached the point of perfection, but progress is evidenced on all sides.

Our schools are better in materials and methods than they were. They are serving the needs of our country and of civilization to a higher degree of satisfaction than ever before. There is no longer much serious discussion about the benefits to be derived from schools, and an adequately functioning public school system



is taken for granted by the general public. The criticism which comes acts as a spur to renewed seriousness in finding ways and means of improvement.

There are two questions concerning education which are always pertinent and should be considered with care: (1) What is the place and importance of education in our democracy? (2) What are the essentials of a serviceable public school system?

The framers of our Constitution recited its purposes as a more perfect union, justice, domestic tranquility, common defense, general welfare and the preservation of liberty. It is generally accepted that education is essential to these.

A system is efficient only as it presents equal and universal opportunities; prepares the youth to do better the desirable things of life which he must inevitably do; prepares him physically for the tasks of life; inspires him with a desire for worthy home membership and for vocational and professional efficiency; gives him a sense of civic responsibility; builds in him an ethical character. These ideals supercede or succeed the old ideal of formal discipline and that elusive something we call culture but have never satisfactorily defined.

The following essentials mark an efficient school system:

1. An intelligent and sympathetic public.
2. Adequate support.
3. A school plant adequate to the needs of the community, which safeguards the health and morals of the children and has the equipment for efficient instruction.
4. A school year of sufficient length to assure the continued growth of the child.
5. A program of studies which is connected with life lessons and problems.
6. Capable and conscientious teachers of sound judgment and character.
7. A trained supervisor who is able to keep the public informed as to the needs and results of the school and who is able to unite in sympathetic cooperation the teaching staff and the public.

### SCHOOL BUILDING PROGRAM

In the old days, with the simple program, little equipment was necessary. Desks of any sort would do. A generous blackboard,

a box of crayon, slates and pencils, one set of books and a hickory switch were about all that were needed. Today the school, to treat as it should the newer ideals of education, becomes more complex and needs an entirely new type of building, equipment and opportunity. The slate and the hickory switch have passed and libraries, laboratories, playgrounds, gymnasiums and proper lighting, heating and ventilation are required. Programs of varied types and the more practical demonstration of theory and fact make of the school an entirely new institution with correspondingly new demands. The coming of the intermediate or junior high school, the variations and successions of work, study and play, together with their manipulation, require new types of buildings and new facilities.

When the newer forms of education poured in upon us at the close of the World War, our buildings were old and out of date and our equipment negligible. The value of our physical equipment ten years ago for the entire state was only \$10,884,950 for buildings and \$1,206,535 for equipment, while in 1928, the value of buildings is \$27,577,977 and the value of equipment has been raised to \$3,226,471. This does not include private schools and academies.

During this period, more than half the towns supporting free high schools have built new buildings of the most modern type or rehabilitated the old to meet new conditions, while in all sections of the state new buildings of the latest design are found.

It is evident that by 1930 the building program will be complete and the children of the state will be well housed. Maine has invested in school property in 1927 \$200 for each pupil enrolled. The latest figures available for the country at large (1924) give an average of \$154. At that time, Maine had a per capita investment of \$176.

### QUALIFIED TEACHERS

City schools and those in the more prosperous villages have for some time demanded teachers with full normal school training for the elementary and college men and women for the high schools, but the low per capita wealth back of each child in many country towns made it impossible to pay wages which would attract teachers with higher educational qualifications. In 1924,

there were 535 normal graduates in the country schools, while in 1927 the number had increased to 1295, a very substantial increase. We had set 1930 as a time sufficiently remote to see a well prepared teacher in every school. Successful teachers of experience but of lower educational rating are being given opportunity to make up their deficiency. After all, the teacher is the chief factor in making a good school.

### THE AVERAGE LENGTH OF SCHOOL YEAR

In our attempt to give all the children of the state equal educational opportunities in the spirit of the constitution, we have failed to approach even a reasonable equality and Maine has hardly kept pace in this respect with many other states. The average number of days schools were in session in all the United States for 1924 was 168, while Maine gave 176 days on an average for all of her children. Ten states had 180 days or more. Rhode Island had 197; Massachusetts 182; Connecticut 183, with some lengthening of the year since the date given.

Mr. R. J. Libby of the Rural School division of the State Department has just completed a survey on this point. 271 towns out of 520 have 36 weeks or more; 20 towns have 35; 52 towns have 34; 22 towns have 33; 54 towns have 32; 8 towns have 31; 92 towns have 30. This means that 92 towns in the state offer their children only 150 days schooling. In many cases the school year could be lengthened with very little expense while in many others the state would assist with the additional financial burden. Many of the towns which fall below 36 weeks are not financially well-to-do and the state could well afford to help in bringing them up. In the towns which support only 30 weeks of school, children are required to go from one to two years longer in order to complete the elementary school. If a child wishes to go through high school and college, it requires a year or two longer for him to complete his work than it does the pupils of the villages and cities where 36 weeks of school are provided. This is something of a handicap for the country child's education is more intermittent and much less intensive.

## THE COUNTRY BOY'S CHANCE

We have made some headway in bringing the country school along in the line of progress but it will take some years and much effort to make the country school the equal in opportunity of those in the larger villages and cities. The country boy is entitled to much credit for what he is able to do under his handicap.

The country boy's opportunity:

1. School, 30 weeks.
2. Teacher with high school education.
3. Teacher's salary, \$450 a year.
4. No supervisor of Music, Art or Penmanship.
5. Length of recitation, 10 minutes.
6. Schoolhouse with one room.
7. No library.
8. Not enough playmates for a game.
9. No high school at home.

The city boy's opportunity:

1. School, 36 weeks.
2. Teacher a normal school graduate.
3. Teacher's salary, \$1,000.
4. Special supervisors of Music and Art.
5. Length of recitation, 25 minutes.
6. Schoolhouse of ten rooms.
7. Library of 500 volumes.
8. Ball team.
9. High school at home.

It is entirely possible to make the country school as desirable as the city school. Some of the country schools in Maine are now approaching this standard. Teachers with a division of labor as the result of small consolidations, better programs, better and more sanitary buildings, well prepared teachers and improved transportation are contributing factors.

## MEN TEACHERS

The number of men teachers is slightly on the increase and especially in high schools. Out of 6500 teaching positions, 843 are filled by men. If superintendents of schools are added, about

one-sixth of the staff of educational workers are men. It is not probable that this ratio will increase to any extent for a generation. The wages of the profession are not sufficient to attract men who have families to support. It is interesting to note that 300 men are engaged in elementary schools. However, there is a growing tendency to employ a larger proportion of men in secondary schools.

### INCREASE IN SCHOOL ATTENDANCE

Public education has become the largest single concern of the American people. More people are giving their whole time to the problems of education than to agriculture or to the mechanical industries or to these combined. When we consider that practically one-third of our entire population are either going to school, teaching school, servicing school buildings or making textbooks, general appliances and scientific apparatus, etc., we become impressed with the vastness of this enterprise. There has been a very great increase not only in school sentiment but in school attendance in the generation. Education, formerly a privilege held by the few, has now become almost universal, and the old idea of training a few for leadership has given place to the more modern idea of universal educational opportunity. The idea of an educated aristocracy is long since out of date and those who advocate it are influenced by old-world conditions, forgetting when we are living. Since 1890 there has been an increase in the population of our country of 79% but there has been an increase in the public elementary school attendance of 156% and an increase in high school attendance of 2,465%. The increase in college, university and professional school enrollment is 352%. It is quite evident, therefore, that the public high school has been the outstanding feature in the development of education during the last forty years. We are told by the Curtis Publishing Company, through their Research Department, that advertising has become effective during the last generation just in proportion to the spread of education among the people as indicated by high school attendance. This may be said, also, of the sale of books, magazines and newspapers and of the increase in our country's wealth. We have suddenly come into a new era of human achievement and this achievement is proportionate to the spread of education.

## STATE SUPPORT FOR SCHOOLS

The State of Maine is doing well in providing a state school fund of reasonable proportions. Taxing the property where it is and educating the children where they are is a principle which must be recognized in attempting to equalize educational opportunities. There are many towns in the state with an exceedingly small valuation back of each child to be educated, while other towns have a fairly good financial background. The values range from \$1500 to \$8000. It is not reasonable to expect that towns with a low valuation per capita of school children can provide the efficient schools that more well-to-do towns can provide. The state school fund, therefore, performs an important function and, distributed as a portion of it is on teaching positions, it becomes a great equalizer of the burden. 25.82% of the support of schools within the state comes from the state school fund. Only nine states, including the District of Columbia, have a larger percentage of state funds and most of these have recently revamped their educational systems in keeping with modern times. Alabama, Arkansas, Delaware, Georgia, Mississippi and Texas have all recently come forward with great rapidity in the development of their school systems. Utah, Wyoming and the District of Columbia some years ago recognized the necessity of equalizing the burden through a state school fund and have their funds already well established.

## ISLESBORO HAS DISTINCTION

Islesboro has employed a physician, perhaps a unique situation in public health work in America. Free immunization against small pox, diphtheria and typhoid is undertaken. All school children have free medical attention. The following numbers of persons in the town have this protection: small pox 84%; diphtheria 82%; typhoid 40%. Water supplies have been analyzed and any well not found safe has been discontinued or made safe. There have been no contagious diseases on the island for a year.

## DENTAL CLINICS

During the last year, a questionnaire was sent to superintendents of schools for information in regard to special features of health work. All teachers are required to give instruction in

health principles, in health projects and in physical drill, and the reports received indicate increased improvement in the care of the teeth. The report shows:

1. Dental instruction in	90 towns	510 schools
2. Health Crusade in	34 towns	229 schools
3. Dental examination by nurse	95 towns	1079 schools
4. Dental examination by dentist	175 towns	1202 schools

This report indicates an increased interest in the care of the teeth and presents an interesting and important movement.

### THRIFT INSTRUCTION

Thrift instruction has become an established principle of education in the belief and hope that the youth of today will have a higher appreciation of the principles of savings. Prudence in handling income is an important item. The plan used most generally throughout the country is the use of the bank, which not only inculcates the thrift idea but acquaints the child with the principles and mechanics of banking. Four million pupils in fourteen thousand schools have on deposit \$26,000,000. It is not a long guess to determine an improvement in future generations. The children of Maine in forty-six towns have \$250,000 deposited to their accounts and the work is carried on systematically by the children supervised by the teachers.

### THE DISCOVERY OF THE INDIVIDUAL

One important outcome of the scientific study of the child and the educational processes is a better understanding of individual differences. We have always known that children differ in many ways but the true significance of the variability in relation to learning has not been clearly understood. As a result, progressive schools are organizing their work based upon the individual as they find him rather than upon the so-called average or fictitious child as in the past. Our school records now carry a fairly complete cataloguing of the mental and moral reactions, as well as the physical status of the child. In our high schools, we carry the social personality as well as the mental in the scholastic record. How valuable this new method of discovery is can be determined only in results years hence.

## THE MODERN SCHOOL UNIT

How vast the change that has taken place in twenty-five years in education is scarcely comprehended by the casual observer. In the struggle for a scientific adjustment we may have gone too far and yet in well organized schools the new unit is exceedingly successful. A generation ago, the unit consisted of a group of children with a teacher, and, in some instances, with a superintendent to direct and unify the work. Today, we require besides the teacher a supervisor of music, one of art and a supervisor of primary, grammar or junior high, whichever it happens to be. In addition, we must have a dentist, a school physician, a nurse, a psychiatrist, a vocational director and an educational adviser. There is no doubt that all of these functionaries will be more clearly developed and carried out in the schools of the future.

## FRYEBURG TOWN FOREST

Superintendent Charles Snow writes of the attempt of the town of Fryeburg to develop a municipal forest. The following report is of interest and shows how towns in many sections of the state might easily provide at small cost a municipal forest which will not only serve in the developing of a spirit of protection, reforestation and conservation but as an educational enterprise. Superintendent Snow writes as follows:

"The care and proper use of forests is before our pupils at all times. This is effected by the wise use of books on forest trees and animals, by the use of clippings from the press concerning forest matters and by reforestation and the care of trees on the part of the pupils in our public schools. American Forest Week is observed annually. Outlines of the program for this special week are obtained from the Vocational Forest Office and we have the copies of the President's Proclamation and other materials. The nature of the observance is left to the teacher and pupils in each school. Each teacher is required to send to the superintendent a brief written report of the observance of forest week."

## REPORT

Fryeburg has the beginning of a town forest of some forty to sixty acres. On the so-called "Fryeburg Plains" the town holds



title to a large area of waste land. This land is suitable for the growth of white and red pine and it is proposed to secure subscriptions of transplants and plant the area.

The movement was started at the town meeting in 1928 when Mr. T. C. Eastman, owner of the Western Maine Forest Nurseries offered the town the gift of five thousand white pine transplants provided that fifteen thousand were subscribed. Four thousand were subscribed on the spot. During the spring subscriptions have been secured to the amount of seven thousand five hundred trees in excess of the two thousand donated by Mr. Eastman to start the planting. These 9200 trees have been planted this spring. It is planned to eventually plant the whole area if the interest of the citizens warrant it. The planting already done is being watched with interest.

The town also owns a large stand of white pine which is, in large measure, ready to be cut. From this stand the town cut, last winter, timber to the amount of \$7500.00 to finance the building of an addition to the village school building. The addition will be built and paid for without recourse to taxation or the issuance of bonds.

#### AN EXAMPLE OF WHAT IS TAKING PLACE IN THE SCHOOLS OF MAINE

Superintendent W. O. Chase of Old Town and Orono writes the following letter. It may be duplicated in many sections of our state and is indicative of a spirit of progress which has actuated the teachers of Maine and the school officers during the last few years.

"I am sure you will be interested to learn that upon suggestion of the Mayor of Old Town the School Board has increased the maximum salary of all elementary school teachers and principals \$150 per year and all Senior and Junior high school teachers and principals \$100 a year. The School Board of Orono has voted to allow \$50 to all teachers who attend a summer school. Both Old Town and Orono school departments have paid tuition for a three-hour course taken by the teachers of Old Town and Orono. Twenty-nine teachers of Old Town and twelve teachers of Orono took the course. All except one teacher in Old Town and one in Orono took the final examination and passed the course and were therefore reimbursed for the amount they paid for tuition.

"We have purchased library copies of all the late series of readers, also many supplementary books so that each school room now has a library and each teacher has an opportunity to keep herself informed about all of the late readers. Our library books are not by any means confined to school readers but include good literature adapted to the needs of the various grades and schools. All of our teachers from the kindergarten through Grade 6 have been making a special study of the subject of reading during the present school year which has been reflected very noticeably in the improvement of reading in all of our schools.

"Another branch of work that we feel has been unusually successful this year is the special health work carried on by our physical directors in cooperation with the school physicians. A large number of defects have been corrected and habits of health and cleanliness of the children greatly improved.

"I have written this letter simply because I know that you like to get direct reports from the field occasionally."

#### A BRIEF SUMMARY OF THE STATE SURVEY OF THE HIGH SCHOOL FRESHMAN CLASS

This survey was made during the month of November, 1926. The Otis Self-Administering Test for Mental Ability and the Haggerty Silent Reading Examination were used. The purpose of the former was to secure for the state as a whole some information as to the abilities of high school pupils. Incidentally it gave an opportunity for a uniform observation of the value of such tests and a study of their relation to actual school work.

The Reading Examination was intended to furnish information as to the reading ability of the first year high school students early in their first year of high school work and thus determine how much of such ability they had brought over and show what the high school task may be in improvement of reading ability.

The two examinations have much in common and in giving a summary of the results it seemed practical to show the data in parallel columns. The summary shows the important results. It must be interpreted with full knowledge of the inexperience of many of the children, the wide variety of conditions and other circumstances that might affect unfavorably so extensive a study.

Retesting would be most desirable in many cases. It would not be advisable to accept the results as final until further study had been made locally of this group of pupils. They should serve as a starting point for further study and the adjustment of school procedure. The more significant items from the tabulation of scores are given in the following summary.

Many of the schools which gave the tests have continued similar programs of testing during the current year. The results of the tests of last year and of the current year are being used effectively in the sectioning of classes, grouping of pupils in small classes, and greater attention to the needs of special cases or groups. An adjustment of the pupil load in accordance with their abilities is one of the very important outcomes of the testing work.

The reading tests have stimulated attention to the improvement of reading habits in the high school. A number of schools have organized regular training classes for the poor readers and are giving careful attention to the correction of defects.

This survey was conducted under the supervision of Mr. J. W. Taylor, Agent for Secondary Education, assisted by a special committee from the Principals Association. Mr. L. N. Koonz of the State Department assisted in compiling the reports.

SUMMARY AND COMPARISONS

	<i>Otis</i> <i>Mental</i> <i>Ability</i>	<i>Haggerty</i> <i>Reading</i> <i>Examination</i>
Total number of pupils examined . . . . .	5219	5185
Range of scores (I.Q.) . . . . .	70-144	20-135
Median Scores . . . . .	106	77 (Low 8th
Author's norm for pupils of 9th grade . . . . .	111	93 grade)
Percent of pupils <i>above</i> the author's norm . . . . .	11.4%	11.2%
No. of pupils <i>above</i> the author's norm . . . . .	591	582
Percent of pupils <i>at</i> the author's norm . . . . .	55.5%	12.9%
No. of pupils <i>at</i> the author's norm . . . . .	2899	660
Percent of pupils <i>below</i> the author's norm . . . . .	33.1%	76.04%
No. of pupils <i>below</i> the author's norm . . . . .	1728	3943
No. of pupils <i>at or above</i> author's norm . . . . .	3490	1242
Percent of pupils <i>at or above</i> author's norm . . . . .	67%	23.9%

The grade of the median of the class in reading ability... ,Low 8th grade.

<i>Scores by Quartiles:</i>	<i>Otis</i>	<i>Haggerty</i>
Lower Quartile.....	745-14.3%	119- 2.3%
Second Quartile.....	3223-61.8%	1726-33.3%
Third Quartile.....	1201-23.89%	2654-51.2%
Upper Quartile.....	50-.01%	686-13.2%

*The Chronological Age—C. A.* (Otis only)

Range (by years).....	12-19 years
Median Chronological Age.....	14.3 years

*Mental Age* (Otis only)

Range.....	10-18 years
Median Mental Age.....	14.6 years
Number <i>below</i> the Median Mental Age....	3277
Percent <i>below</i> the Median Mental Age ...	62.8%
Number <i>at</i> the Median Mental Age.....	783
Percent <i>at</i> the Median Mental Age.....	15%
Number <i>above</i> the Median Mental Age....	1159
Percent <i>above</i> the Median Mental Age....	22.2%

*Distribution by Schools* (Otis only)

No. Teachers in School:

1.....	101 or 1.9%
2.....	336 or 6.5%
3.....	484 or 9.3%
4.....	643 or 12.4%
5-10.....	1611 or 31.1%
11-19.....	953 or 18.4%
20 or more.....	1057 or 20.4%

SOME OF THE BASAL TABLES FROM THE OTIS AND HAGGERTY EXAMINATIONS

Table I Results of the Otis Examination

I.Q.	No. Students	I.Q.	No. Students
61-63	6	112-114	177
64-66	11 41 or .8%	115-117	144 423 or 8.1%
67-69	24—Feeble Minded	118-120	102—Superior
70-72	38	121-123	65
73-75	89	124-126	37
76-78	144 502 or 9.6%	127-129	32
79-81	232—Border Zone	130-132	20
82-84	328	133-135	8
85-87	386 1185 or 22.7%	136-141	4
88-90	471—Dull	142	1 168 or 3.3%
91-93	496	144	1 Very Superior
94-96	492		
97-99	482		5219
100-102	464		
103-105	395		Variability of score 14 points
106-108	321 2899 or 55.5%		as percentile chart
109-111	249—Normal		Median Score 29.5

Table II. Chronological and Mental Ages  
Otis Examination

Years	No. at this Chronological Age	No. at this Mental Age
8y- 8y 11 months	0	14
9y- 9y 11m	0	73
10y-10y 11m	0	231
11y-11y 11m	0	518
12y-12y 11m	158	1282
13y-13y 11m	1089	917
14y-14y 11m	1908	1161
15y-15y 11m	1283	456
16y-16y 11m	541	357
17y-17y 11m	131	109
18y-18y 11m	24	21
19y and over	7	2
	5141	5141

Age norm for 9th Grade—14 years, 5 to 7 months inclusive.

Number of Mental Age below norm—3520 or 68.5%.

Number of Mental Age at norm or above—1621 or 31.5%.

Table III. Distribution of Scores—

*Haggerty Examination*

Score	Number	Percent	Score	Number	Percent
0-20	9	.1%	76- 80	409	7.9%
21-25	38	.7%	81- 85	451	8.8%
26-30	25	.5%	86- 90	392	7.6%
31-35	59	1.1%	91- 95	374	7.2%
36-40	110	2.1%	96-100	306	5.9%
41-45	153	3.0%	101-105	279	5.4%
46-50	207	3.9%	106-110	206	4.0%
51-55	306	5.9%	111-115	117	2.2%
56-60	318	6.0%	116-120	87	1.8%
61-65	386	7.4%	121-125	61	1.2%
66-70	389	7.4%	126-130	35	.8%
71-75	455	8.8%	131-135	13	.3%

Total number students—5185.

Normal score—93 for 9th grade.

No. below normal score—3857.

No. at or above normal—1328.

Total—5185.

Table IV. Grade Table according to Score Norms—

*Haggerty Examination*

Below 5th grade	241	or	4.7%
5th grade	666		12.8%
6th grade	921		17.8%
7th grade	1036		20.0%
8th grade	1079		20.8%
9th grade	660		12.7%
10th grade	343		6.6%
11th grade	92		1.8%
12th grade and above	147		2.8%
	5185		100.0%

Number below the ninth grade—3943 or 76%.

Number at and above ninth grade—1242 or 24%.

## SPECIAL EMPHASIS ON READING

As a result of the above examinations, state-wide programs were undertaken for the correction of many of the deficiencies brought out by the tests. The most prominent of these was the state-wide emphasis on the teaching of Reading not only as a matter of developing better readers but of training the youth of our state in the love of good literature. On the programs of the several county associations, special emphasis was laid on this subject. Experts in Reading were employed and demonstration lessons were given. As a result, teachers and superintendents report a very decided improvement in the ability of their pupils to read. Teachers were encouraged to study the subject and to teach from every conceivable angle, posting themselves on the several methods that are advanced so that they might select the one which gave the best results. The superintendents of schools at the Castine Conference in 1928 requested a continuation of the program for another year. It is believed that by improving the quality of Reading in our schools, we shall materially enhance results in every other study.

## TEACHERS' RETIREMENT

Since the teacher is a vital part of the school and much depends upon her general welfare, the State of Maine during the last few years has paid particular attention to this item. The teacher's health, her preparation to grasp intelligently the problems of the school, her contact with the community, the finding of a congenial place to live and some social outlook, together with reasonable compensation and protection against want, are all to be considered. The training of teachers has been well carried on in our several training institutions which have been built up rapidly during recent years and made to conform to modern principles. Wages have been greatly increased but still not sufficiently to enable a teacher to lay by a competence for declining years.

The state many years ago established a non-contributory pension law, but the amount provided was inadequate for the purpose and a contributory pension law was enacted. This law left it optional with the teacher whether she should participate in such a fund. Since it is a human trait to put off these essential things until it is too late, teachers generally did not subscribe to the

provisions of the act. It seems wise, therefore, to provide that teachers shall contribute a reasonable percentage to their own foundation, the state contributing one-half. It did not seem wise to require all teachers to join the Retirement Association since large numbers leave the profession after two or three years' experience. It now seems wise to amend the act making it compulsory on the part of teachers to contribute to this foundation after five years' experience. After this length of time, the chances are that teaching may become the teacher's profession and there is still time for her to make the required number of contributions and to establish a reasonable retirement fund. She may also have the privilege of going back in her experience and bringing up arrears.



## CHAPTER II

### SCHOOLING IN THE UNORGANIZED TERRITORY

REPORT OF ADELBERT W. GORDON, *General Agent*

The Unorganized Territory of Maine and the school system of this distinctive part of the state have been described frequently and fully in previous reports. This report will be largely confined to the progress and conditions in this school system for the biennial period ending June 30, 1928.

Twenty-nine different schools were maintained during the two years covered by this report. These schools were located in twenty-six townships and other unorganized units and in eleven counties. Although the school population has remained nearly the same there are now less than one-half the number of schools maintained for a considerable period of years. In fact, seventy-three schools were maintained in 1911, when the maximum number was reached. Many of these schools, however, were very small and the one-family school was common. Since 1916 there has been a constant decrease in the number of schools until about the present number was reached several years ago, with indications that the minimum number now has been reached. This reduced number of schools has been largely the result of a policy of consolidation, in the general sense of the term. Instead of maintaining small unprofitable schools, transportation has been provided whenever practicable and in numerous other cases arrangements have been made for boarding pupils where they could attend good schools. Incidentally it may be remarked that the wonderful development in transportation and communication has been an important aid in this program of school improvement.

The primitive pioneer type of school which was characteristic of the Unorganized Territory for a long period of time is now largely a thing of the past. It will doubtless always be necessary to maintain a few temporary schools under conditions which would not ordinarily be approved, but such schools will soon become modernized or discontinued. With the smaller number of schools now maintained in the Unorganized Territory, these

schools have a larger enrollment, a longer school year, are better housed and equipped, and are more efficiently taught and supervised. The majority of the Unorganized Territory schools will now compare very favorably with the better class of rural schools of the state. In fact, some of the best schools set the standard in certain sections for model rural schools and there is evidence of their direct influence in the improvement of the schools in nearby towns and plantations.

In 1926-27 eighty pupils were transported from eighteen different townships and in 1927-28 pupils to the number of seventy-eight were transported from sixteen different townships. No attempt will be made to describe the different arrangements for transportation, but they may be generally divided into two classes: First, where pupils were transported to schools within the Unorganized Territory, and second, where transportation was to schools outside of the Unorganized Territory. There were during the period covered by this report ten routes coming within the first class and these were in turn divided into six routes where transportation was to schools within the same township and four routes to schools in adjoining townships. Of the second class, in which transportation was to schools in adjoining towns and plantations, nine routes were maintained.

Transportation was by a variety of means including railroad train, motor bus, regular automobile, team, boat, and in several cases a combination of automobile and boat. Wagon busses were formerly provided by the state in cases where there were well established routes and a sufficient number of pupils. It has now been found that transportation by motor is fully as economical and much more rapid and comfortable, while in addition it has the advantage of making transportation possible over a longer route. Where there are few pupils the automobile performs the service very satisfactorily and in cases where there are a considerable number of pupils busses are used. Thus far, it has been found to the advantage of the state to pay an amount sufficient to enable the operator to provide his own conveyance rather than to attempt state ownership. This would be true of the state when not of a town because of the difficulty in maintaining a proper oversight of valuable property of this nature scattered over such a large territory.

The board of pupils proves the best solution of the school problem in many cases in the Unorganized Territory where there are too few pupils to make a school profitable and transportation is not possible. During the school year 1926-27, forty pupils were boarded from eighteen different townships and thirty pupils were boarded from eighteen townships during the school year 1927-28, this representing for each school year twenty-five different arrangements. Pupils were boarded in sixteen and seventeen different towns and cities respectively for the two school years. The amount of board for a pupil paid by the state per week was from \$3.00 to \$4.00. The plan of part payment of board by the state with the requirement that parents pay a minor portion of the expense or an amount approximately equivalent to the cost of boarding the children at home, has been followed in all cases except where this would cause a hardship to parents. The usual amount paid by parents is \$1.00 per pupil per week.

The requirement of part payment of the board of pupils by parents has become the well established policy of the Unorganized Territory system. It seems sound in principle, as parents should not be relieved of the responsibility of supporting their children during the school year. In other words, the schooling of children should not be made in any case a source of profit to parents. In fact, it is necessary to follow this plan in order to protect the financial interests of the state, as otherwise an inducement is left open to parents of a certain type with large families to move back into the wilderness during the school year for the purpose of being relieved of the support of their children.

The plan of boarding children of the light stations on the main land for attendance at school has been continued with satisfactory results to all concerned. This plan has now become well established and doubtless will be continued indefinitely. It is much more satisfactory and efficient than the plan of traveling light-house teachers, which was tried out in the schooling of these children when this was first undertaken by the state in 1915. In 1926-27 a total of thirty-five pupils from fourteen different light stations and in 1927-28 pupils to the number of fifty from seventeen different light stations were provided with school privileges in this manner. The principle of part payment of board is followed, the same as in other cases of board of pupils of the Un-

organized Territory. In some cases the mothers keep house on shore during the school year for the purpose of boarding their children and receive payment for this service the same as in case of other persons boarding the children. The light stations from which school children were boarded during the past two years were as follows: Avery Rock, Bear Island, Bluehill Bay, Boone Island, Cuckolds, Franklin Island, Goat Island, Libby Island, Little River, Moose Peak, Mount Desert Rock, Nash Island, Petit Manan, Ram Island, Seguin Island, Two Bush, and Wood Island.

A brief description of a few communities of the Unorganized Territory, some of which are typical, follows:

#### FIRST.

A township in northern Aroostook County, all Franco-American farmers, with few adults speaking English, a population of about 100, a consolidated school established seven years ago with model rural school completely equipped and excellent school grounds, about 40 pupils enrolled in the school, part of whom are transported from another community where a primitive school was discontinued. The children even in the lower grades speak English well and it seems certain that one result of this school will be the organization of this township into a well governed plantation within one or two generations.

#### SECOND.

An island on the coast, nearly all fishermen of native stock, fairly prosperous and with good homes, an old school building but of good size and dimensions recently remodelled and now meeting most requirements of a model building, an average enrollment of about 20 several of whom are transported from a nearby island and two boarded from a light station a few miles distant, a school year of 36 weeks, the same teacher in this school for the past six years. An unusually large proportion of pupils have entered secondary school in the past few years and several girls are training for teachers.

#### THIRD.

A new community centering around a mill recently erected, on the main highway and railroad, the people from many towns in that vicinity, a new school building erected through

the cooperation of mill owners and the state, a school year of 36 weeks, about 25 pupils enrolled, the teacher a normal graduate. This is the class of community that may continue for the next fifteen or twenty years and then practically disappear.

#### FOURTH.

A railroad settlement with no highway connection, all railroad employees, a school building recently remodelled through the cooperation of the railroad and the State, a school year of 36 weeks, the enrollment varies from 10 to 20, a rural helping teacher located here, several pupils from other communities on railroad boarded here or transported by train through the cooperation of the railroad without expense to the state.

#### FIFTH.

Formerly a plantation, located on main highway and railroad, people are employed on railroad or in woods for the most part, a two story building with school on the first floor, partially remodelled and well furnished and equipped, a school year of 36 weeks, about 40 pupils enrolled, a rural helping teacher.

#### SIXTH.

A single family located about 40 miles from the nearest town, keeper of storage dam, one-family school maintained for three children, teacher's salary paid by the state to amount equivalent to cost of boarding children for attendance at school, employers pay board of teacher and provide and maintain building or room for school.

#### SEVENTH.

A small community located on main highway four miles from town, pupils from ten to fifteen in number transported by automobile bus, or in winter a horse drawn bus, a primitive school was formerly maintained here. Through transportation better school privileges were provided and the expense of erecting a new school building saved the state.

#### EIGHTH.

Light station, 40 miles from the mainland, three keepers with families, six children from two families boarded on mainland for attendance at school, mother in one case keeping house for children during school year.

## NINTH.

A small community of farmers and guides located on shore of large lake, no highway, reached only by boat, small school formerly maintained here now discontinued and pupils of two families boarded in town on opposite side of lake for attendance at school.

## TENTH.

Sporting camp community, 40 miles to nearest town, reached by rough woods road with team, school formerly maintained now closed and remaining pupils boarded in city for attendance at school.

During the past two school years, one new school building has been erected, one building purchased to remodel into a school building, and three buildings remodelled to meet standard requirements in most respects. The new building was erected at Carrabasset, Franklin County, through cooperation of the plywood company operating at that place, and the state. This building, while rather rough in exterior appearance, is well finished inside and meets the usual requirements of a model rural school building with respect to lighting, heating, ventilation, seating, and sanitation. The school buildings which were remodelled are located at Muscongus Island in Lincoln County, Rockwood in Somerset County, and West Seboeis in Penobscot County. The work on the latter building was performed by the construction crew of the Bangor & Aroostook Railroad, through cooperation of that corporation, at considerable saving in expense to the state.

In 1919, through the enactment of the new law for schooling in Unorganized Territory, it was possible for the first time to inaugurate a program of school building improvement. Prior to that date the people, usually the parents, of the Unorganized Territory were required to provide school buildings wholly at their own expense, with the natural result that school building conditions were far from satisfactory and many of the buildings primitive indeed. Since 1919 a gradual but very great improvement has been made. Six new buildings have been erected, four of which are model rural school buildings comparable with the best in the state. One portable building has been purchased, and one building purchased to be remodelled into a school build-

ing. Four buildings have been remodelled to meet the standards of model buildings in most particulars while six buildings have been substantially repaired and minor repairs made to others. At the present time twelve buildings of the Unorganized Territory may be said to be in first class condition, with the exception of minor repairs which have been authorized, but not yet made. The total amount expended in the program of school building improvement for the last ten years has been \$29,159.00, an average of \$2,915.90 per year. In addition there has been expended \$9,135.00 for new equipment, or an average of \$913.50 per year for this purpose.

To complete the program of improvement for the Unorganized Territory under present conditions at least two model rural school buildings should be erected in addition to two buildings of this type which are now in process of construction. Four buildings should be partially or completely remodelled and minor improvements should be made to several others. New furniture is needed for five buildings and other equipment in as many more. There are a number of communities whose future is so uncertain that it is difficult to determine what should be done, but some improvement should be made in the school buildings of these places. It is estimated that the total cost of improvements yet to be made is \$20,000. This does not take into account the ordinary repairs and upkeep of buildings or the possibility that there may be new communities in the Unorganized Territory where school buildings will be needed. It would be of great advantage if the program of improvement could be completed within the next one or two years, but on account of the limited appropriation this will doubtless have to be continued over a period of years.

During the past two years forty-six different teachers, forty-four of whom were women and two men, have been employed in the schools of the Unorganized Territory. Nineteen of these teachers were normal graduates, including three from Gorham Normal School, five from Farmington Normal School, and eleven from Eastern State Normal School, while six were graduates of the Madawaska Training School. A number of others were teachers of long successful experience, one of whom has taught in the same school in the Unorganized Territory for eight years. One of the normal school graduates has taught in schools in the Unorganized Terri-

tory for twelve years and has been in her present position for the last five years. During the past two school years eight have taught in the same school for both years, six have taught for both years in two different schools, and twenty-three have taught for one year in the same school. It will be seen from these facts that the teaching force of the Unorganized Territory is well trained and that teachers are beginning to continue to serve for a considerable period in this system of schools.

Three rural helping teachers have been employed during each of the two school years. These teachers were located at West Seboeis in Penobscot County, Lambert Lake in Washington County, and Rockwood in Somerset County. They made regular visits to the unorganized township schools in their respective sections of the state and acted in a similar capacity to that of a supervising teacher. Detailed reports of each visit were made to the general agent. This plan proves very successful in the Unorganized Territory. These teachers follow the usual plan of teaching their own schools on Saturdays and visiting other schools on Mondays. Their traveling expenses are paid by the state. In addition to the rural helping teachers a local school agent is now employed for most of the unorganized townships of the Madawaska Section who is trained for supervisory work and acts in this capacity in addition to the regular duties of local school agent.

In view of the fact that the biennial session of the legislature is now at hand, it seems advisable to repeat a paragraph of the last report, as follows:

“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 of 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."

The regular compulsory school attendance and child labor laws of the state apply to the children of the Unorganized Territory the same as to the municipalities of the state. There is no child labor problem in the Unorganized Territory, application for work permits seldom being received. Cases of truancy are not numerous and it has only occasionally been necessary to take action against parents on this account. In the unorganized townships of the Madawaska Section there is a practice among the farmers which is also common to the towns and plantations of that section of the state, of taking the larger boys out of school during the farming season. This problem has its economic side and is not easy of solution. It is not a situation where drastic action seems a proper means to remedy the situation but it is believed in time through cooperation and an increased interest in the schools this problem will disappear.

It will be seen from the appended statistical summary that the number of townships in which school privileges have been provided during the past several years has remained practically the same, while the school population has varied in numbers but very little. In the number of schools maintained, school enrollment, aggregate attendance, average attendance, and number of pupils transported and boarded, there is a remarkable similarity in the figures. These statistics all appear to indicate that the school conditions in the Unorganized Territory have become nearly as well fixed as in case of the regular organized municipalities of the state. There has been rather a marked increase in the length of the school year and also in the number of pupils attending secondary schools, both of which indicate an encouraging advance.

The financial statistics also show rather a striking uniformity in expenditures for the past three years. There has been a rather uniform increase in the amount paid for board of pupils while the cost of both elementary and secondary school tuition has been greater on account of increased rates fixed by towns and cities. The items of new school buildings and repairs of course are bound to show considerable variation from year to year. The fact that it has been necessary to overdraw the appropriation for schooling in Unorganized Territory for the past several years indicates that there should be an increase made in the appropriation by the incoming Legislature, and this is especially necessary in view of the need for continuing the program of school building improvement for some years to come.

### COMPARATIVE SUMMARY OF STATISTICS FOR THE UNORGANIZED TERRITORY

For the Years ending June 30, 1926, 1927, and 1928

	1926	1927	1928
Number of townships in which school privileges were provided,	76	78	78
School population, 5 to 21 years of age,	930	902	941
Number of schools maintained,	27	27	28
School enrollment,	523	517	507
Aggregate attendance,	63,667	59,178	57,290
Average attendance,	383	361	383
Number of pupils transported and boarded,	181	155	158
Length in days of the school year,	166	164	171
Number of pupils attending public elementary schools outside the townships,	170	150	165
Number of pupils attending private elementary schools outside the townships,	9	7	4

Number of pupils attending public secondary schools outside the townships,	26	41	38
Number of pupils attending private secondary schools outside the townships,	17	15	15
Teachers' wages and board,	\$18,832.51	\$18,658.90	\$18,300.07
Fuel,	1,121.03	1,075.63	1,363.84
Janitor service,	600.48	591.00	619.00
Conveyance,	4,244.30	3,862.90	3,408.00
Board of pupils,	4,831.28	5,674.14	6,499.27
Elementary school tuition,	2,750.50	2,545.44	3,297.88
Secondary school tuition,	2,033.00	2,010.00	4,268.84
New lots and buildings,	0	350.00	904.00
Repairs,	975.35	3,215.50	1,917.74
Apparatus and equipment,	264.57	35.54	758.87
Textbooks,	852.29	301.20	762.53
Supplies,	446.23	526.66	168.96
Agents,	310.60	262.75	269.70
Rent and insurance,	128.75	515.25	45.00
	<hr/>	<hr/>	<hr/>
	\$37,390.89	\$39,624.91	\$42,583.70

### CHAPTER III

#### DIVISION OF RURAL EDUCATION

RICHARD J. LIBBY, *Director*

A considerable part of the field work for the year 1926-27 was devoted to the inspection of school buildings, relative either to the standardization of the sanitary conditions or general improvement. Most of the towns had fully complied with the requirements of the law in regard to sanitary conditions prior to September 1, 1927. Of the 111 which had not fully complied, 102 had done so with the exception of one or two buildings which were likely to be discontinued in the near future, either because of a well formulated plan of consolidation or because of the fact that the number of pupils attending was very small and expected to decrease further so that the school could not possibly be maintained. In such cases towns have been given an extension of time of one year before they will be forced to comply with the requirement and at the expiration of the year they will have either decided to remodel the building or to close it permanently. In each of these cases where extension has been granted the toilets have been put in good repair and made clean and comfortable. The total number of one room buildings which meet standard requirements is 1916. The total number which are now being continued temporarily without standard equipment is 113. Of the 204 two room buildings in rural communities practically all meet with the standard requirements for sanitary conditions. This is also true of the three and four room buildings.

A continuation of our building survey shows that the number of one room buildings having standard light has increased from 24.1% to 28.3%. The number having standard heat and ventilation has increased from 20.3% to 23.2%. Of the two to four room buildings the percentage of standard lighting has increased from 50.7% to 59.2%; of heating and ventilation, from 46.4% to 51%. Of the buildings of over four rooms, the number having standard light has increased from 77.4% to 79%, the number having standard heat and ventilation from 71.8% to 74%. The relatively low increase in improvement of lighting, heating and

ventilation is due to the fact that the towns have concentrated their efforts very largely in making sanitary conditions standard and have so planned their work that the further remodelling of the building can be continued as soon as funds are available. It would seem that we have every reason to expect that during the next few years the towns will make marked progress in the improvement of buildings along these lines. Practically the only improvements made within the past two years have been where old buildings have been replaced by new construction.

During the two year period, forty-seven buildings have been built in the rural communities. Of these, twenty-eight have been one-room buildings; twelve, two-room buildings; three, three-room buildings, and four, four-room buildings. It is only fair also to list as buildings which have a tendency to improve rural conditions, the other nine large buildings which have been constructed within the two year period, all of which will house more or less rural pupils, either in secondary or higher elementary courses.

A very satisfactory improvement in the conditions under which children are conveyed to school is constantly going on throughout the state. The towns seem to be more and more convinced of the fact that the most satisfactory and also the least expensive conveyance is that which is owned by the town and either drawn by horses hired for the purpose or operated by motor. The figures available indicate that the cost of motor conveyance is only about three cents per pupil per day greater than the cost of horse-drawn conveyance and it is universally found that the motor conveyance is much more satisfactory inasmuch as the children can be conveyed over the same route in a very much shorter time than is possible with horse drawn conveyance. This makes it possible to use the same conveyance on two routes within a shorter time than the children of either route could be conveyed by horse-drawn vehicles and the children can be kept much more comfortable during the shorter period required by the motor conveyance. The figures which we have available show that forty-seven of these conveyance vehicles owned by the towns have been purchased within the last two years. The figures on transportation, as shown by the returns of the superintendents of schools, reflect this improvement in conveyance facilities and also show an increase in the number of children

conveyed. For the school year ending June 30, 1927, there were 12,747 pupils of secondary and elementary school age conveyed at an expense of \$549,760, and for the school year ending July 1st, 1928, 14,326 children were conveyed at a cost of \$576,277. This shows that, for the two years, the increase in the number of children conveyed has been 21.08% while the increase in the cost of conveyance has been 13.25%. These figures show conclusively that the business of transportation of school children is an important one and that towns can ill afford not to use the most modern and business-like methods of conveyance both for financial reasons and for the comfort and health of the children conveyed.

The length of the school year is pretty nearly standardized at thirty-six weeks in the well-to-do towns. Fortunately we have a tendency in all towns to increase the length of the school year which is, of course, desirable. The following tabulation shows the trend from 1924 to the present time as taken in two year intervals:

*Number of Towns which maintained schools  
for the several terms listed below*

<i>Number of weeks schools were maintained</i>	<i>School Year</i>		
	1923-24	1925-26	1927-28
30	108	94	92
31	20	12	8
32	59	57	54
33	15	16	22
34	62	59	52
35	12	16	20
36 or more	243	265	271

In the consolidation of schools work is going forward steadily and probably as rapidly as is commensurate with the financial ability of the towns and their acceptance of the desirability of the combination of schools.

The shift in population from the rural sections to the villages and cities seems to be decreasing quite materially. A study of the ten year period from 1910 to 1921 shows that 1252 schools were closed within that period. Of these, 1158 were closed because of failure to maintain an average attendance of eight

pupils. The other ninety-four were closed by vote of the town for purposes of consolidation. In the seven years from 1921 to the present time there have been only 561 closed and the last year has seen the closing of the fewest number of any year since 1910. Only 39 have been discontinued during the year. While this does not necessarily indicate that there are no schools so small that they would better be closed and the children conveyed elsewhere in order to give them better opportunities, it does indicate that the number of schools which are falling below the average of eight is considerably less than has been the case in former years. In many of the schools which have been closed in the last two years the children have not been conveyed to other one-room schools but have been taken to schools of two or more teachers so that they could be placed in larger classes and could receive the advantages which come from grading. There are several towns in which the parents are heartily in favor of the consolidation of schools but where the actual regrouping is being held back for a short time until the highway building program has been more nearly completed. This delay seems to be wise as roads over which children would have to be conveyed, which are now impassable to motor traffic for considerable periods are soon to be improved.

Studies based upon the reports of the superintendents of schools indicate a very satisfactory improvement in the professional training and experience of teachers of the rural schools of the state. These figures are as follows:

	1924	1927
Number of Normal Graduates teaching in rural schools	535	1295
Number who have had partial normal training	930	743
Number who have had less than two years' experience	1254	1019

No report of two years of rural progress in Maine would be complete without reference to the work done by the Summer School for Rural Leaders at Castine. In 1926 the class numbered 85. In 1927 the class numbered 92. Of these teachers trained a part do not do the helping teacher work and receive bonus but all who received the training make use of it in their school work.

The number of helping teachers serving in the state does not greatly change from year to year as those who were trained in the earlier years are leaving the profession or accepting positions of other types as principals of grade buildings, superintendents of schools, etc. There are now teaching in the schools of Maine about 450 teachers who have received this training and their influence is making itself felt in all sections of the state.

The work of the two years has been nearly equally divided between field work and office work. The field work has consisted of visitation of schools and school buildings for the purpose of suggesting methods of standardization, visiting towns and conferring with school committees relative to consolidation of schools and improvement of transportation service; attendance at county, state and local teachers' meetings where the improvement of rural schools has been a topic for discussion, and serving as unit leader and group leader at the School for Rural Leaders at Castine.

The time in the office has been devoted to studies of rural school conditions; training, experience and compensation of teachers; length of the school year; consolidation of schools; checking up for approval plans for the erection of school buildings, and such other correspondence and studies as had definite bearing upon the improvement of rural or urban schools or school buildings.



## CHAPTER IV

### VOCATIONAL AND INDUSTRIAL EDUCATION

*Report of* STEPHEN E. PATRICK,  
*Director of Vocational Education*

*To the State Commissioner of Education:*

I hereby submit my report as director of vocational education, a report of the evening schools and a report of general industrial education.

#### VOCATIONAL EDUCATION

##### *Agriculture*

All-day courses in vocational agriculture have been conducted in twenty-two high schools and academies, as follows: Anson Academy, Caribou High School, East Corinth Academy, Fort Fairfield High School, Greely Institute, Hampden Academy, Houlton High School, Leavitt Institute, Lee Academy, Limestone High School, Monmouth Academy, Newport High School, Norway High School, Patten Academy, Sherman High School, Solon High School, South Paris High School, Stephens High School, Unity High School, Washburn High School, Wilton Academy, Windham High School.

Also, unit courses have been given in Brownville, Buckfield, Lisbon, Lisbon Falls, Mapleton, New Gloucester, Pennell Institute, and South Lewiston.

The number of schools and the enrollment in these schools both show a small but steady increase. School officials generally are manifesting greater interest in these courses. If qualified instructors could be obtained the number of schools could be rapidly extended.

This scarcity of qualified agricultural teachers is not peculiar to Maine. Practically every state in the Union has the same situation. It is due partly to fewer students in our agricultural colleges, and partly to the great demand for teachers, experiment station workers, county agents, county club leaders, and other experts in various agricultural lines.

The average salary paid to our agricultural instructors is \$2100. This is not high enough to attract many of the most desirable men. In comparison with other teachers our men are, on the average, the most poorly paid. Out of their \$2100 salary they must pay at least \$250 for travel expense in visiting projects. The remaining \$1850 is paid for 12 months' work—a monthly salary of \$154.

The chief reason for low salaries is the unwillingness of school officials to pay the agricultural teachers any more money for travel expense and twelve months' service, than is paid the principal for nine months' work. Some way should be devised whereby the salaries of the principal and the agricultural teacher may be paid on a comparable basis.

The supervised farm practice program of the agricultural pupils has been extended so that it now includes home projects, farm skills, changed practices and shop work.

A home project is a farm enterprise such as growing an acre of potatoes, carried on by the boy on his home farm.

A farm skill is a manipulative activity, such as milking, plowing, etc. Each boy is encouraged to acquire yearly as many new skills as possible.

A changed practice is the application of improved farming methods. Using certified seed potatoes would be a changed practice on a farm where seconds are usually used for seed. Each boy is urged to establish yearly as many changed practices as possible on his home farm.

Shop work is either construction work, or repair work done by the boy at home. For example, he might build a hen house, shingle a barn, make a concrete walk, etc. For such home work he is allowed credit on his supervised farm practice requirements.

## TRADE AND INDUSTRIAL EDUCATION

The trade and industrial situation remains about the same as at the time of the last report, industry is still somewhat skeptical of educational programs, but we are hoping that the results of the foreman conference at Rumford may result in more calls for this service.

This conference was conducted at the request of Mr. A. G. Stone, Manager of the Continental Paper and Bag Mills. Mr.

Frank Cushman, chief of the trade and industrial service for the Federal Board, gave us invaluable assistance at the preliminary meeting and at the first conference. We had four groups of foremen, 65 men in all, who met two hours a day for a period of two weeks. The results were very gratifying from the standpoint of both the foremen and the management.

As an indirect result of these conferences, the town of Rumford and the Continental Mills have cooperatively established an educational director who is to work full time at the mill conducting classes in all branches of the industry, and continuing the work in foreman conferences.

It is rather difficult to describe a foreman conference, to give an adequate idea of what it is to anyone who has never seen a conference in action. Perhaps the simplest description is the best,—a free and open discussion of the difficulties of a group of men with similar responsibilities; difficulties arising in the course of everyday work. A leader is required who has some skill in putting the group at ease, gaining their confidence, and promoting thought and discussion. With the leader's assistance, the group decides the topics to discuss and an analysis of the various difficulties is made and remedies determined. As most foremen groups are made up of men having a long experience, there is a tremendous amount of information available if the leader is skillful enough to bring it out. In the group of 65 men mentioned above, there was a total industrial experience of 825 years to draw from.

Foremen ordinarily have little opportunity or inclination to discuss together their common problems and difficulties, and the conference seems to be about the only way to get them together. Whenever successful conferences have been conducted, both the foremen and the management have been free to state that they have received lasting benefit.

There have been no changes in the supervisory staff. The Director is also the supervisor of trade and industry and has spent a considerable portion of his time in promotional work.

All teachers in this branch have been visited several times and their work inspected. At such times assistance and instruction has been given as needed for the successful conduct of the work.

Major activities have been centered on promotional work and foreman conference work.

One new teacher has been added during the year and teacher training has been limited to the training of teachers in service, such training being given during inspection visits.

No training for girls and women in industrial pursuits.

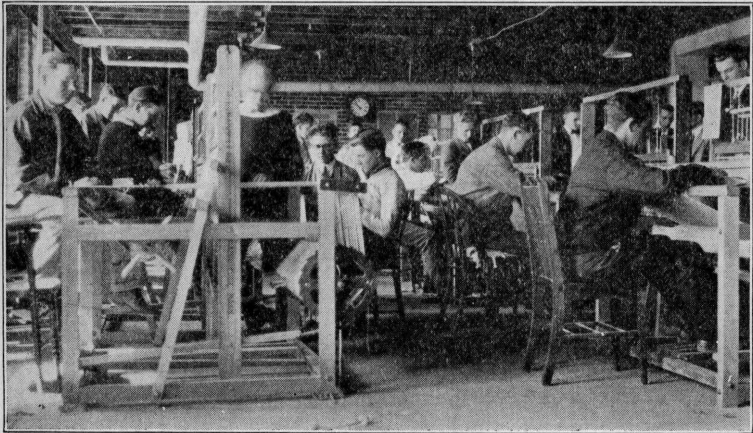
All schools meeting standards of State Plan reimbursed.

No commercial education of vocational type.

### HOME ECONOMICS

The field of vocational home economics in Maine is slowly broadening. Ten years ago four communities carried on evening work in home economics. The course was narrow and limited to cooking, sewing and millinery. Last year vocational home economics in evening schools was approved in nine cities where all work is on a unit basis and the types of courses vary according to the needs of each community. In 1927-1928 there were sixteen types of units in evening classes, namely, food preparation, meal planning and serving, supper courses, nutrition and child feeding, dietetics, elementary clothing, dressmaking, children's clothing, renovation, tailoring, millinery, home decoration, home nursing, child care, first aid and home crafts.

There is only one all-day vocational home economics course at Sanford. General home economics is stressed in the day school program as the vocational type of course does not seem



**Sanford High School—Textile Department**

feasible or possible in the majority of cases. Vocational work places emphasis on the evening school program. The state supervisor has held conferences in several sections with discussions of methods of organizing classes, type and content of unit courses, teaching devices, and lesson plans.

The two most important accomplishments have been (1) the development of a summer school for home economics teachers giving University credit and (2) the development of a four year teacher training course in home economics at Farmington Normal School. The first degrees were granted in June, 1928.

The state supervisory staff remains the same with no change in organization. Classes were visited twice at least and round tables were conducted at every county convention and special group conferences held according to the need in various sections.

The state supervisor has assisted local directors in developing and broadening courses, has given talks to various community organizations as the Parent-Teacher Association, Women's Clubs, etc. Vocational education was given publicity by a display of products and a series of demonstrations at "Maine in the Market" exposition. For six days demonstrations were conducted by pupils from various schools in the state showing methods and accomplishments.

Teacher training was carried on by the state supervisor as follows:

- a. Regional conferences with groups of evening school teachers.
- b. Two day unit courses in evening school methods with the seniors at each teacher training institution.
- c. Two three-week courses in Methods at summer session.

The following tables show the enrollment and expenditures in vocational courses:

AGRICULTURE

*All Day Courses*

Anson Academy, Anson	17 boys
Caribou High School	21 boys
East Corinth Academy, East Corinth	10 boys
Ft. Fairfield High School	45 boys
Greely Institute, Cumberland Center	20 boys
Hampden Academy, Hampden	11 boys

Houlton High School	27 boys
Leavitt Institute, Turner	17 boys
Lee Academy, Lee	22 boys
Limestone High School	15 boys
Monmouth Academy, Monmouth	15 boys
Newport High School	15 boys
Norway High School	17 boys
Patten Academy, Patten	16 boys
Rumford High School	20 boys
South Paris High School	14 boys
Unity High School	12 boys
Washburn High School	27 boys
Wilton Academy	19 boys

*Short Unit Courses.*

Brownville	Poultry	13 boys
Buckfield	Dairy Cattle and Poultry	11 boys
Lisbon	Dairy Cattle	6 boys
Lisbon Falls	Dairy Cattle	6 boys
Mapleton	Potato	10 boys
New Gloucester	Poultry and Crops	27 boys
Pennel Institute, Gray	Poultry and Crops	15 boys
So. Lewiston (even.)	Poultry and Soil Fertility	19 men

*Trade and Industrial Evening Courses*

Auburn	Carpentry	12 men
Lewiston	Carpentry	32 men
Portland	Machine Shop	46 men
	Mechanical Drawing	25 men
	Electricity	62 men
Rumford	Steel Square	9 men
	Blue Print Reading	9 men
	Pulp and Paper Mfg.	7 men
Sanford	Textiles	13 men

*Trade and Industrial Part-time Courses*

Rumford	Pulp and Paper Mfg.	18 boys
Sanford	Textiles	26 boys

*Trade and Industrial Day Course*

Westbrook	Machine Shop Practice	17 boys
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*Home Economics Evening Courses*

Augusta	Sewing and Millinery	28 women
Bangor	Home Nursing	41 women
Bath	Millinery, Sewing, Tailoring and Home Nursing	146 women
Biddeford	Cooking and Sewing	41 women
Lewiston	Cooking, Sewing and Millinery	84 women
Portland	Sewing, Cooking, Millinery, Home Nursing, Home Decoration and Dietetics	247 women
Rumford	Millinery, Sewing, Home Nursing and Cooking	89 women
Sanford	Cooking, Dressmaking and Millinery	58 women
<i>Home Economics Day Course</i>		
Sanford		26 women

Town	Course	<i>Agriculture</i>			
		Total Sal. Cost	Local Sal. Cost	Reimbursement State	Federal
Anson Academy	Day	\$1,125.00	\$375.00	\$187.50	\$562.50
Brownville	Unit	255.00		127.50	127.50
Caribou	Day	1,458.92	486.31	243.15	729.46
E. Corinth Academy	Day	2,400.00	800.00	400.00	1,200.00
Ft. Fairfield	Day	2,650.00	883.33	441.67	1,325.00
Greely Institute	Day	1,559.68	519.95	259.95	779.84
Hampden Academy	Day	1,289.28	429.76	214.88	644.64
Houlton	Day	1,800.00	600.00	300.00	900.00
Lee Academy	Day	2,500.00	833.33	416.67	1,250.00
Leavitt Institute	Day	1,900.00	633.33	316.67	950.00
Limestone	Day	1,499.68	499.89	249.95	749.84
Mapleton	Unit	397.50		198.75	198.75
Monmouth Academy	Day	1,465.00	488.33	244.17	732.50
Newport	Day	1,413.68	471.23	235.61	706.84
Norway	Day	2,450.00	816.67	408.33	1,225.00
Patten Academy	Day	1,625.00	541.67	270.83	812.50
South Paris	Day	1,885.71	628.57	314.28	942.86
Rumford	Day	1,006.25	335.42	167.71	562.50
Unity	Day	1,125.00	375.00	187.50	562.50
Washburn	Day	1,725.00	575.00	287.50	862.50
Windham	Day	1,425.00	475.00	237.50	712.50
Wilton	Day	1,125.00	375.00	187.50	562.50
Mr. Loring	Unit	3,000.00		1,500.00	1,500.00
		<u>\$37,080.70</u>	<u>\$11,142.73</u>	<u>\$7,397.62</u>	<u>\$18,540.35</u>

*Trade and Industrial*

Town	Course	<i>(Part-Time)</i>			
		Total Sal. Cost	Local Sal. Cost	Reimbursement State	Federal
Rumford	Pulp & Paper	\$3,000.00	\$1,000.00	\$500.00	\$1,500.00
Sanford	Textile	2,717.44	905.81	452.91	1,358.72
		<u>\$5,717.44</u>	<u>*\$1,905.81</u>	<u>\$952.91</u>	<u>\$2,858.72</u>
		(All Day)			
Westbrook	Machine Shop	\$3,366.02	1,122.01	\$561.00	\$1,683.01
		(Evening)			
Auburn	Carpentry	\$135.00	\$45.00	\$22.50	\$67.50
Lewiston	Carpentry	240.00	80.00	40.00	120.00
Portland	Mach. Shop, Elect., Mech. Drawing	845.00	281.67	140.83	422.50
Rumford	Steel Square, Blue print, Pulp & Paper	178.50	59.50	29.75	89.25
Sanford	Textiles	220.50	73.50	36.75	110.25
		<u>\$1,619.00</u>	<u>\$539.67</u>	<u>\$269.83</u>	<u>\$809.50</u>

*Home Economics*

		(Evening)			
Augusta	Sewing and Millinery	\$62.00	\$20.66	\$10.34	\$31.00
Bangor	Home Nursing	150.00	50.00	25.00	75.00
Bath	Mill., Sewing, Tailoring, H. Nursing	583.00	194.33	97.17	291.50
Biddeford	Cooking and Sewing	129.00	43.00	21.50	64.50
Lewiston	Cooking, Sewing and Millinery	540.00	180.00	90.00	270.00
Portland	Sewing, Cooking, Mil., H. Nurs., H. Decoration, Dietetics	2,427.00	809.00	404.50	1,213.50
Rumford	Millinery, Sewing, H. Nurs. and Cooking	1,167.00	389.00	194.50	583.50
Sanford	Cooking, Dressmaking and Millinery	267.00	89.00	44.50	133.50
		\$5,325.00	\$1,774.99	\$887.51	\$2,662.50
Sanford	(All Day)	\$2,025.00	\$675.00	\$675.90	\$674.10

*University of Maine*

Agriculture	\$4,015.94	\$1,338.66	\$669.31	\$2,007.97
Home Economics	2,537.50	845.83	422.92	1,268.75
	\$6,553.44	\$2,184.49	\$1,092.23	\$4,368.95

*Evening Schools*

The evening schools of the state show a total enrollment last year of 2878, 249 men and 1629 women. The distribution is shown in the following table:

Architectural Drawing	9 men	
Arithmetic	8 "	
Auto Mechanics	74 "	
Chemistry	1 "	51 women
Commercial Subjects	301 "	833 "
Elementary Subjects	221 "	128 "
Embroidery		17 "
High School English	9 "	71 "
Household Handicrafts		12 "
Lip Reading	2 "	24 "
Manual Training	47 "	6 "
Mechanical Drawing	38 "	
Naturalization	539 "	487 "
	1249 men	1629 women

The following outline used in my summer session with administrators and principals presents the evening school organization in some detail:



## EVENING SCHOOLS

*Purpose*

To reach those adults who through misfortune have been deprived of educational advantages.

To reach resident aliens and assist them to worthy membership in the democracy.

To provide opportunity for people who may wish to improve themselves in some particular educational lines.

To provide opportunity for aliens and illiterates to learn to read and write the English language.

*Organization*

Make a survey of your particular town to determine the needs. If the need exists, select some one to act as principal of the evening school. It may be yourself,—it must be someone who can and will keep close to the work. Incompetents, or people who are not genuinely interested in the welfare of the people to be reached, will doom an evening school from the start.

Have posters printed and placed in prominent public places, stating when evening school will begin, nights the classes will be held, length of session, length of term, courses offered, etc. In case aliens are to be reached, have posters printed in the foreign languages.

Have small descriptive folders printed, giving complete information in regard to the school, with a brief outline of courses to be offered. These folders can be given out in churches, sent in pay envelopes or mailed direct. Most theater managers will be willing to run advertising slides for you.

Enlist the assistance of the American Legion and other civic organizations.

Advertise thoroughly, so as to be sure that you reach everyone who may be interested.

The advertising should be begun about two weeks prior to opening.

Appoint a time and place for conference with the principal and teachers, and for enrollment.

*Teachers*

It is far better, if possible, to recruit the teachers from those not teaching in the day schools, as the double load is too heavy for most teachers, but the difficulty of finding the former type makes it necessary to use the latter.

All evening school teachers should be brought together frequently by the principal and given instructions, directions and advice in regard to their work. Such sessions can be best held, the hour preceding a regular session. Teachers' pay ranges from \$2.00 to \$4.50 per night, depending upon the subject taught and the experience of the teacher.

*Classes*

Classes should be developed to meet the needs,—most evening school work must be handled on an individual basis. If pupils are not getting what they want they will not continue in attendance. Give them what they want and you can't keep them away.

It is sometimes unwise to mix members of foreign groups when they represent the first generation, unless they have been in this country for a considerable length of time.

The term Americanization does not fit in some places, as Canadian French claim Americanism. It is probably safer to use the term Naturalization.

The following courses were conducted in the various evening schools in 1927-1928:

*Auburn*

Arithmetic  
Carpentry  
Naturalization

*Augusta*

Elementary Subjects	Manual Training
Millinery	Naturalization
Sewing	

*Bangor*

Arithmetic	Bookkeeping
Business English	Elementary Subjects
Filing	Grammar
Home Nursing	Naturalization
Penmanship	Spelling
Stenography	Typewriting

*Bath*

Bookkeeping	Cabinet Making
Dressmaking	Elementary Subjects
Handicraft (Basketry, embroidery, etc.)	Home Nursing
Millinery	Naturalization
Renovating (clothing)	Stenography
Tailoring	Typewriting

*Biddeford*

Bookkeeping	Cooking
Mechanical Drawing	Naturalization
Penmanship	Sewing
Stenography	Typewriting

*Brunswick*

Naturalization	Typewriting
Stenography	

*Lewiston*

Carpentry	English (High School)
Cooking	Millinery
Naturalization	Sewing
Stenography	Typewriting

*Madison*

Naturalization	Stenography
Typewriting	

*Portland*

Accountancy	Bookkeeping
Business English	Chemistry
Cooking	Dietetics
Electricity	Elementary Subjects
High School English	Home Decoration
Home Nursing	Lip Reading
Literature	Machine Shop
Mathematics	Mechanical Drawing
Millinery	Naturalization
Penmanship	Sewing
Stenography	Typewriting

*Rumford*

Auto mechanics	Blue Print Reading
Bookkeeping	Business English
Elementary Subjects	Embroidery
Home Nursing	Manual Training
Mathematics	Millinery
Naturalization	Pulp and Paper
Printing	Sewing
Show Card Writing	Steel Square
Stenography	Typewriting

*Sanford*

Auto Repair	Bookkeeping
Cooking	Drawing (Arch. & Mech.)
Dressmaking	Handicraft
Millinery	Naturalization
Stenography	Textile Design
Typewriting	

*Skowhegan*

Bookkeeping	Elementary Subjects
Naturalization	Stenography
Typewriting	

*Waterville*

Bookkeeping	Commercial Arithmetic
Naturalization	Stenography
Typewriting	

*Winslow*

Naturalization	Stenography
Typewriting	

*Time Elements*

It seems from experience that fifteen or sixteen weeks is about the extreme limit for successfully conducting evening schools. After that period of attendance interest lags, attendance falls off, and work ceases to be effective.

Experience also indicates that the best time of year for evening school work is between the first of October and the middle of February with a recess during the holidays.

Two or three lessons a week seems to work out the best in practice, as more than that in addition to daily tasks imposes a burden on both pupils and teachers.

Two hours for each lesson is the most prevalent custom and for most work is about the right division of time. A longer period produces undue fatigue, and a shorter period wastes time.

### *Housing*

Evening school classes may be held anywhere but probably for most towns a school room is the best place except in the case of certain vocational work requiring a shop.

Care should be taken that comfortable seats are provided. For an adult to sit in too small a seat is not conducive to the best results from the standpoint of the individual or the efficiency of the work.

Rooms must be well lighted, heated, and ventilated and everything possible done for the comfort and convenience of the pupils in attendance.

### *Fees*

Some schools require a nominal deposit from each pupil at the time of registration which in some cases is returned for perfect or percentage attendance, and in other cases is retained by the school.

### *School Law*

Any city or town may, in addition to the sum raised for the support of the common schools, raise and appropriate money for the support of evening schools, which shall admit persons of any age, shall teach only the elementary branches, and shall be under the direction and supervision of the superintending school committee.

Whenever the superintending school committee of any town shall have maintained during the school year an evening school as provided by section twenty-five, said town shall be reimbursed by the state a sum equal to two-thirds the amount paid for instruction in such evening school, provided there shall have been offered, in addition to the subjects elsewhere prescribed for evening schools, courses in the commercial branches, the domestic and manual arts or the elements of the trades, said courses to be subject to the approval of the state superintendent of public schools; no town shall be entitled to receive a reimbursement

under the provisions of this section, unless the total average attendance in said courses shall equal not less than twenty-five per cent of the average attendance of the school; provided, however, that for the purpose of Americanization and also for the purpose of reducing illiteracy within the state all towns and cities in which there are persons of normal mentality over eighteen years of age who are unable to read, to write and to speak the English language to a reasonable degree of efficiency, or who are unable to read and to write in any language, are hereby authorized to organize and conduct evening schools or classes in which such persons of foreign birth or foreign extraction shall be given opportunity to learn to read, to write and to speak the English language and to learn the duties of citizens in a democracy, and also in which illiterates shall be given opportunity to learn to read and to write and to pursue such other subjects as will increase their civic intelligence. Such schools and classes shall meet the approval of the state superintendent of schools in regard to the qualifications of instructors, length of term and subjects offered and towns maintaining them shall be reimbursed to the same extent and in the same manner as for other schools and classes set forth in this section.

Application for approval should be made to the Department of Education previous to starting an evening school, so that we can arrange for inspection, which is necessary in order to grant subsidy. The Department furnishes blank forms for application. At the close of the school, returns must be made on blanks which are also furnished.

#### *Texts*

There are no stipulations in regard to texts. Most schools make use of the ordinary day school texts and naturalization texts furnished by the Federal Government.

The Department of Education is ready at all times to render service in the way of suggestions or recommendations as to texts and courses of study.

## INDUSTRIAL EDUCATION

*Manual Arts*

I am presenting here a basic course of study for the upper grades in the elementary schools. This course was arranged as a result of thirteen regional conferences, participated in by seventy-four industrial teachers, superintendents, normal school principals and junior high school principals. It is not expected that any one school can give everything listed, but that a selection of the listed subjects shall be determined by local conditions.

The minimum time requirement for this type of work in the grades is 300 minutes per week, and it may be given in one, two or three years, although the recommendation is for two years of 150 minutes per week.

*Basic Course of Study*  
*Simple Mechanics*

1. Plumbing.
  - a. Repair and repacking of faucets.
  - b. Cleaning traps.
  - c. Adjusting valves and floats.
  - d. Thawing pipes.
  - e. Meter reading.
  - f. Pumps and rams.
  - g. Cleaning and repairing flush tanks.
  - h. Repair of garden hose.
  - i. Pipe fittings and their use.
  - j. Stove lining repairs.
  - k. Care of pipes to prevent freezing.
  - l. Water systems.
  - m. Sewage system.
    1. Septic tank.
  - n. Soil pipes.
2. Soldering.
  - a. Heating methods.
  - b. Fluxes.
  - c. Types of metals.
  - d. Tinning.
  - e. Use of blow torch.

3. Glazing.
  - a. Cutting.
  - b. Resetting.
  - c. Tempering putty.
  - d. Drawing sash.
  - e. Repair of sash.
4. Furniture repair.
  - a. Broken chair arms and rungs.
  - b. Reseating.
  - c. Repainting, staining and varnishing.
  - d. Mixing glue.
    1. Hot.
    2. Cold.
  - e. Upholstering.
5. Painting, staining and varnishing.
  - a. Inside and out.
  - b. Preparation of surfaces.
  - c. Paint removers.
  - d. Selection and care of brushes.
  - e. Varnish.
  - f. Shellac.
  - g. Whitewash.
6. Fit and hang a door.
  - a. Methods of fitting.
  - b. Repair and replacement of
    1. Locks.
    2. Hinges.
    3. Knobs.
    4. Plates.
    5. Glass or panels.
7. Hanging shades and curtains.
  - a. Proper tension of spring.
  - b. Placing of curtain on roll.
  - c. Re-cording of windows.
  - d. Adjustment of weights.
8. Screens.
  - a. Repair of old ones.
  - b. Construction of new ones.
  - c. Kinds of screening.



9. Simple concrete work.
  - a. Outside work of practical nature.
  - b. Various mixtures and use of each.
10. Care and sharpening of tools.
  - a. Prevention of rust.
  - b. Making of simple tools from hack saw blades, etc.
  - c. Proper bevels.
11. Simple sheet metal work.
  - a. Construction work.
  - b. Soldering.
  - c. Riveting.
  - d. Filing and fitting.
  - e. Repair of household utensils.
  - f. Cutting and forming.
12. Care and building of fires.
13. Application of weather stripping.
14. Patching plaster.
15. Repair of lawn mowers.
  - a. Sharpening.
  - b. Lubricating.
  - c. Adjusting.
16. Whitewashing.
17. Simple auto repair.
  - a. Lubrication.
  - b. Upkeep of batteries.
18. Paper hanging.
19. Rope work.
20. Laying linoleum.
21. Locating studding.
22. Belt lacing.
23. Picture framing.
24. Care of floors.
25. Use of cements.
  - a. Rubber.
  - b. Crockery.
  - c. Leather.
  - d. Plaster Paris.
26. Leather repair work.
27. Making of simple household tools.
28. Brick work (elementary).

29. Farm mechanics.
30. Care and repair of rubber goods.

*Electrical*

1. History of electricity.
  - a. Electrical terms.
  - b. Names of materials.
  - c. Measurements of electricity.
    1. Volts.
    2. Amperes.
    3. Ohms.
2. Cells.
  - a. Dry.
  - b. Wet.
  - c. Composition.
  - d. Poles.
  - e. Types of combinations.
  - f. Construction of cell.
  - g. Charging.
3. Bell wiring.
  - a. Magnetism.
    1. Polarity.
    2. Types of magnets.
  - b. Study of bell and buzzer.
    1. Adjustment.
  - c. Push button.
  - d. Method of wiring.
  - e. Single and multiple circuits.
  - f. Insulators and conductors.
  - g. Use of transformer.

*House Wiring*

1. House wiring plans.
  - a. Western Union splice.
    1. Soldering and taping.
  - b. Tapping.
  - c. Wire.
    1. Kinds and sizes.
    2. Insulation.
      - a. Knobs, cleats, tubes, loom, rubber tape, friction tape, metal conduits and moulding.

- d. Switches.
  1. Kinds.
  2. Uses.
- e. Fuses.
  1. Kinds.
  2. Uses.
  3. Locating blown fuses and replacing.
- f. Grounds.
- g. Meters.
  1. Reading of.
- h. Circuits.
- i. Outlets.
- j. Fixtures.
  1. Current consumption.
- k. Tests.
  1. Methods.

#### *Heating Units*

1. Flat irons, heaters, toasters, etc.
  - a. Simple repairs.
2. Motor driven units.
  - a. Simple repairs.
  - b. Lubrication.

#### *Radio*

*Note:* Underwriters' code and city ordinances to be applied as needed throughout the course.

#### *Woodwork*

1. Logging, toting and milling.
2. Kinds of wood and their uses.
3. Seasoning.
  - a. Kiln dried.
  - b. Air dried.
4. Tools, their use and care.
5. Methods of working lumber to proper dimensions.
6. Types of construction.
  - a. Proper joints.
    1. Butt.
    2. Mortise and tenon.
    3. Dowel.

4. Lap.
  5. Mitre.
  6. Dovetail.
  7. Others.
7. Glue.
    - a. Proper kinds.
    - b. Mixture.
  8. Construction work.
    - a. Layout of small building.
      1. Making of drawing.
      2. Reading of blue prints.
    - b. Figuring of materials.
    - c. Framing.
    - d. Boarding.
    - e. Building paper.
    - f. Shingling.
    - g. Clapboarding.
    - h. Lathing.
    - i. Interior finish.
      1. Cupboards, drawers, stairs, etc.
  9. Finishing.
    - a. Stains.
    - b. Painting.
    - c. Shellac.
      1. French polish.
    - d. Varnish.
      1. Clear.
      2. Stains.
    - e. Wax.
    - f. Oils.

The extent of the work in manual arts in the state may be seen from the following table for 1928:

Town	Elemen- tary Teachers	Second- ary Teachers	Elementary Enrollment	Secondary Enrollment	Expenditures 1927-28	
					Town	State Reimb.
Auburn.....	3	3	289	255	\$5,850.00	\$1,954.05
Augusta.....	1	1	218	58	4,000.00	1,486.19
Baileyville*.....	1	1	55	42	1,600.00	801.79
Bangor.....	3	4	303	173	10,600.00	2,589.58
Bar Harbor*.....	1	1	30	32	2,200.00	935.45
Bath*.....	2	2	111	59	3,487.50	1,331.08
Biddeford.....	1		207		2,000.00	800.00
Bingham*.....	1	1	12	22	900.00	600.00
Brewer*.....	1	1	116	100	2,000.00	1,350.00
Bridgton*.....	1	1	59	18	1,300.00	739.93
Brunswick.....	1		28		900.00	600.00
Calais*.....	1	1	84	58	1,200.00	800.00
Camden*.....	1	1	51	31	1,500.00	952.24
Coburn Class. Institute		1				
Dexter*.....	1	1	109	19	2,300.00	1,236.15
Dover-Foxcroft*.....	1	1	57	32	1,700.00	1,133.33
E. Livermore*.....	1	1	25	60	1,700.00	1,133.34
Fairfield*.....	1	1	86	63	1,800.00	1,200.00
Freeport*.....	1	1	30	37	1,500.00	728.20
Gardiner*.....	1	1	171	21	1,800.00	1,043.24
Gould Academy.....		1		33	2,025.00	433.91
Guilford*.....	1	1	30	19	1,300.00	866.67
Houlton.....	1		129		1,200.00	800.00
Island Falls*.....	1	1	27	25	1,200.00	719.96
Lewiston.....	2		246		4,100.00	1,600.00
Lisbon*.....	1	1	110	79	1,550.00	1,100.00
Madison*.....	1	1	94	30	1,850.00	1,095.16
Milo*.....	1	1	60	37	1,800.00	1,041.67
Mt. Desert*.....	1	1	53	15	2,100.00	1,241.71
Oakland*.....	1	1	46	32	1,000.00	666.66
Portland.....	5	11	1,232	711	36,800.00	4,912.84
Rockland*.....	1	1	152	29	1,950.00	1,159.56
Rumford.....	1	2	145	49	3,900.00	1,313.14
Saco.....	1		148		1,625.00	800.00
Sanford.....	2	2	178	67	4,232.56	1,776.04
Sherman*.....	1	1	23	20	1,100.00	733.33
Skowhegan*.....	1	1	53	68	1,950.00	1,047.43
South Paris.....	1		29		514.29	342.86
So. Portland*.....	2	2	167	55	3,800.00	1,678.16
Topsham.....	1		28		450.00	300.00
Waterville*.....	2	2	127	30	3,700.00	1,982.24
Westbrook*.....	2	2	249	35	3,133.92	1,773.34
Wilton Academy.....		1		35	675.00	101.33
Winslow*.....	1	1	59	8	1,500.00	801.12
Winthrop*.....	1	1	54	24	1,800.00	654.54
Yarmouth*.....	1	1	39	28	1,800.00	1,005.00
York*.....	1		60		1,500.00	800.00

Elementary courses in connection with normal schools, 5.

\*Indicates that teacher handles both the elementary and secondary work.

## HOME ECONOMICS

The past two years in general home economics have been years of progress as to standards of work, time allotment, scope of course, teachers' salaries, and teacher training requirements. There is a splendid spirit of cooperation which has made this progress possible.

The state course of study which was sent out in the fall of 1926 had been well received and has made courses more uniform and has assisted in setting up definite objectives. Laboratories and equipment have been improved.



**Waterville Junior High School—Clothing**

The objectives of home economics today are not limited to "cooking and sewing" and we are endeavoring to teach real home problems which include—how to choose as well as prepare proper food, how to select and buy clothing as well as to make it, how to keep well and care for the family, how to feed and care for children, how to plan and manage a home, how to save and spend money more wisely, how to furnish a home simply and economically, how to develop and achieve those traits which are most admired in father, mother and children and qualities which will make home life and cooperation of a high type.

Below is a brief resume of the course sent out as a minimum content for approved courses in elementary and secondary home economics. The time divisions vary in different communities, i. e. in 1927-28 there were 49 definite two year secondary courses, 3 three year secondary courses, 11 definite four year courses.

*Suggestive four year course in home economics*

Grade 7—150 minutes per week—two 80 minute periods suggested

Foods and Health	24 lessons
Clothing—construction, textiles	24 lessons
Home Problems—personal care	12 lessons
home care	12 lessons

Grade 8—150 minutes per week—two 80 minute periods suggested

Foods and Marketing	24 lessons
Clothing—care	24 lessons
construction	
hygiene	
Home Problems—home nursing	12 lessons
child care	12 lessons

High School—Freshman—1 double period daily

Problems of Dress—selection	$\frac{1}{2}$ yr.
design	
construction	
textiles	

Hygiene and Sanitation	$\frac{1}{4}$ yr.
Home Selection and Furnishing	$\frac{1}{4}$ yr.

Sophomore—1 double period daily

Foods and Nutrition	$\frac{1}{2}$ yr.
Home Management Problems	$\frac{1}{2}$ yr.

- Business of the Household
- Family and Community Problems
- Child Training
- Emergencies in the Home

Additional units offered are—Handicraft, Millinery, Home Economics for Boys, Cafeteria Cooking.

The two year high school course suggested can be used as a basis for three or four year courses in schools where it seems desirable to offer longer courses.

The following communities have established new courses with well equipped departments—Belfast, Bingham, Caribou, Rangeley, Scarboro and South Paris. The table given below shows the development in the past two years.

	<i>Elementary</i>	<i>Secondary</i>
1925-1926	49 courses	57 courses
1926-1927	48 courses	59 courses
1927-1928	55 courses	63 courses

In addition six elementary courses are offered at the normal schools in connection with the practice schools.

Two new secondary courses are already developed for 1928-1929.



The extent of the work in home economics in the state may be seen from the following table for 1928:

Town	Elementary Teachers	Secondary Teachers	Elementary Enrollment	Secondary Enrollment	Expenditures Town Salary	1927-1928 State Reimb.
Anson Academy*	1	1	10	14	\$710.34	\$473.56
Ashland*	1	1	24	23	900.00	600.00
Auburn	2	4	330	146	4,950.00	1,613.70
Augusta	1	1	156	72	3,000.00	1,157.14
Baileysville*	1	1	84	35	1,300.00	694.88
Bangor	3	3	295	88	4,950.00	1,738.35
Bar Harbor*	1	1	68	27	1,500.00	651.76
Bath	2	2	217	93	2,566.66	1,210.59
Biddeford	1	1	773	56	2,200.00	1,433.33
Belfast*	1	1	90	40	1,350.00	900.00
Bingham*	1	1	18	25	526.32	350.88
Brewer*	1	1	110	53	1,200.00	795.20
Bridgton*	1	1	88	26	1,400.00	775.24
Brunswick	1	1	61	45	1,422.65	1,054.44
Calais*	1	1	56	52	1,200.00	800.00
Camden*	1	1	48	22	1,100.00	902.16
Caribou*	1	1	86	63	1,200.00	799.99
Coburn Class. Institute	1	1		23	1,500.00	750.00
Cornish*	1	1	20	19	770.00	513.34
Dexter*	1	1	95	15	1,050.00	734.88
Dover-Foxcroft*	1	1	51	23	1,100.00	733.32
East Livermore*	1	1	56	27	1,100.00	733.33
Fairfield*	1	1	65	15	1,000.00	666.67
Freeport*	1	1	45	34	1,000.00	574.17
Gardiner	1	1	204	15	2,200.00	1,140.09
Gould Academy	1	1		35	1,475.00	316.09
Greely Institute	1	1		16	771.42	514.28
Guilford*	1	1	32	16	1,200.00	800.00
Houlton*	1	1	118		936.00	624.00
Island Falls*	1	1	54	22	1,000.00	666.67
Jay	1	1		31	781.25	520.84
Kennebunk*	1	1	63	25	1,200.00	800.00
Leavitt Institute	1	1		29	1,350.00	750.00
Lewiston	2	2	243	116	4,562.50	2,350.00
Lisbon	1	1	118	50	1,200.00	800.00
Madison*	1	1	72	37	1,350.00	779.86
Maine Cen. Institute	1	1		28	1,700.00	750.00
Mapleton*	1	1	18	32	1,080.00	720.00
Millinocket	1	1	129	41	2,760.51	1,550.00
Milo*	1	1	69	32	1,550.00	915.67
Northeast Harbor	1	1	40	36	1,200.00	689.51
Oakland*	1	1	46	13	800.00	533.34
Old Orchard*	1	1	24	18	1,196.37	797.58
Portland	6	6	926	411	18,016.77	5,050.00
Deering	1	4		173	5,716.67	337.16
Rangely*	1	1	37	29	918.18	678.79
Reed Plantation*	1	1	19	28	1,000.00	666.68
Rockland*	1	1	131	19	950.00	633.34
Rumford*	1	1	142	44	1,150.00	763.80
Saco	1	1	142		1,075.00	716.67
Scarboro*	1	1		29	991.56	661.04
Sanford	1	1	188	83	2,050.00	1,029.00
Sherman*	1	1	34	21	850.00	566.67
Skowhegan*	2	2	60	85	1,964.28	786.03
Somerset Academy	1	1		23	900.00	600.00
South Paris*	1	1	33	38	1,300.00	856.66
So. Portland*	2	2	151	70	3,400.00	1,531.65
Topsham	1	1	21		205.83	137.21
Waterville*	2	2	209	37	2,700.00	1,550.00
Westbrook*	1	1	175	39	1,650.00	950.00
Wilton Academy	1	1		51	973.00	648.67
Windham	1	1		30	685.72	457.14
Winslow*	1	1	44	27	1,080.00	710.00
Yarmouth*	1	1	37	17	1,235.00	693.43
York*	1	1	56	13	1,000.00	666.66
	67	80	5881	2895	\$117,121.03	\$57,365.46

Note: Town salary figures are home economics proportion of salary and not total salary paid teacher in all cases.

## CHAPTER V

### VOCATIONAL REHABILITATION—1926-1928

*Report of BERTRAM E. PACKARD, Director  
and LEROY N. KOONZ, Supervisor*

We herewith submit a report of the work accomplished in Industrial Rehabilitation in the state of Maine for the year ending June 30, 1928. There has been no change in the plan of administration from that of the preceding year, Mr. Bertram E. Packard serving in the capacity of director and Mr. Leroy N. Koonz as full-time supervisor. A part-time stenographer is employed and an office is maintained in the State Department of Education, Augusta.

There has been no legislation affecting Industrial Rehabilitation during the period. The Legislature in Maine meets biennially and the next session will meet during the coming year. It is gratifying to note that the work in Maine is developing in a steady and most satisfactory manner. We are constantly enlarging our field of operation and are making desirable contacts with many outside activities and agencies. The development of the work in Maine has been inevitably slow because of our large area and scattered population. Necessarily the value of Industrial Rehabilitation had to be brought to our people through a campaign of education. The growth of the work is evidenced by the fact that our live roll has increased approximately 20% over that of the preceding year.

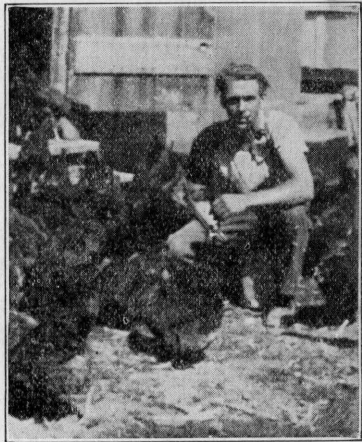
One of the difficulties in carrying on the work in Maine is the lack of funds for maintenance. When the person injured or incapacitated for labor is employed in a commercial or manufacturing establishment his compensation usually takes care of the maintenance. But in approximately 50% of our cases the persons are incapacitated either by public accident or because of disease where no compensation is available and this fact makes it extremely difficult to provide for maintenance during the period of training. We are hoping that some arrangement may be made whereby at least a minimum amount may be provided.

for those seeking rehabilitation and who have no means of providing for maintenance during the training period.

Our Rehabilitation program has been materially assisted this year through the close contact which we have been enabled to make with the Maine Department of Health especially because of their cooperation in turning over to our department cases of typhoid carriers. We have also been able to maintain very close cooperation with the Industrial Accident Commission through its Attorney, Franklin Fisher, Esq., in all state cases. Because of our contact with these two agencies we have been able to materially advance the work in Maine during the year. We have maintained the usual cooperative relations with organizations like the Red Cross, the Y. M. C. A., the Maine Public Health Association and the various hospitals in the state. There is no question but that the work in Maine is now placed upon a permanent basis and each year will see an increased number of those incapacitated because of injury suffered in industry or because of disease seeking to take up a new line of work whereby they may be able to earn for themselves a competent and satisfactory livelihood.

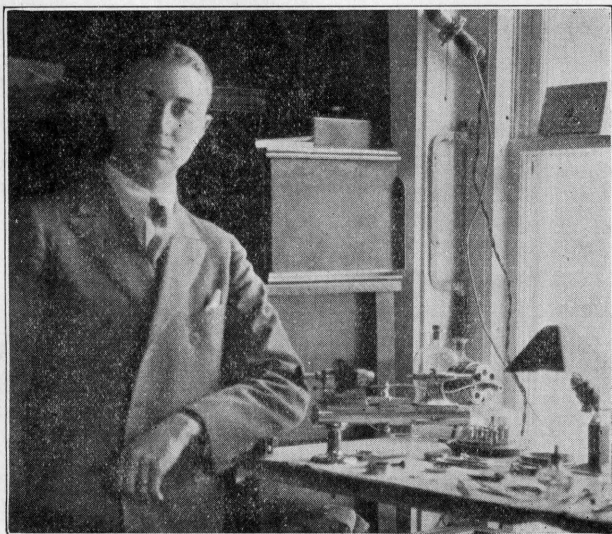
We are submitting a brief report of two of the typical cases which have come to our attention during the year.

Mr. Floyd E. Haskell, age 22 of Weeks Mills, while working for the State Hospital, Augusta, Maine, lost his right arm three inches above the elbow. His case was referred to our Civilian Rehabilitation Department by the Industrial Accident Commission. After a careful study of this young man's case it was decided that he was best fitted for poultry farming. He was given a correspondence course in Poultry farming with the International Correspondence School, Scranton, Pa. Also was furnished with an artificial arm hook by the State in order to better fit him for his work.



Floyd Haskell

After he had completed his course, and thru the coöperation of the Governor and Council he was granted a lump sum. With this money he has purchased a small farm and now has a flock of two hundred laying hens. He is now self-supporting.



**Lloyd A. Brown**

Mr. Lloyd M. Brown, age 20, of Smyrna Mills, is handicapped by the amputation of his left leg six inches above the knee. The loss of the leg was caused by tuberculosis of the bone. His case was referred to our department by the Public Health nurse of Aroostook County. His case was given careful consideration and it was decided to train him for the watch repairing trade. It was first of all necessary that he should have an artificial leg. This was purchased by our department. We then made arrangements for him to receive instruction from George F. Jones, 547A Congress St., Portland. At the end of ten months he finished his course and now has a good position with F. H. Pearson, Houlton, Maine.

INDUSTRIAL REHABILITATION

*Summary of Receipts and Expenditures during  
the Year 1927-1928*

*Receipts*

<i>Federal Funds</i>	<i>Federal</i>	<i>State</i>
Federal Appropriation . . . . .	\$7,295.45	\$
 <i>State Funds</i>		
Regular Appropriation for care of blind used to offset Federal Funds:		
1. Maine Institution for the Blind		3,582.00
2. State Vocational Education . .		7,163.24
	<hr/>	<hr/>
Totals . . . . .	\$7,295.45	\$10,745.24

*Expenditures*

*Administrative*

1. Salaries of Supervisors and Agents	\$1,548.16	\$1,200.11
2. Salaries of Other Employees . . . . .	297.00	252.00
3. Travel . . . . .	617.37	492.32
4. Communication . . . . .		40.00
5. Printing . . . . .	3.84	29.40
6. Supplies . . . . .		23.42
7. Other Expenditures . . . . .	3.00	

*Tuition*

1. Educational Institutions . . . . .	579.50	3,882.00
2. Industrial and Commercial . . . . .	2,596.50	2,669.60
3. Tutors . . . . .	100.90	90.20
4. Correspondence . . . . .	321.50	325.00
<i>Instructional Supplies</i> . . . . .	912.00	1,296.86
<i>Other Expenditures</i> . . . . .	193.18	404.33
<i>Prosthetic Appliances</i> . . . . .	122.50	40.00

	<hr/>	<hr/>
	\$7,295.45	\$10,745.24

## REGISTRATION OF CASES

TABLE I

*By Nature of Disability*

	<i>Female</i>	<i>Male</i>	<i>Total</i>	<i>Percent</i>
Hand.....	1	11	12	.16
Arm.....	0	6	6	.08
Arms.....	0	1	1	.01
Leg.....	4	22	26	.34
Legs.....	1	4	5	.07
Hand-Leg.....	0	1	1	.01
Arm-Leg.....	0	1	1	.01
Multiple.....	0	1	1	.01
Vision.....	0	4	4	.05
Hearing.....	1	0	1	.01
General Debility.....	6	13	19	.25
	13	64	77	100%

TABLE II

*By Origin of Disability*

Employment.....	2	25	27	.35
Public Accident.....	1	7	8	.10
Disease.....	10	31	41	.53
Congenital.....	0	1	1	.02
	13	64	77	100%

TABLE III

*By Schooling*

None.....	0	0	0	0
Grades 1-6.....	2	15	17	.22
Grades 7-9.....	6	29	35	.45
Grades 10-12.....	5	19	24	.31
Other.....	0	1	1	.02
	13	64	77	100%

TABLE IV

*By Age*

Under 21 years.....	7	28	35	.45
21-30.....	5	24	29	.38
31-40.....	1	6	7	.09
41-50.....	0	5	5	.06
51 or over.....	0	1	1	.02
	13	64	77	100%

LIVE ROLL OF CASES, JULY 1, 1928

1. Determined as eligible.....	42	or	27%
2. In process of rehabilitation.....	26		17%
3. In school training.....	33		21%
4. In employment training.....	55		35%
	156		100%

CLASSIFICATION OF CASES IN TRAINING  
JULY 1, 1928

*Agricultural*

Poultry Farming..... 7

*Commercial*

Bookkeeping..... 15

Accountancy..... 3

Stenography..... 8

Secretarial Science..... 1

Salesman..... 1

*Trades and Industry*

Watch Repairing..... 5

Shoe Repairing..... 4

Battery Service and Ignition..... 3

Short Story Writing..... 1

Dressmaking..... 3

Clock Repairing..... 4

Show Card Writing..... 3

Mattress Making..... 1

Nurse..... 1

Hotel Chef..... 1

Architectural Engineering..... 1

Chair Caning..... 5

Combustion Engineering..... 1

Pulp and Paper Industry..... 1

Radio Installation and Repairing..... 1

Mattress Making..... 2

Decorating Novelties..... 1

Telegraphy..... 1

Electrical Engineering..... 1

Linotype Operating.....	I
Barbering.....	I
Broom Making.....	2
Commercial Art.....	I
Auto Repairing.....	I

*Professional*

Teaching, Secondary School.....	4
Teaching, Music.....	3
	<hr/>
	88

ANALYSIS OF CASES FOR YEAR ENDING  
JUNE 30, 1928

	<i>Number</i>	<i>Percent</i>
<i>Rehabilitated Cases</i>		
1. School Training.....	4	.10
2. Employment Training.....	5	.12
3. By Placement.....	2	.06
Total Rehabilitated Cases.....	(11)	(.28)
<i>Other Closures.</i>		
1. Not Susceptible to Rehabilitation.....	3	.07
2. Service Rejected.....	21	.52
3. Deceased.....	2	.06
4. Other.....	3	.07
Total Other Closures.....	(29)	(.72)
	<hr/>	<hr/>
	40	100%

Cost of rehabilitation of 11 cases 1927-1928.....	\$2,825.05
Average cost per case.....	\$256.82
Annual income of rehabilitated cases (eleven).....	\$11,002.00
Average wage earning per person per year.....	\$1,000.00
Average wage earning per person per week.....	\$21.16



**CHAPTER VI**  
**TEACHERS' ASSOCIATIONS**

STATE ASSOCIATION

ADELBERT W. GORDON, *Secretary*

Augusta, Maine, July 1, 1928

*To the State Commissioner of Education:*

Dear Sir:

The twenty-fourth annual convention of the Maine Teachers' Association was held at Bangor on October 28 and 29, 1926. The usual strong, well balanced program was presented with timely and inspirational addresses by numerous speakers from outside the state and prominent members of the profession in Maine. The business meeting on the last day of the convention was one of the most satisfactory in recent years, considering the interest shown and large amount of debate on various subjects. Several subjects were especially provocative of animated discussion, including that of teacher tenure. A pleasing feature of the General Session on Friday evening was the presentation to Dr. Augustus O. Thomas, State Commissioner of Education, of a life membership certificate in the National Education Association, action to this end having been taken at the business meeting in the afternoon. The attendance was the largest in the history of the Association for a Bangor meeting. The actual number of attendance cards filed was 4279, this indicating that the meeting brought to the convention city not less than 5000 people.

An excellent report was made at the business meeting by the Committee on Teacher Tenure. It was made clearly evident in the discussion which followed that there was a necessity for such a committee for the purpose of providing the profession with proper and up-to-date information relative to this most important subject.

A Journal of Proceedings for the twenty-fourth annual meeting, consisting of 288 pages, including advertisements, was published

and distributed to the membership, and sent to other state associations and numerous libraries which annually request copies. This Journal contains a complete report of the Association's activities for the year together with abstracts of the addresses of nearly every speaker and much other information of value to the profession in Maine. One of the principal purposes of this Journal is to furnish in ready and convenient form information of an educational nature for this state not elsewhere available.

The Maine Teachers' Association sent a delegation of five members to the Sixty-fifth Annual Meeting of the National Education Association at Seattle, Washington. This delegation consisted of Miss Ida M. Folsom of Aroostook State Normal School; Supt. W. B. Jack of Portland; Miss Virginia Porter, Farmington State Normal School; Supt. Charles A. Snow, Fryeburg; and Prin. Charles E. Taylor, Gardiner High School. Other members appointed at Seattle to represent the Association were President Clifton D. Gray of Bates College, and Prin. John J. Kassay of Kingfield High School. Miss Florence M. Hale of the State Department of Education was ex-officio delegate as Vice President of the National Education Association, and Dr. Augustus O. Thomas was ex-officio delegate as State Commissioner of Education.

The officers for the year 1927 were: President—Supt. William M. Marr, Millinocket; Vice-President—Supt. Edward E. Roderrick, Belfast; Secretary—Adelbert W. Gordon, Augusta; Assistant Secretary—Mrs. Cora B. True, Bangor; Treasurer—Supt. Charles E. Lord, Camden; Auditor—Supt. Charles A. Snow, Fryeburg.

The enrollment in the Association for 1926 was 6321. This fell short by several hundred of the record enrollment of 1925 yet was most satisfactory as the decrease could be almost wholly accounted for by the difference in the number of normal school students enrolled when the meeting is at Portland. It should be understood that there is now a distinction between enrollment and attendance as many teachers enroll as members each year who are not able to attend the convention.

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The twenty-fifth annual convention of the Maine Teachers' Association was held at Portland on October 27 and 28, 1927. There was no special observance of the anniversary but it seemed

fittingly celebrated by a record attendance and one of the most highly successful conventions of the many excellent annual meetings held during the past twenty-five years. It also seemed significant of the times that a woman president should be in office, in fact, the first woman president of the Association, this honor having deservedly come to Deputy Superintendent of Schools Helen M. Robinson of Portland.

The program throughout was of a high order. A notable feature was the Pageant of American History in which hundreds of children took part. This pageant, written especially for the occasion, and directed by Miss Clara L. Soule, Director of Americanization in Portland, was one of the most spectacular and outstanding special feature programs ever presented by the Maine Teachers' Association. The department programs almost without exception showed careful preparation, with timely subjects and speakers of recognized authority in their respective fields, while the distinguished general session speakers brought their usual messages of inspiration and new vision.

The attendance again eclipsed all former records. The number of attendance cards actually filed was 5,350, about 300 more than at the previous record meeting of 1925 at Portland. This indicated that a remarkably large proportion of the teachers in active service in the state were present and probably that a maximum attendance must have been reached.

Commercial exhibits at the conventions of the Maine Teachers' Association have become in recent years a prominent and valuable educational feature. The exhibit at the convention in Portland was probably the largest in the history of the Association. Practically every publishing company, school supply house, and manufacturer of school apparatus and equipment doing business in Maine was represented, while there were many other exhibits of an educational nature. Valuable exhibits are annually made by the Maine State Library, the Maine Public Health Association, the National Junior Red Cross, and other organizations.

The Maine Teachers' Association was again well represented at the annual meeting of the National Education Association, this being held in July at Minneapolis. The following were delegates: Prin. Percy F. Crane, Washington Academy, East Machias; Prin. Winnifred Dennison, Brownville Junction; Wilhelmina Gibbs, Ellsworth; Bertha L. Paul, Solon; Deputy Super-

intendent of Schools Helen M. Robinson, Portland; Prin. Charles L. Smith, Belfast; and Prin. Gladys Spearin, Mars Hill. Dr. Augustus O. Thomas and Miss Florence M. Hale of the State Department of Education were ex-officio delegates.

A Journal of Proceedings was published in similar form to that of previous years, this consisting of 288 pages including the advertising sections. It contains the list of officers and committees for 1927, the program of the convention, minutes of business meeting, resolutions, Secretary's report, Treasurer's report, Auditor's report, report of National Education Association delegation, report of committee on necrology, constitution, summary and abstracts of addresses of one hundred thirty-one pages, programs of other organizations meeting with the Association, report of alumni reunions, minutes of business meetings together with special reports of departments and other organizations, and other material of interest to the profession.

Complete returns for 1927 showed the really remarkable membership record of 7054. This was 417 more than the previous record membership of 6637 in 1925. It again gave the Association 100% state-wide membership according to National Education Association standards, in fact 110% and in the table published by the National Education Ass'n it placed the Maine Teachers' Association in *First Place in Relative Rank for Membership* of all the state education associations in the United States. This splendid record was largely the result of the most effective work of advance registration agents, this plan having fortunately been adopted several years ago and continuing to function with most excellent results. For the year 1927, 111 of the 144 superintendents and state agents of the state secured 100% enrollment of the teachers of their cities or unions and many others secured percentages closely approaching the 100% mark. Agents for private secondary schools to the number of 25 reported 100% and every normal and training school principal in the state placed his school in this class. A complete report of the activities of advance registration agents may be found every year in the Journal of Proceedings under the "Roll of Honor."

The following tabulation gives interesting information relative to the growth of the Maine Teachers' Association during the past five years, and the activities of advance registration agents in this connection. The financial statistics indicate clearly the prosperous condition of the Association.

FIVE YEAR RECORD

Convention City	1923 Portland	1924 Bangor	1925 Portland	1926 Bangor	1927 Portland
Enrollment .....	5917	5770	6637	6321	7054
Convention attendance (actual number of attendance cards filed) .....	4659	3936	5052	4279	5350
Superintendents reporting 100% .....	67	81	105	102	111
Agents for private secondary schools reporting 100% .....	10	20	27	26	25
Normal school principals reporting 100% .....	6	4	5	5	6
Total 100% reports .....	83	105	137	133	142
Balance in Treasury .....	\$5,656.15	\$4,489.38	\$4,847.01	\$4,872.11	\$5,050.91

The officers of the Association for the year 1927 were as follows: President—Deputy Superintendent of Schools Helen M. Robinson, Portland; Vice President—Supt. Winfred E. Clark, Southwest Harbor; Secretary—Adelbert W. Gordon, Augusta; Assistant Secretary—Evelyn R. Boothby, Portland; Treasurer—Supt. George M. Carter, Caribou; Auditor—Prin. George E. Lord, Norway.

The remarkable growth in number, size and importance of education associations in this country in recent years is significant. It indicates that the membership of the teaching profession is becoming more and more alive to the great advantages of organization. It also indicates that teaching among the rank and file is rapidly becoming the real profession it should be. We now find active educational organizations in nearly every branch of the profession and embracing every group from local to world-wide associations.

Twenty-five years ago the membership in state teachers' associations was small and fluctuating, the more prominent members of the profession largely making up the membership, while classroom teachers were represented only in small numbers. During this period of a quarter of a century the growth of these organizations has been most remarkable and today we find in excess of 570,000 members in state education associations. The annual conventions, necessarily divided into district meetings in the larger states, are among the most outstanding annual conventions in many states in the union. It is gratifying to know that the Maine Teachers' Association has maintained its prominent place during this period.

In larger states the ample resources as a result of the large membership make possible many activities including in addition to the publication of a monthly magazine with eight or ten issues during the school year, research work and investigations with publications relative thereto, teacher placement bureaus, reading circles, and a variety of other activities. In some states these organizations take the lead in promoting educational legislation. Thirty-five of these organizations have full-time executive secretaries. Quite a number employ editors for their publications and a few maintain a permanent office staff of considerable numbers. In New England where the conditions are somewhat different the State Departments of Education conduct most educational activities and there is no necessity for the state teachers' associations to assume such responsibility except in a cooperative way. In our own state there has always been a splendid spirit of cooperation between the Maine Teachers' Association and the State Department of Education. This has reacted most favorably for the benefit of the profession and the advancement of education in the state. An extended report could be written on this subject. There are doubtless some further activities in which the Maine Teachers' Association might properly cooperate with the State Department of Education and the proposed new constitution, if adopted at the next business meeting, will make this possible.

LIST OF MEETINGS OF THE MAINE PEDAGOGICAL SOCIETY (1892-1901) AND THE MAINE TEACHERS' ASSOCIATION (1902-1927)

*(Records of the Maine Pedagogical Society prior to 1892 are not available)*

MAINE PEDAGOGICAL SOCIETY

<i>Year</i>	<i>Date</i>	<i>Place</i>	<i>President</i>
1892	Dec. 29-30-31	Lewiston	Albert F. Richardson
1893	Dec. 28-29-30	Waterville	G. A. Stuart*
1894	Dec. 27-28-29	Auburn	M. H. Small
1895	Dec. 26-27-28	Bangor	H. M. Estabrooke
1896	Dec. 29-30-31	Lewiston	I. C. Phillips
1897	Dec. 29-30-31	Augusta	H. K. White

\*Acting.

1898	Dec. 20-21-22	Augusta	S. I. Graves
1899	Dec. 27-28-29	Bangor	J. S. Locke
1900	Dec. 26-27-28	Lewiston	Mary S. Snow
1901	Dec. 26-27	Augusta	C. F. Cook

MAINE TEACHERS' ASSOCIATION

1902	Dec. 30-31	Waterville	F. W. Johnson
1903	Oct. 22-23	Augusta	W. G. Mallett
1904	Oct. 27-28	Bangor	W. E. Russell
1905	Oct. 26-27	Portland	Prescott Keyes
1906	Oct. 25-26-27	Lewiston	Payson Smith
1907	Oct. 24-25	Bangor	Milton P. Dutton
1908	Oct. 29-30-31	Portland	E. L. Palmer
1909	Oct. 28-29-30	Lewiston	William H. Brownson†
			Arthur J. Roberts*
1910	Oct. 27-28	Bangor	Arthur J. Roberts
1911	Oct. 25-26-27	Augusta	D. H. Perkins
1912	Oct. 23-24-25	Portland	Lorenzo E. Moulton
1913	Oct. 30-31	Bangor	William B. Andrews
1914	Oct. 29-30	Portland	D. Lyman Wormwood
1915	Oct. 28-29	Bangor	Robert J. Aley
1916	Oct. 26-27	Portland	Henry H. Randall
1917	Oct. 25-26	Bangor	William B. Jack
1918	No meeting, epidemic of influenza		Bertram E. Packard
1919	Oct. 30-31	Portland	
1920	Oct. 28-29	Bangor	Frank E. McGouldrick
1921	Oct. 27-28	Portland	Richard J. Libby
1922	Oct. 26-27	Bangor	G. Herbert Foss
1923	Oct. 25-26	Portland	John A. Cone
1924	Oct. 30-31	Bangor	Leroy E. Williams
1925	Oct. 29-30	Portland	John A. Partridge
1926	Oct. 28-29	Bangor	William M. Marr
1927	Oct. 27-28	Portland	Helen M. Robinson

\*Acting.  
†Deceased.

## COUNTY ASSOCIATION

BERTRAM E. PACKARD, *Director*

Augusta, Maine, July 1, 1928

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

Dear Sir:

I am herewith submitting a report of the County Teachers' Associations in Maine for the biennial period ending June 30, 1928. In accordance with the provisions of the statutes the several counties of the state may form county associations under regulations approved by the State Commissioner of Education, and the statute provides as one of the duties of the Commissioner to encourage the formation of these associations and to have general supervision of the conduct of conventions held by such associations. County conventions therefore in Maine are under the joint jurisdiction of the local county officials and the State Commissioner of Education or his duly appointed representative. The law provides that teachers of public schools may suspend their schools for not more than two days in any year during the session of such conventions within their counties. With the possible exception of one county it has been found more profitable to conduct conventions of only one day in extent. The table given herewith shows the associations maintained in the state and the registration at the last meeting.

Androscoggin . . . . .	400
Aroostook . . . . .	674
Cumberland . . . . .	1291
Franklin . . . . .	200
Hancock . . . . .	277
Kennebec . . . . .	451
Knox . . . . .	174
Lincoln-Sagadahoc . . . . .	210
Oxford . . . . .	258
Penobscot . . . . .	615
Piscataquis . . . . .	170
Saco Valley . . . . .	141
Somerset . . . . .	316



Waldo.....	202
Washington.....	348
York.....	417
	<hr/>
Total registration.....	6144

It is gratifying to note that there has been a substantial increase in the number of teachers enrolled during the biennium just ended as compared with the last biennial report, there being given in that report an enrollment of 5098 for the school year 1925-1926 while the figures compiled above for the school year 1927-1928 show an enrollment of 6144; an increase of 1046. This may be considered as evidence that the teachers increasingly find these meetings to be of substantial value to them in their work and the last enrollment shows that we have practically 100% membership of the teachers of the state in the meetings of the county associations. Practically all these conventions have been held very early in the school year during the latter part of September and the first half of October. Only one meeting now is being held during the winter months, all the other meetings being held early in the year. The weather conditions and travelling are usually good at this time and the teachers find by holding these meetings earlier they may receive much in the way of inspiration and methods that is of benefit to them in their work in the public schools throughout the year. It is a fair presumption that we are enrolling at least 25% more teachers because of holding the meetings at this time than formerly when they were scattered throughout the entire year.

We have followed the same plans for these meetings as in preceding years, namely, holding general sessions in the forenoon and afternoon with a department session following the general session in the forenoon of at least an hour and three-quarters in length. It is our purpose to secure speakers from outside the state who will bring to the teachers messages of interest and who will not only be able to speak at the general sessions but also assist in the departmental sessions. All members of the State Department are ready at all times to assist and cooperate in every way possible in making these meetings of value to the teachers. It is our plan to hold these meetings on successive days so that we are able to secure the services of the ablest educators in the country for a week or more at a time thus lowering the expense

of travel and at the same time secure speakers from a distance who could not find it possible to come for a single day meeting.

In accordance with the expressed policy of the State Department to in any way possible develop and further an improvement in reading and English in the schools of the state we have during the past two years especially emphasized this subject in the programs of the county meetings. At practically every meeting some type of demonstration in reading has been given by experts in that line of work. Demonstrations have also been given in other subjects as, for example, English, Arithmetic, Geography, and History. We find in the departmental sessions that these demonstrations are of practical value to the teachers in affording them an opportunity to observe the best methods of teaching any given subject.

We have also emphasized the importance of making up the program of the departmental sessions largely from teachers in the several counties where the meetings are held. Very interesting and valuable programs have been developed by the local teachers with the assistance of possibly one speaker from outside the county.

The county associations are closely allied with the Maine Teachers' Association. The presidents of the county associations constitute the nominating committee of the state association and through a recent change in the Constitution of the state association whereby the business of that organization is transacted by a representative assembly, the delegates making up this assembly are elected at the county meeting in proportion with the membership of teachers of the state association.

All the county associations are affiliated with the National Education Association. Delegates and alternates are appointed annually to the meeting of the National Education Association and the several associations in part or in whole defray the traveling expenses of the delegates. A valuable feature of the meetings of the county associations is the report of the delegates to the National Education Association. Much that is of inspiration and interest is received by these delegates in attendance at the national meetings and reported by them to their county associations.

It is our belief that the meetings of the county teachers' associations are of increasing benefit and constitute a valuable factor in our educational program.

**CHAPTER VII****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, 1926-June 30, 1928. 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 years July 1, 1926-June 30, 1927, and July 1, 1927-June 30, 1928.

Respectfully submitted,

**BERTRAM E. PACKARD**  
Deputy Commissioner of Education.

Farmington, Maine, July 1, 1928.

*To the State Commissioner of Education  
Augusta, Maine*

Dear Sir:

I have the honor to submit the biennial report of the Farmington State Normal School for the two year period ending June 30, 1928.

*Attendance 1926-1927*

Summer term 1926.....	422
School year by classes:	
Home Economics Juniors.....	11
Sophomores.....	14
Freshmen.....	14
Regular course, 2nd year.....	193
1st year.....	203
	<hr/>
Total.....	857
Counted twice.....	6
	<hr/>
Net total.....	851
	1927-28
Summer term 1927.....	445
School year by classes:	
Home Economics Juniors.....	12
Seniors.....	8
Sophomores.....	13
Freshmen.....	15
Regular course, 2nd year.....	199
1st year.....	211
	<hr/>
Total.....	903
Counted twice.....	19
	<hr/>
Net total.....	854
Number of pupils registered State Training School, October 1, 1928.....	194
Number of pupils registered in schools used for training, October 1, 1928.....	267

Teachers within the period have been: Principal Wilbert G. Mallett, Pedagogy, Psychology; Assistant Principal, Arthur M. Thomas, Natural Science; other assistants, Katherine E. Abbott, Art, Pedagogy; Carolyn A. Stone, dean of women, Hygiene, Psychology; Virginia A. Porter, English, Penmanship; Franca C. Ingalls, Music; Agnes P. Mantor, History, English; Edna M. Havey, Manual Training; Charles S. Preble, Geography, Nature Study, Sociology; Errol L. Dearborn, Mathematics, Tests and Measures; Marion E. Allen, Gymnasium Director; Elizabeth D. Lord, Ethics, History of Education, English.

Helen E. Lockwood, Dean of Home Economics; Mary Palmer, Home Economics, Lillian H. Gates, Chemistry, Foods, Child Care and Training; Amelia Wicke (1926-7) Clothing; Flora Howard (1927-8) Clothing.

Emma M. Mahoney, Supervisor of Training; Iola H. Perkins, assistant supervisor (Primary); Viola O'Brien (1926-7) grades seven and eight; Julia Cox, grades five and six (1926-7) grades seven and eight (1927-8); Mary Ella Piper (1927-8) grades five and six; H. Alta Tracy (1926-7) grades three and four; Gertrude G. Sawyer (1927-8) grades three and four; Eileen Clement grades one and two; Alice Luce sub-primary. Nettie S. Rounds, Secretary; William D. Blake, Janitor.

Since my last report one of the two needs pointed out at that time has been met and some progress has been made in meeting the other. The first, as to housing has been settled by the action of the state in taking over the Willows dormitory. The second, as to school room, has been recognized by the town of Farmington in action taken at the last town meeting creating a committee of citizens to study the building needs of the town of which needs the housing of the two hundred elementary school pupils now cared for within the Normal School building is very urgent.

To secure a school building peculiarly suited to the needs of the Training department of the Normal School more expense will be incurred than would naturally fall to the town in housing two hundred pupils. The training of teachers in a small population like Farmington's requires grouping the pupils in smaller classes than would otherwise be required. Also, a school hall is needed with a seating capacity of five hundred or more. This problem must be worked out through cooperation of state and town.

The Home Economics department is maintained at high professional standards and kept so restricted in numbers as not to graduate Home Economic teachers in excess of the annual needs of the state in that important line of instruction. The action of the last legislature in granting the request that you be empowered to confer suitable degrees upon Normal School graduates who complete satisfactory four year courses was followed, I need not remind you, by the application of eight young women of our Home Economics department, completing four years of work, for the degree B. S. in Home Economics. Your affirmative action in the matter marks a distinct advance in teacher training in this state.

Your administration of the Summer School as a basis for teacher certification has greatly improved the quality of the Summer School work. About ten per cent of those applying for certification on the basis of their Summer School work failed to pass their courses. The success with which candidates for a teaching certificate do their Summer School courses is a better basis for judging their eligibility for a certificate than is a written examination. Then there is the added value of six weeks of professional work.

Respectfully submitted,

W. G. MALLETT.

Gorham, Maine, July 1, 1928

*To the State Commissioner of Education  
Augusta, Maine*

Dear Sir:

I have the honor to submit the report of the Gorham Normal School for the biennium closing June 30, 1928.

I. The faculty of the Gorham Normal School for the year 1926-1927 consisted of twenty-five teachers distributed as follows:

Principal Walter E. Russell

Teachers devoting their entire time to normal school classes:

Louis B. Woodward

Katherine Halliday

Gertrude L. Stone

Jessie L. Keene

Mabel F. Ryan

Nellie W. Jordan

Ruth H. Hoffses

Clifford O. Wieden

Teachers devoting the major part of their time to the Normal School and part of their time to the practice schools:

Mary L. Hastings  
Ann D. Ide  
Miriam E. Andrews  
Pauline J. Colesworthy  
Ruth E. Fairchild  
George A. Brown  
Lawrence N. Cilley  
Althine D. Clark

Teachers devoting their entire time to the practice schools:

Percy S. Ridlon  
Harriet G. Trask  
Emma A. Mosher  
Ethelyn F. Upton  
Lois E. Pike  
Josephine Smith  
Dorothy R. Lyons  
Doris A. Libby

The other officers of the school consisted of Lora E. Nicolson, Secretary; Ina G. Woodward, Matron of the dormitories; Harry W. Morey, Caretaker of Corthell Hall; and William Chute, engineer of the dormitories.

Teachers for 1927-1928 are as follows:

Principal Walter E. Russell

Teachers devoting their entire time to normal school classes:

Louis B. Woodward  
Katherine Halliday  
Gertrude L. Stone  
Jessie L. Keene  
Mabel F. Ryan  
Nellie W. Jordan  
Lillian Boyden  
Ruth H. Hoffses  
Clifford O. Wieden  
Elizabeth J. Cleary  
Margaret R. Fowler

Teachers devoting the major part of their time to the Normal School and part of their time to the practice schools:

Mary L. Hastings  
 Virginia Dowling  
 Miriam E. Andrews  
 Pauline J. Colesworthy  
 Ruth E. Fairchild  
 Althine D. Clark  
 Ella J. Warren  
 Everett S. Packard  
 George A. Brown  
 Lawrence N. Cilley

Teachers devoting their entire time to the practice schools.

Percy S. Ridlon  
 Harriet G. Trask  
 Ethelyn F. Upton  
 Lois E. Pike  
 Madeline K. Heath  
 Alice Wetherell  
 Mabel G. Windell  
 Elizabeth Simpson

We have during the biennium as heretofore been privileged to make general use of the schools of Westbrook and South Portland for practice purposes. We have during the biennium used thirty different school rooms in Westbrook and about ten in South Portland. We have been allowed to select the schools to best fit the needs of our practice classes. Some of the schools we have selected we have used throughout the year and others from one to three-quarters each.

II. The students enrolled for the year 1926-1927 exclusive of the summer session are as follows:

Full number of students present during the year . . .	436
Number in the junior class . . . . .	218
Number in the senior class . . . . .	218

Students enrolled for the year 1927-1928 exclusive of the summer session are as follows:

Full number of students present during the year . . .	464
Number in the junior class . . . . .	244



Number of mid-seniors . . . . .	193
Number of advanced seniors . . . . .	27
Students in the practice schools under the super- vision of the Normal School . . . . .	390 per year
Students in practice schools not under the super- vision of the Normal School . . . . .	1500 per year
The number of graduates in the class of 1927 are as follows:	
Regular Teachers Course . . . . .	125
Kindergarten Primary Course . . . . .	36
The number of graduates in the class of 1928 are as follows:	
Regular Teachers Course . . . . .	127
Kindergarten Primary Course . . . . .	38
Junior High School Course . . . . .	16
Industrial Arts Course . . . . .	10

III. During the past biennium only, about two-thirds of the high school graduates who have applied could be admitted because both of the crowded conditions of our rooming accommodations and the crowded condition of our recitation halls. The two-thirds admitted have been selected from candidates who stood in the upper half of their high school classes. This has resulted in an appreciable improvement in the median intelligence and scholarship rating of our students.

IV. The most urgent need of this school at the present time is a new building to serve as an auditorium and a physical education building. It has not been possible for several years to seat at one time all of our student body in our assembly hall and the present assembly hall is very much needed as a study library and is well adapted for such a purpose. At the present time our gymnasium classes are held on the third floor of Corthell Hall directly under which are recitation rooms in constant use. A new building would provide a modern physical education plant with gymnasium, locker rooms, toilets, and showers and would liberate the present space for much needed classrooms.

V. Each year of this biennium a summer session of six weeks has been held during the months of July and August. The attendance each year has been between two hundred and fifty and three hundred. Many of these students have been coming consecutive years building up credits towards a Normal School

diploma. Besides these relatively young students a considerable part of the summer school attendance has been made up of teachers of considerable experience varying from five to thirty-five years. Among this experienced group are many Normal School and some college graduates.

The faculty of the summer sessions has been made up in part of members of the regular staff and in part of teachers and superintendents outside.

Respectfully submitted,

WALTER E. RUSSELL.

Castine, Maine,

July 1, 1928

*To the State Commissioner of Education:*

Dear Sir:

The report of the Principal of the Eastern State Normal School for the biennial period 1926-1928 is hereby respectfully submitted.

#### RECORD OF ATTENDANCE

1926-1927

Number entering . . . . .	126
Average attendance for three terms . . . . .	173
Number graduated . . . . .	83
Largest attendance . . . . .	176
No. 176—Fall, <i>Winter</i> , Spring (check)	
Number entering Summer School, 1926 . . . . .	88 (reg.)
19 (Home Economics).	
Average attendance . . . . .	85.4 plus,
	average enrollment 86.08
Number enrolled in Model Schools, 1926-1927 . . . . .	116
Average attendance . . . . .	97
Entire number of pupils accessible for teacher training . . . . .	116
Number of different students attending . . . . .	186
(Normal School)	

#### RECORD OF ATTENDANCE

1927-1928

Number entering . . . . .	114
Average attendance . . . . .	178½
Number graduated . . . . .	113
Largest attendance . . . . .	181
No. 181— <i>Fall</i> , Winter, Spring (check) (Beginning of 2nd quarter)	

Number entering Summer School . . . . .	92
Average attendance . . . . .	91 plus
Number enrolled in Model Schools 1927-1928 . . . . .	113
Average attendance . . . . .	100 plus
Entire number of pupils accessible for teacher training	113
Number of different students attending . . . . .	192
(Normal School)	

BOARD OF INSTRUCTORS 1926-1927

- William Dickson Hall, B. S., Principal  
 General Science, Psychology, School Law, Nature Study,  
 Education
- Edward E. Philbrook, M. D.  
 Chemistry, Geography, Physiology, Civics, School Law, Music
- Nellie Frances Harvey  
 Drawing, Music, Reading, Botany, Library Methods
- Sarah Katherine Russell  
 English, Penmanship
- Mary B. Bills  
 General Methods, Child Study, History of Education
- Mertie P. Curtis  
 Mathematics, History, Psychology, Physical Education
- Melba M. Butterfield  
 Home Economics
- Everett H. Nason  
 Industrial Arts, Agriculture
- Jane Brown  
 Geography, Agriculture, Pedagogy  
*Training School*
- Mary B. Bills, Director
- Ethel L. Friend, 1st and 2nd grades
- Mildred E. Black, 3d and 4th grades
- Ermo H. Scott, 5th and 6th grades
- Edna C. Harquail, 7th and 8th grades
- Una B. Grey, Rural
- Other Officers*
- Nellie A. Gardiner, House Mother at Richardson Hall
- Kathleen Wardwell, Secretary
- Evelyn K. Fox, Matron at Pentagoet Hall
- James Hatch, Janitor
- George McKinnon, Assistant Janitor

## BOARD OF INSTRUCTORS 1927-1928

William Dickson Hall, B. S., Principal  
 Education, Nature Study, General Science, Principles of  
 Teaching, Rural Sociology, Psychology

Nellie F. Harvey

Reading, Drawing, Botany, Music, Library Methods

Mary B. Bills

General Methods, Child Study

Melba M. Butterfield

Home Economics

Everett H. Nason

Industrial Arts, Agriculture

Edna T. Lenfest

Mathematics, Penmanship, Grammar, Literature, Reading

Kathryn E. Pipes

Physical Education, Physiology and Hygiene, Sanitation

Grace H. Slocum

Librarian, Assistant Secretary, Library Methods, School  
 Law, Geography, Civics, Children's Literature, History of  
 Education

Ermo H. Scott

History, Psychology, General Science

*Training School*

Mary B. Bills, Director

Ethel L. Friend, 1st and 2nd grades

Mildred E. Black, 3d and 4th grades

Ermo H. Scott, 5th and 6th grades

Relief A. Nichols, 5th and 6th grades

Edna C. Harquail, 7th and 8th grades

Una B. Grey, Rural

*Other Officers*

Nellie A. Gardiner, House Mother at Richardson Hall

Kathleen Wardwell, Secretary

Rena J. Goding, Matron at Pentagoet Hall

James Hatch, Janitor

George McKinnon, Assistant Janitor

During the two school years just past the achievements and progress of the school as a whole have been very gratifying. The average attendance record shows an increase of more than 39% over the average attendance for the previous two-year period. The class of 1928 numbering 113 students was by far the largest class ever graduated from this institution. The rapid and consistent increase in attendance during the past few years is, of course, an indication that the school is in a prosperous condition. Even more reassuring, perhaps, are the facts that our graduates readily secure positions as teachers, that they render efficient service in these positions and that for some time they have not only been recommending the school to their friends and acquaintances, but they have also been sending their brothers and sisters, sons and daughters to our school as students.

In a recent issue of the Journal of the National Education Association our school was cited as one of four Maine schools "adapting their work to the individual needs of the child and his home and community life". Perhaps the finest testimonial of the year is the beautiful, well-planned, well constructed new gymnasium building which has just been completed. New construction of this kind means that our Board of Normal School Trustees has faith in the school not only because of its honorable record and creditable traditions but also in the continued growth and effectiveness of our institution.

Dr. E. E. Philbrook, E. S. N. S. 1875, who has been a member of the faculty for 47 years, resigned in June, 1927. He will long be remembered as one exceedingly well versed in music, as a kindly man of philosophic tendencies and as an interested and industrious worker for the welfare of the Eastern State Normal School.

Miss Kate S. Russell, E. S. N. S. 1893, became a member of the faculty in the fall of that year. She resigned in August, 1927, after a period of 34 years of faithful and efficient service. During the latter years she has been the head of the department of English. She is known and loved throughout Maine and much of New England by members of the student body and teachers in service because of her sweetness and yet great strength of character, because of her scholarship, love of books and skill in imparting knowledge and because of her sympathetic and active interest in the welfare of the youth of our State.

Respectfully submitted,

WILLIAM D. HALL.

Presque Isle, Maine, July 1, 1928

*To the State Commissioner of Education:*

I have the honor to submit the following report of the Aroostook State Normal School for the years 1927 and 1928.

*Attendance—Year Ending June 22, 1927*

Number entering . . . . .	76
Average attendance . . . . .	151
Number graduated . . . . .	86
Largest attendance . . . . .	182

*Year Ending June 20, 1928*

Number entering . . . . .	80
Average attendance . . . . .	134
Number graduated . . . . .	53
Largest attendance . . . . .	152

The teachers for the year 1927 are as follows: San Lorenzo Merriman, A. B., Principal, Psychology, Science; Sanford E. Preble, C. E., Sub-Principal, Education, Mathematics; Ardelle M. Tozier, English, Librarian; Ida M. Folsom, Natural Science, Expression; Marguerite A. Pullen, Home Economics; Virginia Ames, A. B., History, Physical Education; Mary E. Keister, B. S., Industrial Arts, Drawing; Katherine S. Dow, Music; Mona J. Greenlaw, Registrar, Penmanship.

Mrs. Margaret J. Preble, Director of Training; Hope McKinney, assistant critic teacher, grade 3; Gladys Leach, grade 8; Cecelia Campbell, grade 7; Gladys Libby, grade 6; Charlene Thompson, grade 5; Evelyn Ford, grade 4; Edith Clifford, grade 2; Margaret Coffin, grade 1.

The teachers for the year 1928 are as follows: San Lorenzo Merriman, A. B., principal, Psychology, Science; Sanford E. Preble, C. E., Sub-Principal, Education, Mathematics; Ardelle M. Tozier, English, Librarian; Ida M. Folsom, Natural Science, Expression; Marguerite A. Pullen, Home Economics; Virginia Ames, A. B., History, Physical Education; Mary E. Keister, B. S., Industrial Arts, Drawing; Katherine S. Dow, Music; Mona J. Greenlaw, Registrar, Penmanship.

Mrs. Margaret J. Preble, Director of Training; Hope McKinney, assistant critic teacher, grade 3; Gladys Leach, grade 8;

Cecelia Campbell, grade 7; Gladys Libby, grade 6; Charlene Thompson, grade 5; Evelyn Ford, grade 4; Vera Scott, grade 2; Edith Clifford, grade 1.

Attendance for the years 1926-27 and 1927-28 has not been so large during the winter as formerly on account of the opening of the one year normal course at Madawaska Training School at Fort Kent. This has been a good thing for both schools as it enabled more girls to secure normal training and at the same time relieved the crowded rooming conditions at our school during the winter term.

The work of the school has been better and more advanced during the past two years on account of the better organization of the high schools in the county. We are now turning out about as many graduates as the county will easily absorb each year and our aim is efficiency and better preparation of the graduates.

The grading of the school campus added much to the beauty of the school and makes it one of the beautiful spots of Aroostook. The addition of the land recently purchased of the Ryan heirs makes the grounds spacious, complete and one of the most attractive in New England.

The furnishing of the reception room of the new dormitory makes the building unique in beauty among school dormitories. The furnishing of the school building with arm chairs and lockers has met a much felt need and added much to our equipment.

On Friday, March 4, 1927, the Training School building was lost by fire. Due to the efficient organization of the fire drill, the students were marched out in less than two minutes without mishap. The training was carried on for the rest of the year in the old Baptist Church and the Methodist vestry without the loss of a single day of school. This loss which at first seemed irreparable was more than compensated through the erection by the town of Presque Isle of a fireproof building, concrete faced with brick, and equipped with univent ventilation and heating. Eight class rooms, gymnasium and assembly room combined, conference room, lunch room, manual training room, and kindergarten room make the building ideal in its appointments. The state equipped the building with modern up-to-date furnishings making it among the best grade buildings in the state.

*Report of Summer Terms*

The seventeenth annual summer term of the Aroostook State Normal School opened Tuesday, July 6, 1926, and continued for six weeks, closing August 13, 1926.

Number registered . . . . . 159

The eighteenth annual summer term of the Aroostook State Normal School opened Wednesday, July 6, 1927, and continued for six weeks, closing August 12, 1927.

Number registered . . . . . 131

The following teachers were employed during the summer sessions for the past two years: San Lorenzo Merriman, A. B., Director, Psychology; Ardelle M. Tozier, English, Librarian; Marguerite Pullen, Home Economics; Rowena McGowan, History and Physical Education, (1926), Virginia Ames, History and Physical Education -(1927); Mary Keister, Drawing and Industrial Arts (1926), Mrs. L. H. Alline, Drawing and Industrial Arts (1927); Dorothy Lyons, Expression, Geographiy; Mrs. M. L. T. White, Education (1926), Elizabeth Jenkins, Education (1927); Harriet Trask, Mathematics (1926), Dwight Moody, Mathematics (1927); Edna Guiou, Music (1926), Charlene Thompson, Music (1927); Mona J. Greenlaw, Registrar, Penmanship.

Our attendance at summer terms is composed mostly of those wishing to secure state certificates so as to teach for the coming year or for the purpose of renewing state certificates. We have very few Normal graduates and teachers of experience attending the summer sessions. This is due to two causes—in a great part because we have felt that our greatest duty was to those who were preparing for teaching in the northern part of the county, many of whom understand and speak English with difficulty, and therefore we have labored hard to prepare them for the work. Second, that they needed training in the fundamentals more than the advanced and popular methods of teaching, and because the burden of accomplishing this task left little time for work adapted to experienced teachers. Possibly the time is coming when we should change our policy.

Respectfully submitted,

SAN LORENZO MERRIMAN.



Machias, Maine, July 1, 1928

*Dr. Augustus O. Thomas,  
State Commissioner of Education,  
Augusta, Maine.*

My dear Dr. Thomas:

I beg to submit herewith the biennial report of the Principal of Washington State Normal School for the period ending June 30, 1928.

### FACULTY

The faculty of Washington State Normal School for the year 1926-1927 consisted of ten teachers in the Academic Department and four in the Training School as follows:

William L. Powers, Principal

Psychology, Pedagogy, School Management

Mrs. Lelia K. Tripp

Director of Training

Earle D. Merrill (Acting Principal March to June, 1927)

French, Mathematics

Ethel I. Duffy

Industrial Arts, Drawing

Frank M. Kilburn

Geography, Science, Drawing

Eleanor McCue

English

Janet B. Cole

Domestic Science

Alice Radcliffe

Music

Lincoln A. Sennett

History, Civics

Clare L. Ennice

Physical Training

### *Training School 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 other officers of the School consist of Blanche B. Armstrong, Secretary; Mrs. Harry B. Sawyer, Matron of the Girls' Dormitory; Percy Johnson, Janitor of the Administration Building; and Clifford Deshon, Janitor of Girls' Dormitory.

The teachers for 1927-28 were:

Philip H. Kimball, Principal

Psychology, Pedagogy, School Management

Earle D. Merrill (Acting Principal September to October 1928)

French, Mathematics

Frank M. Kilburn

Geography, Science, Nature Study, Botany

Ethel I. Duffy

Industrial Arts, Drawing

Vera Loring

Supervisor of Training

Janet B. Cole

Home Economics

Alice H. Radcliffe

Music

Annie M. Towne

Physical Education

Lincoln A. Sennett

History, Physical Education

Carl R. Young

English

#### *Training School Teachers*

Frederic Richards, 7th and 8th grades

Doretha Carlow, 5th and 6th grades

Eleanor Horton, 3rd and 4th grades

Muriel Johnson, 1st and 2nd grades

Marguerite McCaleb, Pre-Primary.

Other officers of the school were the same as in the preceding year.

#### *Registration*

The following is the data covering registration and attendance for the two year period ending June 30, 1928:

Number of students registered year 1926-1927 . . . . . 143

Average attendance for the year . . . . . 139

Number graduated in June 1927 . . . . . 58

Number registered in Summer School 1926 . . . . . 181

Number of students registered year 1927-1928. . . . .	174
Average attendance for the year. . . . .	149
Number graduated in June 1928. . . . .	75
Number registered in Summer School 1927. . . . .	124

*Summer Session*

Both in the summer of 1926 and that of 1927 a six weeks' Summer Session was held. The students enrolled consisted for the most part of a group desiring temporary certificates earned by Summer School attendance. The decrease in enrollment in the Summer Session of this group marks the increase in the insistence of Superintendents that candidates have at least one year Normal School training before teaching.

The faculty for the Summer Session of 1926 was as follows:

- William L. Powers, Director  
English Grammar
- Earle D. Merrill, Librarian  
Adv. Arithmetic, Geography
- Lincoln A. Sennett  
History, Civics, Americanization
- Doretha Carlow  
Penmanship, Methods in Adv. Arithmetic
- Mary L. Roberts  
English Literature, Short Story Writing, Composition and Rhetoric
- Margaret Flanagan  
Music
- Walter J. Rideout,  
Psychology, Pedagogy, School Management
- E. Mildred Greene  
Reading, Dramatic Art, Expression
- Reba Fitch  
Physical Education
- Philip E. Foss  
Agriculture, Nature Study
- Muriel Johnson  
English Grammar

The 1927 Faculty consisted of:

William L. Powers, Director

Grammar

Frank M. Kilburn

Geography, Nature Study, Botany

Lincoln A. Sennett

History, Psychology

James E. Sterritt

Rhetoric, Composition, English Literature

Carl R. Young

American Literature, Pedagogy, School Management

Lelia P. Babbitt

Music

Reba Fitch

Physical Education

Muriel Johnson

Penmanship

Gladys Allen

Primary Reading, Arithmetic

### DR. WILLIAM L. POWERS

On August 7, 1927, Dr. William L. Powers, Principal of Washington State Normal School from the time of its organization, died after a very brief illness. To his power of organization, his winning personality, his great ability as a teacher and his sterling character, the School owes its high standards and its material development. To all Alumni of the school and to his many professional and personal friends Dr. Powers' death came as a distinct shock and is felt as a real personal loss.

At the 1928 Commencement an impressive memorial service was held at which Hon. Henry E. Dunnack of Augusta was the principal speaker. At this service the Administration Building of the School was rededicated as "Powers' Hall" in honor of Dr. Powers with the dedication made by Hon. Carleton P. Merrill of the Board of Trustees of State Normal Schools.

#### *Dormitory Equipment*

During the second semester of 1927-28 it has been possible to install an appreciable amount of much needed equipment in the

Dormitory kitchen. A new range has been purchased and a Hobart Mixer with complete attachments add materially to the efficiency of the domestic staff.

#### *Powers Hall*

During the second year of this biennium the Administration Building has been redecorated extensively inside and necessary repairs have been made on the roof and coping.

#### *Grounds*

The program for development of the lawns on the Normal School property is progressing steadily. The large lawn in front of the Administration Building should be laid out on a more definite plan so that each year's expenditures will lead to a definite objective in landscape architecture.

#### *Boys' Dormitory*

With thirty-five to fifty boys in our annual enrollment, plans for a Boys' Dormitory should be seriously considered. At present these students are quartered in private homes scattered over the town. Some of these homes have excellent physical equipment and furnish good living conditions for our students. In many others we are less fortunate. An attempt has been made to find for rental a house suitable to our present needs. Possibly we shall be successful in securing such quarters. It must be recognized, however, that such a plan is a make-shift one and until our students can be housed on the campus their efficiency must be below a desirable median.

#### *Social Program*

During the second year of the period covered by this report the extra curriculum activities of the school and its social life have been somewhat increased. This has resulted in the development of the group of teachers better trained to meet their social obligations in their future teaching communities and in the creation of a happier spirit within the school itself.

May I express my appreciation of the kindly advice and assistance which you and the members of your Department have given me as well as that generously offered by my Fellow-Principals and the Washington State Normal School Faculty.

Faithfully yours,

PHILIP H. KIMBALL.

Fort Kent, Maine, July 1, 1928

*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, 1928.

*Attendance, 1926-1927*

Fall term.....	123
Winter Term.....	126
Spring Term.....	100

*Attendance, 1927-1928*

Fall Term.....	129
Winter Term.....	128
Spring Term.....	122

1926-1927

*Training Department*

The faculty for the school year ending in June, 1927, was as follows: Mary P. Nowland, Principal, on leave of absence; Richard F. Crocker, B. S., Acting Principal, Pedagogy, Psychology, School Laws, Agriculture, Nature Study; May Brown, Critic Teacher, Methods, History, Literature; Sara H. E. Doone, Manual Training; David Garceau, English, Algebra; Antoinette Page, French; Linwood Dwelley, Physical Education, General Science, Arithmetic, Biology, History; Modeste Rossignol, Geography, Language, Arithmetic, Spelling, Writing; Lionel Hebert, Physiology, Geometry, Civics, History; Iva Daigle, Domestic Science; Eva Daigle, Assistant Domestic Science.

*Model School Department*

Alice V. Russell, grades 7 and 8; Velma Carter, Grades 5 and 6; Marion Pinette, grades 3 and 4; Amy Vance, grades 1 and 2.

1927-1928

*Training School Department*

The faculty for the school year ending in June, 1928, was as follows: Richard F. Crocker, B. S., Principal, Psychology, Biology, School Laws, Agriculture, Nature Study; Sara H. E. Doone, Dean of Women, Manual Training; David Garceau, English, History, Algebra; Antoinette Page, French; Lionel

Hebert, Physical Education, Physiology, Geometry, Civics, History; Irene Benn, Domestic Science; Mrs. Helen Hance, B. A., Critic Teacher, Pedagogy, Reading; Gladys E. Tibbetts, Music, Algebra; James Nowland, Arithmetic, General Science, History, Literature; Emelie W. Bunker, Arithmetic, Geography, Language, Reading, Spelling, Writing.

*Model School Department.*

Catherine Orcutt, grades 7 and 8; Gertrude V. Davis, grades 5 and 6; Marion Pinette, grades 3 and 4; Eva Springer, grades 1 and 2.

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

At the close of the school year, 1926 and 1927, the Training School lost three of its oldest faculty members. Oldest in years of service and untiring devotion to the people of the St. John Valley.

Miss Mary P. Nowland, retiring Principal, had been a member of the faculty since the school's establishment in 1878, the greater part of the time acting as head of the institution.

Miss May Brown came to the school twenty-seven years ago and during this long and faithful service endeared herself to the people of the territory.

Mrs. Modeste Rossignol likewise retired after many years of faithful service.

The school has indeed been fortunate to have had the services of such servants and its influence in the district is a tribute to their worth.

Filling these vacancies, adding new members to the faculty, and raising both entrance and graduation requirements has changed the school materially. The new members of the school family have come with a splendid spirit of cooperation and service and a bright future for the institution seems assured.

It is gratifying to note the greater interest in well trained teachers. This attitude is already bearing fruit. It has made it possible to raise the entrance requirements here without affecting the enrollment materially, and at the same time has caused a demand for all of our graduates.

The higher standards have made it possible for our graduates to increase the range of their usefulness. Splendid reports are coming in from other parts of the state and from other eastern states.

It seems fitting and proper, that I take this opportunity to thank all those who have done so much to make this success possible. To Dr. Augustus O. Thomas, Commissioner of Education, and the Normal School Trustees, who have shown such sympathetic interest in us and to a loyal and efficient faculty, I extend my sincere thanks.

Respectfully submitted,

RICHARD F. CROCKER.

NORMAL SCHOOLS AND TRAINING SCHOOL  
COMPARATIVE STATEMENT FOR YEARS 1927 AND 1928

	Year Ending	Number Entering	Average No. Reg.	Largest Attendance		Number Graduated
				Number	Term	
Farmington State N. S. . . . .	June 1927	224	415	443	Fall	175
Eastern State N. S. . . . .	June 1927	126	173	176	Winter	83
Western State N. S. . . . .	June 1927	212	415	426	Fall	182
Aroostook State N. S. . . . .	June 1927	76	151	182	Winter	86
Washington State N. S. . . . .	June 1927	143	139	143	Winter	58
Madawaska Training Sch. . . . .	June 1927	123	116	126	Winter	9
Totals . . . . .		904	1409	1496		593
Farmington State N. S. . . . .	June 1928	216	416	437	Fall	181
Eastern State N. S. . . . .	June 1928	114	178	181	Winter	113
Western State Normal S. . . . .	June 1928	239	442	452	Fall	191
Aroostook State N. S. . . . .	June 1928	80	134	152	Fall	53
Washington State N. S. . . . .	June 1928	158	139	166	Fall	76
Madawaska Training Sch. . . . .	June 1928	138	124	129	Fall	28
Totals . . . . .		945	1433	1517		642



NORMAL SCHOOLS AND TRAINING SCHOOL  
FINANCIAL REPORT FOR DORMITORIES FOR YEAR 1926-1927

	Aroostook State Normal School	Eastern State Normal School	Farming-ton State Normal School	Western State Normal School	Washing- ing State Normal School	Mada- waska Training School
<b>Receipts</b>						
Balance on hand..	\$1,957.44	\$454.09	\$7,476.26	\$18,143.28	\$4,022.74	\$886.81
Room and board..	21,192.64	27,687.00	49,801.08	44,865.91	18,362.38	10,944.34
Transients' meals..	102.80	101.55	151.15		275.65	
Other sources.....	1,105.03	753.18	418.62		416.29	
<b>Total receipts..</b>	<b>\$24,357.91</b>	<b>\$28,995.82</b>	<b>\$57,847.11</b>	<b>\$63,009.19</b>	<b>\$23,077.06</b>	<b>\$11,831.15</b>
<b>Expenditures</b>						
Provisions.....	\$8,600.25	\$15,071.75	\$29,809.44	\$18,961.10	\$11,885.07	\$8,215.95
Matrons' salary..	799.90	675.00	1,886.50	1,218.99	700.00	193.20
Repairs.....	2,555.98	202.92	1,414.71	3,880.61	307.45	675.16
Labor.....	4,498.57	3,953.41	6,975.05	4,877.95	1,493.58	
Light, power, heat and fuel.....	3,878.63	3,057.69	7,252.46	5,563.60	3,537.12	398.41
Other items.....	3,425.54	5,913.48	1,912.05	8,259.46	2,255.56	2,007.30
<b>Total Expen- ditures.....</b>	<b>\$23,758.87</b>	<b>\$28,874.25</b>	<b>\$49,250.21</b>	<b>\$42,761.71</b>	<b>\$20,178.78</b>	<b>\$11,490.02</b>
Balance on hand..	\$599.04	\$121.57	\$8,596.90	\$20,247.48	\$2,898.28	\$341.13

SUMMARY

Total Receipts from all Dormitories.....\$209,118.24

Total Expenditures from all Dormitories.....176,313.84

Balance on hand.....\$32,804.40

NORMAL SCHOOLS AND TRAINING SCHOOL  
FINANCIAL REPORT FOR DORMITORIES FOR YEAR 1927-1928

	Aroostook State Normal School	Eastern State Normal School	Farming- ton State Normal School	Western State Normal School	Washing- ton State Normal School	Mada- waska Training School
<b>Receipts</b>						
Balance on hand..	\$160.62	\$18.53	\$9,728.70	\$16,376.56	\$4,395.72	\$341.16
Room and board..	20,925.59	32,075.86	47,766.43	50,367.87	18,816.39	9,970.50
Transients' meals..	55.75	110.15	145.36		408.88	
Other sources.....	1,028.42	597.43	267.33		542.63	
<b>Total receipts..</b>	<b>\$22,170.38</b>	<b>\$32,801.97</b>	<b>\$57,907.82</b>	<b>\$66,744.43</b>	<b>\$24,163.62</b>	<b>\$10,311.66</b>
<b>Expenditures</b>						
Provisions.....	\$7,866.56	\$16,482.22	\$28,194.51	\$21,181.88	\$14,482.32	\$7,714.58
Matron's salary..	1,052.70	825.00	1,800.00	1,049.65	770.00	
Repairs.....	564.99	291.11	3,985.86	9,208.07	3,469.72	598.56
Lights, power heat and fuel..	3,896.71	3,823.81	5,808.96	6,052.30	2,831.65	345.13
Labor.....	5,538.95	3,736.42	7,595.06	5,789.68	2,226.39	
Other items.....	2,514.61	7,543.21	2,060.65	7,759.96	338.96	1,508.41
<b>Total Expen- ditures.....</b>	<b>\$21,434.52</b>	<b>\$32,701.77</b>	<b>\$49,445.04</b>	<b>\$51,041.54</b>	<b>\$24,119.05</b>	<b>\$10,166.68</b>
Balance on hand..	\$735.86	\$100.20	\$8,462.78	\$15,702.89	\$44.57	\$144.98

SUMMARY

Total receipts from all dormitories.....\$214,099.88

Total expenditures from all dormitories.....188,908.60

Balance on hand.....\$25,191.28

## NORMAL SCHOOLS AND TRAINING SCHOOL

*Financial Statement*  
*Year Ending June 30, 1927*

*Funds Available*

Appropriated . . . . .	\$200,000.00
Transfers . . . . .	387.36
Cash (Castine) . . . . .	325.00
Contract with town of Gorham . . . . .	6,000.00
Contract with town of Presque Isle . . . . .	5,000.00
Dormitory coal . . . . .	16,989.97
	\$228,702.33

*Expenditures*

Teachers Salaries . . . . .	\$167,995.24
Janitor . . . . .	11,018.43
Fuel . . . . .	30,218.80
Lights . . . . .	1,888.97
Water . . . . .	1,606.41
Telephone and Telegraph . . . . .	463.78
Postage . . . . .	427.33
Printing . . . . .	765.30
Textbooks . . . . .	4,838.74
Library . . . . .	638.64
Laboratory Supplies . . . . .	735.09
Furniture . . . . .	401.12
Educational Supplies . . . . .	3,564.68
Supplies not for school use . . . . .	2,061.90
Industrial Education . . . . .	555.71
Graduation . . . . .	436.93
Travel . . . . .	525.79
Miscellaneous . . . . .	559.47
	\$228,702.33

NORMAL SCHOOLS AND TRAINING SCHOOL

*Financial Statement*  
*Year Ending June 30, 1928*

*Funds Available*

Appropriated.....	\$200,000.00
Cash (Castine) .....	325.00
Contract with town of Gorham .....	6,000.00
Contract with town of Presque Isle .....	5,000.00
Dormitory coal.....	14,078.28
	<hr/> \$225,403.28

*Expenditures*

Teachers' Salaries.....	\$163,614.22
Janitor.....	11,439.31
Fuel.....	27,546.86
Lights.....	2,149.82
Water.....	1,264.94
Telephone and Telegraph.....	483.27
Postage.....	433.89
Printing.....	577.16
Textbooks.....	3,613.23
Library.....	601.48
Laboratory Supplies.....	879.08
Educational Supplies.....	4,151.69
Supplies not for school use.....	1,684.00
Industrial Education.....	2,737.73
Graduation.....	416.43
Travel.....	1,196.10
Miscellaneous.....	606.93
	<hr/> \$223,396.14
Balance.....	\$2,007.14

## CHAPTER VIII

### CONSOLIDATED FINANCIAL REPORT

#### SUMMARY OF ALL PUBLIC APPROPRIATIONS AND EXPENDITURES FOR CURRENT EXPENSES OF SCHOOLS FOR FISCAL YEAR TERMINAT- ING WITHIN THE TWELVE MONTHS ENDING JULY FIRST, 1927

##### *Resources*

I. Amount available from towns (fiscal year 1926-1927)	
Raised for common schools . . . . .	\$5,890,497.00
Unexpended balance for common schools . . . . .	388,060.00
From local funds for common schools . . . . .	322,799.00
	\$6,601,356.00
For school superintendence . . . . .	240,262.00
For school committee expense . . . . .	50,219.00
For repairs, apparatus, etc. . . . .	632,042.00
For rent and insurance . . . . .	119,645.00
For manual training and domestic science . . . . .	188,819.65
For new buildings . . . . .	659,349.00
For compulsory education and medical inspection . . . . .	29,510.00
For evening schools . . . . .	32,197.35
For physical education . . . . .	62,530.00
For receipts from loans, sales and insurance . . . . .	253,311.00
	\$8,869,241.00

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

State School Fund (fiscal year 1926-1927)	
Teachers' Retirement . . . . .	2,000.00
Equalization . . . . .	100,000.00

Disbursement on tuition.....	98,162.95
Disbursement on census.....	727,878.00
Disbursement on teaching positions..	580,473.71
Disbursement on aggregate attendance.....	294,488.27
Disbursement on physical education..	35,000.00
Disbursement on industrial education	138,000.00

\$1,976,002.93

For school superintendence (annual appropriation, 1926).....	142,000.00
For transfers, cash, etc., to school superintendence.....	2,813.87

\$2,120,816.80

III. Amounts available from state for special educational activities, higher education and educational institutions (annual appropriation 1926)

For schools in unorganized townships	\$35,000.00
From taxes, tuition, transfers, etc., unorganized townships.....	6,245.85
For summer schools.....	7,000.00
For teachers' meetings.....	4,000.00
For teachers' pensions.....	60,000.00
For transfers on pensions.....	7,000.00
For interest on Trust funds.....	590.00
For normal schools and training school.....	200,000.00
For cash receipts and transfers.....	28,559.20
For normal upkeep and extension ..	60,000.00
For balance brought forward for year ending June 30, 1926.....	17,966.20
For interest on lands reserved.....	33,000.00
For transfers to lands reserved.....	3,443.17
For training rural teachers.....	32,000.00
For vocational education.....	20,000.00
For Federal grant, vocational.....	5,670.96
For normal school trustees fund.....	500.00
For aid to academies.....	25,000.00

For special aid to academies. . . . .	61,200.00	
For registration of teachers. . . . .	500.00	
For registration fees for membership. . . . .	536.00	
		\$608,211.38

IV. Amounts available from state for state administration purposes (annual appropriation 1926)

For salaries and clerk hire. . . . .	\$25,000.00	
For transfers salary and clerk hire. . . . .	1,178.06	
For general office expense. . . . .	14,000.00	
For transfers general office. . . . .	2,000.00	
For state certification of teachers. . . . .	1,000.00	
		\$43,178.00

Total amount available from public funds and appropriations for current school expenses. . . . . \$11,641,447.24

*Expenditures*

I. For activities supported wholly by amounts appropriated by towns (fiscal year 1926-1927)

For school committee expense. . . . .	\$49,927.00	
For rent and insurance. . . . .	118,872.00	
For new buildings. . . . .	576,800.00	
For compulsory education. . . . .	12,282.00	
For medical inspection. . . . .	17,281.00	
For redemption of bonds or interest on indebtedness. . . . .	481,695.00	
		\$1,255,857.00

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

For elementary schools (fiscal year 1926-1927). . . . .	\$5,276,156.00	
For textbooks and supplies. . . . .	386,090.00	
For repairs, apparatus, supplies, etc., 1926-1927. . . . .	608,819.00	
		\$6,271,065.00

For school superintendence	
By towns (fiscal year 1926-1927) . . . . .	\$236,708.00
By state . . . . .	144,813.87
	<hr/>
	\$381,521.87
For secondary education	
Direct support (fiscal year 1926-1927) . . . . .	\$1,955,120.00
Tuition (year ending June 30, 1927) . . . . .	459,354.00
	<hr/>
	\$2,414,474.00
For industrial education . . . . .	\$275,525.99
For evening schools . . . . .	44,319.00
For physical education . . . . .	84,933.00
	<hr/>
	\$9,471,838.86

III. For activities wholly supported or aided by amounts appropriated by state (year ending June 30, 1927)

For industrial courses in academies . . . . .	\$5,095.01
For schools in unorganized townships . . . . .	39,901.85
For summer schools . . . . .	7,000.00
For teachers' meetings . . . . .	4,000.00
For teachers' pensions . . . . .	66,780.67
For interest on lands reserved . . . . .	36,443.17
For payments of interest on Trust funds . . . . .	590.00
For normal schools and training school . . . . .	228,559.20
For repair of normal school buildings . . . . .	44,181.44
For expenses of normal school trustees . . . . .	285.33
For aid to academies . . . . .	25,000.00
For special aid to secondary schools . . . . .	61,200.00
For training rural teachers . . . . .	27,092.89
For vocational education . . . . .	24,955.90
For registration of teachers . . . . .	500.00
For Maine teachers' retirement fund . . . . .	1,153.80
	<hr/>
	\$572,739.26

IV. For state administration purposes from amounts appropriated by state (year ending June 30, 1927)

For salaries and expenses of Commissioner of Education and office assistants . . . . .	\$26,177.66	
For printing, postage, office expense, etc. . . . .	11,917.42	
For state certification of teachers . . . . .	1,000.00	
	<hr/>	\$39,095.08
Total expenditures from public funds and appropriations for current school expenses . . . . .	\$11,339,530.20	
Balance . . . . .		301,917.04
		<hr/>
		\$11,641,447.24

## CONSOLIDATED FINANCIAL REPORT

### SUMMARY OF ALL PUBLIC APPROPRIATIONS AND EXPENDITURES FOR CURRENT EXPENSES OF SCHOOLS FOR FISCAL YEAR TERMINATING WITHIN THE TWELVE MONTHS ENDING JUNE 30, 1928

#### *Resources*

I. Amount available from towns (fiscal year 1927-28)		
Raised for common schools . . . . .	\$6,019,615.00	
Unexpended balance for common schools . . . . .	387,760.00	
From local funds for common schools . . . . .	355,017.00	
	<hr/>	\$6,762,392.00
For school superintendence . . . . .	\$241,012.00	
For school committee expense . . . . .	57,532.00	
For repairs, apparatus, etc. . . . .	725,784.00	
For rent and insurance . . . . .	109,673.00	
For manual training and domestic science . . . . .	183,728.90	
For new buildings . . . . .	521,543.00	



For compulsory education and medical inspection . . . . .	34,215.00
For evening schools . . . . .	24,594.00
For physical education . . . . .	66,968.00
For receipts from loans, sales and insurance . . . . .	200,241.00

\$2,165,290.90

Total No. I . . . . . \$8,927,682.90

II. Amounts available from state for distribution to towns and school superintendents, State school fund (fiscal year 1927-1928)

Teachers' Retirement . . . . .	\$2,000.00
Equalization . . . . .	100,000.00
Disbursement on tuition . . . . .	121,523.65
Disbursement on census . . . . .	731,793.00
Disbursement on teaching positions . . . . .	582,600.77
Disbursement on aggregate attendance . . . . .	264,502.35
Disbursement on physical education . . . . .	42,000.00
Disbursement on industrial education . . . . .	151,000.00

\$1,995,419.77

For school superintendence (annual appropriation 1927) . . . . .	180,000.00
For transfers, cash, etc., to school superintendence . . . . .	1,029.00

\$ 181,029.00

Total No. II . . . . . \$2,176,448.77

III. Amounts available from state for special educational activities, higher education, and educational institutions (annual appropriation 1927)

For schools in unorganized townships . . . . .	\$38,000.00
From taxes, tuition, transfers, etc., unorganized townships . . . . .	3,215.93
For summer schools . . . . .	31,000.00

For teachers' meetings.....	3,500.00	
For teachers' pensions.....	87,000.00	
For transfers on pensions.....	3,300.00	
For interest on Trust funds.....	590.00	
For normal schools and training school.....	200,000.00	
For cash receipts.....	25,403.28	
For repairs and permanent improve- ment.....	60,000.00	
For cash and balance brought for- ward for year ending June 30, 1927	41,461.99	
For interest on lands reserved.....	36,000.00	
For transfers to lands reserved.....	81.27	
For training rural teachers.....	31,000.00	
For vocational education.....	20,000.00	
For transfers, also federal grant voca- tional.....	8,391.96	
For aid to academies.....	24,000.00	
For special aid to academies.....	70,400.00	
For registration of teachers.....	500.00	
For registration fees for membership	488.04	
	<hr/>	
Total No. III.....		\$644,332.47

IV. Amounts available from state for state ad-  
ministrative purposes (annual appropria-  
tion 1927)

For salaries and clerk hire.....	\$28,000.00	
For transfers salaries and clerk hire.	2,000.00	
For general office expense.....	14,000.00	
For state certification of teachers.....	1,000.00	
	<hr/>	
Total No. IV.....		\$45,000.00

Total amount available from public funds and ap-  
propriations for current school expenses.....\$11,793,464.14

*Expenditures*

I. For activities supported wholly by amounts appropriated by towns (fiscal year 1927-28)	
For school committee expense.....	\$56,688.00

For rent and insurance . . . . .	111,021.00	
For new buildings . . . . .	637,950.00	
For compulsory education . . . . .	13,170.00	
For medical inspection . . . . .	23,144.00	
For redemption of bonds or interest on indebtedness . . . . .	509,561.00	
	<hr/>	\$1,251,534.00

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

For elementary schools (fiscal year 1927-28) . . . . .	\$5,389,140.00
For textbooks and supplies . . . . .	417,226.00
For repairs, apparatus, supplies, etc., 1927-28 . . . . .	763,130.00

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\$6,569,496.00

For school superintendence by towns (fiscal year 1927-1928) . . . . .	237,105.00
For school superintendence by state . . . . .	181,029.00

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\$418,134.00

For secondary education, direct sup- port (fiscal year 1927-1928) . . . . .	\$1,954,533.00
For secondary education, tuition (for year ending June 30, 1928) . . . . .	458,181.00

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\$2,412,714.00

For industrial education . . . . .	\$289,211.16
For evening schools . . . . .	39,696.00
For physical education . . . . .	88,334.00

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\$417,241.16

Total No. II . . . . . \$9,817,585.16

III. For activities wholly supported or aided by amounts appropriated by state (year ending June 30, 1928)

For industrial courses in academies . . . . .	\$5,337.84
For schools in unorganized townships . . . . .	42,077.96

For summer schools for teachers. . . .	28,769.29
For teachers' meetings. . . . .	3,181.93
For teachers' pensions. . . . .	90,961.10
For interests on lands reserved. . . .	36,860.30
For payments of interest on funds. .	590.00
For normal schools and training schools. . . . .	223,396.14
For normal schools upkeep. . . . .	94,630.06
For aid to academies. . . . .	21,750.00
For special aid to secondary schools.	70,400.00
For training rural teachers. . . . .	28,769.29
For vocational education. . . . .	28,391.96
For registration of teachers. . . . .	541.04
For Maine teachers' retirement fund	924.28

Total No. III. . . . . \$676,581.19

IV. For state administration purposes from amounts appropriated by state (year ending June 30, 1928)

For salaries and expenses of Com- missioner of Education and office assistants. . . . .	\$29,663.86
For printing, postage, office expense, etc. . . . .	13,108.61
For state certification of teachers. . .	282.00

Total No. IV. . . . . \$43,054.47

Total expenditures from public funds and appro-  
priations for current school expenses. . . . . \$11,788,754.82

Balance. . . . . \$4,709.32

## 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, 1927 and ending June 30, 1928, and gives a comparison with the year 1918.

### PUPILS

PUPILS	1918	1927	1928
School census (5 to 21 years).....	229,846	243,528	244,872
Total enrollment:			
Elementary.....	133,814	133,265	134,760
Secondary {High Schools.....	17,617	25,542	26,144
{Academies.....	4,407	5,783	5,589
Total.....	155,838	164,590	166,493
Net enrollment:			
Elementary.....	122,110	121,799	123,540
Secondary {High Schools.....	17,215	25,125	25,816
{Academies.....	4,407	5,719	5,544
Total.....	143,732	152,643	154,900
Urban distribution (elementary only).....	—	58,415	58,315
Rural distribution (elementary only).....	—	74,850	76,445
Conveyed at expense of town:			
Elementary.....	7,823	12,203	13,628
Secondary.....	433	543	698
Total.....	8,256	12,746	14,326
Aggregate attendance:			
Elementary.....	16,614,161	18,816,989	19,325,108
Secondary {High Schools.....	2,665,842	4,118,451	4,203,171
{Academies.....	597,375	934,675	907,186
Total.....	19,877,378	23,870,115	24,435,465
Average daily attendance:			
Elementary.....	98,081	106,806	109,622
Secondary {High Schools.....	14,890	22,582	23,004
{Academies.....	3,357	5,174	5,088
Total.....	116,328	134,562	137,714
Average length of school year:			
Elementary.....	169	176	176
Secondary {High Schools.....	179	182	183
{Academies.....	178	180	178
Non-resident:			
Elementary.....	—	1,302	1,167
Secondary {High Schools.....	2,023	2,837	2,831
{Academies.....	1,998	2,226	2,115
Total.....	4,021	6,365	6,113
Persons of compulsory school age not attending school regularly.....	1,984	668	563
Enrollment by years:			
Elementary—			
Kindergarten and sub-primary.....	—	7,730	7,887
Grade I.....	17,226	18,855	18,742
Grade II.....	12,354	15,144	15,754
Grade III.....	12,378	15,087	15,082
Grade IV.....	12,515	15,259	14,816
Grade V.....	11,372	14,438	14,785
Grade VI.....	10,871	13,716	13,639
Grade VII.....	9,568	11,512	11,226
Grade VIII.....	8,400	10,060	10,214
Grade IX.....	3,674	1,447	1,322
Ungraded or special.....	23,602	1,183	1,413

PUPILS	1918	1927	1928
Junior High School—			
Grade VII or VIII .....	—	1,122	1,849
Grade VIII or IX .....	—	1,227	1,578
Year I .....	—	650	967
Year II .....	—	55	64
Senior High School—			
Year I .....	6,399	7,602	7,800
Year II .....	4,692	6,573	6,865
Year III .....	3,535	5,353	5,528
Year IV .....	2,896	4,719	4,653
Special .....	94	218	257
Academies—			
Year I .....	1,419	1,726	1,548
Year II .....	1,083	1,401	1,365
Year III .....	927	1,239	1,228
Year IV .....	828	1,229	1,250
Special .....	98	182	215
Enrollment by courses:			
High Schools—			
English or general .....	6,615	8,848	9,547
College preparatory (classical) .....	5,616	7,208	7,333
College preparatory (scientific) .....	—	1,062	1,362
Commercial .....	4,768	6,999	6,189
Manual training .....	258	665	666
Home economics .....	234	323	676
Agricultural .....	125	211	185
Academies—			
English .....	1,700	2,159	1,969
College preparatory .....	1,501	2,099	2,038
Commercial .....	419	1,043	1,065
Manual training .....	16	26	29
Home economics .....	141	128	135
Agricultural .....	252	110	162
Teacher training .....	326	176	136
Promoted or graduated:			
Elementary .....	7,855	9,869	10,519
Senior High Schools .....	2,687	4,464	4,341
Academies .....	752	1,117	1,115

## TEACHERS

TEACHERS	1918	1927	1928
Teaching positions:			
Elementary—			
Urban .....	—	1,819	1,805
Rural .....	—	3,154	3,176
Secondary—			
Urban .....	—	700	718
Rural .....	—	439	458
Total .....	—	6,112	6,157
Positions for men:			
Elementary .....	227	300	296
Secondary { High Schools .....	260	412	423
Academies .....	89	128	124
Total .....	576	840	843

TEACHERS	1918	1927	1928
Positions for women:			
Elementary	4,760	4,673	4,685
Secondary (High Schools)	562	727	753
Academies	162	220	220
Total	5,484	5,620	5,658
Different persons employed:			
Elementary	6,340	5,386	5,366
Secondary (High Schools)	1,005	1,170	1,217
Academies	296	354	361
Total	7,641	6,910	6,944
Average wages of men per week:			
Elementary	\$17.84	\$31.40	\$31.68
Secondary (High Schools)	\$31.10	\$51.29	\$51.72
Academies	\$33.09	\$50.74	\$51.57
Average wages of women per week:			
Elementary	\$12.04	\$23.24	\$23.68
Secondary (High Schools)	\$17.85	\$35.34	\$35.35
Academies	\$15.71	\$30.82	\$31.37
Average annual salaries of men:			
Elementary	\$617.53	\$1,131.78	\$1,132.34
Secondary (High Schools)	\$1,122.06	\$1,875.87	\$1,901.82
Academies	\$1,196.37	\$1,891.05	\$1,915.00
Average annual salaries of women:			
Elementary	\$419.89	\$829.45	\$863.91
Secondary (High Schools)	\$646.53	\$1,297.55	\$1,301.97
Academies	\$569.21	\$1,124.94	\$1,136.04
Average annual salaries of both:			
Elementary	\$428.99	\$847.69	\$879.87
Secondary (High Schools)	\$796.94	\$1,506.75	\$1,517.74
Academies	\$791.59	\$1,418.29	\$1,439.79

SCHOOLS

SCHOOLS	1918	1927	1928
Classification:			
Elementary	4,659	4,557	4,603
Unorganized townships	51	27	26
Free high	200	203	201
Junior high	—	4	7
Tuition	198	269	268
Non-contract academies	15	24	23
Contract academies	35	33	34
Evening	12	13	13
Distribution of public schools:			
Urban	—	1,600	1,400
Rural	—	3,224	3,240
Number in one-room buildings	—	1,923	1,868
Number to which pupils are conveyed	1,409	1,804	1,885
Number discontinued during year	7	69	39
Number with school improvement leagues	633	1,189	1,255
Number with libraries	1,359	1,719	1,691
Number with satisfactory equipment	—	3,736	3,668

## BUILDINGS

BUILDINGS	1918	1927	1928
Public school buildings used for—			
Elementary school purposes . . . . .	3,063	2,452	2,427
Secondary school purposes . . . . .	69	93	92
Elementary and secondary schools . . . . .	155	160	163
Buildings not in active use . . . . .	—	587	545
Buildings rented for school purposes . . . . .	51	37	32
Seating capacity . . . . .	182,179	187,167	188,001
Number of new buildings completed . . . . .	30	32	41
Cost of new buildings . . . . .	\$295,086	\$816,954	\$894,193
Additions to buildings completed . . . . .	—	13	24
Cost of additions . . . . .	—	\$115,752	\$319,940
Estimated value of school property:			
Public schools . . . . .	\$12,091,485	\$28,557,640	\$30,804,448
Academies . . . . .	\$1,944,218	\$3,437,060	\$3,884,992



FINANCIAL

FINANCIAL	1918	1927	1928
<i>Resources:</i>			
Amount appropriated for maintenance:*			
Public schools .....	\$1,600,325	\$5,890,497	\$6,019,615
Academies .....	\$53,534	\$175,583	\$170,356
State aid toward maintenance:			
Public schools .....	\$1,713,237	\$1,814,464	\$1,790,238
Academies .....	\$40,325	\$92,836	\$102,827
Total resources for maintenance:			
Public schools .....	\$3,743,226	\$8,415,820	\$8,552,630
Academies .....	\$208,719	\$595,612	\$606,363
Total resources for all school purposes:			
Public schools .....	\$4,575,962	\$10,854,693	\$10,901,909
Academies .....	\$392,044	\$1,012,655	\$1,091,230
<i>Expenditures:</i>			
For instruction:			
Public schools {Elementary .....	\$1,961,226	\$3,953,080	\$4,037,091
{Secondary .....	\$587,344	\$1,559,559	\$1,584,111
Total .....	\$2,548,570	\$5,512,639	\$5,621,202
Academies .....	\$184,731	\$456,667	\$473,885
For tuition:			
Public schools {Elementary .....	\$19,589	\$36,856	\$39,822
{Secondary .....	\$134,182	\$459,354	\$424,967
Total .....	\$153,771	\$496,210	\$464,789
For fuel:			
Public schools {Elementary .....	\$281,749	\$380,242	\$362,332
{Secondary .....	\$118,298	\$99,262	\$102,254
Total .....	\$400,047	\$479,504	\$464,586
Academies .....	—	\$63,050	\$58,557
For janitor service:			
Public schools {Elementary .....	\$173,118	\$369,039	\$379,797
{Secondary .....	—	\$124,197	\$135,763
Total .....	\$173,118	\$493,236	\$515,560
Academies .....	\$23,988	\$50,363	\$48,077
For conveyance:			
Public schools {Elementary .....	\$202,330	\$525,053	\$555,907
{Secondary .....	\$11,572	\$24,707	\$20,368
Total .....	\$213,902	\$549,760	\$576,275
For textbooks:			
Public schools {Elementary .....	\$151,301	\$217,091	\$214,097
{Secondary .....	—	\$72,631	\$70,653
Total .....	\$151,301	\$289,722	\$284,750
Academies .....	\$17,779	\$14,172	\$14,120
For supplies:			
Public schools {Elementary .....	—	\$168,999	\$203,129
{Secondary .....	—	\$74,764	\$74,598
Total .....	—	\$243,763	\$277,727
Academies .....	—	\$11,360	\$11,724
Total expenditures for maintenance:			
Public schools {Elementary .....	\$2,823,384	\$5,662,246	\$5,806,366
{Secondary .....	\$925,358	\$2,414,474	\$2,412,714
Total .....	\$3,748,742	\$8,076,720	\$8,219,080
Academies .....	\$208,719	\$595,612	\$606,363

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

FINANCIAL	1918	1927	1928
For supervision .....	\$98,951	\$236,708	\$237,105
For new lots and buildings .....	\$175,123	\$576,800	\$637,950
For repairs and permanent improvements .....	\$336,051	\$469,496	\$648,288
For equipment .....	—	\$139,323	\$114,842
For medical inspection .....	\$5,871	\$17,281	\$23,144
For physical education .....	—	\$84,933	\$88,334
For industrial education .....	\$80,737	\$234,844	\$248,278
For vocational education .....	—	\$45,777	\$46,271
For evening schools and Americanization .....	\$16,343	\$44,319	\$39,696
Total expenditures for all school purposes:			
Public schools .....	\$4,411,269	\$10,588,977	\$11,026,642
Academies .....	\$402,410	\$970,996	\$1,066,730
Per capita costs:			
On total enrollment and expenditure for maintenance—			
Elementary .....	\$21.10	\$42.49	\$43.09
Secondary .....	\$42.02	\$77.08	\$76.03
On total enrollment and total expenditure .....	\$28.31	\$64.34	\$66.23
On average attendance and expenditure for maintenance—			
Elementary .....	\$28.79	\$53.01	\$52.97
Secondary .....	\$50.71	\$86.99	\$85.89
On average attendance and total expenditure .....	\$37.92	\$78.69	\$80.07
On school census and total expenditure .....	\$19.19	\$43.48	\$45.03
On state census and total expenditure .....	\$5.94	\$13.79	\$14.36

## STATE AID

STATE AID	1918	1927	1928
Toward public school maintenance .....	\$1,527,561	\$1,726,349	\$1,730,803
Toward academy maintenance .....	\$25,250	\$21,250	\$22,500
Toward equalization of expense .....	\$48,165	\$72,195	\$67,987
Toward physical education .....	—	\$32,988	\$33,924
Toward industrial education .....	\$55,523	\$104,137	\$109,972
Toward vocational education .....	—	\$30,336	\$34,972
Toward evening schools .....	\$9,354	\$9,003	\$8,704
Toward Americanization .....	—	\$10,362	\$9,534
Toward supervision .....	\$95,400	\$114,580	\$164,830

SUPERVISION

SUPERVISION	1918	1927	1928
Unions:			
Number of school unions . . . . .	113	132	132
Total salaries paid . . . . .	\$166,948	\$310,259	\$346,402
Average salary . . . . .	\$1,477	\$2,350	\$2,624
Cities or towns:			
Number of cities or towns with more than fifty schools . . . . .	8	8	8
Total salaries paid . . . . .	\$20,300	\$33,200	\$33,400
Average salary . . . . .	\$2,538	\$4,150	\$4,175
State agents:			
Number of towns supervised by state agents . . . . .	—	7	7
Total salaries paid . . . . .	—	\$2,580	\$2,780

SPECIAL SCHOOL ACTIVITIES

SPECIAL SCHOOL ACTIVITIES	1918	1927	1928
Evening schools:			
Teaching positions . . . . .	126	187	163
Enrollment . . . . .	1,847	3,962	3,729
Cost of instruction . . . . .	\$15,225	\$27,083	\$26,928
Kindergartens:			
Teaching positions . . . . .	63	53	56
Enrollment . . . . .	1,794	1,309	1,433
Cost of instruction . . . . .	—	\$59,597	\$64,705
Music:			
Teaching positions . . . . .	96	98	109
Enrollment . . . . .	—	72,154	85,747
Cost of instruction . . . . .	\$41,473	\$78,244	\$89,152
Drawing:			
Teaching positions . . . . .	37	26	30
Enrollment . . . . .	—	34,029	40,435
Cost of instruction . . . . .	\$16,571	\$31,945	\$36,097
Manual training:			
Teaching positions . . . . .	56	73	70
Enrollment . . . . .	—	8,116	8,291
Cost of instruction . . . . .	\$50,524	\$132,528	\$130,359
Agriculture:			
Teaching positions . . . . .	—	10	13
Enrollment . . . . .	—	209	511
Cost of instruction . . . . .	—	\$20,525	\$24,626
Home economics:			
Teaching positions . . . . .	56	84	82
Enrollment . . . . .	—	8,698	7,773
Cost of instruction . . . . .	\$31,901	\$105,773	\$110,062
Physical education:			
Teaching positions . . . . .	—	63	66
Enrollment . . . . .	—	50,349	41,548
Cost of instruction . . . . .	—	\$85,148	\$92,072
Medical inspection:			
Number of school physicians . . . . .	48	55	57
Number of school nurses . . . . .	—	41	33
Cost of employment . . . . .	\$4,628	\$47,919	\$35,154

**THE FOLLOWING TABLE SHOWS CERTAIN ITEMS REGARDING SCHOOLS IN INDIVIDUAL TOWNS OF THE STATE OF MAINE FOR THE YEAR ENDING JUNE 30, 1928**

**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 school maintenance	Rate of taxation for municipal purposes	State aid for school maintenance	Equalization fund	Expenditure for instruction	Total expenditure for school maintenance	Total expenditure for all school purposes
		Elementary	Secondary	Elementary	Secondary	Elementary	Secondary	Elementary	Secondary								
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
Auburn.....	4,923	2,777	761	2,512	751	2,237	670	92	30	\$148,249	.0076	.035	\$31,678.35	—	\$146,243	\$185,095	\$265,552
Durham.....	334	166	—	153	—	128	—	11	—	7,900	.0142	.049	3,138.54	\$288	5,589	11,455	12,707
East Livermore.....	896	465	193	423	190	395	180	18	9	29,000	.0129	.042	5,998.84	—	27,629	36,908	45,794
Greene.....	207	151	—	134	—	121	—	7	—	6,100	.0102	.038	2,371.41	—	4,248	8,042	9,539
Leeds.....	249	160	11	144	11	122	—	9	1	6,350	.0101	.044	2,328.54	—	5,412	8,497	10,262
Lewiston.....	10,434	2,975	696	2,629	694	2,236	595	90	27	139,722	.0049	.031	48,134.12	—	152,846	194,059	243,191
Lisbon.....	1,243	758	197	721	197	651	181	37	6	32,000	.0072	.0298	8,883.00	—	35,621	47,129	56,413
Livermore.....	434	214	—	179	—	179	—	10	—	10,900	.0173	.050	3,362.88	270	6,644	14,580	21,991
Mechanic Falls.....	559	360	130	331	126	308	117	15	5	13,100	.0119	.045	3,759.67	288	12,733	19,067	21,722
Minot.....	217	99	—	91	—	80	—	6	—	4,300	.0103	.054	2,085.88	—	3,827	6,734	7,293
Poland.....	421	305	—	290	—	250	—	14	—	10,000	.0078	.034	3,809.98	—	8,735	14,669	16,148
Turner.....	389	235	72	220	53	206	61	9	6	15,050	.0105	.045	3,176.28	—	6,982	18,435	21,108
Wales.....	150	103	—	97	—	80	—	5	—	3,900	.0129	.044	1,799.72	90	2,988	5,856	6,827
Webster.....	370	214	32	177	32	154	28	8	2	8,488	.0138	.047	2,469.87	288	8,394	11,499	12,539
Total.....	20,826	8,982	2,092	8,101	2,054	7,147	1,841	331	86	\$ 435,059			\$122,997.08	1,224	\$427,891	\$582,025	\$751,086

AROOSTOOK COUNTY

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
Amity	118	78	—	74	—	57	—	3	—	1,550	.0106	.055	1,489.90	—	1,584	3,742	4,842
Ashland	876	581	106	541	106	441	93	18	5	16,700	.0173	.060	6,002.39	928	20,048	31,068	38,470
Bancroft	104	76	—	68	—	57	—	4	—	1,500	.0120	.054	1,042.36	63	1,800	2,785	3,620
Benedicta	134	83	—	83	—	72	—	3	—	3,350	.0224	.051	849.53	—	3,345	4,896	5,097
Blaine	459	265	37	265	37	171	31	9	5	9,000	.0164	.048	2,767.62	336	6,247	11,833	13,066
Bridgewater	396	290	63	290	63	231	44	9	3	10,100	.0148	.041	3,103.06	—	6,805	14,306	14,970
Caribou	2,457	1,710	377	1,564	370	1,387	336	38	14	56,245	.0150	.063	16,457.50	1,000	49,476	83,226	98,253
Castle Hill	289	172	—	161	—	120	—	7	—	4,800	.0163	.056	2,510.07	210	5,498	7,848	8,800
Chapman	196	128	—	119	—	90	—	6	—	3,700	.0183	.065	1,994.05	210	5,148	7,067	8,857
Connor	249	187	—	174	—	132	—	4	—	3,250	.0173	.095	1,492.79	—	3,305	5,283	6,847
Crystal	153	93	—	78	—	80	—	5	—	6,150	.0257	.077	1,714.19	216	3,242	7,409	8,665
Dyer Brook	102	82	—	67	—	64	—	3	—	2,800	.0120	.056	1,653.30	66	2,217	6,021	8,346
Eagle Lake	785	521	—	521	—	446	—	14	—	7,500	.0192	.067	4,870.89	494	8,797	12,160	13,991
Easton	560	350	68	305	68	260	55	13	3	14,950	.0162	.051	3,922.35	551	14,473	19,723	22,309
Fort Fairfield	2,003	1,140	266	1,053	266	945	238	36	11	57,300	.0146	.053	13,606.36	1,000	47,513	73,020	97,690
Fort Kent	1,746	1,473	137	1,307	137	1,195	116	42	6	23,981	.0166	.056	12,322.27	—	28,109	38,039	42,565
Frenchville	606	413	24	368	21	351	17	14	1	4,435	.0114	.050	5,192.88	—	7,303	12,074	12,535
Grand Isle	604	434	—	423	—	359	—	13	—	4,750	.0186	.0575	4,148.88	442	4,528	6,351	7,271
Haynesville	94	81	6	76	6	69	5	2	1	1,600	.0145	.060	940.97	104	2,462	3,296	3,845
Hersey	70	38	—	36	—	32	—	2	—	2,225	.0145	.041	883.19	—	1,242	2,971	3,167
Hodgdon	390	233	37	222	36	193	29	9	2	8,470	.0152	.0453	3,134.20	297	7,303	12,218	16,710
Houlton	1,990	1,123	411	1,020	409	927	370	33	18	58,125	.0131	.047	13,324.44	1,000	53,721	77,960	100,063
Island Falls	588	423	116	407	114	351	107	11	4	14,000	.0186	.058	3,966.53	714	16,423	22,761	26,918
Limestone	794	479	72	456	71	398	62	13	4	20,600	.0178	.067	4,832.95	720	15,245	27,591	40,538
Linneus	268	203	—	182	—	168	—	7	—	5,530	.0159	.060	2,829.05	210	3,938	9,224	12,050
Littleton	369	238	—	190	—	169	—	9	—	7,900	.0212	.0485	3,050.91	342	6,567	11,195	14,331
Ludlow	129	79	—	62	—	53	—	4	—	2,725	.0185	.061	1,583.11	140	2,340	4,716	5,104
Madawaska	1,005	669	34	600	30	512	27	24	1	7,700	.0082	.052	6,935.93	—	14,600	22,366	28,232
Mapleton	489	322	92	306	92	230	79	7	6	17,313	.0188	.059	3,335.22	684	13,322	22,277	26,496
Mars Hill	732	471	67	471	67	367	57	14	5	21,000	.0188	.053	4,981.57	700	12,389	25,680	34,710

COMMISSIONER OF EDUCATION

AROOSTOOK COUNTY—Continued

Name of Town	School census (5 to 21 years)		Total Enrollment		Net Enrollment		Average Daily Attendance		Teaching Positions		Amount appropriated for school maintenance	Rate of taxation for school maintenance	Rate of taxation for municipal purposes	State aid for school maintenance	Equalization fund	Expenditure for instruction	Total expenditure for school maintenance	Total expenditure for all school purposes
	Elementary	Secondary	Elementary	Secondary	Elementary	Secondary	Elementary	Secondary	Elementary	Secondary								
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	
Masardis.....	204	140	13	140	13	108	10	5	1	6,250	.0185	.050	2,001.41	288	5,405	7,968	9,049	
Merrill.....	185	99	106	91	106	79	87	3	5	4,100	.0180	.098	1,286.79	532	9,167	13,105	19,082	
Monticello.....	570	346	33	346	33	245	28	8	2	11,900	.0193	.052	4,315.91	350	8,873	16,439	18,474	
New Limerick.....	140	89	—	87	—	75	—	4	—	3,796	.0178	.0595	1,651.70	136	2,274	5,222	5,488	
New Sweden.....	323	183	—	176	—	150	—	9	—	4,400	.0102	.039	2,847.14	—	5,024	7,690	8,607	
Oakfield.....	459	256	—	230	—	211	—	8	—	7,825	.0243	.065	3,279.03	376	5,851	12,223	15,672	
Orient.....	54	35	—	34	—	25	—	2	—	1,375	.0116	.050	761.90	—	1,088	2,367	2,618	
Perham.....	234	165	—	140	—	124	—	5	—	2,500	.0063	.036	2,073.60	—	2,886	5,321	7,115	
Portage Lake.....	313	236	24	214	24	189	18	6	1	6,850	.0190	.050	2,301.77	272	6,708	9,314	10,207	
Presque Isle.....	2,154	1,392	302	1,278	297	1,112	272	43	14	53,391	.0131	.052	13,908.42	1,000	50,521	66,703	226,983	
Saint Agatha.....	648	427	90	382	88	328	82	15	5	4,125	.0111	.044	4,462.56	—	7,225	9,401	46,629	
Sherman.....	376	231	85	207	85	186	80	8	3	7,145	.0175	.056	2,639.42	576	9,348	12,909	18,719	
Smyrna.....	177	126	—	110	—	101	—	5	—	4,700	.0174	.067	1,932.83	170	3,617	7,714	8,708	
Stockholm.....	478	287	22	275	22	212	19	7	2	6,600	.0200	.065	3,204.00	390	7,333	10,280	21,985	
Van Buren.....	1,676	1,452	138	1,371	138	1,148	124	45	4	26,150	.0135	.048	13,429.38	—	33,866	44,065	49,371	
Wade.....	140	99	—	99	—	75	—	5	—	1,650	.0067	.045	1,708.79	—	2,765	4,412	4,943	
Washburn.....	712	481	130	424	128	377	108	15	5	21,300	.0221	.063	4,914.47	817	17,812	28,963	34,660	
Westfield.....	263	180	24	170	22	142	19	6	2	8,663	.0149	.053	1,816.37	243	6,873	10,304	11,604	
Weston.....	118	82	—	70	—	58	—	4	—	2,610	.0159	.057	1,563.40	120	2,781	4,575	4,936	
Woodland.....	483	323	—	296	—	242	—	11	—	6,500	.0138	.058	3,695.12	260	7,003	10,565	12,618	

AROOSTOOK COUNTY—Concluded

Plantations																			
Allagash	165	118	—	109	—	70	—	6	—	2,200	.0138	.039	1,196.77	—	3,093	3,736	6,103		
Cary	108	80	—	77	—	56	—	3	—	1,425	.0164	.060	1,241.14	90	1,494	2,927	3,543		
Caswell	228	158	—	138	—	111	—	4	—	2,550	.0146	.047	1,520.01	—	2,514	5,438	19,265		
Cyr	190	123	—	117	—	91	—	6	—	1,000	.0046	.044	1,449.31	—	3,318	3,900	5,447		
E	36	31	—	31	—	17	—	1	—	1,190	.0156	.045	338.09	22	432	985	1,875		
Garfield	36	25	—	22	—	20	—	1	—	575	.0059	.044	494.95	—	825	1,728	2,899		
Glenwood	13	9	—	8	—	6	—	1	—	200	.0045	.040	155.94	—	750	1,013	2,329		
Hamlin	176	88	—	80	—	50	—	3	—	2,390	.0125	.055	902.20	84	2,402	3,549	3,816		
Hammond	16	11	—	9	—	8	—	1	—	300	.0016	.0275	231.26	—	836	1,466	1,566		
Macwahoc	45	28	8	28	8	23	5	1	1	1,200	.0178	.081	399.00	38	1,981	2,297	2,461		
Moro	74	50	—	43	—	33	—	2	—	1,175	.0106	.063	1,283.42	—	1,246	3,547	3,936		
Nashville	15	8	—	8	—	7	—	1	—	250	.0019	.0555	158.26	—	518	1,060	1,124		
New Canada	212	176	—	176	—	133	—	6	—	1,700	.0106	.0492	1,694.92	—	2,670	3,134	3,307		
Oxbow	66	44	—	44	—	38	—	2	—	1,000	.0083	.044	890.42	—	1,407	2,237	2,424		
Reed	191	115	48	104	48	99	46	2	2	4,100	.0238	.063	1,493.53	517	7,040	8,633	10,313		
Saint Francis	567	371	—	343	—	275	—	9	—	5,517	.0194	.075	3,860.96	351	5,826	8,545	10,581		
Saint John	235	169	—	170	—	137	—	6	—	1,250	.0074	.058	1,623.82	—	3,764	4,656	5,533		
Silver Ridge	62	47	—	43	—	38	—	2	—	1,250	.0135	.050	694.68	44	1,272	2,874	3,393		
Wallagrass	552	501	—	501	—	426	—	13	—	4,040	.0165	.062	3,925.33	372	6,320	9,167	12,621		
Westmanland	29	14	—	14	—	9	—	1	—	300	.0018	.026	205.80	—	544	1,038	1,100		
Winterville	171	117	—	117	—	78	—	3	—	300	.0034	.040	1,077.57	—	1,704	2,098	2,244		
Total	31,649	21,347	2,936	19,791	2,905	16,839	2,564	668	136	\$624,991			\$233,569.85	\$17,475	\$615,366	\$952,764	1,371,706		

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 school maintenance	Rate of taxation for municipal purposes	State aid for school maintenance	Equalization fund	Expenditure for instruction	Total expenditure for school maintenance	Total expenditure for all school purposes
		Elementary	Secondary	Elementary	Secondary	Elementary	Secondary	Elementary	Secondary								
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
Baldwin	228	141	—	129	—	111	—	7	—	5,600	.0075	.032	2,562.23	—	\$4,722	\$8,371	\$13,509
Bridgton	724	433	120	395	120	361	112	18	6	24,628	.0121	.043	5,350.84	384	19,835	30,399	36,245
Brunswick	2,105	942	314	853	312	763	280	37	15	46,500	.0086	.037	13,480.59	—	48,168	63,503	81,503
Cape Elizabeth	448	281	46	258	45	240	40	11	3	19,000	.0073	.031	3,315.58	—	15,570	22,540	29,476
Casco	193	129	39	123	39	88	33	7	2	6,175	.0139	.050	1,654.64	264	7,016	8,552	10,157
Cumberland	323	208	34	195	34	174	32	9	3	12,100	.0076	.0336	2,241.17	—	7,923	13,696	16,148
Falmouth	535	302	—	260	—	255	—	14	—	11,600	.0045	.030	4,095.66	—	11,014	19,119	23,283
Freeport	612	404	131	347	129	326	126	15	4	20,000	.0122	.042	4,922.92	—	18,845	25,955	31,558
Gorham	851	681	132	597	128	550	120	20	12	23,750	.0086	.038	5,941.32	—	27,266	35,134	43,837
Gray	307	214	57	174	57	177	56	11	3	9,950	.0132	.041	2,629.93	—	8,553	12,813	14,827
Harpswell	334	230	—	193	—	190	—	13	—	11,100	.0096	.043	3,371.99	—	8,737	15,070	18,441
Harrison	277	214	—	187	—	154	—	9	—	8,100	.0122	.049	2,743.14	180	5,801	11,358	12,280
Naples	153	129	—	108	—	101	—	4	—	5,325	.0119	.046	1,170.95	80	2,815	7,457	8,287
New Gloucester	337	199	67	163	67	165	62	12	3	11,600	.0118	.036	2,851.31	—	11,093	14,941	17,521
North Yarmouth	221	121	—	119	—	104	—	6	—	4,250	.0106	.042	2,063.30	—	3,064	6,857	7,157
Otisfield	184	119	—	111	—	89	—	7	—	5,200	.0135	.055	2,116.35	161	4,276	8,503	9,378
Portland	24,440	9,949	3,077	9,271	2,967	7,915	2,489	311	126	625,888	.0067	.032	136,017.05	—	622,417	774,018	1,135,135
Pownal	143	106	—	102	—	83	—	7	—	3,950	.0140	.043	1,987.98	200	3,985	6,781	7,247
Raymond	155	101	—	85	—	80	—	5	—	3,950	.0090	.038	1,813.69	—	3,598	6,455	7,361
Scarborough	661	399	83	348	83	308	73	13	4	16,950	.0068	.040	4,386.56	—	15,770	21,987	38,205



CUMBERLAND COUNTY—Concluded

Sebago.....	177	118	26	99	26	99	22	6	2	7,100	.0132	.042	1,549.62	—	7,619	10,065	11,433
South Portland...	3,907	2,780	475	2,504	469	2,279	422	77	21	110,375	.0097	.04175	26,423.43	—	107,469	136,338	261,219
Standish.....	411	247	63	230	63	202	56	12	4	17,367	.0085	.036	3,392.07	—	14,287	21,505	26,445
Westbrook.....	3,076	1,396	383	1,258	380	1,144	353	50	13	73,956	.0077	.0338	17,757.25	—	71,268	92,547	120,526
Windham.....	646	419	100	377	96	339	84	18	4	23,000	.0090	.041	4,656.74	—	16,584	24,930	44,813
Yarmouth.....	653	437	128	411	126	365	109	17	4	18,200	.0118	.044	4,776.07	384	17,972	25,486	43,056
Total.....	42,101	20,699	5,275	18,907	5,141	16,662	4,469	716	229	\$1125614			\$264,272.38	1,653	\$1085,667	\$1424,380	\$2068,747

FRANKLIN COUNTY

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
Avon.....	88	26	—	26	—	20	—	2	—	2,000	.0083	.050	1,197.94	—	1,044	3,232	3,570	
Carthage.....	74	60	—	59	—	47	—	4	—	2,200	.0110	.049	897.14	—	2,638	3,466	4,123	
Chesterville.....	150	113	—	95	—	88	—	6	—	3,150	.0084	.044	1,834.58	—	3,822	6,564	7,507	
Eustis.....	160	119	39	113	37	101	33	4	2	7,150	.0144	.048	1,584.48	216	6,376	10,631	13,764	
Farmington.....	849	415	191	341	190	324	170	14	8	31,400	.0109	.035	5,741.40	—	26,348	39,134	43,938	
Freeman.....	63	40	—	35	—	27	—	4	—	1,540	.0088	.059	1,136.79	—	1,785	2,910	3,734	
Industry.....	83	61	—	56	—	49	—	3	—	1,724	.0090	.059	1,161.45	—	1,940	3,242	4,116	
Jay.....	1,141	508	96	472	94	401	76	23	5	28,463	.0114	.041	7,086.54	—	25,793	35,857	44,211	
Kingfield.....	261	163	58	156	56	141	49	4	3	7,500	.0127	.043	1,809.09	180	7,259	9,824	10,746	
Madrid.....	73	49	—	47	—	29	—	3	—	2,180	.0091	.037	757.97	—	1,988	3,027	3,609	
New Sharon.....	282	155	64	152	64	130	56	8	3	8,800	.0201	.065	2,366.76	546	8,710	12,206	13,943	
New Vineyard...	111	67	—	55	—	52	—	4	—	2,490	.0084	.043	1,149.68	—	2,262	4,266	4,615	
Phillips.....	314	247	52	223	52	205	47	11	3	10,600	.0142	.042	2,759.44	—	12,445	14,790	17,053	
Rangeley.....	426	292	108	279	107	252	95	8	5	17,365	.0108	.040	3,342.29	—	14,148	21,841	52,476	
Salem.....	41	31	—	30	—	21	—	2	—	1,100	.0086	.038	554.45	—	1,178	1,452	2,374	
Strong.....	230	145	65	134	65	119	61	4	3	8,500	.0148	.042	1,662.07	—	7,489	10,029	10,348	
Temple.....	83	52	—	49	—	43	—	4	—	2,100	.0087	.044	1,105.97	—	2,197	3,868	4,155	
Weld.....	130	64	25	63	25	60	22	3	2	5,360	.0123	.041	1,140.55	—	4,698	6,572	7,335	
Wilton.....	810	525	129	476	129	461	122	19	6	19,000	.0106	.040	5,945.49	—	13,758	26,258	30,037	

COMMISSIONER OF EDUCATION

## 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 school maintenance	Rate of taxation for municipal purposes	State aid for school maintenance	Equalization fund	Expenditure for instruction	Total expenditure for school maintenance	Total expenditure for all school purposes
		Elementary	Secondary	Elementary	Secondary	Elementary	Secondary	Elementary	Secondary								
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
Plantations																	
Coplin.....	19	17	—	17	—	11	—	1	—	600	.0042	.028	367.73	—	915	2,195	2,381
Dallas.....	77	59	—	51	—	43	—	2	—	1,375	.0078	.0335	744.22	—	1,261	2,525	3,490
Lang.....	20	13	—	10	—	10	—	2	—	1,200	.0084	.051	533.90	—	1,463	2,748	3,555
Rangeley.....	23	11	—	10	—	8	—	2	—	3,210	.0072	.029	649.57	—	2,124	4,388	4,695
Sandy River.....	11	10	—	9	—	6	—	1	—	—	—	.0248	256.62	—	720	1,746	2,019
Total.....	5,519	3,242	827	2,958	819	2,648	731	138	40	\$169,838			\$45,786.12	942	\$152,361	\$232,771	\$297,794

HANCOCK COUNTY

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
Amherst.....	50	30	—	29	—	24	—	3	—	910	.0101	.065	847.51	—	1,350	1,677	1,919
Aurora.....	16	14	—	13	—	11	—	1	—	200	.0027	.050	287.29	—	438	568	601
Bar Harbor.....	1,185	660	225	583	224	491	198	25	12	53,450	.0077	.045	8,335.08	—	45,365	61,782	80,771
Bluehill.....	485	250	52	227	52	210	45	13	4	12,300	.0093	.0435	4,048.78	—	7,658	13,521	16,125
Brooklin.....	270	158	45	142	64	131	37	6	3	5,500	.0112	.050	2,006.30	—	6,209	7,500	14,459
Brooksville.....	356	160	30	144	30	122	21	8	2	5,050	.0136	.055	2,434.78	276	6,454	8,091	12,751
Bucksport.....	484	323	—	281	—	255	—	11	—	14,400	.0159	.054	3,855.14	319	8,396	17,726	19,734
Castine.....	203	113	61	108	60	100	57	5	4	7,250	.0097	.039	1,429.40	—	6,297	9,596	10,963
Cranberry Isles.....	151	59	—	46	—	45	—	4	—	4,606	.0133	.030	1,646.08	—	3,312	5,741	6,084
Dedham.....	70	45	—	35	—	36	—	2	—	2,300	.0069	.034	471.30	—	1,176	3,215	3,402
Deer Isle.....	390	259	56	238	56	211	48	15	3	9,000	.0160	.04885	3,556.15	588	11,133	13,781	16,010
Eastbrook.....	58	34	—	34	—	31	—	1	—	1,150	.0107	.051	821.91	—	879	2,412	2,681
Ellsworth.....	887	495	187	457	183	406	164	15	7	28,500	.0088	.045	6,139.90	—	22,109	35,053	59,153
Franklin.....	256	132	66	126	66	106	55	6	3	7,090	.0205	.051	2,249.56	518	7,810	10,135	11,299
Gouldsboro.....	309	203	—	175	—	175	—	10	—	8,991	.0148	.050	2,023.73	260	5,462	12,030	15,304
Hancock.....	234	154	17	139	17	137	13	6	1	5,900	.0146	.048	2,202.08	192	5,637	7,672	8,713
Lamoine.....	89	59	—	53	—	53	—	3	—	2,100	.0108	.046	968.99	—	1,691	3,209	3,779
Mariaville.....	47	39	—	39	—	32	—	2	—	1,300	.0118	.0451	475.26	16	720	1,479	2,210
Mount Desert.....	739	327	79	302	77	267	71	16	8	27,150	.0090	.0475	5,100.49	—	23,436	32,169	55,200
Orland.....	240	134	—	121	—	100	—	5	—	6,000	.0146	.044	2,501.21	100	3,125	8,789	9,706
Otis.....	22	26	—	26	—	16	—	2	—	300	.0034	.038	294.22	—	934	1,345	1,412
Penobscot.....	223	114	29	105	29	98	25	8	2	5,203	.0186	.067	2,000.56	432	6,140	7,624	7,878
Sedgwick.....	242	105	30	93	30	88	26	9	2	5,775	.0183	.0475	2,023.41	384	6,867	8,126	9,718
Sorrento.....	48	29	—	28	—	25	—	2	—	1,700	.0054	.040	609.26	—	1,728	2,576	2,822
Southwest Harbor.....	350	184	61	173	61	158	54	7	3	12,125	.0107	.040	2,336.22	—	10,033	14,578	17,943
Stonington.....	435	239	97	217	97	204	88	8	4	10,477	.0151	.0534	3,082.68	432	11,218	14,552	18,977
Sullivan.....	228	134	67	122	67	111	61	7	3	7,900	.0161	.047	1,886.24	364	7,857	10,453	12,143
Surry.....	140	82	—	75	—	70	—	4	—	2,800	.0104	.049	1,237.20	—	2,336	4,957	6,826
Swan's Island.....	167	108	—	97	—	88	—	5	—	3,000	.0150	.058	1,562.68	140	3,200	4,469	4,878
Tremont.....	454	197	—	186	—	168	—	9	—	5,980	.0147	.053	3,186.65	243	6,601	9,627	10,850

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 school maintenance	Rate of taxation for municipal purposes	State aid for school maintenance	Equalization fund	Expenditure for instruction	Total expenditure for school maintenance	Total expenditure for all school purposes
		Elementary	Secondary	Elementary	Secondary	Elementary	Secondary	Elementary	Secondary								
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
Trenton .....	110	70	—	53	—	49	—	3	—	1,900	.0118	.056	1,406.36	66	1,920	3,668	4,235
Verona .....	53	36	—	33	—	29	—	2	—	1,000	.0142	.054	588.77	50	1,008	1,519	1,963
Waltham .....	34	19	—	19	—	17	—	1	—	290	.0027	.0375	231.09	—	474	759	792
Winter Harbor .....	169	78	71	74	71	71	63	2	3	4,700	.0088	.0465	1,164.43	—	5,250	7,223	8,531
Plantations																	
Long Island .....	37	31	—	28	—	28	—	1	—	400	.0157	.036	261.56	—	576	860	1,216
Number 33 .....	12	13	—	9	—	6	—	1	—	330	.0043	.0265	152.95	—	435	499	690
Osborn .....	11	12	—	11	—	9	—	1	—	85	.0011	.028	152.84	—	720	803	840
Total .....	9,254	5,125	1,153	4,641	1,184	4,178	1,026	229	64	\$267,112			\$74,578.06	\$4,380	\$235,954	\$349,784	\$462,578

KENNEBEC COUNTY

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
Albion	342	172	51	172	51	162	43	7	3	\$8,250	0170	.050	\$2,375.31	\$390	\$8,595	\$12,194	\$13,269
Augusta	4,351	1,992	603	1,770	597	1,579	527	67	23	109,858	0087	.046	25,409.73	—	103,843	136,701	293,810
Belgrade	290	176	42	151	41	138	37	7	2	8,400	0102	.041	2,613.69	—	7,231	11,468	15,294
Benton	329	245	—	191	—	179	—	9	—	10,075	0135	.044	2,881.12	180	8,550	12,529	13,560
Chelsea	219	158	—	148	—	119	—	7	—	3,000	0116	.0465	2,290.65	—	3,618	6,015	7,696
China	308	226	31	199	31	173	27	8	3	7,800	0119	.044	2,348.51	144	5,068	10,550	11,740
Clinton	422	285	60	268	60	237	53	9	3	11,250	0159	.049	3,040.15	420	10,782	15,824	17,560
Farmingdale	215	166	—	147	—	138	—	6	—	6,475	0075	.0315	2,224.07	—	5,297	9,165	9,496
Fayette	140	80	—	68	—	63	—	5	—	2,750	0110	.046	1,917.63	—	1,896	4,026	4,797
Gardiner	1,497	987	339	900	335	874	304	32	16	41,840	0078	.039	10,745.87	—	43,321	60,347	76,498
Hallowell	747	487	120	440	118	402	105	15	5	19,780	0088	.040	5,215.37	—	19,511	26,186	29,980
Litchfield	225	151	35	134	35	114	27	8	2	5,400	0114	.060	1,937.48	—	4,441	8,486	9,107
Manchester	166	114	—	110	—	96	—	5	—	3,200	0086	.039	1,852.84	—	3,269	5,263	5,874
Monmouth	420	282	51	252	51	225	45	10	4	11,950	0112	.0375	3,028.70	—	6,966	14,483	15,602
Mount Vernon	212	128	15	107	15	98	11	8	1	4,575	0101	.043	1,720.10	—	4,652	7,431	8,482
Oakland	807	414	151	391	147	364	138	14	5	20,700	0131	.0515	5,004.66	598	16,808	27,850	38,654
Pittsford	210	139	—	119	—	108	—	8	—	3,700	0087	.039	2,321.63	—	3,540	6,312	7,027
Randolph	342	249	—	220	—	208	—	8	—	7,400	0177	.045	2,844.67	204	5,670	10,103	10,623
Readfield	231	148	—	127	—	122	—	7	—	6,150	0096	.035	2,440.57	—	4,351	8,534	10,069
Rome	106	60	—	56	—	47	—	4	—	2,000	0050	.045	1,257.68	—	1,800	3,115	4,305
Sidney	282	203	—	179	—	158	—	10	—	7,750	0119	.052	2,813.03	210	5,321	10,710	12,478
Vassalboro	512	388	—	359	—	318	—	14	—	21,200	0143	.045	4,248.16	280	10,081	24,372	29,326
Vienna	98	57	—	52	—	42	—	3	—	1,825	0106	.053	1,356.65	—	1,470	3,003	3,272
Waterville	4,610	2,151	474	2,033	466	1,847	431	80	13	121,348	0101	.038	27,291.38	—	116,006	149,822	176,540
Wayne	110	86	7	81	7	69	6	3	1	4,674	0099	.0442	1,317.27	—	3,213	5,883	7,249
West Gardiner	194	135	—	121	—	95	—	4	—	4,550	0112	.043	1,717.04	—	3,280	7,051	8,260
Windsor	185	138	—	112	—	99	—	6	—	2,900	0089	.045	1,962.09	—	2,813	5,057	6,355
Winslow	1,412	772	141	701	138	623	122	26	5	37,030	0110	.046	8,442.55	—	26,075	45,830	53,607
Winthrop	587	392	80	375	80	329	74	11	4	19,100	0093	.040	3,969.91	—	15,456	23,905	30,323
Unity Plantation	13	14	—	14	—	10	—	1	—	290	0098	.044	155.95	—	420	468	512
Total	19,582	10,995	2,200	9,997	2,172	9,036	1,950	402	90	515,220			\$136,744.46	\$2,446	\$450,644	\$672,683	\$931,365

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 school maintenance	Rate of taxation for municipal purposes	State aid for school maintenance	Equalization fund	Expenditure for instruction	Total expenditure for school maintenance	Total expenditure for all school purposes
	Elementary	Secondary	Elementary	Secondary	Elementary	Secondary	Elementary	Secondary	Elementary	Secondary								
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	
Appleton.....	210	118	35	111	34	101	30	5	2	\$3,900	.0140	.049	\$2,058.29	480	\$4,099	\$6,138	\$9,359	
Camden.....	817	485	169	460	169	416	155	18	9	32,361	.0085	.0385	5,675.27	—	28,162	40,607	57,287	
Cushing.....	90	58	—	51	—	42	—	5	—	2,475	.0144	.054	1,593.76	150	2,398	4,092	4,379	
Friendship.....	184	119	16	109	16	97	14	5	1	4,725	.0113	.050	1,956.76	—	5,267	8,173	11,617	
Hope.....	134	90	—	78	—	71	—	5	—	3,000	.0102	.040	1,728.58	—	2,490	4,859	5,228	
Isle au Haut.....	20	21	—	16	—	15	—	1	—	800	.0062	.0395	309.65	—	712	1,547	1,786	
North Haven.....	140	88	21	75	21	67	17	4	2	4,950	.0081	.036	1,192.61	—	5,366	6,519	6,734	
Owl's Head.....	139	90	—	80	—	64	—	3	—	2,000	.0054	.040	1,549.17	—	2,180	3,653	4,071	
Rockland.....	2,148	1,435	403	1,269	401	1,115	351	40	17	55,294	.0079	.043	14,312.06	—	57,001	74,523	79,914	
Rockport.....	426	244	60	233	59	206	55	10	3	14,200	.0097	.048	2,908.69	—	12,130	18,521	21,044	
Saint George.....	520	331	55	313	55	268	46	11	2	10,130	.0154	.050	3,438.85	390	8,819	14,527	15,757	
South Thomaston.....	157	120	—	112	—	95	—	5	—	2,400	.0120	.049	1,709.70	100	3,479	4,477	5,999	
Thomaston.....	389	269	107	239	106	206	91	11	5	14,700	.0113	.045	2,856.99	—	14,676	19,995	23,970	
Union.....	290	144	71	141	71	120	65	7	2	6,225	.0093	.041	2,197.61	—	6,521	8,745	9,711	
Vinalhaven.....	477	267	80	264	79	236	72	11	3	13,000	.0146	.048	3,570.03	408	11,107	16,234	18,324	
Warren.....	340	208	42	167	42	156	38	8	2	7,425	.0089	.0395	2,901.05	—	6,984	12,617	13,865	
Washington.....	223	95	33	93	33	74	27	5	2	4,130	.0135	.059	1,501.19	306	4,180	5,833	6,671	
Plantations Matinicus Isle...	40	28	—	27	—	23	—	1	—	1,179	.0249	.036	385.56	—	900	1,733	1,839	
Total.....	6,744	4,210	1,092	3,838	1,086	3,372	961	155	50	\$182,894			\$51,845.82	\$1,834	\$176,471	\$252,793	\$297,555	

LINCOLN COUNTY

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
Alna	71	47	—	43	—	35	—	3	—	2,275	.0122	.044	1,342.28	64	1,950	3,323	3,566
Boothbay	405	229	47	213	47	203	44	12	2	10,850	.0123	.055	3,794.98	486	9,925	15,115	16,380
Boothbay Harbor	582	330	148	322	147	295	135	10	5	14,550	.0075	.053	4,102.47	—	15,172	20,413	53,854
Bremen	100	65	—	62	—	49	—	4	—	2,175	.0114	.050	1,212.06	—	2,095	3,359	3,942
Bristol	458	163	68	161	68	141	63	8	3	9,550	.0108	.044	2,888.74	—	10,893	13,225	15,368
Damariscotta	205	156	—	106	—	102	—	4	—	5,500	.0070	.035	1,922.77	—	2,914	7,362	39,568
Dresden	142	86	29	74	29	69	28	6	3	2,750	.0079	.039	1,389.82	—	2,715	4,278	4,887
Edgecomb	73	46	—	38	—	36	—	3	—	1,725	.0071	.045	1,231.07	—	1,567	3,193	3,291
Jefferson	295	176	—	158	—	140	—	9	—	5,500	.0116	.046	2,745.00	—	4,848	8,138	8,456
Newcastle	236	152	—	131	—	112	—	8	—	9,250	.0129	.0395	2,512.59	—	4,975	10,616	11,723
Nobleboro	170	104	—	95	—	86	—	6	—	3,600	.0111	.042	2,075.81	—	2,909	5,333	6,170
Somerville	71	54	—	50	—	38	—	2	—	1,050	.0132	.059	669.84	100	892	1,768	2,174
South Bristol	195	100	14	99	14	90	12	4	1	5,000	.0080	.035	1,893.38	—	4,088	6,874	8,240
Southport	103	69	—	54	—	54	—	16	—	2,400	.0027	.040	1,399.89	50	2,035	3,962	6,809
Waldoboro	597	340	54	327	54	280	50	16	3	12,900	.0108	.054	4,609.32	—	12,380	16,765	18,609
Westport	46	26	—	25	—	23	—	2	—	700	.0041	.0336	386.33	—	960	1,164	1,293
Whitefield	254	173	21	165	21	140	18	8	1	4,000	.0081	.0405	2,445.99	—	4,561	7,268	8,268
Wiscasset	269	190	59	185	59	169	53	9	4	7,400	.0081	.040	2,294.16	—	5,401	10,798	12,191
Monhegan Pl.	22	18	—	17	—	14	—	1	—	800	.0063	.0362	195.33	—	900	1,246	1,567
Total	4,294	2,524	440	2,325	439	2,076	403	118	22	\$101,975			\$39,111.83	700	\$91,180	\$144,200	\$226,356

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 school maintenance	Rate of taxation for municipal purposes	State aid for school maintenance	Equalization fund	Expenditure for instruction	Total expenditure for school maintenance	Total expenditure for all school purposes
	Elementary	Secondary	Elementary	Secondary	Elementary	Secondary	Elementary	Secondary	Elementary	Secondary								
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	
Albany . . . . .	82	46	—	42	—	34	—	3	—	\$1,645	.0085	.049	\$1,060.54	—	\$1,530	\$3,335	\$3,765	
Andover . . . . .	220	138	32	130	32	125	30	7	2	8,750	.0122	.0415	1,874.43	—	8,022	10,383	11,685	
Bethel . . . . .	574	365	—	330	—	300	—	16	—	20,000	.0134	.038	4,712.22	—	11,564	24,018	28,907	
Brownfield . . . . .	201	137	34	123	34	94	31	6	2	6,000	.0156	.051	1,842.52	743	5,986	9,294	10,631	
Buckfield . . . . .	249	152	65	127	63	117	56	8	3	6,720	.0113	.035	2,010.81	—	8,333	10,594	11,797	
Byron . . . . .	25	17	—	16	—	15	—	1	—	1,590	.0080	.054	338.61	—	808	1,706	1,968	
Canton . . . . .	240	174	80	165	76	149	71	7	3	8,100	.0172	.064	1,967.88	396	9,733	14,359	19,808	
Denmark . . . . .	130	77	24	73	23	58	19	3	2	6,115	.0142	.0495	1,309.88	168	4,490	7,780	9,181	
Dixfield . . . . .	399	259	66	231	64	222	58	8	3	12,300	.0140	.041	2,865.04	—	11,574	16,879	19,616	
Fryeburg . . . . .	414	261	—	241	—	217	—	12	—	14,425	.0113	.037	3,450.35	—	7,496	17,336	20,280	
Gilead . . . . .	67	30	—	24	—	24	—	2	—	2,250	.0093	.036	676.65	—	1,368	2,827	2,941	
Greenwood . . . . .	230	164	—	144	—	126	—	9	—	4,700	.0127	.048	2,544.78	198	5,477	7,954	8,855	
Hanover . . . . .	29	15	—	13	—	11	—	1	—	1,500	.0109	.047	509.64	—	900	2,196	2,246	
Hartford . . . . .	144	87	—	82	—	66	—	7	—	2,500	.0073	.044	1,932.79	—	2,996	4,825	5,384	
Hebron . . . . .	151	90	—	78	—	72	—	5	—	3,225	.0102	.044	1,899.96	—	3,351	6,071	7,214	
Hiram . . . . .	217	123	15	122	15	104	13	6	2	7,225	.0115	.051	2,155.75	—	5,040	8,878	12,956	
Lovell . . . . .	150	96	—	87	—	75	—	6	—	5,775	.0062	.030	1,813.70	—	3,914	7,580	8,207	
Mason . . . . .	16	18	—	18	—	14	—	1	—	525	.0073	.032	177.79	—	684	786	861	
Mexico . . . . .	1,571	711	182	647	182	623	162	20	8	26,600	.0199	.067	8,980.37	1,000	29,334	39,444	48,623	
Newry . . . . .	91	72	—	54	—	55	—	5	—	3,600	.0098	.040	1,389.15	—	3,418	4,765	5,422	



OXFORD COUNTY—Concluded

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
Norway.....	1,003	504	179	468	179	412	174	17	9	26,100	.0136	.047	6,600.25	682	25,912	35,998	44,545
Oxford.....	416	220	54	206	54	189	50	10	2	10,750	.0164	.047	2,836.47	392	9,913	14,844	21,952
Paris.....	1,122	638	203	593	200	530	179	24	18	41,000	.0165	.046	8,834.70	1,000	36,933	53,098	65,504
Peru.....	219	135	—	118	—	100	—	6	—	6,065	.0139	.047	2,165.67	144	4,399	8,435	9,088
Porter.....	206	125	52	109	52	95	46	6	4	4,950	.0158	.062	1,849.89	372	7,961	10,622	11,329
Roxbury.....	99	68	—	66	—	56	—	4	—	3,536	.0188	.057	1,086.70	144	2,983	4,725	5,273
Rumford.....	3,524	1,764	445	1,614	445	1,435	417	59	17	83,500	.0115	.043	20,920.85	—	82,349	111,710	158,622
Stoneham.....	52	37	—	32	—	29	—	3	—	1,860	.0124	.047	738.74	60	1,815	2,696	3,387
Stow.....	56	30	—	24	—	23	—	2	—	1,625	.0093	.040	665.09	—	1,503	2,975	3,301
Sumner.....	191	114	—	97	—	79	—	7	—	3,775	.0099	.043	1,999.64	—	3,642	6,071	6,723
Sweden.....	55	30	—	26	—	23	—	3	—	2,400	.0095	.040	764.03	—	1,440	2,784	2,942
Upton.....	42	38	—	34	—	29	—	2	—	2,250	.0068	.044	587.54	—	1,614	3,017	3,368
Waterford.....	288	142	—	130	—	125	—	7	—	8,250	.0148	.044	2,692.78	220	5,610	10,693	11,372
Woodstock.....	238	164	42	147	40	122	32	6	3	9,800	.0173	.051	1,862.12	372	7,842	12,246	15,233
Plantations.....	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Lincoln.....	26	20	—	20	—	17	—	2	—	1,650	.0024	.021	313.12	—	1,755	3,131	3,480
Magalloway.....	27	28	—	28	—	17	—	2	—	525	.0011	.03655	448.95	—	2,020	4,140	4,568
Milton.....	26	15	—	15	—	12	—	1	—	650	.0069	.034	203.43	—	594	859	1,338
Total.....	12,790	7,104	1,473	6,474	1,459	5,794	1,338	294	78	352,231	—	—	\$98,082.83	\$5,891	\$324,303	\$489,054	\$612,372

PENOBSCOT COUNTY

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
Alton.....	59	44	—	43	—	36	—	2	—	1,700	.0122	.050	\$757.49	\$40	\$1,301	\$2,094	\$2,225
Argyle.....	44	45	—	44	—	31	—	1	—	1,460	.0131	.075	285.59	27	654	1,751	1,850
Bangor.....	7,426	3,801	1,269	3,353	1,258	3,500	1,129	125	55	203,843	.0103	.0388	48,084.09	—	217,799	272,123	438,799
Bradford.....	210	134	23	123	23	115	20	5	2	5,700	.0175	.047	1,592.60	300	5,290	7,582	8,040
Bradley.....	239	167	—	163	—	149	—	6	—	3,150	.0059	.040	2,312.43	—	3,532	6,806	7,372
Brewer.....	1,966	1,072	444	984	439	912	397	34	21	52,100	.0101	.042	13,221.77	—	46,833	66,351	98,275
Burlington.....	91	72	—	65	—	54	—	4	—	1,500	.0067	.0265	1,091.96	—	1,989	3,402	3,598
Carmel.....	274	187	40	154	40	150	35	7	2	6,004	.0149	.054	2,027.00	297	6,572	9,700	10,736
Carroll.....	103	73	—	68	—	58	—	5	—	1,800	.0098	.045	1,220.85	—	2,521	3,761	4,165
Charleston.....	222	142	39	134	39	107	33	5	6	7,000	.0165	.044	1,707.76	216	3,842	9,388	10,354

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 school maintenance	Rate of taxation for municipal purposes	State aid for school maintenance	Equalization fund	Expenditure for instruction	Total expenditure for school maintenance	Total expenditure for all school purposes
	Elementary	Secondary	Elementary	Secondary	Elementary	Secondary	Elementary	Secondary	Elementary	Secondary								
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	
Chester	81	58	—	47	—	39	—	2	—	1,940	.0145	.053	518.63	50	1,242	2,547	3,166	
Clifton	39	26	—	26	—	19	—	2	—	1,000	.0087	.047	534.36	—	1,039	1,466	1,685	
Corinna	433	295	65	254	65	230	58	11	3	11,000	.0122	.049	3,146.40	220	6,776	15,328	16,679	
Corinth	292	196	44	161	44	149	43	6	4	8,650	.0145	.040	2,070.02	—	4,062	11,042	11,407	
Dexter	1,612	792	214	738	212	652	187	28	9	33,261	.0128	.045	9,515.34	756	32,665	45,843	58,342	
Dixmont	169	128	—	111	—	103	—	7	—	3,450	.0145	.056	2,018.59	182	3,230	6,305	7,244	
Drew	46	19	—	18	—	17	—	2	—	1,100	.0103	.045	852.68	—	1,117	2,442	2,643	
East Millinocket	602	378	125	371	125	339	115	11	4	19,080	.0116	.0475	4,215.61	—	20,440	37,226	55,883	
Eddington	143	91	—	86	—	73	—	3	—	3,500	.0133	.043	1,561.75	72	2,499	5,073	5,518	
Edinburg	17	17	—	13	—	12	—	1	—	550	.0075	.040	215.73	—	561	715	797	
Enfield	342	260	—	229	—	212	—	7	—	8,100	.0170	.050	2,833.54	240	4,952	10,219	25,805	
Etna	133	97	—	76	—	66	—	4	—	2,325	.0129	.053	1,632.85	72	2,113	3,820	4,111	
Exeter	216	146	—	130	—	109	—	5	—	4,300	.0122	.0465	1,447.35	120	2,937	6,155	6,844	
Garland	157	107	15	94	14	90	12	7	2	4,660	.0136	.050	1,445.75	132	4,065	6,032	6,491	
Glenburn	125	70	—	64	—	57	—	2	—	2,500	.0126	.050	932.10	40	1,713	3,572	3,774	
Greenbush	121	93	—	92	—	70	—	5	—	2,550	.0158	.059	1,248.50	150	2,673	4,247	4,710	
Greenfield	23	15	—	13	—	10	—	1	—	605	.0059	.0345	261.48	—	450	714	906	
Hampden	694	441	100	402	100	353	88	17	5	15,700	.0178	.052	5,299.23	792	11,102	19,946	23,263	
Hermion	372	256	51	229	48	199	42	12	2	6,900	.0133	.053	3,008.24	322	8,543	10,685	12,469	
Holden	172	96	—	86	—	75	—	6	—	3,850	.0152	.046	1,973.78	156	3,822	6,290	6,936	

PENOBSCOT COUNTY—Concluded

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
Howland . . . . .	459	318	82	296	80	272	71	9	4	15,000	.0097	.042	3,415.99	—	12,641	17,485	30,565
Hudson . . . . .	91	58	—	47	—	43	—	3	—	2,750	.0164	.054	1,061.59	87	1,898	3,893	4,163
Kenduskeag . . . . .	113	73	—	69	—	62	—	2	—	2,775	.0137	.043	1,345.84	60	2,131	4,102	4,511
Kingman . . . . .	184	128	—	119	—	100	—	3	—	2,000	.0134	.070	1,058.09	130	2,640	4,467	4,874
Lagrange . . . . .	153	99	32	99	32	82	22	4	2	5,000	.0149	.048	1,208.57	208	5,550	7,645	8,507
Lee . . . . .	230	141	—	126	—	119	—	8	—	5,600	.0216	.059	2,417.40	320	4,143	8,605	9,085
Levant . . . . .	184	130	—	117	—	96	—	5	—	3,400	.0119	.040	2,035.12	—	2,967	5,676	6,244
Lincoln . . . . .	1,009	632	119	565	119	526	111	24	5	28,500	.0154	.048	7,371.35	832	20,486	37,833	44,181
Lowell . . . . .	44	25	—	23	—	21	—	2	—	1,300	.0087	.032	823.17	—	1,139	2,320	2,434
Mattawamkeag . . . . .	126	90	25	83	25	73	19	4	2	6,700	.0151	.044	1,071.71	176	5,438	7,188	7,666
Maxfield . . . . .	30	17	—	13	—	14	—	1	—	400	.0057	.034	292.27	—	560	752	803
Medway . . . . .	189	114	—	104	—	79	—	6	—	3,600	.0080	.045	1,741.88	—	4,599	6,230	7,160
Milford . . . . .	397	237	—	229	—	215	—	6	—	9,619	.0104	.043	2,928.41	—	5,004	12,260	13,330
Millinocket . . . . .	2,139	1,403	289	1,322	288	1,193	262	36	13	65,500	.0141	.0442	14,206.79	1,000	58,909	84,815	112,678
Mount Chase . . . . .	80	64	—	59	—	50	—	3	—	2,400	.0138	.047	1,085.92	72	2,260	3,330	3,575
Newburg . . . . .	143	97	—	85	—	84	—	5	—	3,500	.0133	.052	1,689.54	115	2,898	4,992	5,263
Newport . . . . .	556	357	151	296	151	275	140	12	6	14,800	.0109	.045	3,825.84	—	16,220	21,645	24,705
Old Town . . . . .	2,287	1,211	378	1,143	376	1,051	330	35	14	48,520	.0085	.047	14,135.27	—	50,962	70,653	82,696
Orono . . . . .	1,060	464	118	436	116	378	109	13	6	23,736	.0093	.0475	6,034.41	—	22,252	32,113	36,426
Orrington . . . . .	356	242	—	221	—	198	—	8	—	9,900	.0162	.050	3,259.59	224	5,854	12,229	14,154
Passadumkeag . . . . .	117	73	—	71	—	59	—	3	—	1,800	.0088	.046	1,330.63	—	2,018	3,002	3,214
Patten . . . . .	429	301	57	267	57	255	54	8	5	15,150	.0168	.0425	3,156.55	—	15,248	21,414	23,413
Plymouth . . . . .	170	99	17	91	16	84	14	6	1	3,600	.0135	.054	1,701.08	184	3,741	5,849	6,530
Prentiss . . . . .	141	98	—	87	—	75	—	5	—	2,400	.0144	.065	1,596.77	135	2,598	4,489	5,373
Springfield . . . . .	174	102	24	98	24	89	20	3	3	5,025	.0244	.061	1,312.27	329	2,359	6,523	7,987
Stetson . . . . .	147	91	20	80	20	72	17	4	2	3,400	.0161	.054	1,223.40	174	4,162	6,182	6,890
Veazie . . . . .	155	93	—	84	—	77	—	5	—	6,700	.0128	.0345	1,721.79	—	4,364	8,425	9,997
Winn . . . . .	226	131	33	111	33	109	29	4	2	6,000	.0169	.042	1,661.84	—	5,662	8,438	9,746
Woodville . . . . .	26	21	—	21	—	16	—	2	—	600	.0058	.044	401.05	—	860	1,440	2,169
Plantations																	
Grand Falls . . . . .	14	13	—	13	—	12	—	1	—	679	.0045	.039	163.58	—	498	803	854
Lakeville . . . . .	17	12	—	10	—	7	—	1	—	400	.0019	.021	361.28	—	600	1,113	1,235
Seboeis . . . . .	14	14	—	14	—	7	—	1	—	—	—	.0155	315.61	—	745	1,046	1,127
Stacyville . . . . .	181	137	—	134	—	113	—	4	—	3,815	.0202	.071	1,704.80	164	3,825	6,299	6,774
Webster . . . . .	32	26	—	18	—	18	—	1	—	390	.0053	.037	389.14	—	465	778	858
Total . . . . .	28,096	16,429	3,774	14,922	3,744	13,910	3,357	571	180	\$724,237			\$205,082.01	\$8,394	\$682,030	\$1,006,659	\$1353,274

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 school maintenance	Rate of taxation for municipal purposes	State aid for school maintenance	Equalization fund	Expenditure for instruction	Total expenditure for school maintenance	Total expenditure for all school purposes
	Elementary	Secondary	Elementary	Secondary	Elementary	Secondary	Elementary	Secondary	Elementary	Secondary								
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	
Abbot . . . . .	169	122	26	110	26	93	22	6	2	5,750	.0307	.072	1,539.87	550	6,011	\$8,673	\$9,803	
Atkinson . . . . .	155	112	—	96	—	82	—	—	—	2,925	.0127	.042	1,712.61	—	2,544	5,490	5,853	
Blanchard . . . . .	27	20	—	19	—	16	—	—	—	850	.0051	.037	334.85	—	714	1,076	1,260	
Bowerbank . . . . .	9	—	—	—	—	—	—	—	—	300	.0024	.029	160.00	—	170	461	536	
Brownville . . . . .	681	402	115	367	113	329	102	16	6	21,000	.0202	.045	5,103.41	864	21,100	26,822	37,543	
Dover-Foxcroft . . . . .	1,118	688	181	624	181	590	161	30	10	42,500	.0140	.040	8,627.40	—	23,237	52,715	75,499	
Greenville . . . . .	620	361	95	356	94	349	90	9	4	11,350	.0110	.041	4,025.23	—	12,268	18,565	23,493	
Guilford . . . . .	567	314	125	306	125	252	116	13	4	16,500	.0165	.053	4,170.76	638	14,941	22,077	29,796	
Medford . . . . .	77	43	—	43	—	39	—	—	—	2,000	.0106	.046	1,313.70	—	1,864	3,342	3,552	
Milo . . . . .	1,122	633	243	579	243	543	223	18	9	28,000	.0135	.047	7,426.27	858	28,621	40,719	50,840	
Monson . . . . .	324	200	49	182	49	163	46	8	3	9,750	.0215	.054	2,581.17	546	9,251	13,055	15,020	
Orneville . . . . .	80	56	—	55	—	34	—	—	—	1,450	.0090	.040	910.79	—	1,252	2,083	2,383	
Parkman . . . . .	187	113	—	111	—	88	—	—	—	3,325	.0108	.046	2,094.22	—	3,693	5,656	6,580	
Sangerville . . . . .	444	257	54	231	54	216	44	13	2	11,425	.0155	.052	3,362.31	432	11,568	15,903	17,732	
Sebec . . . . .	93	78	—	69	—	61	—	—	—	3,500	.0113	.042	1,239.94	—	2,506	5,690	6,365	
Shirley . . . . .	73	50	—	60	—	45	—	—	—	2,450	.0129	.040	1,197.51	—	1,584	3,260	3,499	
Wellington . . . . .	136	87	—	80	—	60	—	—	—	2,575	.0139	.055	1,422.00	100	2,071	3,994	4,270	
Williamsburg . . . . .	27	21	—	20	—	12	—	—	—	1,100	.0119	.039	256.25	—	630	1,174	4,761	
Willimantic . . . . .	61	53	—	42	—	38	—	—	—	1,350	.0075	.043	1,163.93	—	1,629	3,016	3,586	

PISCATAQUIS COUNTY (Concluded)

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
Plantations																	
Barnard.....	24	17	—	12	—	9	—	1	—	700	.0058	.035	315.81	—	648	911	963
Chesuncook.....	24	14	—	13	—	12	—	1	—	1,125	.0092	.0327	297.36	—	1,008	1,320	1,574
Elliottsville.....	15	12	—	12	—	8	—	2	—	1,025	.0050	.031	338.89	—	1,038	1,410	1,707
Kingsbury.....	23	15	—	13	—	12	—	1	—	600	.0043	.036	229.95	—	624	846	1,075
Lake View.....	10	8	—	7	—	6	—	1	—	725	.0015	.026	146.95	—	800	1,179	1,446
Total.....	6,066	3,676	888	3,397	885	3,057	804	151	40	\$172,275			\$49,971.18	\$3,988	\$149,772	\$239,437	\$309,136

SAGADAHOC COUNTY

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
Arrowsic.....	36	16	—	15	—	13	—	1	—	700	.0088	.037	488.47	—	576	1,129	1,167
Bath.....	2,433	1,470	422	1,340	420	1,141	365	50	14	60,069	.0072	.036	16,006.58	—	60,967	79,169	104,493
Bowdoin.....	172	129	—	114	—	103	—	7	—	4,250	.0129	.0455	1,991.19	126	3,740	6,289	7,236
Bowdoinham.....	198	126	24	119	24	103	21	6	2	7,800	.0119	.044	1,726.52	160	6,316	8,982	9,951
Georgetown.....	103	60	—	56	—	42	—	3	—	2,550	.0062	.035	964.97	—	2,043	3,688	4,068
Phippsburg.....	247	153	—	149	—	116	—	9	—	3,850	.0064	.034	2,189.24	—	4,744	6,700	7,543
Richmond.....	492	328	88	305	88	280	84	13	4	14,900	.0129	.048	3,967.98	484	14,200	19,758	23,607
Topsham.....	619	337	—	314	—	279	—	19	—	17,100	.0092	.0335	4,823.60	—	11,489	20,817	24,846
West Bath.....	64	34	—	34	—	27	—	2	—	1,963	.0069	.038	1,056.01	—	1,602	3,237	3,596
Woolwich.....	197	117	—	114	—	94	—	7	—	3,600	.0093	.051	2,269.53	—	3,692	6,437	7,033
Total.....	4,561	2,770	534	2,560	532	2,198	470	117	20	\$116,782			35,484.09	770	\$109,369	\$156,206	\$193,540

COMMISSIONER OF EDUCATION

## SOMERSET COUNTY

Name of Town	School census (5 to 21 years)	Total Enrollment		Net Enrollment		Average Daily Attendance		Teaching Positions		Amount appropriated for school maintenance	Rate of taxation for school maintenance	Rate of taxation for municipal purposes	State aid for school maintenance	Equalization fund	Expenditure for instruction	Total expenditure for school maintenance	Total expenditure for all school purposes
		Elementary	Secondary	Elementary	Secondary	Elementary	Secondary	Elementary	Secondary								
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
Anson	759	508	—	444	—	428	—	18	—	22,144	.0172	.056	5,639.19	640	14,418	\$29,837	\$32,749
Athens	199	134	17	125	17	116	15	6	3	4,500	.0119	.053	1,629.86	168	3,404	7,145	8,171
Bingham	273	152	50	148	50	136	46	3	3	10,200	.0115	.039	2,021.34	—	8,894	13,435	15,989
Cambridge	85	58	—	46	—	44	—	3	—	1,200	.0076	.045	1,069.36	—	1,748	2,959	3,159
Canaan	244	137	—	118	—	107	—	3	—	5,675	.0151	.049	2,410.88	130	4,263	8,444	9,705
Concord	64	34	—	33	—	32	—	3	—	1,600	.0091	.054	791.06	—	1,969	3,037	3,646
Cornville	137	81	—	71	—	67	—	3	—	4,600	.0125	.047	1,633.75	60	2,995	5,572	5,991
Detroit	138	73	—	69	—	57	—	4	—	2,550	.0150	.048	1,618.37	104	2,118	4,120	4,962
Embsen	143	95	—	84	—	77	—	5	—	3,200	.0095	.050	1,859.40	—	2,928	6,279	7,061
Fairfield	1,491	713	221	645	221	563	197	23	8	33,000	.0118	.042	9,000.51	—	28,857	42,692	49,187
Harmony	268	201	55	147	55	151	43	7	2	7,000	.0163	.055	2,132.86	290	7,161	10,404	11,469
Hartland	341	232	44	211	44	192	39	8	4	10,250	.0097	.038	2,397.92	—	5,714	12,907	13,463
Madison	1,350	869	253	814	249	748	240	29	11	40,450	.0104	.037	9,245.75	—	38,530	55,708	84,888
Mercer	123	99	—	82	—	72	—	6	—	2,300	.0121	.044	1,533.68	96	2,925	4,085	4,510
Moscow	77	43	—	42	—	36	—	3	—	2,000	.0057	.030	869.88	—	1,750	2,595	2,984

SOMERSET COUNTY—Concluded

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
New Portland....	264	162	57	156	57	143	51	7	3	9,335	.0194	.062	2,116.78	407	7,453	11,488	12,614
Norridgewock....	330	218	67	182	67	182	57	9	5	11,100	.0138	.048	2,586.42	384	9,240	15,840	18,155
Palmyra.....	278	178	—	148	—	136	—	6	—	5,300	.0125	.038	2,394.28	—	3,848	7,820	8,689
Pittsfield.....	931	542	118	514	118	467	109	17	14	30,486	.0132	.050	6,437.62	418	16,016	35,919	40,573
Ripley.....	113	53	—	44	—	39	—	3	—	2,270	.0119	.052	1,512.60	84	2,010	3,628	3,922
Saint Albans....	319	230	—	206	—	180	—	9	—	7,000	.0143	.045	2,882.14	180	5,892	10,889	12,422
Skowhegan....	2,027	887	279	793	276	753	259	32	14	45,954	.0079	.037	12,132.80	—	41,257	57,444	74,753
Smithfield.....	92	59	—	57	—	47	—	5	—	2,000	.0080	.0495	1,151.42	—	2,756	3,972	4,752
Solon.....	241	141	44	139	38	112	40	8	2	8,300	.0132	.049	1,992.91	308	9,163	12,668	14,099
Starks.....	126	94	—	88	—	71	—	4	—	4,350	.0172	.067	1,456.34	136	2,386	5,949	6,334
Plantations																	
Bigelow.....	16	—	—	—	—	—	—	—	—	420	.0047	.036	168.00	—	—	851	955
Brighton.....	56	47	—	44	—	38	—	3	—	2,000	.0140	.048	746.26	72	1,844	2,995	3,483
Caratunk.....	59	34	12	34	12	31	11	2	1	2,800	.0076	.029	564.72	—	2,995	4,098	4,681
Dead River....	17	16	—	15	—	10	—	1	—	1,600	.0073	.042	332.03	—	1,106	2,635	2,893
Dennistown....	16	5	—	5	—	3	—	1	—	60	.0003	.012	164.95	—	836	1,655	1,775
Flagstaff.....	43	35	8	25	8	27	5	2	1	2,500	.0105	.050	464.03	—	2,547	4,135	4,518
Highland.....	26	19	—	19	—	12	—	1	—	290	.0026	.039	199.92	—	672	1,037	1,475
Jackman.....	382	73	28	73	28	68	26	3	2	6,650	.0101	.035	1,627.78	—	5,916	8,652	9,949
Lexington.....	58	30	—	29	—	23	—	2	—	1,350	.0115	.0469	634.55	—	1,152	1,955	2,761
Long Pond.....	82	59	—	57	—	48	—	2	—	1,150	.0056	.0224	543.61	—	1,739	2,011	2,367
Mayfield.....	2	—	—	—	—	—	—	—	—	100	.0010	.0345	6.00	—	—	476	552
Moose River....	141	80	—	80	—	74	—	3	—	3,000	.0098	.047	1,380.61	—	2,499	4,900	5,594
Pleasant Ridge..	19	17	—	16	—	12	—	2	—	1,000	.0075	.0325	390.89	—	1,032	1,217	1,378
The Forks.....	43	31	—	31	—	28	—	2	—	350	.0021	.027	723.71	—	1,494	2,758	2,943
West Forks....	26	9	17	9	17	8	12	1	1	1,100	.0043	.030	257.86	—	3,078	3,491	4,480
Total.....	11,399	6,448	1,270	5,853	1,257	5,338	1,150	244	76	\$301,134			\$86,722.04	3,477	\$254,605	\$417,702	\$504,051

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 school maintenance	Rate of taxation for municipal purposes	State aid for school maintenance	Equalization fund	Expenditure for instruction	Total expenditure for school maintenance	Total expenditure for all school purposes
	Elementary	Secondary	Elementary	Secondary	Elementary	Secondary	Elementary	Secondary	Elementary	Secondary								
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	
Belfast	1,615	900	319	808	314	736	292	27	10	33,300	.0096	.044	\$10,320.32	—	\$35,698	\$49,361	\$59,157	
Belmont	86	59	—	57	47	47	—	—	—	1,425	.0114	.045	834.89	—	900	2,344	2,467	
Brooks	224	109	78	107	76	98	72	5	4	7,312	.0133	.042	1,732.09	—	7,365	10,928	12,076	
Burnham	258	111	—	111	—	105	—	5	—	5,000	.0174	.056	1,933.07	160	3,107	7,047	8,143	
Frankfort	138	78	18	72	18	61	17	4	2	6,150	.0239	.066	1,158.52	432	4,238	7,385	7,673	
Freedom	124	70	—	67	—	60	—	3	—	2,100	.0110	.052	1,482.91	—	1,888	4,298	8,250	
Islesboro	191	133	36	117	36	101	32	7	3	12,500	.0089	.039	1,807.56	—	10,914	14,637	16,368	
Jackson	124	75	—	75	—	62	—	4	—	1,725	.0098	.048	1,097.52	—	2,002	3,237	3,782	
Knox	159	103	—	98	—	84	—	5	—	2,900	.0133	.051	2,119.37	115	2,570	5,654	6,527	
Liberty	164	108	30	94	29	88	24	4	2	2,950	.0117	.044	1,564.02	234	3,768	5,625	6,103	
Lincolnvile	237	148	—	130	—	125	—	6	—	4,100	.0091	.041	2,206.69	—	3,022	5,968	6,663	
Monroe	219	138	35	135	35	130	31	9	3	7,800	.0291	.070	2,100.04	486	5,740	9,812	11,294	
Montville	174	114	—	87	—	82	—	9	—	3,700	.0120	.055	1,930.18	105	2,388	6,134	7,026	
Morrill	73	48	—	43	—	36	—	—	—	1,300	.0082	.035	947.23	—	900	2,185	2,423	
Northport	100	71	—	64	—	54	—	5	—	1,950	.0035	.032	1,218.99	—	2,025	3,721	4,437	
Palermo	180	93	—	79	—	69	—	5	—	3,000	.0100	.050	1,892.47	90	2,298	4,083	5,359	
Prospect	118	81	—	72	—	63	—	3	—	2,500	.0135	.037	1,483.20	—	1,692	4,707	5,023	
Searsmont	187	134	27	116	25	105	22	6	1	3,800	.0105	.048	1,708.63	—	4,040	5,413	9,238	
Searsport	489	269	62	243	61	206	59	9	3	9,350	.0115	.043	3,207.66	—	9,153	13,086	15,745	
Stockton Springs	254	174	39	150	35	146	33	4	3	7,225	.0162	.050	1,783.27	280	5,746	9,408	11,723	



WALDO COUNTY—Concluded

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
Swanville.....	137	80	—	80	—	68	—	5	—	2,720	.0158	.049	1,439.74	112	2,415	3,931	4,381
Thorndike.....	105	58	—	85	—	71	—	6	—	3,200	.0109	.044	1,677.58	—	3,210	4,621	5,367
Troy.....	268	138	—	138	—	130	—	6	—	3,600	.0109	.054	2,324.31	—	2,922	5,882	6,317
Unity.....	341	135	70	135	70	127	65	6	3	6,923	.0092	.043	2,218.91	—	6,781	9,466	14,884
Waldo.....	143	80	—	76	—	76	—	3	—	1,715	.0099	.041	1,558.02	—	1,439	3,458	3,731
Winterport.....	439	218	59	201	58	179	51	9	3	9,450	.0154	.063	2,967.21	435	8,990	12,289	13,233
Total.....	6,547	3,755	773	3,440	757	3,109	698	155	37	\$147,695			\$54,714.40	\$2,449	\$135,271	\$214,680	\$257,390

WASHINGTON COUNTY

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
Addison.....	270	171	24	153	24	146	22	7	2	5,600	.0204	.048	\$2,020.07	396	\$6,005	\$8,721	\$9,330
Alexander.....	137	77	—	76	—	52	—	4	—	1,400	.0108	.056	1,154.12	—	2,224	3,254	3,875
Baileyville.....	911	485	170	475	169	432	157	20	7	27,574	.0116	.040	6,155.46	—	25,182	35,339	53,417
Baring.....	61	40	—	40	—	37	—	2	—	2,000	.0139	.043	672.96	40	1,708	3,234	3,481
Beals.....	243	148	20	136	19	122	15	5	2	4,600	.0324	.082	1,673.16	504	4,949	6,312	8,049
Beddington.....	7	7	—	4	—	4	—	1	—	180	.0040	.038	137.95	—	384	428	465
Brookton.....	78	49	—	43	—	36	—	2	—	1,325	.0105	.040	593.70	—	1,344	1,963	2,277
Calais.....	2,015	919	257	871	257	776	224	31	10	33,777	.0094	.046	11,569.05	—	21,509	45,473	56,777
Centerville.....	29	28	—	21	—	16	—	1	—	390	.0032	.0348	215.62	—	600	693	828
Charlotte.....	89	52	—	51	—	41	—	4	—	1,650	.0139	.052	908.45	100	2,097	2,915	3,287
Cherryfield.....	355	206	57	202	57	185	53	7	3	7,450	.0163	.056	2,649.39	390	4,254	10,792	11,853
Columbia.....	186	100	—	91	—	82	—	5	—	2,075	.0112	.051	1,898.41	—	2,698	4,463	5,004
Columbia Falls.....	206	125	45	122	44	112	43	6	2	4,475	.0176	.0521	1,637.98	310	6,309	7,682	8,468
Cooper.....	48	32	—	30	—	25	—	2	—	940	.0089	.0465	495.96	—	945	1,513	1,620
Crawford.....	45	36	—	36	—	28	—	1	—	801	.0047	.026	373.11	—	828	1,467	1,538

COMMISSIONER OF EDUCATION

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 school maintenance	Rate of taxation for municipal purposes	State aid for school maintenance	Equalization fund	Expenditure for instruction	Total expenditure for school maintenance	Total expenditure for all school purposes
		Elementary	Secondary	Elementary	Secondary	Elementary	Secondary	Elementary	Secondary								
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
Cutler	168	93	—	90	—	80	—	5	—	2,700	.0171	.055	1,666.33	155	3,003	4,415	5,897
Danforth	447	280	131	263	131	219	114	9	5	12,850	.0177	.050	3,354.92	608	12,986	19,349	21,633
Deblois	13	6	—	6	—	5	—	1	—	235	.0049	.037	215.95	—	360	445	482
Dennysville	125	77	73	70	73	60	69	3	3	3,000	.0171	.057	1,007.09	288	6,319	7,548	8,232
East Machias	354	253	47	231	47	215	43	3	4	5,900	.0113	.0355	2,579.80	—	4,002	8,825	9,800
Eastport	1,078	642	221	597	221	532	206	19	8	24,800	.0101	.042	7,560.52	—	25,285	34,910	39,521
Edmunds	124	71	—	69	—	56	—	4	—	3,025	.0236	.060	1,774.49	176	2,444	5,117	5,383
Harrington	238	155	54	138	53	131	49	7	2	6,050	.0174	.056	1,868.55	352	6,155	9,004	11,552
Jonesboro	170	96	35	82	35	82	30	4	2	3,791	.0218	.0565	1,420.15	378	4,574	5,641	6,971
Jonesport	573	343	106	312	106	291	101	12	4	12,500	.0191	.052	4,098.03	700	12,199	16,474	18,514
Lubec	1,078	648	144	600	144	530	130	22	6	21,350	.0151	.045	7,328.89	1,248	25,755	31,788	38,782
Machias	659	415	158	397	156	376	144	13	6	11,200	.0140	.050	4,283.71	480	14,508	17,422	20,164
Machiasport	271	167	—	150	—	143	—	8	—	5,650	.0185	.057	2,604.08	272	5,331	8,281	9,312
Marion	30	21	—	20	—	16	—	1	—	1,048	.0160	.062	370.51	31	726	1,184	1,299
Marshfield	59	26	—	24	—	23	—	2	—	1,075	.0153	.0532	824.02	54	1,240	2,035	2,149
Meddybemps	23	19	—	16	—	14	—	1	—	360	.0050	.056	193.08	—	525	709	823
Milbridge	357	214	48	201	48	186	41	7	2	5,050	.0103	.047	2,368.32	—	5,874	8,360	11,790
Northfield	47	32	—	32	—	24	—	2	—	1,400	.0149	.052	624.08	54	1,238	1,918	2,346
Pembroke	262	176	60	153	60	135	54	2	2	6,600	.0181	.051	2,027.10	363	6,708	10,525	13,205
Perry	228	173	—	148	—	119	—	6	—	4,750	.0184	.052	2,319.41	198	3,683	7,120	7,956

WASHINGTON COUNTY—Concluded

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
Princeton . . . . .	313	223	67	217	67	187	62	8	4	10,000	.0182	.049	2,494.34	448	11,947	15,082	16,233
Robbinston . . . . .	159	123	—	83	—	80	—	5	—	2,150	.0091	.045	1,368.43	—	3,560	4,765	5,480
Rogue Bluffs . . . . .	33	23	—	23	—	20	—	1	—	850	.0162	.052	260.06	29	630	1,436	1,466
Steuben . . . . .	235	137	33	135	33	119	28	8	1	4,800	.0170	.060	2,020.47	534	6,206	8,226	9,084
Talmadge . . . . .	16	10	—	10	—	8	—	1	—	535	.0059	.035	162.79	—	579	1,040	1,107
Topsfield . . . . .	92	54	—	47	—	41	—	2	—	1,180	.0073	.045	860.32	—	1,460	2,289	2,768
Trescott . . . . .	126	85	—	81	—	69	—	5	—	2,000	.0217	.077	1,298.55	230	2,773	3,515	4,688
Vanceboro . . . . .	211	135	50	129	49	119	41	4	2	6,600	.0199	.046	1,581.44	688	5,515	8,143	12,553
Waite . . . . .	50	27	—	27	—	22	—	2	—	1,750	.0149	.044	875.93	44	1,530	2,586	3,099
Wesley . . . . .	54	30	—	30	—	25	—	3	—	800	.0069	.0459	584.67	—	1,620	1,861	2,033
Whiting . . . . .	136	96	—	95	—	82	—	5	—	2,800	.0146	.044	1,772.80	100	3,051	5,422	6,151
Whitneyville . . . . .	61	41	—	40	—	37	—	1	—	675	.0077	.0451	623.56	—	700	1,451	1,517
Plantations																	
Codyville . . . . .	35	24	—	24	—	17	—	1	—	120	.0012	.031	278.37	—	680	798	871
Grand Lake Str'm	85	42	11	42	11	34	8	2	1	1,735	.0117	.040	870.40	—	2,541	3,283	3,579
Number 14 . . . . .	26	21	—	21	—	18	—	2	—	315	.0041	.040	398.57	—	1,113	1,542	1,637
Number 21 . . . . .	36	24	—	24	—	20	—	1	—	440	.0044	.029	285.78	—	770	991	1,044
Total . . . . .	12,652	7,477	1,811	6,978	1,804	6,229	1,634	289	78	\$264,321			\$96,380.90	\$9,170	\$268,626	\$397,749	\$479,129

YORK COUNTY

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
Acton . . . . .	134	87	—	82	—	70	—	5	—	4,500	.0121	.047	\$1,546.83	\$100	\$2,955	\$4,814	\$5,909
Alfred . . . . .	266	174	45	165	45	140	41	6	2	8,620	.0154	.049	2,048.57	260	6,656	12,247	13,076
Berwick . . . . .	581	320	54	295	54	260	50	12	5	13,900	.0118	.044	4,166.10	320	13,554	17,816	21,650
Biddeford . . . . .	5,885	1,184	282	1,069	282	921	251	44	13	60,000	.0041	.040	25,366.73	—	64,150	98,192	139,092
Buxton . . . . .	444	291	57	275	57	223	48	12	3	12,000	.0077	.039	3,349.42	—	12,395	16,065	28,537
Cornish . . . . .	163	98	41	96	41	83	35	3	3	6,100	.0133	.050	1,328.29	198	5,917	8,420	9,642
Dayton . . . . .	127	67	—	63	—	58	—	4	—	2,650	.0078	.0326	1,508.39	—	2,520	3,956	4,716
Eliot . . . . .	402	229	53	220	53	192	47	9	4	10,800	.0058	.025	3,091.38	—	10,816	13,912	18,534
Hollis . . . . .	265	174	37	158	37	141	30	9	2	9,400	.0085	.034	2,201.92	—	8,516	11,455	14,591
Kennebunk . . . . .	811	519	89	488	89	427	79	21	4	29,650	.0091	.042	5,860.80	—	25,763	36,188	41,839

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 school maintenance	Rate of taxation for municipal purposes	State aid for school maintenance	Equalization fund	Expenditure for instruction	Total expenditure for school maintenance	Total expenditure for all school purposes
	Elementary	Secondary	Elementary	Secondary	Elementary	Secondary	Elementary	Secondary	Elementary	Secondary								
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	
Kennebunkport..	399	221	72	213	72	188	64	13	4	21,800	.0107	.0519	3,377.02	—	18,078	25,619	28,760	
Kittery.....	943	632	233	605	233	525	214	22	6	28,300	.0141	.0485	7,043.53	768	15,401	36,322	46,223	
Lebanon.....	378	223	—	208	—	209	—	11	—	11,150	.0130	.046	3,530.08	264	10,454	15,355	16,619	
Limerick.....	421	239	20	193	19	155	16	6	2	8,500	.0127	.041	2,480.08	—	6,416	10,571	15,103	
Limington.....	211	156	41	135	41	112	35	7	3	7,000	.0139	.047	2,099.64	312	5,417	10,475	11,075	
Lyman.....	103	76	—	68	—	59	—	6	—	4,000	.0085	.0333	1,374.66	—	3,900	5,808	6,261	
Newfield.....	120	71	14	70	14	53	10	3	1	3,090	.0145	.062	1,027.85	189	3,539	5,086	6,892	
North Berwick..	372	218	71	200	71	174	58	9	3	13,278	.0137	.050	2,602.19	336	10,843	16,146	19,061	
N. Kennebunk't	132	49	—	49	—	39	—	3	—	3,200	.0091	.036	1,216.19	—	1,890	4,551	5,017	
Old Orchard....	313	195	57	176	57	143	45	8	4	16,930	.0037	.02775	2,306.70	—	14,133	18,001	24,414	
Parsonsfield....	213	146	12	135	12	107	10	9	3	6,200	.0127	.0564	2,026.41	216	4,969	8,873	11,986	
Saco.....	1,842	1,240	209	1,169	209	1,045	191	41	16	70,640	.0083	.043	13,286.02	—	41,822	82,887	101,760	
Sanford.....	5,089	1,491	416	1,460	415	1,201	382	46	21	83,500	.0071	.0368	24,070.35	—	83,996	111,534	143,519	
Shapleigh.....	154	105	12	103	12	79	10	6	2	4,550	.0105	.050	1,481.96	—	4,885	5,875	7,142	
South Berwick..	592	338	99	323	99	284	98	15	8	16,650	.0112	.038	4,876.09	—	10,270	22,132	28,891	
Waterboro.....	248	152	43	138	43	121	40	7	2	9,000	.0126	.054	2,067.68	231	7,684	12,625	17,356	
Wells.....	561	370	79	340	79	292	65	16	4	21,060	.0074	.0475	4,393.23	—	19,629	27,349	31,404	
York.....	682	405	104	386	102	345	91	23	6	32,600	.0073	.040	5,731.90	—	26,824	39,891	50,415	
Total.....	21,851	9,470	2,140	8,882	2,136	7,646	1,910	377	121	\$519,068			\$135,460.01	\$3,194	\$443,392	\$682,165	\$869,484	

## 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 school maintenance	Equalization fund	Expenditure for instruction	Total expenditure for school maintenance	Total expenditure for all school purposes						
	1	2	3	4	5	6	7	8	9	10							11	14	15	16	17	18
Androscoggin . . . . .	20,826	8,982	2,092	8,101	2,054	7,147	1,841	331	86	\$435,053	\$122,997.08	\$1,224	\$427,891	582,025	\$751,086							
Aroostook . . . . .	31,649	21,347	2,936	19,791	2,905	16,839	2,564	668	136	624,991	233,569.85	17,475	615,366	952,764	1,371,706							
Cumberland . . . . .	42,101	20,699	5,275	18,907	5,141	16,662	4,469	716	229	1,125,614	264,272.38	1,653	1,085,667	1,424,380	2,068,747							
Franklin . . . . .	5,519	3,242	827	2,958	819	2,648	731	138	40	169,007	45,786.12	942	152,361	232,771	297,794							
Hancock . . . . .	9,254	5,125	1,153	4,641	1,184	4,178	1,026	229	64	267,112	74,578.06	4,380	235,954	349,784	462,578							
Kennebec . . . . .	19,582	10,995	2,200	9,997	2,172	9,036	1,950	402	90	515,220	136,744.46	2,446	450,644	672,683	931,365							
Knox . . . . .	6,744	4,210	1,092	3,838	1,086	3,372	961	155	50	182,894	51,845.82	1,834	176,471	252,793	297,555							
Lincoln . . . . .	4,294	2,524	440	2,325	439	2,076	403	118	22	101,975	39,111.83	700	91,180	144,200	226,356							
Oxford . . . . .	12,790	7,104	1,473	6,474	1,459	5,794	1,338	294	78	352,231	98,082.83	5,891	324,303	489,054	612,372							
Penobscot . . . . .	28,096	16,429	3,774	14,922	3,744	13,910	3,357	571	180	724,237	205,082.01	8,394	682,030	1,006,659	1,353,274							
Piscataquis . . . . .	6,066	3,676	888	3,397	885	3,057	804	151	40	172,275	49,971.18	3,988	149,772	239,437	309,136							
Sagadahoc . . . . .	4,561	2,770	534	2,560	532	2,198	470	117	20	116,782	35,484.09	770	109,369	156,206	193,540							
Somerset . . . . .	11,399	6,448	1,270	5,853	1,257	5,338	1,150	244	76	301,134	86,722.04	3,477	254,605	417,702	504,051							
Waldo . . . . .	6,547	3,755	773	3,440	757	3,109	698	155	37	147,695	54,714.4	2,449	135,271	214,680	257,390							
Washington . . . . .	12,652	7,477	1,811	6,978	1,804	6,229	1,634	289	78	264,321	96,380.90	9,170	268,626	397,749	479,129							
York . . . . .	21,851	9,470	2,140	8,882	2,136	7,646	1,910	377	121	519,068	135,460.01	3,194	443,392	682,165	869,484							
Unorganized Territory . . . . .	941	507	—	476	—	383	—	26	—	—	—	—	—	37,242	41,079							
<b>Total . . . . .</b>	<b>244,872</b>	<b>134,760</b>	<b>28,678</b>	<b>123,540</b>	<b>28,374</b>	<b>109,622</b>	<b>25,306</b>	<b>4,981</b>	<b>1,347</b>	<b>\$6,019,615</b>	<b>\$1,730,803.06</b>	<b>\$67,987</b>	<b>\$5,621,202</b>	<b>\$8,252,294</b>	<b>\$11,026,642</b>							

COMMISSIONER OF EDUCATION