

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, 1928 - JUNE 30, 1930

REPORT

OF THE

State Commissioner
of Education

OF THE

State of Maine

FOR THE

SCHOOL BIENNIUM

ENDING

June 30, 1930

STATE OF MAINE

Department of Education,

Augusta, July 1, 1930

*Your Excellency, William Tudor Gardiner, Governor,
and the Honorable Council.*

Gentlemen:

Pursuant to Chapter 3, Section 7, Revised Statutes, I have the honor to submit the report of the condition and progress of education in Maine for the biennial period beginning July 1, 1928, and closing June 30, 1930.

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

Respectfully submitted,

BERTRAM E. PACKARD,
State Commissioner of Education.

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CHAPTER I

INTRODUCTION

I am pleased to submit a report of the schools of Maine for the biennial period closing June 30, 1930. During this biennium the year ending June 30, 1929 was under the administration of my predecessor, Dr. Augustus O. Thomas, while my own administration has covered the period ending June 30, 1930. During my own brief administration of the educational activities of the state it has not been my purpose to make any radical change or departure from the policies already established. Rather it has been my desire to thoroughly study the situation and make administrative changes only as they seemed to become advisable and necessary. The personnel of the office force has remained practically the same; the larger number have seen service in the office for a period of years and are thoroughly acquainted with office practice and procedure. I propose to make my report very brief emphasizing only what seem to me certain important phases of our school work and stressing certain changes which would be brought about in the near future.

HIGHER STANDARDS OF TRAINING FOR TEACHERS

The present standards for the certification of teachers do not very greatly differ from those established a period of something like twenty-five years ago. As a matter of fact our present certification laws for elementary and secondary teachers were enacted by the Legislature of 1913. Briefly, for elementary teachers the statute requires that candidates in order to be eligible for a certificate shall be at least seventeen years of age, shall have completed not less than a standard secondary school course and shall have passed satisfactory examinations as are required or permitted by law to teach in the public schools.

For secondary teachers the statute requires that no certificate of secondary grade shall be granted to any person who has not completed the equivalent of two years of a college or normal school course as a preliminary requirement to the examinations.

When the Legislature of 1913 enacted this law undoubtedly at that time a high standard for certification was established for prior to that time there had been practically no requirements as to certification and very little preparation was required of any individual who wished to teach in the elementary schools. The law providing that a teacher must be a graduate of a four year approved high school or its equivalent was a step at that time markedly in advance of anything that had existed. Practically the same situation obtained as regards teachers in secondary schools, the only additional provision being that such teachers must have completed at least two years of approved work in either a college or normal school course and passed a satisfactory examination in subjects required for secondary teaching. Undoubtedly, for secondary teachers these regulations at that time set up a high standard.

But during the years that have elapsed since that time marked progress has been made not only in Maine but in all the other states of the union as well in all lines of educational endeavor. During this period much higher professional standards have been established for those engaging in the work of teaching and at the present time we are well on the way toward establishing teaching as a real profession. During these years we have encouraged in every way possible the additional training of teachers through normal school and college work, summer schools, extension courses, correspondence courses and the like. In 1924 the Department established regulations markedly in advance of anything existing prior to that time by allowing teachers to submit credits showing the completion of six weeks of summer school work in lieu of examination. It was felt that the work in summer schools would be of much more advantage in the preparation of teachers than the passing of examinations. Certificates were issued for short terms and renewed upon evidence of satisfactory completion of additional summer school work, the idea

being to establish through summer school work a training for elementary teachers equivalent to one year of normal school work and for secondary teachers three years of college or normal school work. The desire on the part of prospective teachers themselves to improve themselves professionally in this manner is evidenced by the fact that several hundred in 1924 prepared for teaching by passing the examinations while at the present time only a very few take the examinations, practically all teachers preferring to secure certificates through the medium of summer school training.

During the past few years our normal schools and colleges have been well filled with prospective teachers until the time has come when we are graduating each year more teachers both from normal schools and colleges than can secure satisfactory positions. In the meantime a large number of teachers have been entering the profession by complying with the minimum requirement of the law as enacted in 1913 so at the present time we have a slight over-supply of trained teachers and a considerable over-supply of comparatively untrained teachers or teachers with a very limited amount of training. It seems at the present time we could well establish a regulation that no teacher should engage in teaching in the elementary schools unless she has completed the full equivalent of at least one year of normal school training in addition to the completion of a four year course in an approved high school. For secondary teachers there would seem to be no good reason why teachers should not have completed three full years of normal school or college training in addition to the completion of four years of work in an approved high school. Probably in 1924, when we established the principle of teachers securing certificates through attendance at summer school, if we had undertaken to have passed such a regulation as is proposed now there would have been a distinct shortage of teachers. At the present time there is no question but that if we should establish such regulation there would be no resulting shortage of teachers and in a few years we would see marked improvement in our schools because of having a better and more thoroughly trained teaching force. Not only is there a real demand on the part of a younger group of teachers for more

adequate professional training but there is a growing demand on the part of our citizens who have pupils in the public schools that all teachers shall be better trained and more efficient in their work. Probably a slight amendment in our law will be necessary in order to bring about the desired change.

In the case of special teachers as commercial teachers, teachers of art, drawing, music, home economics, manual training and the like no statutory standards have ever been established. As a result the Department has been able to establish progressively higher standards for this group of special teachers until at the present time we find that the special teachers are much more adequately trained than the teachers in the elementary and secondary schools. It is anticipated that there will be no valid objection on the part of anyone in establishing these higher standards for teachers. There is a real demand for a better trained teaching force on the part of all administrative school officials and unquestionably such a move would result within a few years in a radical improvement in the work of our schools. It is, of course, understood that in no instance would any new regulation be retroactive in the sense of affecting the status of certificates already issued. The new regulations would apply to teachers entering the service beyond the date of such regulations becoming effective. In every way it would be our intention to protect the rights of teachers holding certificates already effective.

REVISION OF THE STATE COURSE OF STUDY

Our present State Course of Study was first placed in the hands of our teachers in 1918. In 1923 a reprint, which was in no sense a revision, was made owing to the fact that the supply printed in 1918 had become exhausted. For several years past there has been a growing demand on the part of both teachers and superintendents that the State Course of Study should be revised so as to more nearly meet the present demands of our public school system. Accordingly last January a committee was appointed made up of a superintendent of schools, a classroom teacher and a normal school teacher to work on the revision of the course of study in Arithmetic,

English, History and Civics, Reading, Physiology and Hygiene, and Geography. The committee was called together for a preliminary meeting, the proposed work was discussed and explained at length and since that time the committee has been actively at work. Recently a committee was appointed for the revision of the course of study in Music and in the near future a committee will be appointed for the work of the revision of the course of study in Art. Tentative drafts in several of these courses have been submitted to superintendents and teachers for constructive criticism and suggestion and it is hoped that by the beginning of the school year in 1931 the revision of the State Course of Study will be completed and in the hands of the teachers. Unquestionably this work has been very much needed and will be of great assistance to our teachers in the carrying on of their work. The law provides that a course of study shall be prescribed by the State Commissioner of Education and shall be followed in all public schools and in all private schools approved by the State Commissioner for attendance and tuition purposes. There is a provision in the law, however, that upon the approval by the State Commissioner of any course arranged by the superintending school committee of any town or by the trustees or other officers of any private school said course shall be the authorized course for said town or private school. The old State Course of Study has now been out of print and therefore unavailable for distribution for several years and I know of nothing that will be of greater assistance in promoting the work of our schools than the completion of this revision work. During the past few years courses of study have been prepared in junior high schools, secondary schools, home economics and industrial education and the completion of the elementary course of study will give us a progressive Course of Study from the first grade through all the years of our public school system.

NORMAL SCHOOLS

The several normal schools of the state have, during the past two years, accomplished a highly satisfactory type of

work. In the normal schools, however, it was felt that the curriculum should be thoroughly revised and meet the more modern and present day needs of our public school system. Accordingly committees have been appointed and have been actively at work on the revision of our normal school curriculum. It has been the purpose of the committee to confine the curriculum to the work most necessary for our public school teachers and to weed out all extraneous courses which while desirable could not be comprised within the compass of a two-year course. Within a year this work will be completed and the two-year course in our normal schools will be practically uniform for all schools.

It has not been my policy to expand the work of the normal schools as to the number of students but rather to confine our attendance to practically what it has been for the past few years and to in every way possible provide better and improved facilities for the training of teachers. The normal schools at Castine, Machias, and Presque Isle have not been filled to capacity while the normal schools at Gorham and Farmington, because of their being of more convenient access and being located in more populous sections of the state, have had more students apply for admission than could properly be taken care of. In other words, additional students could be trained at the first three mentioned schools at no additional expense while additional attendance at the two last named schools would involve a considerable extra outlay. Accordingly, the Normal School Trustees thoroughly discussed the situation and decided to limit the attendance at Farmington and Gorham for the present year to four hundred students in all courses and to limit the subsequent registration to three hundred and seventy-five students. It was felt that in these days of easy transportation it would involve no particular hardship for the surplus of students in these two schools to attend the other schools where the accommodations were adequate for an additional number of pupils. This policy is felt to be wise and should in no way hinder or retard the training of any teacher desiring to enter the profession.

TEACHERS' PENSIONS AND THE RETIREMENT LAW

At the present time, and probably for many years to come, we shall have two pension laws for teachers on our statute books. The first pension law was enacted by the Legislature of 1913. The pension was small, was entirely non-contributory on the part of the teacher and was at the time in no way considered as an adequate pension law. Its main purpose was to compensate in their old age a group of teachers who for many years had been teaching at very low salaries and consequently were unable to lay by a sum which would adequately care for them during their declining years. It was considered more in the light of a delayed compensation for these teachers. It has accomplished, is accomplishing and will accomplish for many years to come an inestimable amount of good for a large group of teachers who otherwise might be dependent upon engaging in some other occupation or upon relatives for support. The Legislature of 1923 enacted a contributory law based upon modern and scientific retirement principles. It provided that the teacher should annually pay a certain amount, fixed within certain limits, and the state should match the same with a like amount, that this contribution should accumulate until the age of retirement when a more adequate annuity might be paid to teachers than would be possible under the old pension law. This law became effective July 1, 1924 and it provided that any teacher in service prior to July 1, 1924 could have the option as to whether she would take advantage of the old pension law or become a member of the Retirement Association. The teacher could not, of course, benefit under both laws but the law of 1923 provided that any teacher entering service after July 1, 1924 could not become eligible to the provisions of the old law. In other words, the retirement law of 1923 provided that in course of time when all teachers who could benefit under the older pension law should have passed away the law would be automatically repealed. However, the retirement law becoming effective July 1, 1924 provided for the optional membership of teachers. It was felt at that time that teachers would clearly see the advantage of the new

law and would rapidly become members of the Retirement Association. The history of the law during the first five years did not justify this assumption. Only a few became members under the voluntary provisions. It was therefore evident that within a period of thirty or forty years there would be a considerable group of teachers who would be ineligible to the provisions of the old law and who, because of not becoming members of the Retirement Association, would not be eligible to the provisions of any law. It was also evident that a large percentage of these teachers would probably be in need of some form of annuity.

As a result of this feeling a most progressive piece of legislation was enacted by the Legislature of 1929 providing that all teachers entering the service since July 1, 1924 might have six years in which it would not be necessary to become members of the Retirement Association but if they continued teaching in Maine the law provided that after these six years teachers must become members of the Retirement Association. The reason for the six year provision was because of the fact that there is a large overturn in our teaching force during the first few years of their teaching. Many young teachers, after a few years, leave the profession either to get married or to engage in some other line of work. A large group of trained teachers, after securing a few years of teaching experience, leave the state and go to other states where they find more attractive and lucrative salaries. It was felt that because of this fact a large number of teachers during these first few years would annually pay in their contribution and a large number would each year withdraw and under the law the contribution would be returned to them plus 4% compound interest. It is our belief that after six years a teacher becomes more stabilized and there is greater prospect of her continuing in service in the state. It is felt that this amendment will be of great benefit to our teachers. There is absolutely no chance for a teacher to lose for if for any reason she retires from teaching the amount she has contributed is paid back to her with compound interest. In any event the amount she has contributed is paid to her heirs. If she continues teaching and lives to the time of retirement she will find

at that time an adequate annuity to care for her in her non-productive and declining years.

HEALTH AND PHYSICAL EDUCATION

The Legislature of 1919 provided legislation whereby commencing in September 1920 provision for instruction should be given to pupils in all public schools in personal hygiene, community sanitation and physical education including recreational exercise in accordance with the course of study and plan of instruction prepared by the State Commissioner of Education who shall prescribe such rules and regulations as may be necessary to carry out in a successful manner the state program of physical education. This law provided that towns might employ directors and supervisors of Physical Education and upon the completion of a satisfactory program of work a substantial amount should be apportioned to the town on account of such work each year. During the ten years that have elapsed since the enactment of this law we have seen a rapid growth in the health and physical education activities of Maine. Each year a larger number of towns are taking advantage of this law and establishing courses in health and physical education under the supervision of competent directors and supervisors. At the time the law was passed it was contemplated that when the work should have progressed sufficiently a State Supervisor of Health and Physical Education should be employed. We are very nearly reaching the point when in order to secure the best results we should have at least a part time supervisor in this activity. It would not be a long period before this work would take up the full time of a competent director. Such a director could supervise and standardize the work of physical education in those towns employing directors and supervisors and could also be of great assistance to those smaller towns where it is not yet possible to provide such a program.

There is a growing need for a more general co-ordination of our health and physical education activities. At the present time four different classes of nurses under the auspices of four different organizations are carrying on work in the

public schools of our state. Necessarily this results to a certain extent in confusion and overlapping of work especially in the matter of systematic reports. Each agency, under whose direction nurses are working, is organized in their endeavors to accomplish a constructive type of work in our schools. Some method, however, must be devised to co-ordinate or correlate these activities so that we shall avoid all danger of overlapping in our work and at the same time bring about a more comprehensive uniformity in reports. Under the supervision of a competent Health and Physical Education Director these desired results could easily be effected. It is my opinion that within at least a period of two years we should take measures for the more active supervision of this important type of school activity.

BUILDINGS

The building program upon which our citizens entered several years ago has continued with no visible signs of abatement at the present time. During the two year period a large number of our communities have built modern and well equipped school buildings both for elementary and secondary school purposes. In smaller communities many school buildings have been remodeled and made serviceable in accordance with the present day standards. Practically every one-room building in Maine at the present time is now equipped with a sanitary type of toilet in accordance with the provisions of the statute. It is evident that within a comparatively few years all of the school children of Maine will be housed in buildings adequate in every respect, well lighted, well heated, well ventilated and thoroughly equipped with the best type of school equipment. It is a high tribute to the faith of our people in public education that they have been willing to tax themselves to the utmost in order that they might provide for the school children of the state more suitable and modern housing conditions.

CONSOLIDATION

The work of consolidation in Maine goes on slowly but progressively with each succeeding year. The era of better

roads has revolutionized the possibilities of conveyance and consolidation of schools in our smaller communities. We find that during the past two years a large number of consolidations have become effective. More suitable conveyance has been provided. Instead of the old horse-drawn vehicle we find that in an increasingly large number of our communities pupils are now conveyed to school in modern, well equipped and heated motor transports. Where a decade ago it was practically impossible to convey children and thus effect a consolidation of schools because of distance and because of poor roads we now find that this difficulty has been surmounted and that a distance of five or six miles is nothing compared with the distance of even a mile and a half or two miles only a few years ago.

Where consolidation is feasible we find resulting many attendant advantages. In a one-room school we find that a teacher has to handle many subjects and many classes and as a result there is very often a limited amount of time which can be devoted to the individual pupil. In the consolidated school we find opportunity for better grading conditions and as a result more individual time can be devoted to the pupil. There is also opportunity here for special courses, in art, music, home economics and manual training, which are exceedingly difficult to handle in the one-room school. In all respects where geographic conditions permit consolidation of schools is of distinct advantage. However, there are in Maine, and always will be, many communities where conveyance is impracticable and where consolidation cannot be brought about. There are natural barriers which cannot be overcome.

There will inevitably always be a large number of one-room school buildings in the rural sections of our state. It is our purpose, however, to in every way possible afford to the children of any small community equal opportunity with the children of larger communities. It is our belief that the best type of education should be afforded every child in the state, it matters not whether he resides in a remote rural section or in the more populous centers.

EQUALIZATION

Because of the fact that in many of the smaller communities there is not a large amount of taxable property it becomes necessary to establish some form of equalization which will enable these smaller communities to maintain a type of school which will meet satisfactory standards. We have at the present time an equalization fund which is expended for the purpose of maintaining a higher type of education in those communities where the tax rates for school maintenance and the tax rates for municipal purposes are in excess of the average of rates for the state. This equalization fund is accomplishing a vast amount of good for the poorer and more highly taxed communities. There can be no valid objection to the principle that the state owes to every child within its borders satisfactory educational privileges. Because children may reside in small and sparsely settled communities is no legitimate reason for their being handicapped in educational opportunity. In order to alleviate such a condition it is inevitable that the wealthier communities be taxed in such a way as to afford additional revenues for those children residing in less favored communities. As a rule we find the larger communities are prosperous in large degree because of their becoming trading centers for the smaller communities surrounding them. Therefore, it is no more than fair that the wealthier community should contribute toward the educational uplift in the smaller and poorer community. This principle has become well established in Maine through the equalization fund but in order to bring about actual equalization of educational opportunity and to establish and guarantee to many of our communities a satisfactory type of education some means must be devised whereby this equalization fund will be substantially increased. It is proposed in the near future to make a study of this entire problem and to devise ways and means for its equitable solution.

UNDERPRIVILEGED CHILDREN

We find that in our state comparatively little has been done in the matter of providing better opportunities for the

underprivileged child. Several of our larger communities have progressively undertaken this work and have accomplished excellent results but in many of our smaller communities it has been impossible up to the present time to accomplish anything of constructive value.

Our reports indicate that during the past year there were something like eight thousand children in the public schools of Maine who were repeating their grades. If the cost of education for those repeating grades was figured out at the average per capita cost it would mean a tremendous amount of money. It is, however, a greater problem than can be measured in actual dollars and cents. Probably a considerable number of those repeating grades are doing so because of perfectly legitimate reasons. They may be slow in their work and thus necessarily a longer period of time must be taken to complete the work of the school system. There are undoubtedly many who are suffering from physical defects and are retarded because of this reason, and there is a large percentage of these children who are repeating their grades because of the fact that they are somewhat deficient in mental ability. A survey of those repeating grades is contemplated in the near future so that we may know the actual reasons for this situation and may more intelligently approach the solution of the problem.

Unquestionably there are over seventy-five to one hundred towns in Maine which could without material difficulty establish special advantages for the mentally deficient type of child. In the more isolated communities the problem becomes more difficult. It is possible that in line with our public welfare activities children in more isolated communities should have some form of institutional care where they could develop whatever ability they might possess so as to make them more useful and intelligent citizens of society.

ILLITERACY

According to our census reports there is a far greater amount of illiteracy in Maine than is at all desirable. A large amount of this illiteracy, however, is found among those of adult years. It is gratifying to know that a very small per-

centage of children in Maine are growing up in illiteracy. Practically every child in Maine, if he has the mental capacity to learn, has an opportunity to acquire the rudiments of an education. It is, however, of importance to in every way possible solve the problem of adult illiteracy. In our larger communities this may be accomplished by means of evening schools and special classes for those who have not had an opportunity to attend school in earlier years. In the smaller and more isolated communities the problem becomes more difficult. Maine is co-operating in every way possible with the nation-wide effort to remove illiteracy. In order to successfully solve the problem, however, we need the active co-operation of every possible agency.

The American Legion, women's clubs, granges and service clubs may be of great assistance in this work. With the adult illiterate the problem largely resolves itself into one of instilling in the mind of the individual a desire to learn. It is not easy for the adult illiterate to learn to read and write the English language intelligently, but to accomplish this result is for him a distinct achievement. By this agency privileges heretofore denied are almost instantly opened up. It requires no stretch of the imagination to appreciate the new interests in life that come to illiterate men and women when they have learned to write letters, to sign their checks, and to write their names in the books of institutions for savings without having to make the conventional mark. Much of value has been accomplished in Maine along the line of the education of illiterates but in order to successfully solve the problem there will be needed the concerted effort of every possible community factor.

ADULT EDUCATION

There has been a growing tendency during the past few years, which is bound to increase in the future, to in every way possible increase the facilities for adult education. We should not consider that the education of any individual is completed when school days are over. The old theory that people do not learn after twenty-five has lost its significance. Because of greater ability to concentrate, better judgment and more

experience a man or woman of forty-five is still a potential student with average ability to learn. Adult education may therefore, be made the means of opening up new vistas for grown-ups with opportunities for more contented living. In order to be an intelligent citizen in a community under the complex conditions of modern society it is necessary that education outside of school should be pursued in every possible way. It is especially important that this type of education should be afforded young men and women who have had to leave school before acquiring any more than the barest rudiments of education. Spare time education offers them a chance to rise above the lowliest occupation into positions of merit and importance. They are limited only by their energy and zeal and if these are strong enough they will often attain to greater achievement than those who have had far superior opportunities in their early education.

Much may be accomplished through the medium of books, newspapers and magazines. Of unlimited value are the opportunities offered through extension and correspondence courses. The modern invention of the radio opens up an entirely new field of educational opportunity. It possesses tremendous possibilities not only for use in our public schools but also for the purpose of offering educational opportunity to our adult population. In proportion, as the actual facts in regard to ability to learn are concerned, a new hope and desire for accomplishment will come into the lives of men and women thus enriching home and community life. School people in general should in all ways co-operate and assist in this growing and important field of adult education.

CHAPTER II

SCHOOLING IN THE UNORGANIZED TERRITORY

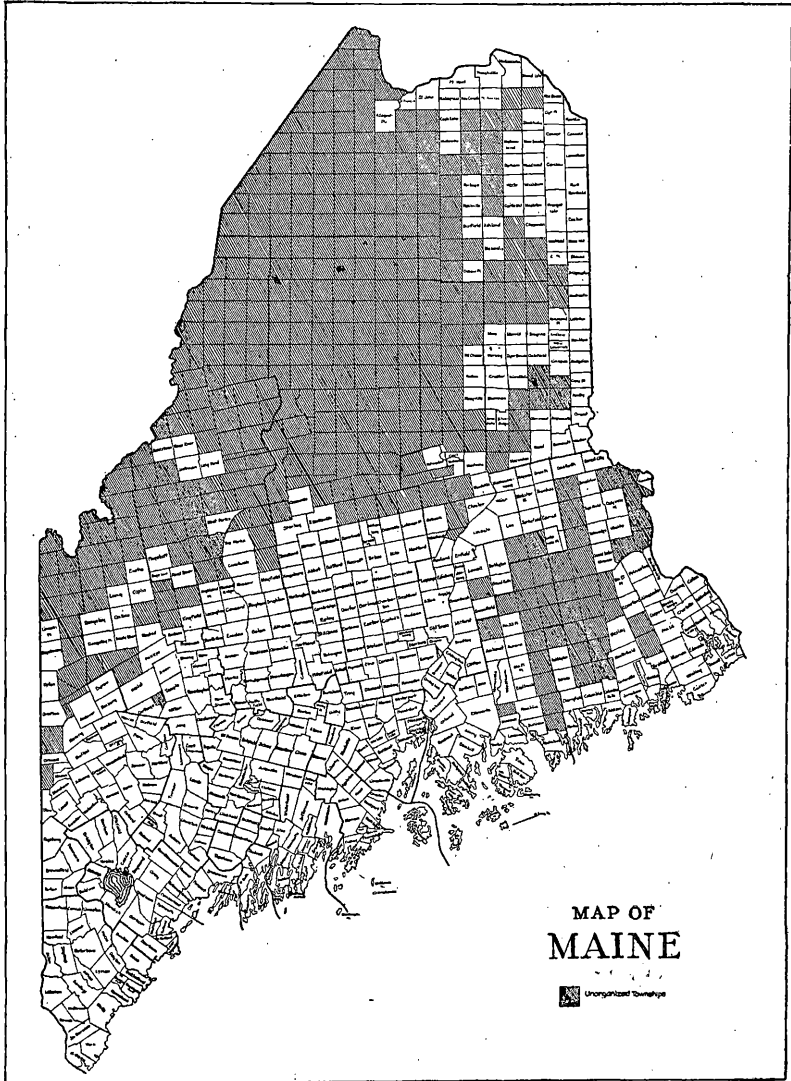
ADELBERT W. GORDON, *General Agent*

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

Dear Sir:

The school system of the Unorganized Territory is of such an unusual and distinctive type that it seems desirable to make the biennial report at given periods somewhat in the nature of a brief history and review of the system. This report, which covers primarily the biennial period ending June 30, 1930, may properly take such form, since it also marks the close of a decennial period of this system.

Maine, in common with many other states in the Union, has never become fully settled to the extent favorable conditions would permit. The unsettled portion of the state, however, is probably much larger proportionately than that of any other eastern state. When the pioneer movement lost its force and settlers to any appreciable number ceased their efforts to push back into the wilderness, the state was and remains today divided into two distinct sections with respect to local government, the organized and the unorganized sections. The first section comprises the 518 municipalities with local self-government, known as cities, towns and plantations, and occupies approximately one-half the area of the state, or over 15,000 square miles. The second section, which is of about equal size, is made up at present of 377 unorganized townships of regular size or six miles square, 21 other unorganized units of irregular extent, variously known as gores, grants, patents, points, peninsulas, purchases, strips, surpluses, and tracts, and 163 coast and lake islands, together with all United States Government reservations, such as light stations, life saving stations, forts and homes. This section



of the state is known collectively by the State Department of Education as the Unorganized Territory and the various subdivisions heretofore mentioned are designated as unorganized units.

A large part of the Unorganized Territory has never been settled but there is always a considerable population in the sixty to eighty unorganized units where from year to year residents either permanent or temporary are found. In these various unorganized units there may be from one or two to more than a hundred children of school age. It is for these children that the unorganized territory school system was established and has been developed under the State Department of Education. It was placed under the direct administration of the State Department of Education naturally and logically, since there are no local officials, local government, or other means of providing school privileges in this extensive territory.

Maine made early provision for the education of its youth but wisely left the details of school administration to the local authorities of the various municipalities of the state. State aid was provided to a limited extent but local taxation was required to cover the major portion of public expense, as remains the situation today. It was natural that the Unorganized Territory with its scattered population and no large community at that time anywhere within its limits, but yet with a considerable population in the aggregate, should be lost sight of when the general provision for education was made by the state. These people with no representative in the state government, limited means of communication, and probably little knowledge of governmental processes, were left to provide school privileges for their children at their own expense. This some of the more enterprising and progressive families did, and a few of the people who were educated in this manner may now be found near the scenes of their youth. They relate interesting experiences of the private schools of their day, which it appears were surprisingly efficient. Unfortunately, however, by far the greater number received no schooling on account of the indifference or limited means of

their parents and doubtless many of these are now numbered among our adult illiterates.

In the early nineties it was increasingly apparent that this lack of public school privileges in the Unorganized Territory was becoming a menace to the public welfare and that legislative enactment to relieve the situation was imperative. As a result the first statute for this purpose, was enacted by the Legislature of 1895. It provided in brief for the schooling of children of unorganized townships between the ages of four and twenty-one years, the school age at that time, residing within three miles of a school in an adjoining town or plantation, with payment of tuition for attendance at said schools from the state funds. This of course reached but a small number of the children of the Unorganized Territory and only served to remedy the situation in small measure. Inadequate as it was, the law, however, served as a beginning and in 1897 it was amended, giving the State Superintendent of Public Schools authority to establish schools in unorganized townships or send children as tuition pupils to adjoining towns and plantations. It also provided for the assessment and payment of a per capita tax of 25 cents, later increased to 40 cents, before school privileges were provided in any township. This law was a great improvement over that of 1895 but was still very limited in its provisions.

In 1899 the law was again amended to make its administration more practicable and the first direct appropriation was made for the carrying out of the provisions of the act. Thus for the first time in the history of the state real provision for the schooling of children in the Unorganized Territory was made. This statute served with amendments from time to time to authorize schooling in the Unorganized Territory for the next twenty years. Some of the important amendments during this period provided for the employment of school agents, payment of secondary school tuition, and the clothing of school agents with the powers and duties of truant officers. A gradual increase was made in the annual appropriations, to which were added the per capita taxes collected and the interest on lands reserved of the various townships. In 1911 full time supervision by a general agent made possible a great

improvement in the administration of the law. In 1915 the schooling of lighthouse children was undertaken, no provision having been made heretofore for the education of this considerable number of children on the Maine coast. No provision, however, was made for the erection or maintenance of school buildings by the state, with the natural result that the most of the school buildings, which the parents of the Unorganized Territory provided at their own expense, were of a very primitive and unsatisfactory nature. The application of compulsory attendance and child labor laws to the Unorganized Territory was difficult and questionable. There was also a number of other limitations to the law which made it impossible to provide school privileges for the Unorganized Territory of the desired standard.

As educational privileges were extended in the municipalities of the state, and greater demands were made upon the unorganized township system, the limitations of the law of 1899 became more and more apparent and there was even a question as to the real statutory authority for some of the educational privileges that were being actually provided. Accordingly a very complete and comprehensive act was drafted and introduced in the Legislature of 1919, by which it was enacted without change. This act, it was believed and it has since proved, gave sufficient authority to provide properly for all educational requirements of this distinctive part of the state educational system. It was based upon the experience of administering the old law and permitted the adoption of modern ideas for education in rural sections, of which the Unorganized Territory is a distinct type. It contained all of the satisfactory provisions of the old law, changed or eliminated undesirable ones, broadened and extended others and made many new provisions.

The law has now been in force eleven years and but two minor amendments have been found desirable, both to make this law conform to changes in the general school laws. Under its provisions a marked improvement has been made in the unorganized township system, until now the great majority of pupils are enjoying school privileges comparable with those of the best rural schools of the state. In fact, in not a few

localities the unorganized township sets the standard for surrounding communities and has doubtless been an influential factor in the improvement of the school systems of a considerable number of towns and plantations.

The first mention of schooling in unorganized townships in the reports of the State Superintendent of Public Schools is found in the report for 1898. Since that year reports have regularly appeared, with the exception of one or two years, in connection with the reports of the State Superintendent. These reports make an interesting history of the development of this system. In them may be found constant reference to the number, diversity, and scattered location of the communities of the Unorganized Territory and the peculiar problems that are characteristic of it. In the earlier reports frequent mention is made of the inaccessibility of some of the communities and the primitive conditions under which it is necessary to endeavor to maintain schools, while the migratory nature of a considerable portion of the population is often emphasized. A constant increase, especially rapid during the earlier years, in the size of the system as related to townships included therein, school population, and schools maintained, is noted. This is clearly indicated in the table of statistics for five year periods shown later in this report together with an analysis thereof.

The first law enacted in 1895 and amended two years later made no provision for administration. This defect, however, was soon discovered and the amended law of 1899 contained provision for the appointment of school agents by the State Superintendent. Their duties were somewhat similar to those of school agents under the old district system, so called, which was common in this state for many years. These agents managed the school affairs of the Unorganized Territory for the most part, for the next ten years. In several cases more experienced and efficient agents were placed in charge of a considerable number of townships. In the meantime a part time general agent was appointed who visited as many of the unorganized townships as possible once a year, but his duties were largely those of a supervisor and inspector and he had no direct part in the local business affairs of the system.

In 1911 a full time general agent was appointed and given authority for supervision and general administration of the whole system. The resident or local agents continued for a time with considerable local authority, including the engaging of teachers, but their more responsible duties were gradually taken over and placed under the direction of the general agent. This was in accordance with a more modern policy of school administration and proved a great improvement.

The General Agent for Schooling in Unorganized Territory, as he is now designated, is appointed by the State Commissioner of Education, to whom he is directly responsible. He acts in a similar capacity to that of a superintendent of schools but with greatly enlarged powers, as he also has in many cases the authority of a school board. He is the administrator of the system, serves as far as possible as general supervisor of teachers, and acts as the business agent of the state. Under his direction there is usually a local school agent for every unorganized township or other unit in which school privileges are provided, these agents being appointed upon his recommendation by the State Commissioner. Their duties now consist of making an annual report of school conditions, including the school census, assessing and collecting the present school tax of \$3.00 payable from each male resident twenty-one years of age or over, and performing such duties of a business nature as may be delegated to them by the general agent. The administration of the system, however, is distinctly one of centralized control and must necessarily be so in order to best serve the educational requirements of the system and to protect the financial interests of the state.

During the more than thirty years in the history of this system the wonderful progress made in communication and transportation has much simplified its administrative problems. In the early years some of the communities were isolated, in fact almost inaccessible, while travel by team and boat, sometimes by canoe, was not a rapid means of transportation. This condition continued in the Unorganized Territory until about 1915, when a rapid change began to take place. This was brought about by the advent of the automobile together with

COMPARATIVE SUMMARY OF STATISTICS FOR THE UNORGANIZED TERRITORY

	*1899	1900	1905	1910	1915	1920	1925	1930
Unorganized townships or units in which school privileges were provided.....	36	33	56	58	72	61	‡76	†80
School population.....	677	722	701	814	879	880	919	1072
Number of pupils enrolled in elementary schools, including tuition pupils.....		414	585	641	787	733	647	747
Number of schools maintained.....	28	27	47	59	55	41	31	31
Number of pupils enrolled in unorganized township schools.....		397	533	599	738	681	524	576
Average number of days in the school year	**100	**100	**100	**100	141	140	166	171
Average salary per week, including board, for female teachers.....		\$5.12	\$7.02	\$8.70	\$11.51	\$15.60	\$20.29	\$21.72
Number of pupils enrolled in elementary schools as tuition pupils.....		17	52	42	49	64	123	171
Number of secondary school pupils.....					12	30	34	62
Total expenditures.....		\$2,992	\$9,647	\$16,613	\$24,978	\$38,642	\$37,390	\$44,433

*First year statistics were reported.
 **Maximum length.
 †Includes 17 light stations.
 ‡Includes 15 light stations.

highway improvement and extension, the common use of the motor boat on most lakes on which many unorganized township communities are located, the extension of the telephone to nearly every settlement, the improvement of the mail service, and the establishing of the parcel post. Communities which were formerly several days distant may now be reached in as many hours. Communication by telephone in emergency cases is possible with almost any of the settlements of the Unorganized Territory, even with light stations, to many of which telephone cables have been laid, and the parcel post has become a very prompt and satisfactory means of distributing textbooks and school supplies from the state office. Considering this remarkable change in such a short period and the wonderful advance being made in aviation at the present time, it requires no great stretch of the imagination to think of the use of the air plane as a means of visiting the communities of the Unorganized Territory in the not distant future.

The Comparative Summary of Statistics on the preceding page shows an interesting record of the growth and development of this system. The number of unorganized townships, as they were formerly called, but now more properly designated unorganized units, since various special divisions of irregular size are included, in which school privileges were provided, shows an almost constant increase up to the present time. However, the increase has been comparatively small in recent years and since 1915 may be accounted for in most part by the addition of light stations, which in this table are properly classified as individual units although in the annual statistical table of the unorganized townships they are tabulated collectively as a matter of convenience. Apparently the system really reached its maximum size some years ago and present indications are that little change may be expected in the near future. A marked decline in woods industries in recent years has had little effect except to decrease the size of such communities. Occasionally a township becomes wholly depopulated and at less frequent periods some larger township may be organized into a plantation, thus in either case passing from the list of unorganized townships or units included in this system. On the other hand, a new community

is likely to spring up in the Unorganized Territory at any time as the result of a new industry and new townships may be added to the system by the establishing of a sporting camp community or even the removal of a single family to an abandoned farm. Nearly every legislature sees some plantation disorganized and again classified as an unorganized township. This is likely to continue as there are numerous small, weak plantations in the state which are almost certain to give up their organization as the population decreases and local taxes become burdensome. Long Pond in Somerset County is the latest addition of this kind, having been disorganized by act of the Legislature of 1929. For a period of years this was a thriving lumber mill community, but the mill was closed in 1929 and there is no prospect of its being reopened.

The school population has shown an almost constant increase up to the present report. This may be accounted for in recent years to some extent by a more accurate school census. A most encouraging fact is the rather marked increase in the number of children schooled, both in elementary and secondary schools. This has resulted from the more complete extension of the system to every family, no matter how remotely located, an increased interest on the part of parents in entering and keeping their children in school before and after the compulsory school age, a stricter enforcement of the compulsory attendance laws, and a marked tendency for pupils to complete the work of the elementary school and continue on to the secondary school. It will be noted that a comparatively large percentage of the school population is attending both the elementary and secondary school.

This table indicates that the maximum number of schools was maintained about 1910 (73 schools in 1911 was the actual maximum) and that there was a constant decrease until 1925, since which time the number has remained approximately the same. This seems rather an anomalous situation in view of the increased number of elementary pupils. It is explained by the policy of consolidation, in the broad sense of that term, which has been followed and which is mentioned in the last biennial report in some detail. This has resulted in a smaller number of schools with a larger average enrollment and

the transportation or boarding of a constantly increasing number of the school population. Unquestionably a much higher standard in the educational privileges provided has resulted. Detailed statistics are given in the last biennial report relative to transportation and board of pupils, the general situation pertaining thereto remaining practically the same for the last biennium. The number of pupils schooled outside of the Unorganized Territory as tuition pupils has also increased. In the case of elementary pupils this is the direct result of the policy of transportation and board of pupils, in many instances it being of advantage for these pupils to attend town schools. All secondary pupils necessarily attend schools outside the Unorganized Territory.

The school year shows a constant and marked increase in length, although considerably below the average for the state for each year indicated. This, however, is explained by the fact that a relatively large number of schools are opened or closed during the school year, which affects unfavorably the general average for the system. During the first ten or more years shown by the table, the school year was short, not over twenty weeks. In recent years, the school year has more closely approached the average for the state and might even exceed it but for schools irregularly maintained because of changing conditions, and the few small schools where it is felt that the work may be accomplished in a shorter year. Schools are now regularly maintained on five different schedules, with the arrangement of the school year adapted to the varying conditions in the Unorganized Territory. The different arrangements may vary from 32 weeks for very small schools to 36 weeks in the regular schools of good size. One arrangement provides for a summer term, with a long vacation during the winter. A few schools in northern Aroostook follow this schedule, but the summer term will soon be a thing of the past.

The average salary per week including board is perhaps a more interesting and striking record than any other. This is given for women teachers only, as but few men teachers have ever been employed and the records for the earlier years are not clear as to whether or not this includes teachers of

both sexes. It shows the general trend of teachers' salaries during this period of years. The average of \$5.12 per week in 1900 was considerably below the average for the state of \$6.80. In 1905, 1910, and 1915, the average was somewhat above that for the state and from 1920 on it has been below although closely approaching the state average. The figures, however, are not exactly comparable, since the schools of the Unorganized Territory are wholly rural, while the schools for the state include both urban and rural schools, with the result that the larger salaries paid in urban schools increase the average salary for the state. As a matter of fact, somewhat higher salaries are now paid the teachers of the Unorganized Territory than are paid in rural schools of a similar type in towns and plantations.

The total expenditures for the maintenance of this system indicate in a most striking manner its growth in size and importance. The very marked increase from 1900 to 1930 might be difficult to understand if not explained. However, this increase is readily accounted for by the increase in teachers' salaries, extension of the school year, the inclusion of lighthouse children since 1915, the erection and maintenance of school buildings since 1919, when a new statute made this possible, the comparatively large number of secondary school pupils with a large increase in the rate of secondary school tuition recently, and the general increase in cost of all other items of school expenditure. Compared with the increased cost of public school education since 1915, with due allowance for the new factors which have entered into the cost of the unorganized township system, the increased expenditures will be found to be conservative and relatively low for a system of this distinctive type, in which the cost of schooling a considerable proportion of the school population is relatively high and therefore necessarily affects the average for the system.

During the past two years there has been no outstanding change in the general nature or administrative policies of the school system of the Unorganized Territory. The same

gradual improvement in its various features has been continued. The size of the Unorganized Territory makes impracticable a report of school conditions and progress in each of the unorganized units. A report only of general conditions, therefore, will be made.

The standard of teaching efficiency in the Unorganized Territory has been constantly raised. Every new teacher now employed with few exceptions is normal trained. For the school year 1928-1929, of the thirty-one teachers employed, twenty-one were normal graduates, seven had partially completed a normal course, and three were graduates of high schools. Of the latter, one had taught fifteen and one seven years. Seven of these teachers had been in the same position two or more years, including one in the same position five years, one six years and one nine years. For the school year 1929-1930, of the thirty-six teachers employed, twenty-eight were normal school graduates, five had partially completed a normal course, and three were graduates of high schools. Of the latter, one had taught eleven years and one eight years. Twelve of these thirty-six teachers had been in the same position for two or more years, including two for three years, two for four years and one for seven years. It will be seen from the foregoing that the percentage of trained teachers is high for a rural school system and also that the length of teaching service is increasing, both most important factors for higher teaching efficiency.

The plan of employing rural helping teachers, so called, in various sections of the Unorganized Territory has proved of advantage for a number of years past in giving a certain number of schools the benefit of closer supervision. It has not been possible, however, to extend this plan to all of the schools and unfortunately, owing to the closing of schools, it seemed inadvisable to continue the employment of helping teachers in at least two sections where formerly located. This being the situation, it is felt that the employment of a full or part time supervising teacher may well be considered. The saving in the bonus paid rural helping teachers would pay in part the salary of a regular supervisor. A temporary arrangement might be the employment of a regular teacher in some

community where the school year could be arranged so that she would be free to spend two or three months visiting other schools as a supervisor. Such a teacher with proper qualifications could doubtless be secured for this purpose without large extra expense to the state.

The schooling of lighthouse children continues to be an important feature of this system. The plan of boarding these children upon the mainland where they may attend good town schools has become firmly established and there seems no reason to believe that the future will see any change in this arrangement. The superintendent of lighthouses approves the plan and co-operates fully in carrying it out. All arrangements made for boarding the children of the various families are first approved by him and no bills are paid until they have been checked and approved in his office. The plan has been most favorably commented upon by officials of the United States Government. For the year 1928-1929, forty-two children were schooled from fifteen light stations at an expense of \$3,179.04. For the year 1929-1930, forty-six children from seventeen light stations were schooled at an expense for board of \$3,434.07. No expense is necessary for tuition of these children, as an old statute, the only provision made for lighthouse children prior to 1919, provides that they shall have the privilege of attending any public elementary or high school in the state without payment of tuition. Light stations as follows were included in those from which children were schooled during the last biennium: Avery Rock, Baker Island, Bluehill Bay, Boone Island, Franklin Island, Great Duck Island, Libby Island, Moose Peak, Mount Desert Rock, Narraguagus, Nash Island, Perkins Island, Petite Manan, Ram Island, Sequin Island, and Wood Island. In addition to the children in attendance at elementary schools there were last year sixteen lighthouse children in attendance at ten different high schools and academies in Maine and four others attending higher institutions of learning or training for nurses. This may well be considered a remarkable advancement in the education of lighthouse children since 1915, when this was first undertaken.

Twelve boys and eight girls passed the state examination

for entrance to high school at the end of the school year 1928-1929 and nine boys and eight girls at the end of the school year 1929-1930. A number of others each year are promoted to high school from the schools where they are in attendance as tuition pupils. It is a matter of interest and worthy of record to note that one of the unorganized township pupils passed the highest examination among the large number of those whose examination papers were sent from the towns and plantations of the state to the State Department of Education for tabulation.

The outline course of study which has been in use in the schools of the Unorganized Territory for some years and which was based upon and used in connection with the state course of study, has served its purpose very satisfactorily. This course should be revised or a new course prepared as soon as the new state course of study now in process of preparation is available. Some changes should also be made in the uniform system of textbooks adopted for the Unorganized Territory in order to provide more up-to-date books in certain subjects. During the past year six of the larger schools have been provided with sets of standard reference books.

Marked progress has been made during the past two years in the program of school building improvement. Six new buildings were erected and one building partially remodelled. General repairs were made to several other buildings and the usual expenditure was made for minor repairs and general upkeep. The cost for new buildings was \$9,005.18 and for remodelling and repairs \$3,684.14, a total of \$12,689.32. It will be seen from these figures that a relatively large improvement was made for the amount expended. This is explained in the following paragraphs.

Model rural school buildings were erected in Indian Township and at Forest Station, Township 10, R. 3, N. B. P. P., both in Washington County. These buildings are identical in all particulars and were erected under one contract at some saving to the state, the two places being about twenty-eight miles distant by highway. The building in Indian Township makes possible school privileges for a considerable number of Indian children heretofore without such privileges, whose

parents have taken up residence in recent years on the state highway a short distance north of Princeton Village. The building at Forest Station replaces a very small primitive building which the children of this community were forced to endure for nearly a score of years. These buildings will compare favorably with the best rural school buildings in the state.

At Howe Brook, Township 8, R. 4, W. E. L. S., Aroostook County, the former office building purchased in 1928 was remodelled into a very satisfactory school building. This meets standard requirements in all respects except for an attached outbuilding, which will be provided later. The work was done by the construction crew of the Bangor and Aroostook Railroad through the co-operation of the management of that corporation and at considerable saving in expense to the state. In fact, a very satisfactory building has been provided for this community at little in excess to date of \$1,200.00, or less than half the usual cost of such a building.

At Grindstone, Township 1, R. 7, W. E. L. S., Penobscot County, where there has been a school enrollment exceeding forty pupils at times during the past two years, the great need of a new building has been met. This was accomplished by purchasing for a reasonable sum a rough dwelling located on the one lot in the community suitable for a school ground. The building was of good dimensions for remodelling, which was done at a surprisingly low cost. It now meets standard requirements, including attached outbuilding. Little additional expense will be required for interior improvement but the rough exterior should be finished as soon as funds are available. When this is done, it should be an attractive as well as a comfortable building and should meet all the future requirements of this community.

At Somerset Junction, located in Million Acre Gore, Somerset County, a small but properly arranged building suitable for the school needs of this small settlement was erected at no cost to the state except for material, this expense somewhat exceeding \$600.00. This was accomplished through the enterprise of the local school agent, to whom full credit is due.

At Fort McKinley, Cumberland County, a model rural

school building was erected by the United States Government through the persistent efforts of the commanding officer. This building, in addition to meeting all standard requirements, contains housekeeping rooms for the teacher. It is a very great improvement over the various rooms formerly provided for this school. It solves the problem not only of a school building but also of a home for the teacher. The commanding officer deserves much credit for this long desired building.

At Forest City, Washington County, the old two-story building had been long neglected and was in a badly dilapidated condition when this town was disorganized a number of years ago. This building has been partially remodelled and now meets standard requirements relative to lighting and attached outbuilding. General repairs have also been made to the exterior, including a thorough job of painting. This building, in great contrast to its former appearance, is now a credit to the community and the unorganized township system.

It was not necessary to purchase school lots for any of the new buildings. The new building at Indian Township was erected upon land belonging to the township, or in fact, to the Indians themselves. Hence it was only necessary to select the best location available for the purpose. A more desirable lot could have been purchased but the price was considered excessive. The owners of the lot upon which the new school building was erected at Forest Station gave written permission for this purpose and make no charge for rental. The buildings at Howe Brook, Norcross and Somerset Junction are all located upon leased land which the owners do not desire to sell. The annual rental is less than the interest would be upon the amount required to purchase a school lot in such localities. The leasing of the school lots is therefore of no disadvantage to the state. The rights of the state are fully protected in any event, as the land may be taken by legal process, as provided in the statutes relative to schooling in Unorganized Territory, if conditions should ever warrant such action.

To complete the school building program one and possibly two new buildings meeting standard requirements should be erected, at least three buildings should be remodelled and

general repairs should be made to several others. New school furniture is needed in five or more buildings and additions should be made to the equipment of a considerable number of buildings. The estimated cost of these improvements is from \$8,000 to \$12,000. It is further believed as a matter of good business as well as for the favorable impression created by general appearance, that all of this property of the state should be kept in a first class condition of repair. It is hoped that funds will be available for the completion of this program within the next few years.

A number of old school buildings, formerly the property of plantations but which became the property of the state when the plantations were disorganized, were sold through authority received from the Governor and Council. These buildings in most instances were not pleasing to look upon, were of no use for school purposes, and it, therefore, seemed advisable to dispose of them. There are a number of buildings of this type remaining in the Unorganized Territory which should be disposed of whenever opportunity affords.

A table of detailed school statistics and expenditures for each unorganized unit is prepared each year. This is filed in the State Department of Education as a permanent record and is available for reference at any time. The comparative summary of statistics which follows includes for purposes of comparison the year 1928 in addition to the two years 1929 and 1930 covered by this report. The school statistics for the most part show no marked variation in the various items and no detailed comment therefore seems necessary. In general, these statistics indicate a gradual growth and encouraging improvement in the school system. The relatively high percentage of the school population attending both elementary and secondary schools should be noted.

The financial statistics, with a few exceptions, show no great variation from year to year, this indicating that school conditions in the Unorganized Territory on the whole are as well fixed as in the usual school system. The expenditures for elementary and secondary tuition both for the school years ending in June, 1929 and 1930, are not properly comparable with similiar expenditures for previous years. This is on

account of a change in the payment of tuition bills whereby they are now paid from the appropriation for the succeeding instead of the current year. This apparent discrepancy will adjust itself in future reports. The expenditures for new buildings and for repairs in 1929 were large. This caused a considerable overdraft in the appropriation for that year, which seemed well warranted by the improvement made. The appropriation for schooling of children in Unorganized Territory was increased by the Legislature of 1929 from \$38,000 to \$44,000. To this is added each year the school taxes, receipts for tuition, and other small credits, amounting to about \$2,000, making a total available of approximately \$46,000. This is barely sufficient for the regular expenditures under the present conditions, without taking into consideration the continuation of the school building program. For the completion of this program additional funds must be made available.

COMPARATIVE SUMMARY OF STATISTICS
FOR THE UNORGANIZED TERRITORY

For the Years Ending June 30, 1928, 1929, and 1930

	1928	1929	1930
Number of townships in which school privileges were provided	78	74	80
School population, 5 to 21 years of age	941	1,000	1,072
Number of schools maintained	28	28	31
School enrollment	507	586	576
Aggregate attendance	57,290	72,035	74,168
Average attendance	383	413	434
Number of pupils transported and boarded	158	188	163
Length in days of the school year	171	175	171
Number of pupils attending public elementary schools outside the townships	165	168	167
Number of pupils attending private elementary schools outside the townships	4	2	4
Number of pupils attending public secondary schools outside the townships	38	39	44
Number of pupils attending private secondary schools outside the townships	15	12	18
Teachers' wages and board	\$ 18,300.07	\$ 20,865.83	\$ 20,742.23
Fuel	1,363.84	1,407.46	1,326.47
Janitor service	619.00	796.20	816.25
Conveyance	3,408.00	5,008.67	4,458.72
Board of pupils	6,499.27	6,182.92	6,458.07
Elementary school tuition	3,297.88	*1,424.00	†1,105.19
Secondary school tuition	4,268.84	§882.99	‡2,764.05
New lots and buildings	904.00	7,351.98	1,653.20
Repairs	1,917.74	2,581.97	1,102.17
Apparatus and equipment	758.87	854.71	123.39
Textbooks	762.53	976.12	1,088.76
Supplies	168.96	567.76	665.29
Agents	269.70	488.30	599.56
Rent and insurance	45.00	320.45	530.17
	\$ 42,583.70	\$ 49,709.36	\$ 44,433.52

* Actual expense \$3,511.19
 § Actual expense \$3,647.04
 † Actual expense \$3,401.93
 ‡ Actual expense \$3,411.86

Respectfully submitted,

A. W. GORDON,
General Agent

CHAPTER III

DIVISION OF RURAL EDUCATION

RICHARD J. LIBBY, *Director*

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

Dear Sir:

The work of the rural workers in the Department for the two years ending June 30, 1930, has been along the following lines; improvement of physical conditions through the erection of new buildings or the reconstruction of buildings already in use, conservation of the health and comfort of children by encouraging towns to provide better transportation facilities, promotion of consolidations of scattered one-room schools where feasible, and the improvement of educational opportunities for the children through co-operation with the local school officers in securing better trained teachers and providing more competent and skillful supervision. Progress has been steady along all of these four lines.

Forty-three school buildings have been completed within the two years. Of these eight are secondary schools, six are combined elementary and secondary, three are large elementary schools in urban sections and the remainder are elementary school buildings in small villages and rural sections.

In addition to these new buildings which have cost in the aggregate \$1,856,711.00, many others have been repaired and remodelled to meet modern standards and there are in process of construction at the present time buildings which will total approximately two million dollars.

These additions to and improvements in school plants have made it possible to close one hundred thirty-five one-room schools since July 1, 1928 and to give to the pupils formerly enrolled in these schools better educational oppor-

tunities than could possibly be given them in the one-room school. The closing of these schools has unavoidably resulted in a demand for more and better facilities for the conveyance of school children both to the larger elementary schools and to the secondary schools as well.

The six year high school, which gives to the pupils of the seventh and eighth grades the advantages of departmental teaching and an opportunity to become familiar with laboratory equipment and training in manual arts and home economics, is becoming more popular each year.

Because of these increasing demands for transportation the number of children conveyed to elementary schools for the school year ending June 30, 1930 exceeds the number conveyed in the year ending June 30, 1928, by 1314.

The improvement in our roads during the same period including the wide-spread demand for keeping the highways open for motor travel during the winter months has resulted in a much greater use of motor busses for the conveyance of school children than was ever before possible. The number of standard motor busses, several of them capable of conveying forty to fifty children, has more than doubled within the two year period. Many of these busses are owned by the towns while others have been fitted up by individuals employed to convey pupils. While there are valid arguments both for privately owned conveyance and for public owned busses, the weight of evidence seems to be in favor of the towns owning their own school conveyance. The outstanding reasons are first, that the initial cost of a good school bus is so great that no individual can afford to assume it, at a cost which the town can afford to pay, unless he can be assured of employment for a period equal to the life of the equipment purchased. Such an agreement cannot be legally made by school officials as it has been ruled that no contract can be made for a period longer than the term of office of the contracting official. Secondly, the school conveyance should not be used for any purpose other than the transportation of school children but the owner rarely receives a wage generous enough so that he does not feel that he must use his

equipment for some gainful purpose during the day. The result is that he arrives at the school in the afternoon with the conveyance in such condition that the parents of the children conveyed have just cause for complaint. Third, at the present price of busses they can be owned and operated by the towns at a lower cost per pupil per day than equally good conveyance can be hired. A very satisfactory bus body with a seating capacity of forty to fifty pupils, depending upon the age of pupils conveyed, can be bought f. o. b. any place in Maine for a little under four hundred dollars. The cost of the chassis is of course dependent upon the make desired but should not exceed a thousand dollars, making the total cost vary from \$576, for a Ford one and one-half ton truck, upward. While there is a greater number of children who are being well conveyed than ever before there are still many towns which should improve their conveyance equipment as soon as may be.

While we do not believe that the consolidation of schools is the panacea for all the ills of rural education and while we realize that there are and will continue to be communities where the one-room school must continue to serve for many years we believe that a sane program of consolidation is highly desirable for both educational and economic reasons.

The town having a number of small one-room schools, located on or near state highways, can provide better educational facilities for its children in a central school at an equal or less expense. The citizens of the state realize this fact and the consolidation movement is progressing very satisfactorily. There are, however, many towns whose financial ability does not warrant the initial outlay necessary either for centralization or for financing a reasonably efficient system of one-room schools. It would seem that the only solution of their problem is a more generous appropriation from state funds than is now possible.

Since in the last analysis the improvement of any school, urban or rural, depends upon the skill and personality of the teacher, we have striven in every way possible to improve the teaching force. To this end we have worked with the

co-operation of the several normal schools to raise the level of teaching ability.

Special programs have been arranged in local, country, and state teachers meetings, special courses have been given in regular and summer sessions of the normal schools and the special summer school for the training of rural leaders has been maintained. Nevertheless the fact remains that the child who resides in the rural community cannot expect the same educational opportunity which his more fortunate city or village neighbor enjoys until he can be assured of a teacher of equal training, experience and ability.

We are pleased to report that progress is being made toward this goal. The number of trained teachers in the rural schools is increasing at a very satisfactory rate but the desired end can in many towns be reached only through more generous state aid.

May we take this opportunity to express our appreciation of the hearty co-operation of citizens, school officials and the faculties of the several normal schools.

Respectfully submitted,

R. J. LIBBY,
State Agent for Rural Schools.

CHAPTER IV

VOCATIONAL EDUCATION
INDUSTRIAL EDUCATION
EVENING SCHOOLS

Report of STEPHEN E. PATRICK, *Director*

HERBERT S. HILL, *Agricultural Supervisor*

FLORENCE L. JENKINS, *Home Economics Supervisor*

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

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

VOCATIONAL EDUCATION

Agriculture

During these two years, five all-day departments have been added, and none dropped, making a total of twenty-four all-day departments. In addition, unit courses have been started in five centers.

The all-day school enrollment for 1929-30 was 536. Of this number, 90, or 16.7%, dropped out or left school during the year. In 1929-30, a total of 398 projects were started. In 1928-29, 353 were started. In 1927-28, 320 were started. These figures denote a steady increase in the number of projects.

For the year 1927-28, when 320 projects were started, 278, or 86%, were finished. For the year 1928-29, when 353 were started, 330, or 93%, were finished. Completed records for the year 1929-30 are not available.

For the year 1927-28, the total project income (net profit plus self wages) was \$10,798.66, and for the year 1928-29 the total income was \$59,815.01. Excluding returns from pota-

atoes, which vary according to potato prices, the income in the first year was \$5,921.32 and in the second year \$11,354.81. These figures denote a 91% increase in project incomes after excluding potatoes, and are of considerable value as indicative of larger as well as better projects.

For the year 1928-29, out of 19 old schools, 5 had new teachers, making a turnover of 26.3%. For the year 1929-30, out of 23 old schools, 5 had new teachers, making a turnover of 21.7%.

For the year 1928-29, 137 boys who were enrolled in agriculture left school either because of graduation, or for some other reason. Ninety-eight of these, or 71.6% are now farming; 2 or 1.4% are studying agriculture in college; and 37 or 27% are now engaged in lines of work other than agriculture.

Trade and Industrial Education

The foreman conference work and plant training carried on at Rumford in the Continental Paper and Bag Mill has proved of great benefit to both the management and the employees. Mr. Stone, the mill manager, has stated that he would never attempt to conduct a mill without some department for handling this sort of work.

The Saco-Lowell Company at Biddeford, manufacturers of textile machinery, inaugurated a course of foreman conferences and plant training on April first. This work is preliminary to a full time apprenticeship course and plant training program which will be started this fall. This company held a series of conferences under Mr. Cushman's guidance in January 1924, and at that time were convinced that an apprenticeship program was needed, but business depression prevented starting work. During the intervening period, we have been able to maintain their interest, and finally to start the program. We were very fortunate in being able to secure Mr. Frederick J. Trinder, formerly State Director for Connecticut, to take charge of the work.

The International Paper Company at Livermore Falls is calling for a plan similar to the Continental at Rumford and probably work will be started this fall.

I am convinced that we can render the greatest service in trade and industrial education in this state to youth and to industry by plant training programs.

Home Economics

There has been a decided advancement in the field of vocational home economics in Maine the last two years. We have been handicapped with a shortage of teachers with four years training and the necessary teaching and practical experience required for vocational positions. This condition is improving since the development of a four-year vocational teacher training course at Farmington Normal School. The following statistics apply to graduates of 1929 and 1930:

	No. Graduates	No. Teaching
1929—University of Maine,	11	4
Farmington State Normal School,	13	12
1930—University of Maine,	6	4
Farmington State Normal School,	15	13

There is still one all-day Smith-Hughes vocational home economics course at Sanford as in the past. The passage of the George-Reed Act made available additional federal and state funds for vocational home economics and during 1929, three secondary courses at Bath, Scarborough and Freeport changed from general to vocational home economics and were approved under the new Act. Two more schools have applied for vocational home economics in 1930-1931. In 1927-1928, there were 26 students enrolled in day vocational courses whereas in 1930-1931 the number increased to 134 students in such courses.

Vocational home economics in evening schools remains about the same. Courses are approved in seven towns but the type of courses offered has broadened and there is a higher standard of work. There is need of further training in service of the teacher of evening classes. The supervisor has held teacher training conferences with special groups.

All-day and evening vocational classes were visited several times each year. One all-day institute was held in 1930 with day vocational teachers. This was devoted to home

projects. Unit courses in evening school methods and organization of George-Reed courses have been given by the supervisor at each teacher training institution. There is splendid co-operation between the teacher training institutions and the Vocational Division of the State Department. The courses in the institutions have been checked up and the work discussed with members of the staff. Reports have been made to the supervisor.

At present the practice teaching facilities at Farmington State Normal School are inadequate and there is no opportunity for direct contact with public high schools. To give student teachers a better understanding of the problems met by the high school teacher of home economics, the senior student teachers for two years have gone to well organized departments in towns in the state for a week's observation. School officials and teachers have been very co-operative and the results have been most gratifying.

A new curriculum has been put into operation at the University of Maine. This decreases the hours and increases selections, thus making the course conform more closely with similar courses in other teacher training institutions. The new home economics building at the University of Maine will give more opportunity for developing the course than has been possible previously.

There have been many requests from organizations and communities for promotional work in regard to general and vocational home economics. Talks have been given at local women's clubs, business and professional women's clubs, parent-teacher associations, mother-daughter groups, child health groups, etc.

INDUSTRIAL EDUCATION

There is a marked increase in attention to industrial education on the part of school officials and the public which I attributed largely to the success of existing schools and to a more definite understanding of the aims and objectives of this type of work.

A large percentage of our boys and girls finish their

schooling at the completion of high school or before and the industrial education work besides giving them a definite amount of skill in manipulative processes, is also a great factor in vocational guidance.

Manual Arts

In manual arts the work of the regional conferences in 1925 is beginning to bear fruit, and I consider this to have been one of our most valuable and outstanding efforts. It has received commendation from the Federal Bureau of Education and a considerable interest has been evident from all parts of the country. The results justify a continuation and broadening of these regional conferences and plans are being made for this work. All schools have been inspected and extra visits have been made when conditions required, or when assistance was requested. New schools have been established at Bucksport, Friendship, Ellsworth, Scarboro, Norridgewock, Cape Elizabeth and Cumberland Center.

General Home Economics

General home economics has developed considerably in the past five years. There has been increased interest on the part of school officials and communities as shown by the introduction of twenty-two courses since August, 1925. Since the 1928 biennial report, home economics departments have been established at Washburn, Newport, Stratton, Pine Tree Academy and North Yarmouth Academy. In September 1930, six additional departments are being introduced at Ellsworth, Norridgewock, Falmouth, Bucksport, Norway and Cape Elizabeth.

There is steadily increasing interest in further training of teachers in service. Many teachers who are graduates of two and three year courses are returning to teacher training institutions to work toward a degree. Home economics summer sessions have been conducted at the University of Maine with the co-operation and assistance of the State Department of Education for several summers. Standards in teacher training have been raised and this in turn has

raised the standards in local communities as to teacher qualifications, scope and content of courses and working conditions.

The teacher turnover each year is large and a longer tenure of service is needed. The following turnover occurred in the summer of 1930: out of 120 teachers of home economics in the state, 10 went into other occupations, 11 left the state for advanced positions, 5 left for further study and 8 transferred within the state. This does not include the six teachers needed for new departments in the fall of 1930.

The field work of the supervisor has been devoted to inspection of all departments, conferences with superintendents, school boards and communities in regard to new departments or improvement of present departments, conducting unit courses at each of the teacher training institutions, teaching methods course at summer session, holding round table conferences at county conventions and regional conferences with groups of teachers.

The office work of the supervisor has included making plans and recommending layouts and equipment for new departments, rearranging and improving present working conditions, issuing teaching helps each year in the form of news letters, reports of inspection visits and figuring subsidies to be allotted to towns for home economics special courses, and any correspondence dealing with home economics. During 1929, a school lunch bulletin was published and also a revised course of study for home economics in junior and senior high schools.

EVENING SCHOOLS

Evening schools were conducted in the following centers during the part year, Auburn, Augusta, Bangor, Bath, Biddeford, Lewiston, Madison, Portland, Rumford, Sanford, Skowhegan, St. George, Waterville, Winslow, and Van Buren.

Classes were conducted in the following subjects: cooking, sewing, dress making, children's clothing, renovation, home decoration, millinery, home nursing, embroidery, handicraft, nutrition and meal planning, carpentry, English gram-

mar, stenography, bookkeeping, filing, arithmetic, reading, writing, spelling, naturalization, manual training, typewriting, penmanship, mechanical drawing, architectural drawing, textile design, machine shop, electricity, auto ignition, chemistry for nurses, accountancy, lip reading.

During the past seven years evening schools have been maintained in the following places: Auburn, Augusta, Bangor, Bath, Biddeford, Brunswick, Dexter, Gardiner, Jay, Lewiston, Madison, Portland, Rumford, Sanford, Skowhegan, Tenant's Harbor, Vinalhaven, Van Buren, Waterville and Winslow.

The classes for elementary school subjects and for naturalization were discontinued in 1926 in Gardiner; in Jay, Dexter and Vinalhaven in 1927; in Biddeford and Brunswick in 1928. New classes in these subjects were organized this past year in Van Buren and in Tenant's Harbor.

The total enrollments in elementary school subjects for the past few years are as follows:

<i>Evening Schools</i>		
1923	3110 men	2732 women
1924	2639 "	2071 "
1925	2111 "	2034 "
1926	2177 "	2055 "
1927	1379 "	1772 "
1928	1728 "	2116 "
1929	1143 "	1480 "
1930	986 "	1488 "

SPECIAL PLAN FOR VOCATIONAL AND INDUSTRIAL EDUCATION

To promote activities in vocational and industrial education in the smaller secondary schools, we have collaborated with the secondary school agent and have developed a plan and a curriculum for the two and three teacher high school which we consider is a great improvement over many of the curricula now maintained. After the initial expense of equipment is met, the new plan can be maintained by the town at an expense only a little greater than at present. The

matter of expense has been one of the greatest hindrances to development, and I look for the new plan to meet with favor.

The following is a type course for a three-teacher school. This course is designed to meet the needs of the small community, not only caring for college preparatory work, but supplying to some extent the needs of the large group who will not go to college. In most communities, the work in agriculture will fit the needs of the boys; in others, manual arts may take its place.

1930

Principal	Assistant	Assistant
Agriculture I and II	Home Economics I and II	Latin I
Agriculture I and II	Home Economics I and II	Latin II
Agriculture III and IV	Home Economics III and IV	*Latin III
Agriculture III and IV	Home Economics III and IV	*Chemistry
Algebra	English I	**English III
Plane Geometry	English II	American History and
Com. Civics and Jr. Bus. Training	General Science	Probs. of Democ.
		World History to 1700

1931

Agriculture I and II	Home Economics I and II	Latin I
Agriculture I and II	Home Economics I and II	Latin II
Agriculture III and IV	Home Economics III and IV	*Latin III
Agriculture III and IV	Home Economics III and IV	*Physics
Solid Geom. and Trig.	English I	**English
Business Math.	English II	Modern History from 1700
	General Science	

*Juniors and Seniors elect Latin III in this year
 * " " " " Latin IV in this year
 ** " " " " English III in this year
 ** " " " " English IV in this year

Cost comparison for the two and three teacher academic high school, and the three teacher special plan school. Salaries of assistants are the average for the small high schools of the state.

	Three teacher academic school	Two teacher academic school	Three teacher Agric. and Home Economics	Three teacher Manual Arts and Home Economics
Principal,	\$1646	\$1646	\$2000	\$1646
Assistant,	1040	1040	1200	1200
Assistant,	1040		1040	1200
	<hr/> \$3726	<hr/> \$2680	<hr/> \$4240	<hr/> \$4046
Subsidy,	300	200	1421	750
	<hr/> \$3426	<hr/> \$2480	<hr/> \$2819	<hr/> \$3296

Respectfully submitted,

STEPHEN E. PATRICK,

Director

CHAPTER V

VOCATIONAL REHABILITATION—1928-1930

Report of EDWARD E. RODERICK, Director
and LEROY N. KOONZ, *Supervisor*

To the State Commissioner of Education:

Augusta, Maine.

Dear Sir:

We herewith submit a report of the work accomplished in Civilian Vocational Rehabilitation in the State of Maine for the biennium ending June 30, 1930. Mr. Edward E. Roderick was appointed Director of Civilian Rehabilitation September 20, 1929 to succeed Mr. Bertram E. Packard, who resigned. Mr. Leroy N. Koonz has acted as full-time supervisor during this time. A part-time stenographer is employed and an office is maintained in the State Department of Education, Augusta.

During the past two years there has been no new state legislation enacted which affected Civilian Rehabilitation. During April of the year 1929 the Federal Government passed an amendment to the Federal Civilian Rehabilitation Act regarding state appropriations. This amendment makes it possible for Maine to receive from the Federal Government \$10,000 a year for three years beginning July 1, 1930. Maine's allotment for several years past has been \$7,295.45.

There has been a steady and satisfactory growth in rehabilitation work in Maine. One of our most urgent needs at the present time is more state-wide publicity in order to acquaint the general public with the services which this department can render physically handicapped persons. The value of Civilian Rehabilitation to the people of the State of

Maine could be brought to their attention through a campaign of education, through closer contacts and relationships with all social welfare agencies and service clubs, and in various other ways.

One of Maine's most difficult problems in successful rehabilitation is the inability of many otherwise eligible persons to take care of their maintenance while in training. This is especially true in the rural districts where most of the cases come under the so-called "otherwise" groups, i.e., those not injured in industry. This otherwise group composes fully fifty percent of the cases in Maine. Service clubs and welfare agencies are often of assistance in the larger cities and towns although the number of cases thus helped is relatively small. In industrial accident cases workman's compensation is often available to assist in maintenance, while insurance is sometimes available in the public accident cases. We hope that at some future time the State Legislature may see fit to appropriate a maintenance fund to care for these many worthy cases which we are now unable to successfully rehabilitate.

There is no question but that the work in this state is now placed upon a permanent basis and that each year will see an increase in the number of successful rehabilitation cases. As the work becomes better known and understood we will have greater numbers of physically handicapped persons seeking to take up new lines of work so that they may become self-supporting citizens.

We are including in this report the case histories of two typical boys who have been successfully rehabilitated during this biennium.

Mr. Leslie Hassell of Woodfords, Maine, now twenty years of age, is a cripple, both legs being paralyzed from the hips down since birth. It is necessary that he use crutches in order to get about. This case was first brought to the attention of our Civilian Rehabilitation Department by Principal William E. Wing of Deering High School, Portland. Because of his disability there were only a few trades in which he might be successfully rehabilitated.



LESLIE D. HASSELL

After careful consideration it was decided to give him a course in clock and watch repairing. Arrangements were made with Mr. George F. Jones of 547A Congress Street, Portland, and Mr. Hassell started his training program June 25, 1927. He made very satisfactory progress in this vocation and in April of 1929 was able to start in business for himself at 258 Congress Street, Portland. Since that time he has successfully carried on his business and has an average weekly earning capacity of about \$30.

Mr. Onal Edgerly of Kezar Falls, now twenty-four years of age, has a double curvature of the spine as the result of an attack of Potts disease when but two years of age. This case was brought to our attention by the Chairman of the Executive Committee of the York County Branch, Maine Public Health Association. A personal interview was held with Mr. Edgerly at his home in April of 1927. At this time he was just recovering from an operation which made it possible for him to walk without the aid of crutches. Mr. Edgerly did very fine work in the local high school and is a graduate of that school. After considering the case carefully it was decided to allow him to attend Bliss Business College at Lewiston. He entered this



ONAL D. EDGERLY

school in September of 1927 and took up the Business Administration Course, later taking the Advanced Accountancy course. Mr. Edgerly attained the highest rank of any student ever attending Bliss Business College and graduated in June of 1929. He assisted in the office at Bliss Business College for a short time after graduation and is now an assistant instructor at the college.

LIVE ROLL OF CASES, JUNE 30, 1930

1. Determined as eligible.....	42	or	30%
2. In process of rehabilitation but not in training	20		14%
3. In school training.....	55		40%
4. In employment training.....	15		11%
5. Being followed up after placement...	7		5%
	139		100%

CLASSIFICATION OF CASES IN TRAINING
JUNE 30, 1930

Agricultural

Poultry Farming 4

Commercial

Bookkeeping 15

Accountancy 4

Stenography 7

Salesman 1

Clerical 5

Professional

Teaching, Secondary 2

Teaching, Commercial 2

Teaching, Music 2

Law 1

Short Story Writing 1

Commercial Art 1

Trades and Industry

Battery Service and Ignition 5

Watch Repairing	3
Linotype Operating	1
Combustion Engineering	1
Mechanical Engineering	3
Mechanical Dentistry	2
Mechanical Drafting	1
Architectural Designing	3
Aviation Mechanic	1
Shoe Repairing	1
Pulp and Paper Industry	1
Dressmaking	1
Barbering	2
	<hr/>
	70

REGISTRATION OF CASES

TABLE I

By Nature of Disability

	<i>Female</i>	<i>Male</i>	<i>Total</i>	<i>Percent</i>
Hand	0	6	6	11
Arm	0	9	9	17
Arms	0	1	1	2
Leg	5	15	20	38
Legs	2	2	4	7
Multiple	0	4	4	7
Vision	0	1	1	2
General Debility	0	8	8	16
	<hr/>	<hr/>	<hr/>	<hr/>
	7	46	53	100%

TABLE II

By Origin of Disability

Employment	0	24	24	45
Public Accident	0	10	10	19
Disease	7	11	18	34
Congenital	0	1	1	2
	<hr/>	<hr/>	<hr/>	<hr/>
	7	46	53	100%

TABLE III

By Schooling

None	0	1	1	2
Grades 1-6	1	4	5	9
Grades 7-9	3	16	19	36
Grades 10-12	2	23	25	47
Other	1	2	3	6
	<hr/>	<hr/>	<hr/>	<hr/>
	7	46	53	100%

TABLE IV

By Age

Under 21 years	5	14	19	36
21-30 years	1	20	21	40
31-40 years	1	6	7	13
41-50 years	0	6	6	11
51 or over	0	0	0	0
	<hr/>	<hr/>	<hr/>	<hr/>
	7	46	53	100%

ANALYSIS OF CASES FOR YEAR ENDING
JUNE 30, 1930

<i>Rehabilitated Cases</i>	<i>Number</i>	<i>Percent</i>
1. School Training	10	18
2. Employment Training	8	16
3. By Placement	5	9
	<hr/>	<hr/>
Total Rehabilitated Cases	23	43%

Other Closures

1. Not Susceptible to Rehabilitation	4	7
2. Services Rejected	17	31
3. Deceased	1	2
4. Other	9	17
	<hr/>	<hr/>
Total Other Closures	31	57%

Cost of rehabilitation of 23 cases, 1929-1930	\$ 6,891.79
Average cost per case	290.95
Annual income of 23 rehabilitated cases	22,216.00
Average wage earning per person per year	965.91
Average wage earning per person per week	18.57

SUMMARY OF RECEIPTS AND EXPENDITURES
OF CIVILIAN REHABILITATION DEPT.

From July 1, 1929 to June 30, 1930

Receipts

<i>Federal Funds</i>	<i>Federal</i>	<i>State</i>
Federal Appropriation	\$ 7,295.45	\$
<i>State Funds</i>		
State Vocational Education		6,377.85
	\$ 7,295.45	\$ 6,377.85

Expenditures

Administration

1. Salaries of Supervisors and Agents	\$ 1,787.33	\$ 1,141.84
2. Salaries of Other Employees	394.16	285.00
3. Travel	604.26	410.32
4. Printing	13.33	10.44
5. Supplies		63.75

Tuition

1. Educational Institutions	\$ 1,784.03	\$ 2,103.59
2. Industrial and Commercial	707.32	593.00
3. Tutors	175.00	108.00
4. Correspondence Schools	46.00	212.82

<i>Instructional Supplies</i>	613.09	983.39
<i>Other Expenditures</i>	110.88	193.20
<i>Prosthetic Appliances</i>	142.45	272.50

\$ 6,377.85 \$ 6,377.85

Balance on hand, Federal Fund \$ 917.60

Respectfully submitted,

EDWARD E. RODERICK, *Director*
LEROY N. KOONZ, *Supervisor*

CHAPTER VI

TEACHERS' ASSOCIATIONS

STATE ASSOCIATION

ADELBERT W. GORDON, *Secretary*

Augusta, Maine, July 1, 1930.

To the State Commissioner of Education:

Dear Sir:

The Twenty-sixth Annual Convention of the Maine Teachers' Association was held at Bangor on October 25 and 26, 1928. A record number was in attendance and even more favorable comment upon the convention was received than in previous years. The program of high order throughout was of the usual inspirational and professional character with several entertainment features of a distinctly educational nature.

The general arrangement of the program was a departure from that of previous years in several respects. As a pre-convention feature for Wednesday evening, a return was made to the Get-Together Meetings so popular in several recent years. Both the Men's and Women's Get-Togethers were largely attended by prominent educators from all over the state and were very successful affairs. On Thursday morning in place of a special feature program presented for so many years, two large division meetings were held with distinguished speakers and special music. This change was favorably received and both meeting places were filled to capacity. The program for both evening general sessions was of a special nature. That of Thursday evening was devoted to a visual education program with Hon. Carl E. Milliken, former Governor of Maine, as principal speaker, his address being followed by a feature motion picture film. The Friday evening program consisted of special music and a character

impersonation of Abraham Lincoln. A special musical feature was the appearance on the various programs of the prize-winning bands and orchestras at the First State Band and Orchestra Meet held in Waterville the previous May. A model rural school in session three half days during the convention was another successful feature.

The adoption of a New Constitution at the business meeting was doubtless the most important action relative to the Association itself taken since its organization in 1901. It may well be considered another landmark in the history of the various state organizations of the profession which have existed since 1867, in fact with the exception of four years, since 1859. The most important change in the New Constitution is the provision for the Representative Assembly. This is significant, indicating that the Association has become too large to efficiently function longer in the form of a pure democracy and that henceforth it will be governed as a representative democracy with a legislative body known as the Representative Assembly. In addition to providing for a Representative Assembly, other important features of the New Constitution are provision for active and associate membership, provision for a change in list of officers more in conformity with those of other state education associations, detailed provision for the election and duties of officers and definite provisions relative to departments, standing committees, official year, annual meetings, membership dues, and by-laws.

A Journal of Proceedings in the usual form was published for the official year 1928. This was sent to all members, speakers, other state education associations, National Education Association, and numerous libraries. It consisted of 322 pages, 176 of which were devoted to summaries and abstracts of addresses by speakers at the annual convention, and 74 pages to records, reports of committees, and other material. In addition to serving as a record of the activities of the Association for the year, much valuable material in the form of the addresses of speakers is provided for the professional help of the membership. The expense of publication is met in large part from receipts for advertising.

This meeting was the tenth annual convention of the Maine Teachers' Association held in Bangor. The official attendance exceeded the previous high record of 1926 for a Bangor meeting by 19. This increase in attendance, while but slight, was nevertheless gratifying as a continuance in the unbroken series of attendance records for both Bangor and Portland meetings for a number of years past. The actual number of attendance cards filed, or official attendance, was 4298, indicating that not less than 5000 people were in the city as a result of the convention.

All former membership records for the Bangor convention year were also exceeded. The enrollment of 6371 members exceeded by exactly 50 the 1926 record enrollment. Advance registration agents were largely responsible, as usual, for this excellent record.

The Maine Teachers' Association sent seven delegates to the Eighth Representative Assembly held in connection with the Sixty-sixth Annual Meeting of the National Education Association, at Minneapolis, January 1-6, 1928, as follows: Principal Ellen J. Cochran, Rockland; Principal Percy F. Crane, East Machias; Principal Winnifred Dennison, Brownville; Wilhelmina Gibbs, Ellsworth; Bertha L. Paul, Solon; Deputy Superintendent Helen M. Robinson, Portland; Principal C. L. Smith, Belfast.

The officers for the year 1928 were: President—Supt. Edward E. Roderick, Belfast; Vice President—Miss Lou M. Buker, Primary Supervisor, Augusta; Secretary—Adelbert W. Gordon, State Department of Education, Augusta; Assistant Secretary—Miss Blanche V. Wilber, Madison; Treasurer—Supt. George M. Carter, Caribou; Auditor—Supt. Harry C. Hull, Saco. Members of the Executive Committee, in addition to the President, Vice President, Secretary, and Treasurer, were: Supt. Henry W. Coburn, Fort Fairfield, Supt. George H. Beard, Bar Harbor, and Principal Mary G. Carroll, Auburn.

Two outstanding features of every convention of the Maine Teachers' Association in recent years have been the large state-wide attendance and the fine professional spirit. This was particularly true of the Twenty-seventh Annual

Meeting which was held at Portland, October 24 and 25, 1929. The remarkable attendance records of previous years were set aside for still higher figures. The commendable spirit of professional enthusiasm so often a matter of comment by visiting speakers of wide experience was again much in evidence.

The pre-convention feature for Wednesday evening took the form of a Get-Together and Informal Reception to the new State Commissioner of Education, Hon. Bertram E. Packard. This proved to be a delightful occasion and was largely attended. The arrangements were made under the auspices of the Portland Teachers' Association. The general arrangement of the official program was the same as that of 1928, with two large group meetings on Wednesday morning instead of a special feature program for the opening session. The usual departmental meetings and evening general sessions followed. Friday evening was given over to a special program of school activities. The names of many distinguished speakers and well-known educators appeared upon the general and departmental programs. The Friday evening program was unique and probably the original attempt to stage an educational program of this type. It consisted of a series of Assembly Programs in part and in full actually used by the pupils of Lincoln Junior High School, of Portland. A highly profitable evening of practical suggestion and educational entertainment was provided. Music, as usual, was given a prominent place, various school music organizations as well as talented pupil soloists being heard on the programs of all the larger meetings.

The first annual meeting of the Representative Assembly, the new legislative body of the Association, was carried out in a most successful manner. The delegates were seated by counties on the main floor of the Assembly Hall of Portland High School. Interested spectators, most of whom it was assumed were members of the Association, were seated in the galleries. It was by far the largest attended business meeting in the history of this Association. One of the notable features of the Assembly was the relatively large number of delegates in attendance. Of the 281 delegates entitled to

seats, 251 were present, including 28 of the 31 ex officio delegates. Probably an equal number of other persons witnessed the proceedings. The order of business was carried out most expeditiously, probably less time being taken for routine business than ever before. One new feature was the report of standing committees. This is quite certain to be a matter of increasing importance as the activities of the Association are extended.

The seventh annual number of the Journal of Proceedings was published for the year 1929. This consisted of 324 pages and was similar in form to previous numbers. Articles appear therein by many of the well-known educators of the country who were speakers at the annual convention, including Dr. William C. Bagley, Teachers' College, Columbia University; Dr. William J. Cooper, United States Commissioner of Education; President Frederic C. Ferry, Hamilton College; Dr. Elbert K. Fretwell, Teachers' College, Columbia University; President Franklin W. Johnson, Colby College; Dr. Douglas C. Ridgeley, Clark University; Dr. George D. Strayer, Teachers' College, Columbia University; Dr. Augustus O. Thomas, President of World Federation of Education Associations; and others.

Again the attendance record of the Association was broken. The actual number of attendance cards filed was 5427, or 77 more than the previous record of 5350, at Portland, in 1927. All previous membership records were also set aside by the 1929 record enrollment of 7145. This again placed the Maine Teachers' Association in first position among the forty-eight state education associations of the country for relative rank in membership. This truly remarkable record was convincing evidence of the high professional spirit of Maine teachers, over 1700 of whom enrolled as members who were not able to attend the convention. It also showed the results of the most excellent work of advance registration agents who enrolled all but 402 of the record membership. Of the 144 superintendents of schools and state agents, 143 acted as advance registration agents, with 122 reporting 100% enrollment of their teachers, and the remaining 21 enrolling a good percentage, several well above the 90% mark. In fact every

public school teacher in Maine was enrolled by these agents, with the exception of 281. Every normal school principal reported 100% faculty enrollment and practically the whole student body, about 400, of Gorham Normal School enrolled with Principal Russell as associate members. A large number of teachers in private secondary schools enrolled with their principals or the local superintendent, twenty-five of these schools reaching the 100% class. An increased number of college teachers also enrolled. The "Seven Year Record" which follows indicates the remarkable growth and prosperous condition of the Association.

SEVEN YEAR RECORD

	1923 Portland	1924 Bangor	1925 Portland	1926 Bangor	1927 Portland	1928 Bangor	1929 Portland
Enrollment	5917	5770	6637	6321	7054	6371	7145
Convention Attendance	4659	3936	5052	4279	5350	4298	5427
Superintendents— 100%	67	81	105	102	111	113	122
Private Sec. Schools 100%	10	20	27	26	24	19	25
Normal School Prin.—100% ..	6	4	5	5	6	6	6
Total 100% Reports	83	105	137	133	141	138	153
Bal. in Treasury .	\$5656.15	\$4489.38	\$4847.01	\$4872.11	\$5050.91	\$4476.57	\$5527.77

The Maine Teachers' Association sent four delegates to the Ninth Representative Assembly held in connection with the Sixty-seventh Annual Meeting of the National Education Association, at Atlanta, June 28-July 4, 1929. They were as follows: Supt. D. H. Corson, Hodgdon; Prin. Norris S. Lord, Bridge Academy, Dresden Mills; Supt. Clinton D. Wilson, Bath; Sub-Prin. Louis B. Woodward, Western State Normal School, Gorham.

The officers of the Association for the year 1929 were: President—Supt. Thomas P. Packard, Houlton; First Vice President—Supt. E. L. Toner, Rockland; Second Vice President—Agnes P. Manter, Farmington State Normal School;

Secretary—Adelbert W. Gordon, State Education Department, Augusta; Treasurer—Supt. Charles A. Snow, Fryeburg. Members of the Executive Committee—Supt. George H. Beard, Bar Harbor; Prin. Mary G. Carroll, Auburn; Prin. Arthur W. Lowe, Portland.

Respectfully submitted,

ADELBERT W. GORDON,
Secretary

COUNTY ASSOCIATIONS

RICHARD J. LIBBY, *Director*

To the State Commissioner of Education:

Dear Sir:

During the biennium ending June 30, 1930, fourteen meetings of County Teacher Associations have been held each year, for while there are fifteen such associations in the state the Associations in Penobscot and Cumberland-York hold meetings only in those years when the State Association meets in the other part of the state.

The plan in vogue during preceding years has been followed and the meetings held as early in the school year as practicable in order that the benefits derived by the teachers may be immediately put in practice in the schools.

By holding the meetings on successive days it has been possible to secure nationally recognized authorities along the several lines of educational work which we have attempted to stress during these years. County officers and the State Department of Education have co-operated in determining the central theme and in securing the instructors. It has been the plan to have these experts from outside the state speak before a general session on the broader and more general aspects of their subject and to address smaller groups on its more technical aspects.

The attendance at the conventions has been excellent showing a real interest on the part of the teachers, very few having availed

themselves of the option of keeping their schools open on the convention date.

The attendance for the meeting in 1928 and 1929 follows:

<i>Name of Association</i>	<i>Year</i>	
	<i>1928-1929</i>	<i>1929-1930</i>
Androscoggin	418	443
Aroostook	651	704
Cumberland-York	1,696	
Franklin	190	189
Hancock	257	265
Kennebec	465	451
Knox	182	197
Lincoln-Sagadahoc	231	264
Oxford	313	240
Penobscot		651
Piscataquis	182	179
Saco Valley	124	125
Somerset	312	325
Waldo	211	209
Washington	316	352
	5,548	4,594

Respectfully submitted,

RICHARD J. LIBBY

CHAPTER VII
SECONDARY SCHOOLS OF MAINE

Report of HARRISON C. LYSETH
Agent for Secondary Education

State Commissioner of Education:

Dear Sir:

I herewith submit my report as State Agent for Secondary Education.

The composite statistics for the high schools and academies indicate very creditable progress. The close of the second decade since reclassification and reorganization of this division of schools finds a large increase in enrollment, a larger and better trained corps of teachers; a modernization of curriculums, a splendid building program and a consciousness of the importance of serious study in the best methods of teaching and administration.

I. Classification

The secondary schools of the state are divided into three classes, Class A, Class B, and Junior High Schools. The unified six-year high school, which is a most promising type of school, is classified under Class A.

<i>Type of School</i>	<i>1920</i>	<i>1930</i>
Class A	219	242
Class B	39	18
Junior High	4	23

The Class A division consists of 183 high schools and 59 academies. Of these schools 30 may be classified as unified six-year schools.

II. Unified Six-year School

This type of school seems particularly well adapted to the medium sized school systems. The unified six-year high school consists of the upper six grades of the public school system, usually

grades seven and eight of the elementary system together with the four years of the typical high school. Such a unit is especially adaptable to the use of many Maine towns and cities because of the population of these communities. By adopting the six-year type of organization, a school of much more workable, convenient and economic size is produced, because the addition of grades seven and eight usually nearly doubles the size of the school.

Some of the advantages of the plan seem to be as follows:

1. The upper elementary grade pupils are placed where they may have their educational needs most effectively served. All the advantages of the junior high school are conserved by this arrangement.

2. The one-teacher elementary school is relieved of two grades which results in a better working unit.

3. A larger teaching staff is justified. This in turn makes departmental instruction more practical for all grades.

4. A wider range of courses is possible, especially those having practical or vocational content.

5. The special activities of the school, such as music, athletics, literary and other clubs, and general "social" training become more practical and more interesting because of larger numbers.

6. By means of its wider program, more numerous activities and earlier contacts the pupils are held past the "dropping out" periods between the seventh and tenth grades.

7. With a larger school unit courses of vocational content may be developed more fully for the senior high school pupils.

8. An economy, both financial and educational, is accomplished because of larger administrative units.

Excellent examples of this modern type of school are in operation at Belfast, Caribou, Fairfield, Guilford, Rangeley, Winslow, and other places. A complete unit is in the process of construction at Falmouth which is to operate on this efficient scheme.

III. Buildings

The buildings housing the secondary schools are in unusually good condition in most communities. Generally the unsatisfactory buildings are now located in small communities, and even here

steps are being taken to improve existing conditions. The following table shows the general condition of buildings.

New within ten years	76
Modern in plan, standard but over ten years old	49
Approximate standards	65
Fair condition, below standards in some respects	54
Old, poorly adapted, not meeting standards	39
	283

It is interesting to note that the 39 old, poorly adapted schools house only 1,876 boys and girls or approximately 6¼%. This shows that 93¾% of the secondary pupils in Maine are well housed in satisfactory buildings.

The next biennium should show an improvement in library, laboratory and physical education equipment. At the present time the finances available have been used in the building program, but the future should show improvement.

IV. Growth in Enrollment

The secondary schools are showing a steady increase in enrollment and during the past two decades the increase has been very great until at the present time nearly 32,000 boys and girls are enrolled in the Maine secondary schools. This phenomenal growth is due largely to social and economic changes in our state. A new order of industrialism and economic professionalism has developed in the last quarter century. New laws of compulsory attendance have been enacted and laws relative to child labor have been passed. Still more subtle influences have been at work. With the ease of transportation and communication then has come a demand for a wider familiarity with commerce, industry and science. The challenge to do more and know more is on every hand. Mechanical power aids us in our labor and hence there is a conception in our youth of approaching competition, and a demand for education. The trend is toward a new era in American supremacy in creative efforts in art, literature, music and science.

SECONDARY SCHOOL ENROLLMENT 1915-1928

1915	High Schools	14,650	Academies	4,292
1920	High Schools	19,718	Academies	4,932
1925	High Schools	24,861	Academies	5,559
1928	High Schools	26,144	Academies	5,589

V. Graduates of Secondary Schools

One of the most encouraging factors in our secondary education is the holding power of these schools on the Maine youth. The following table shows the large number of students who actually graduate from the high schools and academies. About 30% of these students attend institutions of higher education—colleges, training schools, normal schools, and business schools. Few states in the United States can show such an enviable record in this respect.

Number of Pupils in Secondary Schools of Maine

Class of---	1923-24	1924-25	1925-26	1926-27	1927-28	1928-29
Grade VIII	11,168	10,849	11,032	11,287	11,792	11,673
Grade IX	10,169	10,243	9,993	10,299	10,769	10,992
Grade X	7,651	8,168	8,103	8,029	8,294	8,672
Grade XI	6,358	6,619	6,769	6,592	6,756	6,925
Grade XII	5,357	5,562	5,945	5,948	5,903	5,854
Graduates	4,956	5,305	5,438	5,581	5,456	5,457

VI. Educational Status of Secondary Teachers

The secondary school teachers of Maine are professionally trained as a group. A recent survey of 1,679 teachers from 245 schools shows 998 college graduates and 353 normal graduates. This is a remarkable record in itself, but the survey shows that in this group there are 944 teachers who have attended summer school for professional training in education. The following tables contain this detailed information.

EDUCATIONAL STATUS OF SECONDARY
TEACHERS

College Graduates:

Bates College	250
Colby College	212
University of Maine	209
Bowdoin College	50
Boston University	37
New England Conservatory of Music	14
Simmons College	13
University of N. H.	12
Radcliffe College	10
Saint Joseph's College	10
Smith College	10
Tufts College	10
Wheaton College	10
Emerson College	9
Mount Holyoke College	9
Columbia University	8
Wellesley College	8
Brown University	7
Harvard College	6
Clark University	5
Holy Cross College	5
Dartmouth College	4
Saint Elizabeth College	4
University of N. B.	4
University of Vermont	4
Boston College	3

Middlebury College	3	
Syracuse University	3	
Miscellaneous	79	
		<hr/>
Total number of College Graduates	998	
Normal School Graduates (No other training)	68	
Normal School Graduates with other training	285	
		<hr/>
Total number of Normal School Graduates	353	353
Non-Graduates		328
		<hr/>
Number of Teachers Reporting		1,679
Number of Schools Reporting		245

While the foregoing table shows the educational training of the teachers, the following chart gives some indication of the type and variety of degrees held by these educators. It will be noted that 1,679 teachers hold 1,005 degrees from various educational institutions.

Degrees held by Secondary Teachers:

A.B. or B.A.	643
B.S.	233
B.S.E., or B.S. in Ed.	13
B.S. in H.E.	1
M.A. or A.M.	62
B. of Ped., or Ped. B., or Pd.B.	9
Ped. D.	1
B.L.I. (Emerson)	7
B. of Ed., or Ed.B., or B.E.	4
M.S.	2
B.B.A.	2
Ph.G.	1
Ed.M.	3
Th.B.	1
P.S.C.	1
B.C.S.	3
B.S.S.	3
Ph.D.	1

Ph.B.	3
B.L.	1
M.Ph.	1
B. Commerce and Econ.	1
I. M. Certificate	1
L.L.B.	2
B.B.M.	1
S.T.B.	2
B.O.	1
B.Music	1
Degree of Health Director	1
<hr/>	
Total number of degrees held	1,005

In addition to the training of teachers in the usual academic year, large numbers of Maine teachers are each summer attending summer schools. This group of professionally-minded teachers is growing each year and many forward-looking communities are giving bonuses of various sorts to teachers who avail themselves of this added education. The following chart shows the summer school attendance of secondary teachers.

SUMMER SCHOOL ATTENDANCE OF SECONDARY TEACHERS

Summer Schools Attended:

University of Maine	431
Bates College	430
Harvard University	174
Saint Joseph's	146
Columbia University	116
Boston University	67
Maine School of Commerce	51
Simmons College	49
Gorham Normal School	39
Middlebury	25
" French	10
" Spanish	2
Castine Normal School	31

American Institute of Normal Methods	29
Lasell Seminary	19
M. I. T.	17
Univ. of New Hampshire	18
Farmington Normal School	17
Springfield	14
Machias Normal	12
Cornell University	11
McGill	11
Oswega Normal	10
Univ. of Vermont	9
Dartmouth	8
State Dept. Schools	7
Univ. of Michigan	7
Aroostook State N. S.	6
Clark University	6
Dingley Mathews	6
Hyannis Normal School	6
New York University	6
Atlantic Union College	5
Bay Path Institute	5
Institute of Music Ped.	5
Sorbonne University, Paris	5
Springfield, Y. M. C. A.	2
Miscellaneous, 115 different schools	190
<hr/>	
Total summer sessions attended	1,902

Total number of teachers attending summer sessions	944
Total number of different summer schools attended	151
Average number of summer sessions per teacher	2.025
Number of teachers reporting	1,679

The following table may be of passing interest in showing the experience in service of the secondary teachers. Considerable value is naturally gained by long experience especially when coupled with judiciously chosen summer school work.

EXPERIENCE OF TEACHERS IN SECONDARY SCHOOLS

(Includes Special Teachers)

<i>Years of Experience</i>	<i>No. of Teachers</i>	<i>Years of Experience</i>	<i>No. of Teachers</i>	<i>Years of Experience</i>	<i>No. of Teachers</i>
0	150	19	14	38	5
1	207	20	23	39	3
2	171	21	18	40	4
3	185	22	17	41	3
4	121	23	7	42	2
5	105	24	10	43	1
6	97	25	13	44	2
7	85	26	19	45	1
8	58	27	9	46	0
9	57	28	10	47	3
10	61	29	10	48	0
11	40	30	17	49	0
12	45	31	9	50	0
13	40	32	11	51	0
14	42	33	8	52	2
15	31	34	7	53	0
16	39	35	8	54	0
17	30	36	3	55	1
18	16	37	1		

Much credit is due the teachers who have seen fit to increase their teaching efficiency by furthering their education in this professional manner.

VII. Literature

The biennium has seen the publishing of several bulletins related to secondary work. The most comprehensive of this work is the High School Manual, which is being produced in several volumes, containing various data on secondary school work. Part I of this Manual contains administrative discussions, legal and departmental rulings, together with courses of study for various types of schools. The remaining volumes are devoted to the teaching of the various subjects in the curriculum. Department studies have been carried on in many fields and are always available for the asking.

VIII. *Freshman College Record*

Complete transcripts of the records of the graduates of Maine secondary schools in attendance at the four Maine colleges are received by the State Department of Education. These records are tabulated and recorded in the so-called "Freshman College Record". Excerpts of this comprehensive report published herein show that the product of the secondary schools is doing well in college. Of particular interest it is noted that the number of honors received by this group in 1929 (last records available) was next to the largest ever received and the number of failures was the smallest on record. Such a splendid showing deserves recognition.

FRESHMAN COLLEGE RECORD—1929-1930

Summary by Years for Five-Year Period

	1929-1930	1928-1929	1927-1928	1926-1927	1925-1926
Total Number of Different Schools Reported	141	152	146	159	165
Number of Students Entering Four Maine Colleges from Above Schools	595	574	593	644	692
Total Number of Grades Assigned These Students	3,354	3,163	3,232	3,333	3,564
Number of Students Failing in ONE Subject Only	70	102	111	85	120
Number of Students Failing in TWO Subjects Only	41	27	37	32	39
Number of Students Failing in THREE OR MORE Subjects	20	12	19	27	25
Total Number of Failures	225	197	254	246	284
Total Number of Honors	1,065	938	892	923	1,069
Grades per Pupil	5.637	5.510	5.450	5.175	5.150
Percent of Failures to Grades	6.71%	6.23%	7.86%	7.38%	7.96%
Failures per Pupil378	.343	.428	.382	.410
Percent of Honors to Grades	31.75%	29.66%	27.59%	27.69%	29.90%
Honors per Pupil	1.789	1.634	1.504	1.433	1.54

IX. *Administration*

Practically all of the high schools and academies have been inspected at least once during the biennium. This inspection brings out several facts worthy of consideration. In general the educational facilities in these schools are good, but here and there,

high schools of small and ineffective size should be combined, because probably no secondary school can be especially efficient both educationally and economically if the enrollment of the school is smaller than 75. The secondary education of this country has gone through a quadruple change since its inception; specifically the Latin Grammar School, the Academy, the public high school, and the comprehensive high school of today.

This modern comprehensive school offers a curriculum not only for the relatively small college group, but also for the large group who have no inclination for education beyond the secondary school. It is the duty of every town to offer the best type of education to all the students in the community. In the report of the Division of Vocations will be found a course of study especially adapted to the smaller high schools which was worked out in co-operation with this division.

The education of the secondary schools can be improved most easily by combining small schools, by establishing six-year high schools and by reorganizing the present courses of studies. When this is accomplished even greater will be the success of this division of schools.

Respectfully submitted,

HARRISON C. LYSETH.

CHAPTER VIII

REPORT OF NORMAL SCHOOLS

To the State Commissioner of Education:

Augusta, Maine.

Dear Sir:

I respectfully submit herewith a report of the teacher-training institutions of the state which are under public supervision and control. These institutions are, Western State Normal, Farmington State Normal, Eastern State Normal, Washington State Normal, Aroostook State Normal and Madawaska Training School. This report covers the biennial period beginning July 1, 1928 and ending June 30, 1930. The principals of these institutions will report on attendance, registration, teaching personnel, teacher placement, administration policies and general progress. A financial statement covering incomes and disbursements for dormitories and administration is also given.

A tentative but uniform course of study for two-year students has been arranged and is being tried out for the first time in the history of teacher-training in this state. All schools are using as a guide the same general course. It is expected that changes in the curriculum may be desirable and the need for these changes will appear through its use. The rapidly changing requirements would seem to make it unwise to make our standards too rigid. These changes emphasize the need for elasticity in our educational program, and the Committee on the revision of the curriculum had this constantly in mind.

Arrangements have been made with the University of Maine, which has recently established a School of Education, to admit graduates of our two-year teacher-training institutions to advanced standing, making it possible for them to successfully complete the requirement for the Bachelor

of Science in Education degree in two years, subsequent to graduation from normal school; admission to be based on a satisfactory class record and recommendation by the principal. Such an arrangement makes it possible for a student to prepare for the professional career of teaching by the normal school route, giving a rather well balanced professional training, not only in subject matter but in methods and the theory and practice in teaching which has been wholly lacking in the training of those who have entered the profession through the regular college course.

I am glad to report that a splendid spirit of co-operation exists between this department and all of our teacher-training institutions. All are doing a high grade of work.

Respectfully submitted,

EDWARD E. RODERICK,
Deputy Commissioner of Education.

To the State Commissioner of Education:

Augusta, Maine.

Dear Sir:

I have the honor to submit the following report of the Aroostook State Normal School for the years 1929 and 1930.

Attendance—Year ending June 19, 1929

Number entering	75
Average attendance	155
Number graduated	88
Largest attendance	163

Year ending June 18, 1930

Number entering	63
Average attendance	134
Number graduated	81
Largest attendance	144

The teachers for the year 1929 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, Secretary, Penmanship.

Mrs. Margaret J. Preble, Director of Training; Cecilia Campbell, Grade 8; Ada Brown, Grade 7; Ida Shaw, Grade 6; Elizabeth Hagar, Grade 5; Evelyn Ford, Grade 4; Phyllis Rolfe, Grade 3; Vera Scott, Grade 2; Edith Clifford, Grade 1, Assistant Critic Teacher.

The teachers for the year 1930 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; Margaret Coombs Hargen, Industrial Arts, Drawing; Katherine S. Dow, Music; Mona J. Greenlaw, Secretary, Penmanship.

Mrs. Margaret J. Preble, Director of Training; Cecilia Campbell, Grade 8; Ada Brown, Grade 7; Ida Shaw, Grade 6; Elizabeth Hagar, Grade 5; Evelyn Ford, Grade 4; Phyllis Rolfe, Grade 3; Vera Scott, Grade 2; Edith Clifford, Grade 1, Assistant Critic Teacher.

The equipping of the stage with an appropriate desk and chairs to match completes its furnishings and makes the chapel very attractive. Furnishing the lecture room with armed opera chairs and up-to-date demonstration desk makes a great addition to our equipment and meets a great felt need, so for the present our equipment is very satisfactory.

The dormitories and school building have been equipped with fire extinguishers; pilot lights have been placed on all electric apparatus; and the requirements of the New England Insurance Exchange for fire protection have been fully met so that the rate of insurance has been reduced.

The class of 1929 gave the school the balance of their class

money with the request that it be spent for shrubs to beautify the campus. This has been done and is the beginning of complete decoration for the campus.

In the near future the hastily constructed wooden coal pocket of the school building which is becoming unsightly and dilapidated will need to be replaced by a concrete structure. Two bookcases in the chapel are much needed for hymnals and other books used in chapel exercises. A sink in the studio for use in connection with the Art work would be a great convenience. The usual redecorating of the rooms will be necessary.

Report of Summer Terms

The nineteenth annual summer term of the Aroostook State Normal School opened Tuesday, July 10, 1928, and continued for six weeks closing August 17, 1928.

Number registered 141

The twentieth annual summer term of the Aroostook State Normal School opened Tuesday, July 9, 1929, and continued for six weeks closing August 16, 1929.

Number registered 150

The following teachers were employed during the summer sessions for the past two years:

San Lorenzo Merriman, A.B., Director, Psychology; S. E. Preble, C.E., Education (1929); Ardelle M. Tozier, English, Librarian; Marguerite Pullen, Home Economics; Virginia Ames, History, Physical Education; Dorothy Lyons, Reading, Geography (1928); Vivian Vose, Reading, Geography (1929); Gladys Spearin, Natural Science, History (1928); Isadore Stevens, Natural Science, History (1929); Frances Whidden, Education (1928); Villa Hayden, Music (1928); Charlene Thompson, Music, Arithmetic (1929); Mary E. Keister, Drawing, Industrial Arts (1928); Margaret Coombs Hargen, Drawing, Industrial Arts (1929); Mona J. Greenlaw, Secretary, Penmanship.

Respectfully submitted,

SAN LORENZO MERRIMAN,

Principal.

Castine, Maine, July 1, 1930

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

Dear Sir:

The report of the Principal of the Eastern State Normal School for the biennial period 1928-1930 is hereby respectfully submitted.

During the year 1928-29 Miss Helen C. Stickney came to us as teacher of English and Mathematics to take the place of Miss Edna T. Lenfest who returned to Boston University to complete her education. Miss Stickney, a teacher of experience who is a graduate of the Eastern State Normal School and of the School of Helping Teachers gave excellent satisfaction as a teacher and soon became a valued member of our faculty because of her fine co-operative spirit and attitude.

To replace Mr. Ermo Scott who entered the University of Maine, Mr. Orett F. Robinson was elected to teach Psychology, History and General Science. Mr. Robinson is a graduate of Farmington Normal School and of Boston University. He has proved himself to be an industrious willing worker, a man of high character and ideals and a great benefit to the school in many ways.

Miss Melba Butterfield who has been a successful teacher of Home Economics for a number of years resigned to accept a position in another State. Her place for the year 1929-30 has been filled in a highly satisfactory manner by Miss Frema L. Staples who was awarded the degree of Bachelor of Science in Home Economics at the Farmington Normal School in June 1929.

Miss Allnette Miller was selected as director of Physical Education in place of Miss Kathryn Pipes who resigned. Miss Miller was obliged to give up her work with us early in the school year on account of ill health.

As a faculty we feel that we have made a successful effort during the two years to raise both the standards and the morale of the school. A contributing factor has been the operation of our approved achievement list. Each year at

the time of graduation all members of the graduating class who obtained a rank of excellent plus or better in character, scholarship, technical skill in teaching and in dependability and who have taken an active part in at least one school activity outside of the class room are named publicly as having won a place on the school achievement list. During the two-year period our school library has been materially improved as a school laboratory partly through the addition of about 250 books, mostly on education, and principally through the successful efforts of the librarian, Miss Grace Slocum, in organizing the library and in directing the students in its use. It is interesting to note that the graduates of our institution teaching in the vicinity of Bangor formed in the spring of 1930 entirely of their own initiative a Bangor-Brewer Alumni Association of the Eastern State Normal School which is now functioning. The school has been improved physically to a considerable extent through needed repairs and through valuable and necessary equipment along a number of lines. One marked improvement was the addition of approximately two dozen fire extinguishers and the carrying out of suggestions of Governor Gardiner in regard to precautions against fire loss.

The number of our recent graduates who have been unable to secure teaching positions is comparatively small in spite of the so called surplus of teachers. This has been due to the fact that very few of our graduates have been below par as to ability and to the fact that we have received excellent co-operation from the superintendents of schools of the State.

Very respectfully yours,

WILLIAM D. HALL.

BOARD OF INSTRUCTORS, 1928-29

- William D. Hall, B.S., Principal
 Education, Nature Study, Principles of Teaching, Rural
 Sociology
- Orett F. Robinson,
 Psychology, History, General Science, School Law
- Nellie Frances Harvey,
 Music and Drawing
- Helen C. Stickney,
 English, Mathematics, Reading
- Mary B. Bills,
 General Methods and Child Study
- Grace Slocum,
 Librarian, Geography, History of Education, Civics
- Melba Butterfield,
 Home Economics
- Everett Nason,
 Industrial Arts
- Kathryn Pipes,
 Physical Education

Training School

- Mary B. Bills, Director
- Olive Gray, 1st and 2nd grades
- Mildred Black, 3rd and 4th grades
- Ethel Friend, 5th and 6th grades
- Edna C. Harquail, 7th and 8th grades
- Una B. Grey, Rural

Other Officers

- Nellie A. Gardiner, Matron at Richardson Hall
- Kathleen Wardwell, Secretary
- James Hatch, Janitor

BOARD OF INSTRUCTORS, 1929-30

- William D. Hall, B.S., Principal
 Education, Nature Study, Principles of Teaching, Rural
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Orett F. Robinson,
 Psychology, History, General Science, School Law
 Nellie Frances Harvey,
 Music and Drawing
 Helen C. Stickney,
 English, Mathematics, Reading
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 Grace Slocum,
 Librarian, Geography, History of Education, Civics
 Frema L. Staples,
 Home Economics
 Everett H. Nason
 Industrial Arts
 Allnette Miller,
 Physical Education

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Mary B. Bills, Director
 Olive Gray, 1st and 2nd grades
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 Una B. Grey, Rural

Other Officers

Nellie A. Gardiner, Matron at Richardson Hall
 Kathleen Wardwell, Secretary
 James Hatch, Janitor
 Leslie Scammon, Assistant Janitor

Farmington, Maine, July 1, 1930.

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, 1930.

Attendance 1928-1929

Summer term 1928.....	415
School year by classes:	
Home Economics Seniors.....	14
Juniors	15
Sophomores	14
Freshmen	19
Regular course, 2nd year	224
1st year	200
	<hr/>
Total	901
Counted twice	14
	<hr/>
Net total	887

1929-1930

Summer term 1929.....	357
School year by classes:	
Home Economics Seniors.....	15
Juniors	12
Sophomores	15
Freshmen	17
Regular course, 2nd year	214
1st year	191
	<hr/>
Total	821
Counted twice	16
	<hr/>
Net total	805

Number of pupils registered State Training School, October 1, 1929

189

Number of pupils registered in schools used for training, October 1, 1929

350

Teachers within the period have been: Principal, Wilbert G. Mallett Pedagogy, Psychology; Assistant Principal, Arthur A. Thomas (1928-9) Natural Science; Dean of Women, Carolyn A. Stone, Hygiene, Psychology; Virginia A. Porter, English,

Penmanship; Franca C. Ingalls, Music; Agnes P. Mantor, History; Edna M. Havey, Manual Training; Charles S. Preble, Geography, Nature Study, Sociology; Errol L. Dearborn, Mathematics, Tests and Measures; Louise Hill, English, Expression; Mary E. Tilton (1928-9) Marion E. Allen (1929-30) Gymnasium Director; Ruth P. Broadbent, Art; L. Joe Roy, Natural Science, Athletics; Stella G. Dakin, Physics, Civics, School Management.

Helen E. Lockwood, Dean of Home Economics; Mary Palmer (1928-9) Home Economics; Lillian H. Gates, Chemistry, Foods, Child Care and Training; Mabel Moss, Clothing; Sarah Richardson, Home Economics.

Emma M. Mahoney, Supervisor of Training; Julia Cox, Assistant Supervisor; Mary Ella Piper, grades seven and eight; Alice L. Bowie, grades five and six; Gertrude Y. Sawyer, grades three and four; Eileen Clement (1928-9), Wilma Newman (1929-30), grades one and two; Alice Luce, sub-primary.

Miss I. C. Johansen, Home Nursing, School Nurse; Nettie S. Rounds, Secretary; Lewis McIntire, Janitor.

The chief need of this school is a building for the training school. Two years ago the outlook was hopeful that the town would begin the construction of such a building. Committees of the citizens, constituted by vote of the town, have failed to make satisfactory progress with that problem. The solution is by no means assured.

All other needs of the school must wait upon that issue. Improved library facilities are greatly needed with which a much larger school library may be operated. More space for the Home Economics work such as laboratory, administrative offices, library and class rooms are urgently needed.

The need of a gymnasium and auditorium seems likely to be met by the students themselves who are directing their thought and means toward the construction of such a building at once. If this is carried through it will be a notable illustration of a school project of large magnitude worked out in a splendid school spirit.

The demand of the people for better and better schools imposes upon Normal Schools increasing requirements in teacher

preparation. We are coming fast to the time when all teachers must have not only better scholastic attainments but better training over a longer period. Maine and Vermont alone of the New England states, have not yet lengthened their training of elementary teachers to at least three years. In a short time our graduates going to other states to teach must take more training outside this state and thus discover that their own state is giving them inadequate and second rate preparation. This will result in a loss of pride in our state and will reveal that we have lower standards in instruction. It seems to me that in addition to a two-year Normal School course there should be offered for those who want it an additional year.

The Summer School continues to be an important part of the year's program. Though the attendance has grown less in the last three years because the teacher market offers less opportunity, yet the policy of the State Department to require Summer study for untrained teachers if they are to continue teaching, and that High School graduates should enter this profession through at least six weeks of training, is wise. The influence of the State Department in raising standards of teaching in the state as a whole, is very evident in this arrangement.

Two years ago we started the experiment of employing a school nurse, five-sixths of the expense being borne by the students and one sixth by the state in return for a small teaching service carried by the nurse. The experiment has relieved the dean and dormitory matrons of much care and labor in the care of sick students. Its greatest value perhaps lies in the nurse's observation of students who lose the appearance of health and thus become objects of careful observation and treatment to discover causes which might develop serious conditions. Some indication of its value in conserving the health of the students may appear in the following: Average enrollment for the four quarters of the year 428.7—Average attendance 418.4, 98.15%.

Respectfully submitted,

W. G. MALLETT.

To the State Commissioner of Education:
 Augusta, Maine.

Dear Sir:

I have the honor to submit the following report of the Madawaska Training School for the two-year period ending June 30, 1930.

Attendance 1928-1929

Regular course	139
Average attendance	114.11
Number graduated	37

Attendance 1929-1930

Regular course	90
Average attendance	82.69
Number graduated	30

The faculty for the school year ending June 10, 1929, was as follows:

- Richard F. Crocker, B.S., Principal
 Psychology, Biology, Nature Study, School Laws
- Sara H. E. Doone, Dean of Women
 Manual Arts
- David Garceau
 English
- Antoinette Page
 French
- Irene W. Benn
 Domestic Science
- Eva Daigle
 Domestic Science Assistant
- Helen T. Hance, A.B., Director of Training
 Pedagogy, Methods, Observation and Training
- Gladys E. Tibbetts
 Music, Algebra
- James Nowland
 Science, English

Emely W. Bunker

Geography, Reading, Language, Penmanship
Angeline Morneauult, A.B.

Mathematics

Eva Springer

Grades 1 and 2

Marion Pinette

Grades 3 and 4

Gertrude Davis

Grades 5 and 6

Sarah Burpee

Grades 7 and 8

Other Officers

Belle B. Downes

House Mother

Jean O. Cyr

Engineer

The faculty for the school year ending June 12, 1930 was as follows:

Richard F. Crocker, B.S., Principal

Psychology, Biology, Nature Study, School Laws

David Garceau, Assistant Principal

English

Antoinette Page

French

Nellie Grinnell

Domestic Science

Eva Daigle

Domestic Science Assistant

Helen T. Hance, A.B.

Director of Training

Angeline Morneauult, A.B.

Mathematics

Claire A. Callaghan, A.B.

Physical Education, History

Helen P. Stinson

Music

Emely W. Bunker

Geography, Reading, Language, Penmanship

Eva Springer

Grades 1 and 2

Marion Pinette

Grades 3 and 4

Gertrude Davis

Grades 5 and 6

Sarah Burpee

Grades 7 and 8

Other Officers

Belle B. Downes

House Mother

Jean O. Cyr

Engineer

During the past four years many new subjects have been added to the curriculum, and many others have been dropped. Requirements for both entrance and graduation have been raised. In the fall of 1929 it was possible to discontinue the first year's work. This has been done in the hopes that more advanced work may be added. It is these changes which have been responsible for the decrease in enrollment.

The new gymnasium was turned over to us January 1, 1929. It is a splendid building and fills a much needed want. It has made it possible for us to carry out a much more effective, and at the same time, more attractive course in Physical Education. The stage makes it possible to use the building for a variety of purposes other than athletics.

There is a tendency at the present time to be more selective in all phases of teacher training activities. This seems advisable because of a surplus of teachers. We are thoroughly in accord with this policy and are firm in the belief that there is not likely to be a surplus of high class teachers.

This institution was established to administer to the peculiar needs of this, the Madawaska Territory. As these needs become less different from those found in other parts of the state, it would seem that the curriculum should change accordingly, and without

question it will. We feel that these changes are justified and that the growth is for the best educational interests of this part of Aroostook County.

It seems fitting at this time to express my deep appreciation to those members of the faculty, who have, by their loyalty and ability, rendered such a splendid service. To the Trustees for their sympathetic interest and to the members of the State Department of Education for their constructive criticisms and unflinching support.

Respectfully submitted,

RICHARD F. CROCKER,
Principal.

Machias, Maine,
July 10, 1930.

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

Dear Sir:

I beg to submit herewith the biennial report of the Principal of Washington State Normal School for the period ending June 30, 1929.

FACULTY

The faculty of Washington State Normal School for the year 1928-1929 consisted of ten teachers in the Academic Department and five in the Training School as follows:

Philip H. Kimball, Principal
Psychology, Test and Measurements
Earle D. Merrill
Junior High Subjects
Frank M. Kilburn
Science, Drawing
Mrs. Lelia K. Tripp
Director of Training

Ethel I. Duffy
 Industrial Arts
 Alice Radcliffe
 Music
 Janet B. Cole
 Domestic Science
 Lincoln A. Sennett
 History, Civics
 Anne Towne
 Physical Education
 Carl R. Young
 English

Training School Teachers

Vera Loring, 7th and 8th grades
 Doretha Carlow, 5th and 6th grades
 Eleanor Horton, 3rd and 4th grades
 Muriel Johnson, 1st and 2nd grades
 Caro Bailey, Pre-Primary

The other officers of the school consisted 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 1929-1930 were:

Philip H. Kimball, Principal
 Psychology, Test and Measurements
 Earle D. Merrill
 Junior High Subjects
 Frank M. Kilburn
 Science, Drawing
 Mrs. Lelia K. Tripp
 Director of Training
 Alice H. Radcliffe
 Music
 Janet B. Cole
 Domestic Science

Lincoln A. Sennett
 History, Civics
 Anne Towne
 Physical Education
 Margaret A. Estes
 English
 Samuel A. Brocato
 Industrial Arts

Training School Teachers

Vera Loring, 7th and 8th grades
 Doretha Carlow, 5th and 6th grades
 Gladys Patterson, 3rd and 4th grades
 Muriel Johnson, 1st and 2nd grades
 Caro Bailey, Pre-Primary

The other officers of the School consist of Madeline H. Collins, Secretary; Mrs. Harry B. Sawyer, Matron of the Girls' Dormitory; Percy Johnson, Janitor of the Administration Building; and Clifford Deshon, Janitor of Girls' Dormitory.

Registration

The following is the data covering registration and attendance for the two-year period ending June 30, 1929:

Number of students registered year 1928-1929	158
Average attendance for the year	141.7
Number graduated in June 1929	52
Number registered in Summer School 1928	124
Number of students registered year 1929-1930	148
Average attendance for the year	133.2
Number graduated in June 1930	64
Number registered in Summer School 1929	136

Summer Session

The distinctive feature of the summer sessions of 1928 and 1929 was the establishment of a group of courses of post-graduate value designed for Normal School graduates and teachers of considerable background and experience. In each of the 1928 and 1929 sessions registrations in this group amounting to 50 and 51 students respectively were recorded. Subject matter designed

both for upper grade and lower grade teachers was provided. Several students who completed the certification requirements were made eligible for the temporary Maine Junior High School certificate.

In addition to this course four regular courses equivalent to the four quarters of the first year's academic work were offered to summer school students. It is encouraging to note that the numbers of these students are gradually decreasing as the demand for Normal School graduates becomes more marked among superintendents.

The faculty for the summer session of 1928 was as follows:

Philip H. Kimball, Director

Tests and Measurements

Supt. E. E. Roderick

Junior High Subjects

Frank M. Kilburn

Science, Drawing

Carl R. Young

English

Alice H. Radcliffe

Music

Cicily Horner

Physical Education

Mrs. Lelia K. Tripp

Literature and Methods

Doretha Carlow

Geography

Lincoln A. Sennett

History

The 1929 faculty consisted of:

Philip H. Kimball, Director

Tests and Measurements

Frank M. Kilburn

Science and Drawing

Supt. Irving O. Bragg

History

Supt. Ridgley C. Clark

Organization and Management

Prin. Roland Stevens
Junior High Subjects
Alice H. Radcliffe
Music
Carl R. Young
English
Anne Towne
Physical Education
Caro Bailey
Geography

BUILDINGS AND GROUNDS

In the two-year period covered by this report the Administration Building, Powers Hall, has been completely redecorated inside and a considerable amount of work done in waterproofing the exterior. New sections of the grounds have been graded and a program of gradual lawn development determined upon.

Half of the dormitory was redecorated in this period and plans are made for the completion of this work in the summer of 1930.

Extension Courses

Extension courses were inaugurated in the Eastport and Dennysville Superintendency Unions during the school year 1929-1930. Over thirty students registered for these courses which carried one-half a summer school's credit. Three of the Normal School instructors, Mr. Frank M. Kilburn, Mrs. Lelia K. Tripp and Mr. Lincoln A. Sennett conducted lecture and discussion work in the field of general Pedagogy. These courses were given in response to a definite demand on the part of superintendents and teachers.

Appointment Bureau

The Appointment Bureau of the Normal School has functioned very satisfactorily in the placement of young graduates. In 1929 all graduates of that year who desired teaching positions were placed by the Bureau. The co-operation of superintendents in this work has been highly satisfactory.

Boys' Dormitory

The outstanding need of this institution is a Boys' Dormitory. From thirty-five to fifty boys are placed in private homes, some of which fail to offer desirable living conditions.

Selection of Students

While the number of registrants at this Normal School has not yet reached capacity, a definite program of selection has been developed with the high school principals. At two luncheon conferences each year the Normal School and Principals of Eastern Maine high schools have developed a very helpful program of vocational guidance as it applies to entrance of high school graduates into the Normal School.

The spirit of co-operation in faculty and student body during this biennial period has been a very happy one. Much has been accomplished toward a better understanding of the community interests of the school and of the function of student responsibilities in the school's administration.

May I express my appreciation of the kindly advice and assistance which you and the members of your Department have so generously given me.

Faithfully yours,

PHILIP H. KIMBALL,

Principal.

July 14, 1930

*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, 1930.

I. For the statistical report in regard to faculty, students, and practice school I refer you to a report recently submitted.

II. The plan that has been in force at the Gorham Normal School for the past six years of selecting our Junior students from applicants who were graduated with a scholarship record in the upper half of their several secondary

schools has resulted in greatly decreasing the proportion of our applicants with records in the lower half of the secondary school graduating classes. With the limiting of the attendance at this school to four hundred there may well be used a more scientific method for selection of those to be admitted than that based on scholarship alone.

III. I again call attention to the urgent need of a new building to provide for an auditorium and for Physical Education. The room now used for an auditorium is not only inadequate to meet the needs but it is much needed to provide a study library such as a modern Normal School plant requires. At the present time the Physical Education classes of the Normal School and the Junior High Practice Schools are held on the third floor of Corthell Hall directly under which are recitation rooms in constant use. We hope that a building providing an auditorium and a modern Physical Education plant consisting of a gymnasium, locker rooms, toilet and showers may be erected on land north of the present campus during the spring and summer of 1931.

IV. A second urgent need is for a larger budget to maintain the teaching staff. Every year we lose a few of our teachers who have become increasingly valuable to the Normal School because of the experience they have acquired here to go not only to college and Normal School positions but even to high school positions in other states at considerably higher net salaries than they are offered here. The number to leave for such positions this year is five.

V. For each of the past two years we have held a summer session six weeks in length. The summer school students may be grouped in two classes, teachers in service and those who hope to be teaching the following year. Many of these are College or Normal School graduates and most of the others are accumulating credits toward a Normal School diploma. The faculty of the summer session has been made in part of members of the regular staff and in part of teachers and superintendents outside.

Respectfully submitted,

WALTER E. RUSSELL.

**NORMAL SCHOOL AND TRAINING SCHOOL
COMPARATIVE STATEMENT FOR YEARS 1929 AND 1930**

	Years Ending	Number Entering		Average Number Registered		Number Graduated		Largest Attendance Number Quarter			
		1929	1930	1929	1930	1929	1930	1929	1930	1929	1930
Farmington State Normal School.....	1929 and 1930	487	464	438	420	190	189	442	432	1st	1st
Eastern State Normal School.....	1929 and 1930	124	103	117	93	67	43	121	100	4th	1st
Western State Normal School.....	1929 and 1930	462	437	445	420	203	182	459	434	1st	1st
Aroostook State Normal School.....	1929 and 1930	164	154	155	134	88	81	156	137	3rd	1st
Washington State Normal School.....	1929 and 1930	158	148	141	133	52	64	150	137	1st	3rd
Madawaska Training School.....	1929 and 1930	139	90	114	82	36	29	109	84	4th	4th
Totals		1534	1396	1410	1282	636	588	1437	1324		

REPORT OF THE STATE

NORMAL SCHOOLS AND TRAINING SCHOOL
FINANCIAL REPORT FOR DORMITORIES
FOR YEAR ENDING JUNE 30, 1929

	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
RECEIPTS						
Balance on hand ..	\$ 735.86	\$ 100.20	\$ 9,382.79	\$15,703.89	\$ 44.57	\$ 144.98
Room and Board ..	26,744.86	21,313.93	67,230.25	56,200.99	20,859.05	8,635.26
Transients' meals ..	20.70	163.56	216.70	621.38	377.62	
Other sources ..	1,687.89	1,268.74	423.10	552.40	1,145.62	383.41
Total Receipts...	\$29,189.31	\$22,846.43	\$77,252.84	\$73,078.66	\$22,426.86	\$ 9,163.65
EXPENDITURES						
Provisions ..	\$12,701.95	\$11,811.69	\$41,398.57	\$25,076.73	\$12,984.89	\$ 6,049.45
Matrons' salaries ..	926.30	800.00	3,300.00	1,191.64	1,000.00	
Repairs ..	811.27	40.92	2,203.69	6,277.70	1,588.47	409.18
Lights, Power, Heat and Fuel ..	3,642.94	2,707.32	12,345.54	8,274.41	2,914.10	302.22
Labor ..	6,957.54	3,467.61	8,327.03	5,663.61	3,251.48	
Other items ..	3,425.41	3,989.25	2,492.42	11,353.19	605.76	1,706.03
Total expenditures	\$28,465.41	\$22,816.79	\$70,067.25	\$57,837.28	\$22,344.70	\$ 8,466.88
Balances on hand..	\$ 723.90	\$ 29.64	\$ 7,185.59	\$15,241.38	\$ 82.16	\$ 696.77

SUMMARY

Total receipts, all dormitories \$233,957.75

Total expenditures, all dormitories 209,998.31

Balance on hand \$ 23,959.44

NORMAL SCHOOLS AND TRAINING SCHOOL
FINANCIAL REPORT FOR DORMITORIES
FOR YEAR ENDING JUNE 30, 1930

	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
RECEIPTS						
Balance on hand..	\$ 723.90	\$ 29.64	\$ 7,185.59	\$15,241.38	\$ 82.16	\$ 696.77
Room and Board..	24,468.27	16,344.02	65,852.95	50,635.69	21,367.08	7,826.46
Transients' Meals..	29.90	215.52	168.32		352.95	
Other sources.....	1,170.74	1,602.79	344.83		440.77	
Total receipts...	\$26,392.81	\$18,191.97	\$73,551.69	\$65,877.07	\$22,242.96	\$ 8,523.23
EXPENDITURES						
Provisions ..	\$10,734.04	\$ 9,236.57	\$39,560.16	\$22,205.99	\$13,102.48	\$ 5,865.70
Matrons' salaries ..	926.30	640.00	3,512.00	1,283.26	920.00	
Repairs ..	1,328.89	17.65	2,534.67	4,742.94	383.60	482.95
Light, Power, Heat and Fuel ..	3,865.12	1,303.16	9,009.85	6,944.96	3,513.05	244.44
Labor ..	6,815.54	3,535.45	11,548.60	8,175.82	2,793.64	104.03
Other items..	2,047.97	3,149.41	1,566.46	3,870.56	1,471.49	1,646.28
Total expenditures	\$24,189.01	\$17,882.24	\$67,731.74	\$47,223.53	\$22,184.26	\$ 8,343.40
Balances on hand..	\$ 674.95	\$ 309.73	\$ 5,819.95	\$18,653.54	\$ 58.70	\$ 179.83

SUMMARY

Total receipts, all dormitories \$214,779.73

Total expenditures, all dormitories 189,083.03

Balance on hand \$ 25,696.70

This report is made out each year for the Biennial reports. To be made up from Dormitory reports from Normal Schools.

NORMAL SCHOOLS AND TRAINING SCHOOL

Financial Statement
Year Ending June 30, 1929

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	15,567.80
Transfers	2,432.32
	\$229,325.12

Expenditures

Teachers' Salaries	\$171,424.50
Janitors	11,742.53
Fuel	28,429.32
Lights	2,312.97
Water	1,915.97
Telephone and Telegraph	522.58
Postage	411.31
Printing	778.40
Textbooks	2,882.39
Library	422.43
Laboratory Supplies	467.12
Educational Supplies	2,880.07
Supplies not for school use.....	2,066.94
Graduation	352.83
Travel	961.62
Miscellaneous	1,172.61
Industrial Education	581.53
	\$229,325.12

No Balance

NORMAL SCHOOLS AND TRAINING SCHOOL

Financial Statement
Year Ending June 30, 1930

Funds Available

Appropriated	\$225,000.00
Contract with Town of Gorham.....	6,000.00
Contract with Town of Presque Isle..	5,000.00
Dormitory coal	14,420.46
Transfers	684.16
	\$251,104.62

Expenditures

Teachers' Salaries	\$181,864.79
Janitors	12,288.17
Fuel	28,259.76
Lights	2,975.46
Water	1,326.67
Telephone and Telegraph	549.26
Postage	306.80
Printing	512.38
Textbooks	3,866.41
Library	542.45
Laboratory Supplies	700.70
Educational Supplies	3,205.87
Supplies not for school use	3,113.68
Graduation	308.11
Travel	1,367.12
Miscellaneous	1,441.15
Industrial Education	479.59
	\$243,108.37
Balance	\$ 7,996.25

CHAPTER IX

SUMMARY OF ALL PUBLIC APPROPRIATIONS AND
EXPENDITURES FOR CURRENT EXPENSES OF
SCHOOLS FOR FISCAL YEAR TERMINAT-
ING WITHIN THE TWELVE MONTHS
ENDING JUNE 30, 1929

Resources

I. *Amount available from towns (fiscal year 1928-1929)*

Raised for common schools.....	\$ 6,231,335.00
Unexpended balance for common schools	366,398.00
From local funds for common schools	318,678.00
	<hr/>
	\$ 6,916,411.00
For school superintendence.....	239,676.00
For school committee expense...	56,168.00
For repairs, apparatus, etc.	624,833.00
For rent and insurance.....	113,946.00
For manual training and domestic science	211,509.00
For new buildings.....	720,324.00
For compulsory education and medical inspection	41,849.00
For evening schools.....	25,889.00
For physical education.....	65,187.00
For receipts from loans, sales and insurance	101,681.00
	<hr/>
	\$ 2,201,062.00

Total No. I

\$ 9,117,473.00

II. *Amounts available from state for distribution to towns and school superintendents, State School Fund (fiscal year 1928-1929)*

Teachers Retirement.....	\$ 1,500.00	
Equalization	125,000.00	
Disbursement on temporary residents	2,107.82	
Disbursement on tuition.....	125,175.14	
Disbursement on census.....	734,802.00	
Disbursement on teaching positions	582,521.88	
Disbursement on aggregate attendance	264,790.73	
Disbursement on physical education	40,000.00	
Disbursement on industrial education	143,500.00	
	<hr/>	
	\$ 2,019,397.57	
For school superintendence (annual appropriation 1928)	180,000.00	
For transfers, cash, etc., to school superintendence	5,285.76	
	<hr/>	
	\$ 185,285.76	
Total No. II		\$ 2,204,683.33

III. *Amounts available from state for special educational activities, higher education, and educational institutions (annual appropriation 1928)*

For schools in unorganized townships	\$ 38,000.00
From taxes, tuition, transfers, etc., unorganized townships	11,560.11
For summer schools for teachers.	10,000.00
For teachers' meetings.....	3,500.00
For teachers' pensions.....	87,000.00

For transfers to teachers pensions	12,062.91
For interest on trust funds.....	590.00
For normal schools and training school	200,000.00
For transfers, cash receipts, etc...	28,768.58
For repairs and permanent improvement	60,000.00
For transfers, cash and balance brought forward from year ending June 30, 1928.....	15,021.56
For interest on lands reserved....	36,000.00
For transfers to lands reserved..	2,703.23
For training of rural teachers....	31,000.00
For vocational education.....	20,000.00
For transfers, also Federal grant, vocational	8,741.14
For aid to academies.....	24,000.00
For special aid to academies.....	72,900.00
For registration of teachers.....	500.00
For registration fees for memberships	540.00

Total No. III \$ 662,887.53

IV. *Amounts available from state for state administrative purposes (annual appropriation 1928)*

For salaries and clerk hire.....	\$ 28,000.00
For transfers to salaries and clerk hire	946.22
For general office expenses.....	14,000.00
For state certification of teachers.	1,000.00

Total No. IV \$ 43,946.22

Total amount available from public funds and appropriations for current school expenses.. \$12,028,990.08

*Expenditures*I. *For activities supported wholly by amounts appropriated by towns (fiscal year 1928-1929)*

For school committee expense....	\$ 56,480.00
For rent and insurance.....	115,010.00
For new buildings.....	732,492.00
For compulsory education.....	14,452.00
For medical inspection.....	26,709.00
For redemption of bonds or interest on indebtedness.....	514,824.00

Total No. I	\$ 1,459,967.00
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II. *For activities supported jointly by accounts appropriated by towns and state.*

For elementary schools (fiscal year 1928-1929)	\$ 5,489,595.00
For textbooks and supplies.....	400,994.00
For repairs, apparatus, supplies, etc., 1928-1929.....	626,504.00

\$ 6,517,093.00

For school superintendence by towns (fiscal year 1928-1929)	\$ 234,473.00
For school superintendence by state	185,260.76

\$ 419,733.76

For secondary education, direct support (fiscal year 1928-1929)	\$ 2,080,293.00
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For secondary education, tuition (for year ending June 30, 1929)	431,638.00
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\$ 2,511,931.00

For industrial education.....	\$ 306,783.20
For evening schools.....	36,369.00
For physical education.....	95,664.00
	<hr/>
	\$ 438,816.20

Total No. II \$ 9,887,573.96

III. *For activities wholly supported or aided by accounts appropriated by state (year ending June 30, 1929)*

For industrial courses in academies	\$ 6,123.80
For schools in unorganized townships	49,470.20
For summer schools for teachers.	9,282.00
For teachers' meetings.....	3,336.01
For teachers' pensions.....	99,062.91
For interest on lands reserved...	38,703.23
For payment of interest on trust funds	590.00
For normal schools and training school	228,768.58
For normal school upkeep.....	72,495.45
For aid to academies.....	22,500.00
For special aid to academies....	72,900.00
For training rural teachers.....	29,991.06
For vocational education.....	28,741.14
For registration of teachers....	905.25
For Maine teachers' retirement fund	525.00
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Total No. III \$ 663,394.63

IV. *For state administration purposes from amounts appropriated by state (year ending June 30, 1929)*

For salaries and expenses of Commissioner of Education and office assistants.....	\$ 28,946.22
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For printing, postage, office expenses, etc.....	12,723.69	
For state certification of teachers.	408.06	
	<hr/>	
Total No. IV		\$ 42,077.97
Total expenditures from public funds and appropriations for current school expenses.....		\$12,053,013.56
Deficit		\$ 24,023.48

SUMMARY OF ALL PUBLIC APPROPRIATIONS AND
EXPENDITURES FOR CURRENT EXPENSES OF
SCHOOLS FOR FISCAL YEAR TERMINATING
WITHIN THE TWELVE MONTHS
ENDING JUNE 30, 1930

Resources

I. *Amount available from towns (fiscal year 1929-1930)*

Raised for common schools.....	\$ 6,413,201.00
Unexpended balance for common schools	381,403.00
From local funds for common schools	349,821.00
	<hr/>
	\$ 7,144,425.00
For school superintendence.....	243,400.00
For school committee expense....	56,475.00
For repairs, apparatus, etc.	705,723.00
For rent and insurance.....	119,590.00
For manual training and domestic science	211,387.00
For new buildings.....	867,829.00

For compulsory education and medical inspection.....	48,989.00
For evening schools.....	18,474.00
For physical education.....	68,322.00
For receipts from loans, sales, and insurance	178,049.00
	<hr/>
	\$ 2,518,238.00

Total No. I \$ 9,662,663.00

II. *Amounts available from state for distribution
to towns and school superintendents, State
School Fund (fiscal year 1929-1930)*

Teachers' retirement fund.....	\$ 10,000.00
Equalization	125,000.00
Disbursement on tuition.....	129,073.20
Disbursement on census	740,172.00
Disbursement on teaching positions	583,411.86
Disbursement on aggregate attend- ance	254,271.36
Disbursement on physical educa- tion	48,000.00
Disbursement on industrial educa- tion	155,000.00
Disbursement on temporary resi- dents	2,296.60
	<hr/>
	\$ 2,047,225.02

For school superintendence (an- nual appropriation 1929)....	\$ 180,000.00
For transfers, cash, etc. to school superintendence	6,271.41
	<hr/>
	\$ 186,271.41

Total No. II \$ 2,233,496.43

III. *Amounts available from state for special educational activities, higher education, and educational institutions (annual appropriation 1929)*

For schools in unorganized townships	\$ 44,000.00
From taxes, unorganized townships	1,574.80
For teachers' meetings.....	3,500.00
For teachers' pensions.....	100,000.00
For transfers to pensions.....	32,571.06
For interest on trust funds.....	590.00
For normal schools and training school	225,000.00
For cash receipts.....	26,081.08
For repairs and permanent improvement	60,000.00
For balance brought forward for year ending June 30, 1929..	2,526.11
For interest on lands reserved...	40,000.00
For transfers to lands reserved...	881.73
For training of rural teachers...	31,000.00
For transfers to rural teachers..	834.18
For vocational education.....	30,000.00
For federal grant vocational.....	4,244.07
For aid to academies.....	105,000.00
For registration of teachers.....	500.00
For registration fees for memberships	519.00

Total No. III

\$ 708,822.03

IV. *Amounts available from state for state administrative purposes (annual appropriation 1929)*

For salaries and clerk hire.....	\$ 34,000.00
For general office expense.....	15,000.00

For state certification of teachers	1,000.00	
Total No. IV		\$ 50,000.00
Total amount available from public funds and appropriations for current school expenses.....		\$12,654,981.46

Expenditures

<i>I. For activities supported wholly by amounts appropriated by towns (fiscal year 1929-1930)</i>		
For school committee expense...	\$ 57,487.00	
For rent and insurance.....	119,220.00	
For new buildings.....	875,234.00	
For compulsory education.....	14,570.00	
For medical inspection.....	31,377.00	
For redemption of bonds or interest on indebtedness.....	628,149.00	
Total No. I		\$ 1,726,037.00
 <i>II. For activities supported jointly by accounts appropriated by towns and state</i>		
For elementary schools (fiscal year 1929-1930)	\$ 5,585,682.00	
For textbooks and supplies.....	424,522.00	
For repairs, apparatus, supplies, etc. (1929-1930)	619,103.00	
		\$ 6,629,307.00
For school superintendence by towns (fiscal year 1929-1930)	\$ 240,397.00	
For school superintendence by state	186,271.41	
		\$ 426,668.41
For secondary education, direct support (fiscal year 1929-1930)	\$ 2,060,397.00	

For secondary education, tuition (for year ending June 30, 1930)	533,254.00
	<hr/>
	\$ 2,593,651.00
For industrial education.....	\$ 314,016.36
For evening schools.....	34,814.00
For physical education.....	106,778.00
	<hr/>
	\$ 455,608.36

Total No. II

\$10,105,234.77

III. *For activities wholly supported or aided by amounts appropriated by state (year ending June 30, 1930)*

For industrial courses in academies	\$ 6,862.64
For schools in unorganized townships	44,349.52
For teachers' meetings.....	2,410.73
For teachers' pensions.....	132,166.27
For interest on lands reserved....	40,157.32
For payment of interest on trust funds	590.00
For normal schools and training school	243,084.83
For normal school upkeep.....	39,467.54
For aid to academies.....	105,000.00
For training of rural teachers...	31,788.06
For vocational education.....	30,734.33
For registration of teachers.....	1,015.48
For Maine teachers' retirement fund	1,025.88
	<hr/>

Total No. III

\$ 678,652.60

IV. *For state administration purposes from amounts appropriated by state (year ending June 30, 1930)*

For salaries and expenses of Commissioner of Education and office assistants.....	\$	30,447.30	
For printing, postage, office expenses, etc.		12,996.14	
For state certification of teachers		344.00	
		<hr/>	
Total No. IV	\$		43,787.44
Total expenditures from public funds and appropriations for current school expenses.....			\$12,553,711.81
Balance	\$		101,269.65

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, 1928, and ending June 30, 1930, and gives a comparison with the year 1920.

PUPILS

PUPILS	1920	1929	1930
School census (5 to 21 years)	232,939	245,934	247,796
Total enrollment:			
Elementary	130,218	135,866	135,083
Secondary { High Schools	19,718	26,844	27,642
{ Academies	4,932	6,006	6,179
Total	154,868	168,716	168,904
Net enrollment:			
Elementary	117,400	124,385	124,450
Secondary { High Schools	19,225	26,566	27,244
{ Academies	4,932	5,960	6,094
Total	141,557	156,911	157,788
Urban distribution (elementary only)	52,885	59,497	58,316
Rural distribution (elementary only)	77,333	76,369	76,767
Conveyed at expense of town:			
Elementary	8,461	14,294	14,942
Secondary	428	678	834
Total	8,889	14,972	15,776
Aggregate attendance:			
Elementary	16,618,782	19,372,866	19,753,344
Secondary { High Schools	3,058,011	4,301,492	4,504,780
{ Academies	762,785	957,881	995,476
Total	20,439,578	24,632,239	25,253,600
Average daily attendance:			
Elementary	98,363	109,629	110,930
Secondary { High Schools	17,008	23,574	24,577
{ Academies	4,267	5,296	5,510
Total	119,638	138,499	141,017
Average length of school year:			
Elementary	169	177	178
Secondary { High Schools	179	182	182
{ Academies	178	180	181
Non-resident:			
Elementary	—	1,312	1,142
Secondary { High Schools	2,266	3,066	3,379
{ Academies	2,183	2,010	1,988
Total	4,449	6,388	6,509
Persons of compulsory school age not attending school regularly	1,730	461	498
Enrollment by years:			
Elementary—			
Kindergarten and sub-primary	3,635	7,890	8,294
Grade I	21,383	18,950	17,904
Grade II	14,209	16,034	15,354
Grade III	13,674	15,682	14,945
Grade IV	13,964	14,872	14,927
Grade V	13,584	14,894	14,048
Grade VI	12,788	14,029	13,809
Grade VII	11,218	11,329	11,302
Grade VIII	10,313	10,305	10,292
Grade IX	2,891	1,394	1,181
Ungraded or special	6,472	1,284	791

PUPILS	1920	1929	1930
Junior High School—			
Grade VII or VIII	{ 736	1,885	1,702
Grade VIII or IX		1,368	1,551
Year I		697	849
Year II		296	25
Senior High School—			
Year I	7,131	8,201	7,780
Year II	5,201	6,980	7,178
Year III	4,056	5,713	5,773
Year IV	3,150	4,582	4,778
Special	170	183	188
Academies			
Year I	1,517	1,790	1,768
Year II	1,277	1,396	1,532
Year III	1,047	1,212	1,288
Year IV	914	1,272	1,253
Special	153	305	257
Enrollment by courses:			
High Schools—			
English or general	7,427	9,261	9,492
College preparatory (classical)	{ 5,970	7,182	7,456
College preparatory (scientific)		1,235	1,201
Commercial		5,418	7,409
Manual training	448	956	1,154
Home economics	388	392	321
Agricultural	231	240	285
Academies—			
English	1,778	2,121	2,123
College preparatory	1,741	2,304	2,375
Commercial	835	1,019	1,153
Manual training	19	27	23
Home economics	192	113	119
Agricultural	134	164	173
Teacher training	209	105	93
Promoted or graduated:			
Elementary	8,521	10,252	10,709
Senior high schools	2,911	4,337	4,603
Academies	816	1,120	1,121

TEACHERS

TEACHERS	1920	1929	1930
Teaching positions:			
Elementary—			
Urban	1,515	1,841	1,864
Rural	3,264	3,150	3,124
Secondary—			
Urban	{ 892	738	737
Rural		455	466
Total		5,671	6,184
Positions for men:			
Elementary	184	314	322
Secondary { High Schools	304	436	436
{ Academies	96	130	141
Total	584	880	899

REPORT OF THE STATE

TEACHERS	1920	1929	1930
Positions for women:			
Elementary	4,636	4,677	4,666
Secondary { High Schools	588	757	767
{ Academies	179	225	230
Total	5,403	5,659	5,663
Different persons employed:			
Elementary	5,995	5,338	5,295
Secondary { High Schools	1,017	1,232	1,252
{ Academies	317	374	390
Total	7,329	6,944	6,937
Average wages of men per week:			
Elementary	\$22.73	\$31.33	\$31.87
Secondary { High Schools	\$38.88	\$52.10	\$52.55
{ Academies	\$39.25	\$55.11	\$51.57
Average wages of women per week:			
Elementary	\$16.24	\$23.86	\$24.15
Secondary { High Schools	\$24.75	\$35.54	\$35.63
{ Academies	\$18.40	\$34.44	\$33.02
Average annual salaries of men:			
Elementary	\$784.18	\$1,119.93	\$1,135.58
Secondary { High Schools	\$1,415.19	\$1,907.78	\$1,938.09
{ Academies	\$1,429.23	\$2,012.27	\$1,908.41
Average annual salaries of women:			
Elementary	\$560.10	\$881.00	\$871.84
Secondary { High Schools	\$887.08	\$1,305.08	\$1,316.20
{ Academies	\$669.59	\$1,248.39	\$1,206.84
Average annual salaries of both:			
Elementary	\$568.73	\$896.04	\$888.87
Secondary { High Schools	\$1,067.07	\$1,525.35	\$1,541.59
{ Academies	\$920.90	\$1,560.67	\$1,494.03

SCHOOLS

SCHOOLS	1920	1929	1930
Classification:			
Elementary	4,567	4,603	4,581
Unorganized townships	41	29	31
Free high	207	209	201
Junior high	—	18	23
Tuition	234	277	277
Non-contract academies	{ 21	{ 24	{ 25
Contract academies	{ 34	{ 35	{ 35
Evening	14	12	13
Distribution of public schools:			
Urban	—	1,618	1,603
Rural	—	3,212	3,202
Number in one-room buildings	—	1,836	1,781
Number to which pupils are conveyed	1,459	1,899	1,969
Number discontinued during year	14	70	65
Number with school improvement leagues	754	1,182	1,151
Number with libraries	1,689	2,100	2,248
Number with satisfactory equipment	—	3,842	4,071

BUILDINGS

BUILDINGS	1920	1929	1930
Public school buildings used for—			
Elementary school purposes	2,802	2,356	2,322
Secondary school purposes	69	94	92
Elementary and secondary schools	156	165	166
Buildings not in active use	—	500	511
Buildings rented for school purposes	44	33	29
Seating capacity	180,378	187,182	191,903
Number of new buildings completed	25	25	19
Cost of new buildings	\$460,450	\$888,895	\$975,326
Additions to buildings completed	14	9	10
Cost of additions	\$97,802	\$46,817	\$166,058
Estimated value of school property:			
Public schools	\$15,177,499	\$30,972,096	\$32,654,172
Academies	\$ 2,258,556	\$ 4,091,953	\$ 4,480,297

FINANCIAL

FINANCIAL	1920	1929	1930
<i>Resources:</i>			
Amount appropriated for maintenance*:			
Public schools	\$ 2,559,947	\$ 6,231,335	\$ 6,413,201
Academies	\$85,725	\$161,904	\$181,113
State aid toward maintenance:			
Public schools	\$1,779,807	\$1,828,971	\$1,818,304
Academies	\$52,761	\$104,729	\$122,161
Total resources for maintenance:			
Public schools	\$4,880,359	\$8,745,382	\$8,962,729
Academies	\$271,628	\$618,107	\$647,422
Total resources for all school purposes:			
Public schools	\$6,571,455	\$11,128,745	\$11,667,787
Academies	\$532,042	\$1,099,678	\$1,216,297
<i>Expenditures:</i>			
For instruction—			
Public schools { Elementary	\$2,592,322	\$4,087,537	\$4,151,270
{ Secondary	\$841,832	\$1,661,896	\$1,678,866
Total	\$3,434,154	\$5,749,433	\$5,830,136
Academies	\$242,407	\$479,806	\$495,124
For tuition—			
Public schools { Elementary	\$23,523	\$36,927	\$37,018
{ Secondary	\$197,987	\$431,638	\$484,709
Total	\$221,510	\$468,565	\$521,727
For fuel—			
Public schools { Elementary	\$325,603	\$364,342	\$353,832
{ Secondary	\$85,535	\$94,763	\$107,298
Total	\$411,138	\$459,105	\$461,130
Academies	—	\$52,658	\$60,838
For janitor service—			
Public schools { Elementary	\$232,843	\$388,566	\$394,126
{ Secondary	\$64,514	\$142,722	\$145,840
Total	\$297,357	\$531,288	\$539,966
Academies	\$29,221	\$53,518	\$55,458
For conveyance—			
Public schools { Elementary	\$283,064	\$598,257	\$634,361
{ Secondary	\$13,587	\$22,130	\$22,398
Total	\$296,651	\$620,387	\$656,759
For textbooks—			
Public schools { Elementary	{ \$145,311	\$215,467	\$220,282
{ Secondary	{ —	\$77,094	\$74,303
Total	—	\$292,561	\$294,585
Academies	\$23,048	\$17,013	\$23,223
For supplies—			
Public schools { Elementary	—	\$185,527	\$204,240
{ Secondary	—	\$81,688	\$80,237
Total	—	\$267,215	\$284,477
Academies	—	\$15,112	\$12,779
Total expenditures for maintenance—			
Public schools { Elementary	\$3,663,477	\$5,890,589	\$6,010,204
{ Secondary	\$1,341,936	\$2,511,931	\$2,593,651
Total	\$5,005,413	\$8,402,520	\$8,603,855
Academies	\$271,628	\$618,107	\$647,422

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

FINANCIAL	1920	1929	1930
For supervision	\$138,764	\$234,473	\$240,397
For new lots and buildings	\$332,316	\$732,492	\$875,234
For repairs and permanent improvements ..	\$283,617	\$510,215	\$488,533
For equipment	\$128,266	\$116,289	\$130,570
For medical inspection	\$5,778	\$26,709	\$31,377
For physical education	—	\$95,664	\$106,778
For industrial education	\$79,807	\$257,699	\$260,132
For vocational education	—	\$55,208	\$60,747
For evening schools and Americanization ..	\$24,987	\$36,369	\$34,814
Total expenditures for all school purposes—			
Public schools	\$6,438,663	\$11,215,198	\$11,700,408
Academies	\$516,164	\$1,215,623	\$1,289,330
Per capita costs:			
On total enrollment and expenditure for			
maintenance—			
Elementary	\$28.13	\$43.36	\$44.49
Secondary	\$54.44	\$76.47	\$76.69
On total enrollment and total expenditure ..	\$41.58	\$66.47	\$69.27
On average attendance and expenditure for			
maintenance—			
Elementary	\$37.24	\$53.73	\$54.18
Secondary	\$63.08	\$87.00	\$86.20
On average attendance and total expenditure	\$53.82	\$80.98	\$82.97
On school census and total expenditure	\$27.64	\$45.60	\$47.22
On state census and total expenditure	\$8.38	\$14.60	\$14.67

STATE AID

STATE AID	1920	1929	1930
Toward public school maintenance	\$1,506,508	\$1,740,870	\$1,747,824
Toward academy maintenance	\$55,800	\$100,500	\$99,463
Toward equalization of expense	*\$165,705	\$85,831	\$82,642
Toward physical education	—	\$38,801	\$43,481
Toward industrial education	\$70,320	\$110,489	\$116,395
Toward vocational education	—	\$38,556	\$44,261
Toward evening schools	\$9,812	\$7,660	\$8,772
Toward Americanization	—	\$8,502	\$9,176
Toward supervision	\$112,675	\$163,230	\$163,905

*Emergency distribution.

SUPERVISION

SUPERVISION	1920	1929	1930
Unions:			
Number of school unions	132	132	132
Total salaries paid	\$232,613	\$349,552	\$357,852
Average salary	\$1,762	\$ 2,648	\$2,711
Cities or towns:			
Number of cities or towns with more than fifty schools	8	8	8
Total salaries paid	\$22,400	\$33,600	\$33,600
Average salary	\$2,800	\$4,200	\$4,200
State agents:			
Number of towns supervised by state agents	2	7	7
Total salaries paid	\$1,200	\$2,780	\$2,780

SPECIAL SCHOOL ACTIVITIES

SPECIAL SCHOOL ACTIVITIES	1920	1929	1930
Evening schools:			
Teaching positions	164	151	163
Enrollment	2,681	3,275	3,235
Cost of instruction	\$19,213	\$25,348	\$29,224
Kindergartens:			
Teaching positions	61	72	71
Enrollment	1,737	2,254	2,059
Cost of instruction	—	\$84,067	\$82,931
Music:			
Teaching positions	100	104	120
Enrollment	—	83,979	80,346
Cost of instruction	\$49,893	\$91,911	\$105,444
Drawing:			
Teaching positions	33	26	29
Enrollment	—	38,444	36,578
Cost of instruction	\$22,162	\$34,200	\$36,670
Manual training:			
Teaching positions	63	75	79
Enrollment	6,771	7,614	7,112
Cost of instruction	\$73,813	\$137,780	\$144,630
Agriculture:			
Teaching positions	3	13	15
Enrollment	70	582	670
Cost of instruction	\$2,750	\$27,100	\$31,150
Home economics:			
Teaching positions	73	87	92
Enrollment	6,294	8,016	8,271
Cost of instruction	\$45,591	\$114,163	\$120,569
Physical education:			
Teaching positions	14	69	78
Enrollment	—	57,733	55,218
Cost of instruction	\$9,736	\$99,709	\$122,333
Medical inspection:			
Number of school physicians	69	58	56
Number of school nurses	15	39	38
Cost of employment	\$8,831	\$36,921	\$37,775

THE FOLLOWING TABLE SHOWS CERTAIN ITEMS REGARDING SCHOOLS IN INDIVIDUAL TOWNS OF THE STATE OF MAINE FOR THE YEAR ENDING JUNE 30, 1930

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	4,791	2,760	781	2,547	775	2,218	698	93	30	\$ 154,994	.0078	.036	\$ 31,121.90	—	\$ 144,291	\$ 187,034	\$ 371,933
Durham	279	170	—	147	—	127	—	10	—	6,000	.0111	.044	2,801.67	—	5,926	10,570	11,266
East Livermore	892	485	208	444	205	407	186	19	9	31,000	.0129	.046	6,124.87	—	30,893	40,770	48,956
Greene	226	158	—	126	—	117	—	7	—	6,000	.0093	.041	2,408.91	—	4,307	9,150	10,121
Leeds	227	158	9	140	—	126	8	9	1	7,610	.0137	.054	2,541.72	\$ 286	6,298	10,375	11,564
Lewiston	10,029	2,964	758	2,657	750	2,267	674	91	28	139,267	.0049	.032	46,866.49	—	159,548	197,495	257,361
Lisbon	1,272	770	213	723	212	661	195	26	10	34,500	.0078	.0315	8,906.34	—	37,494	48,477	53,149
Livermore	398	208	—	184	—	204	—	10	—	11,800	.0178	.056	3,282.67	340	7,482	15,735	20,542
Mechanic Falls	622	377	163	339	159	305	140	9	6	20,315	.0143	.059	3,824.92	580	14,521	22,522	51,195
Minot	190	105	—	94	—	70	—	6	—	4,500	.0108	.057	1,990.74	—	4,687	6,578	7,104
Poland	437	305	—	292	—	243	—	13	—	12,000	.0092	.041	3,748.32	—	8,276	15,935	16,888
Turner	360	237	56	224	56	203	46	11	7	14,450	.0112	.042	3,041.65	—	6,375	16,532	17,795
Wales	151	102	—	91	—	87	—	5	—	4,300	.0140	.040	1,801.26	—	3,006	5,596	6,098
Webster	336	175	32	159	32	131	28	6	3	7,800	.0125	.049	2,323.43	240	7,983	10,612	10,985
Total	20,210	8,974	2,220	8,167	2,198	7,166	1,975	315	94	\$ 454,536			\$120,784.89	\$ 1,446	\$ 441,087	\$ 597,381	\$ 894,957

AROOSTOOK 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	
Amity	117	78	—	71	—	59	—	3	—	\$ 1,775	.0122	.058	\$ 1,540.19	—	\$ 1,536	\$ 3,800	\$ 4,335	
Ashland	827	575	104	523	103	433	86	17	4	28,452	.0306	.075	5,698.60	\$ 1,000	18,260	28,983	37,004	
Bancroft	98	72	—	64	—	63	—	3	—	1,500	.0109	.055	1,036.56	—	1,772	2,985	3,191	
Benedicta	138	85	—	85	—	73	—	3	—	3,300	.0134	.05	852.77	—	3,290	4,740	4,953	
Blaine	359	251	34	227	34	205	28	9	5	10,500	.0204	.055	2,565.19	560	7,064	13,815	15,551	
Bridgewater	404	270	56	236	56	213	47	8	3	12,300	.0172	.05	2,807.43	450	6,722	16,433	17,576	
Caribou	2,653	1,608	425	1,456	422	1,306	371	39	14	67,417	.0165	.064	16,689.90	1,000	52,428	91,896	101,622	
Castle Hill	255	169	—	156	—	112	—	7	—	4,700	.0145	.053	2,376.08	196	6,300	8,621	9,683	
Chapman	185	119	—	112	—	74	—	6	—	3,250	.0148	.01	1,995.34	120	4,194	7,225	8,572	
Connor	245	170	—	166	—	133	—	4	—	3,650	.0184	.07	1,465.78	181	3,214	5,331	5,499	
Crystal	157	107	—	99	—	86	—	5	—	5,850	.0251	.07	1,932.75	255	3,788	8,197	8,612	
Dyer Brook	111	91	—	82	—	72	—	3	—	3,400	.0147	.062	1,762.63	90	2,156	5,989	6,269	
Eagle Lake	817	491	—	491	—	433	—	15	—	7,000	.0177	.072	5,473.46	532	10,647	14,879	16,036	
Easton	540	335	80	312	80	267	70	13	4	16,535	.0174	.052	4,057.28	714	16,553	21,228	26,004	
Fort Fairfield	2,032	1,131	280	1,015	275	936	246	38	11	59,600	.0146	.055	13,632.92	1,000	50,945	76,431	98,417	
Fort Kent	2,035	1,181	157	1,089	157	960	153	36	6	25,082	.0201	.058	12,723.02	1,000	28,155	40,319	49,542	
Frenchville	616	468	10	435	10	370	9	14	1	10,400	.0274	.06	5,124.91	825	8,121	12,987	15,039	
Grand Isle	625	402	—	381	—	339	—	13	—	5,300	.0202	.06	4,184.18	533	9,167	11,121	11,374	

AROOSTOOK COUNTY—Continued

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
Haynesville	83	68	—	63	—	63	—	3	—	2,000	.0185	.06	732.26	148	2,744	3,381	4,445
Hershey	63	35	—	34	—	26	—	2	—	2,100	.0134	.049	979.57	44	1,200	3,801	3,960
Hodgdon	388	225	60	213	59	192	51	10	2	9,500	.0157	.047	2,837.96	364	9,166	13,509	15,035
Houlton	2,058	1,074	440	993	439	881	389	35	15	59,950	.0128	.0475	13,330.27	1,000	53,911	81,260	97,366
Island Falls	589	405	106	387	106	318	89	10	5	11,300	.0156	.06	3,738.48	651	14,524	19,799	23,912
Limestone	770	499	79	477	79	427	69	15	4	23,274	.0201	.068	4,998.10	902	17,371	29,371	39,718
Linneus	274	207	—	196	—	159	—	7	—	5,375	.0158	.058	2,684.89	217	4,322	9,504	11,690
Littleton	377	213	—	189	—	166	—	9	—	9,700	.0198	.056	3,046.21	342	7,086	12,874	14,511
Ludlow	117	75	—	62	—	54	—	3	—	3,075	.0208	.068	1,549.06	129	1,704	4,830	5,040
Madawaska	1,266	863	24	794	24	675	20	31	1	22,500	.0102	.049	8,857.01	150	18,387	26,983	42,499
Mapleton	506	319	108	297	107	230	83	8	6	12,266	.0177	.056	3,221.01	544	14,818	20,681	26,143
Mars Hill	669	494	77	494	77	396	64	16	5	23,750	.0204	.06	4,828.82	1,000	13,724	30,765	32,619
Masardis	238	189	21	138	21	137	17	6	1	5,200	.015	.05	2,302.53	168	5,381	9,174	9,595
Merrill	189	81	110	77	110	64	101	3	5	3,650	.0168	.083	1,137.40	594	8,434	12,559	14,004
Monticello	495	306	57	306	57	259	27	8	1	13,000	.0193	.0585	3,492.61	429	9,006	17,853	19,250
New Limerick	133	82	—	73	—	67	—	4	—	3,800	.0175	.061	1,612.92	140	2,442	5,616	6,094
New Sweden	291	163	—	160	—	122	—	9	—	5,300	.0115	.044	2,675.18	—	4,879	8,031	8,799
Oakfield	437	253	—	240	—	212	—	8	—	9,100	.0288	.06	3,190.88	440	5,653	13,044	13,799
Orient	55	40	—	37	—	29	—	2	—	1,900	.0152	.056	605.34	60	1,144	2,615	2,932
Perham	241	149	—	135	—	113	—	5	—	3,000	.0072	.04	2,060.59	—	3,239	5,905	6,530
Portage Lake	350	275	21	226	21	205	16	6	1	6,750	.0192	.051	2,469.18	272	6,750	10,253	11,204
Presque Isle	2,240	1,435	353	1,344	353	1,163	292	44	14	55,758	.0133	.0525	14,260.35	1,000	53,919	75,136	104,174
Saint Agatha	723	390	99	374	97	318	91	15	6	5,000	.0125	.05	4,560.76	500	7,691	11,384	11,761
Sherman	374	244	84	216	84	194	70	9	4	7,105	.0167	.054	2,759.39	512	9,779	14,657	19,813
Smyrna	165	106	—	93	—	85	—	4	—	4,625	.017	.07	1,857.96	175	3,052	7,440	8,037
Stockholm	399	268	31	268	25	211	25	8	1	6,000	.017	.055	2,958.38	352	7,227	11,376	15,042
Van Buren	1,827	1,563	192	1,480	192	1,288	115	49	5	35,472	.015	.056	13,311.45	1,500	35,204	49,954	53,594
Wade	150	116	—	99	—	83	—	5	—	—	.0102	.05	1,485.40	—	—	—	—
Washburn	687	472	140	416	139	367	118	14	6	22,500	.0222	.06	4,633.54	1,000	17,624	30,197	38,179
Westfield	264	180	42	161	42	130	35	6	2	11,102	.0181	.052	1,903.91	340	7,333	11,795	13,857
Woodville	106	67	—	64	—	51	—	4	—	2,700	.0165	.059	1,622.15	132	2,549	4,684	5,123
Woodland	464	353	—	341	—	271	—	13	—	7,000	.0136	.06	3,862.06	351	7,650	13,178	13,956

AROOSTOOK 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																	
Allagash	177	115	—	115	—	85	—	6	—	2,200	.0036	.036	1,135.70	—	3,405	3,775	4,975
Cary	110	68	—	61	—	49	—	3	—	1,525	.0189	.06	1,515.28	111	1,616	3,429	3,798
Caswell	253	184	—	174	—	136	—	5	—	5,000	.0284	.076	2,096.98	290	3,317	8,856	9,700
Cyr	201	128	—	103	—	103	—	6	—	1,777	.0057	.035	1,671.30	—	2,863	4,325	4,827
E	40	28	—	28	—	19	—	1	—	1,120	.0139	.049	357.16	22	605	1,218	1,683
Garfield	34	21	—	18	—	18	—	1	—	700	.0064	.043	475.48	—	838	1,688	1,895
Glenwood	26	18	—	17	—	15	—	1	—	325	.007	.05	347.01	—	717	1,677	2,331
Hamlin	161	88	—	72	—	57	—	3	—	2,575	.004	.054	917.58	—	2,094	5,196	5,457
Hammond ..	31	14	—	10	—	11	—	1	—	300	.0016	.026	281.17	—	775	1,191	1,291
Macwahoc ..	55	38	2	32	2	31	1	1	1	1,500	.0171	.053	650.88	96	1,714	2,654	2,809
Moro	57	42	—	33	—	31	—	2	—	1,250	.0121	.06	726.17	—	1,301	2,556	2,856
Nashville ..	15	6	—	6	—	5	—	1	—	200	.0015	.055	440.82	—	576	1,044	1,096
New Canada ..	229	155	—	155	—	129	—	6	—	1,700	.0102	.051	1,698.34	—	3,559	4,752	4,942
Oxbow	66	37	—	37	—	30	—	2	—	1,000	.0083	.042	1,094.53	—	1,512	2,771	2,907
Reed	181	121	40	113	40	95	32	5	3	4,500	.0255	.08	1,426.25	605	6,591	9,190	10,215
Saint Francis	569	381	—	363	—	307	—	10	—	5,600	.0216	.061	3,989.94	930	6,106	8,938	9,906
Saint John ..	244	160	—	156	—	126	—	6	—	2,300	.0121	.076	1,664.54	—	3,627	4,521	5,218
Silver Ridge ..	71	45	—	38	—	30	—	2	—	1,500	.0172	.055	878.53	68	1,485	3,202	3,422
Wallagrass ..	499	388	—	388	—	278	—	13	—	3,250	.0155	.0825	3,447.33	468	7,034	8,534	9,029
Westmanland ..	22	17	—	17	—	11	—	1	—	324	.0019	.0285	238.19	—	561	1,151	1,220
Winterville ..	167	102	—	102	—	63	—	3	—	300	.0027	.051	1,012.40	—	2,045	2,709	2,844
Total	32,410	20,968	3,232	19,485	3,211	16,719	2,715	686	136	\$ 702,709			\$235,550.19	\$24,502	\$ 644,566	\$1,029,966	\$1,224,381

CUMBERLAND COUNTY

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
Baldwin	211	144	—	129	—	118	—	7	—	\$ 5,850	.0078	.046	\$ 2,257.03	—	\$ 4,940	\$ 9,084	\$ 10,114
Bridgton	691	487	114	442	114	412	103	17	6	24,100	.0122	.045	5,396.32	—	20,159	31,116	52,549
Brunswick	2,122	887	340	795	335	693	297	34	14	47,000	.0084	.042	13,189.73	—	50,225	66,435	85,874
Cape Elizabeth	445	291	48	275	48	253	44	11	3	20,500	.0067	.0335	3,296.32	—	16,080	24,832	32,779
Casco	231	130	44	112	44	105	39	7	2	6,470	.0152	.056	1,763.90	\$ 330	7,322	9,484	10,663
Cumberland	366	219	41	194	41	170	36	9	6	12,200	.0068	.036	2,585.98	—	8,233	15,094	24,600
Falmouth	503	359	—	326	—	287	—	16	—	19,100	.0071	.03	4,163.94	—	10,835	23,313	26,264
Freeport	571	386	129	336	127	335	114	15	4	20,600	.0121	.0426	4,609.32	—	19,217	26,293	33,528
Gorham	782	594	138	561	136	500	128	25	6	32,138	.0116	.038	5,427.95	—	28,426	36,662	41,396
Gray	325	224	62	197	62	180	50	10	4	10,450	.0166	.039	2,640.69	—	8,753	12,458	14,571
Harpwell	348	263	—	231	—	208	—	13	—	11,225	.0086	.047	3,420.63	—	8,871	15,711	18,167
Harrison	275	192	—	178	—	166	—	9	—	10,718	.0156	.056	2,740.68	270	6,891	13,072	14,161
Naples	179	123	—	108	—	101	—	4	—	6,450	.0136	.056	1,814.50	104	2,952	8,635	9,744
New Gloucester	355	207	72	175	71	152	62	12	4	13,750	.0137	.0394	2,762.61	—	12,904	17,122	21,050
North Yarmouth	215	121	—	104	—	99	—	6	—	5,250	.014	.044	2,023.83	—	3,357	7,407	8,084
Otisfield	174	96	—	79	—	57	—	5	—	6,150	.0144	.066	2,124.58	180	3,029	7,897	8,788
Portland	24,956	9,763	2,940	9,552	2,935	8,768	2,756	294	126	639,049	.0066	.0336	137,518.10	—	626,822	779,725	1,220,551
Pownal	154	115	—	89	—	84	—	6	—	4,550	.0164	.045	2,110.85	—	3,685	7,110	7,622
Raymond	141	87	—	80	—	69	—	3	—	5,025	.0117	.047	1,543.07	—	2,396	5,029	6,117
Scarborough	689	415	108	381	108	327	90	13	4	20,950	.0077	.044	4,554.59	—	18,536	25,187	37,575
Sebago	154	86	37	84	37	68	31	6	2	5,800	.0106	.046	1,402.19	—	7,580	9,886	11,836
South Portland	4,162	2,904	613	2,702	606	2,476	567	85	26	125,053	.0101	.0415	28,888.44	—	130,599	161,538	220,043
Standish	413	246	58	225	58	198	53	12	4	19,000	.0096	.041	3,578.33	—	14,774	42,229	42,229
Westbrook	3,054	1,313	411	1,214	409	1,102	397	47	15	78,190	.0074	.0435	17,559.23	—	72,250	94,073	119,940
Windham	643	396	100	375	98	326	83	16	4	23,000	.0098	.041	4,523.37	—	17,161	26,860	33,803
Yarmouth	639	426	119	403	118	368	106	18	4	20,750	.0125	.0546	4,866.47	624	19,726	27,991	36,221
Total	42,798	20,474	5,374	19,347	5,347	17,622	4,956	700	234	\$1,193,318			\$266,762.65	\$ 1,508	\$1,125,723	\$1,484,659	\$2,148,269

COMMISSIONER OF EDUCATION

FRANKLIN 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
Avon	100	35	—	23	—	25	—	2	—	\$ 3,500	.0142	.056	\$ 1,243.18	\$ 56	\$ 1,289	\$ 5,375	\$ 5,486
Carthage	87	62	—	49	—	46	—	3	—	2,200	.0113	.052	1,161.95	—	1,980	3,167	3,750
Chesterville	151	130	—	98	—	103	—	6	—	3,950	.0102	.047	1,948.85	—	3,822	7,115	7,629
Eustis	164	116	43	103	42	95	40	4	3	6,261	.0119	.053	1,561.36	—	6,172	10,015	13,955
Farmington	881	619	195	570	195	235	178	13	9	30,900	.0106	.041	5,541.54	—	26,711	39,024	43,769
Freeman	61	48	—	30	—	29	—	4	—	1,600	.0064	.053	719.36	—	1,728	2,958	3,238
Industry	68	40	—	27	—	29	—	2	—	1,525	.008	.05	769.69	—	1,216	2,530	2,748
Jay	1,171	528	122	470	120	435	108	22	5	26,400	.0105	.026	7,240.52	—	26,133	36,462	43,379
Kingfield	250	153	67	147	67	134	60	4	3	7,990	.0115	.047	1,778.08	—	7,792	9,669	12,612
Madrid	64	45	—	42	—	34	—	3	—	2,675	.012	.047	865.34	—	1,993	3,274	3,562
New Sharon	245	151	50	127	49	121	42	9	3	8,700	.0199	.057	2,271.04	585	9,129	11,646	13,170
New Vineyard	113	92	—	77	—	67	—	3	—	3,180	.0103	.057	1,557.08	—	1,820	4,838	5,188
Phillips	314	247	68	222	68	205	62	11	3	10,500	.014	.044	2,715.69	—	12,242	15,304	17,478
Rangeley	439	304	97	279	96	258	86	11	5	21,250	.0123	.046	3,537.62	—	17,089	25,341	33,209
Salem	35	27	—	25	—	17	—	2	—	1,160	.0089	.037	558.68	—	1,310	1,837	1,971
Strong	225	151	61	142	61	127	56	4	3	7,000	.0111	.041	1,651.67	—	6,816	10,314	11,094
Temple	93	66	—	56	—	54	—	4	—	2,975	.0121	.056	1,232.96	—	2,260	3,963	4,523
Weld	138	85	14	80	14	68	12	3	2	5,100	.0109	.042	1,151.28	—	4,642	7,125	7,980
Wilton	889	611	155	546	155	496	140	19	7	24,000	.0121	.05	6,393.40	—	14,894	29,734	32,947

FRANKLIN COUNTY—Concluded

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
Plantations																	
Coplin	22	16	—	16	—	12	—	1	—	525	.0034	.038	389.36	—	739	1,882	2,253
Dallas	82	65	—	60	—	50	—	2	—	890	.0046	.046	656.51	—	1,529	2,639	3,193
Lang	23	20	—	18	—	14	—	2	—	650	.0058	.034	408.40	—	1,141	1,955	2,197
Rangleey	20	12	—	12	—	11	—	2	—	3,575	.0062	.0364	461.65	—	2,362	4,413	4,743
Sandy River	9	16	—	11	—	8	—	1	—	—	—	.034	144.20	—	1,030	2,984	3,551
Total	5,644	3,639	872	3,230	867	2,673	784	137	43	\$ 176,506			\$ 45,959.41	\$ 641	\$ 155,839	\$ 243,564	\$ 283,625

HANCOCK COUNTY

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
Amherst	53	34	—	34	—	30	—	3	—	\$ 1,185	.0033	.066	\$ 758.82	\$ 90	\$ 1,689	\$ 2,404	\$ 2,884
Aurora	26	23	—	17	—	18	—	1	—	400	.0025	.06	269.34	—	500	765	796
Bar Harbor	1,239	665	236	607	222	547	208	25	12	53,000	.0071	.047	8,525.03	—	43,905	62,009	85,357
Bluehill	471	245	57	230	57	197	51	13	4	14,000	.0104	.042	4,126.14	—	9,069	18,975	22,134
Brooklin	290	165	38	159	38	135	34	7	2	7,050	.0133	.045	2,083.73	—	7,250	8,899	9,577
Brooksville	272	144	21	132	21	118	15	8	2	5,000	.0139	.061	2,046.14	374	6,534	8,471	10,662
Bucksport	500	371	32	310	28	281	21	11	3	12,000	.0132	.056	4,060.79	636	8,775	18,505	23,126
Castine	181	113	65	104	63	96	59	5	4	7,750	.01	.038	1,548.90	—	6,850	10,228	13,590
Cranberry Isles	141	55	—	54	—	45	—	4	—	4,218	.0107	.034	1,316.31	—	3,224	5,209	5,589
Dedham	78	44	—	32	—	35	—	1	—	2,700	.0044	.041	529.94	—	695	2,906	3,684
Deer Isle	373	235	47	226	47	208	44	14	3	9,795	.0166	.0563	3,586.57	660	10,721	13,887	15,989
Eastbrook	58	37	—	35	—	32	—	1	—	1,675	.0151	.0685	726.03	31	800	2,790	3,220
Ellsworth	924	462	215	426	215	394	194	14	8	26,500	.0077	.046	6,724.86	350	24,079	38,549	53,992
Franklin	254	143	58	129	57	118	53	6	2	6,450	.0168	.054	2,099.64	384	6,879	9,714	10,644
Gouldsboro	318	225	—	185	—	183	—	10	—	7,300	.0136	.0465	3,066.85	220	5,829	10,658	11,750
Hancock	246	139	25	131	23	113	22	6	1	5,350	.0135	.054	2,408.22	182	5,417	8,083	8,853
Lamoine	90	73	—	60	—	52	—	3	—	2,100	.0111	.05	1,138.44	—	1,912	3,357	3,927
Mariaville	58	34	—	34	—	28	—	2	—	1,220	.012	.06	582.25	—	960	1,652	1,714
Mount Desert	831	331	85	315	83	292	77	17	10	27,860	.0069	.0475	5,588.56	—	24,595	35,692	54,532
Orland	239	150	—	130	—	109	—	6	—	6,000	.0139	.051	2,501.17	132	3,599	8,642	10,454

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
Otis	25	24	—	21	—	19	—	2	—	900	.0096	.042	438.17	—	1,152	1,618	1,686
Penobscot	211	110	22	98	22	90	18	6	2	5,450	.0194	.07	1,910.57	451	5,482	7,849	9,149
Sedgwick	246	113	29	100	29	91	27	9	2	5,775	.0191	.065	1,939.04	494	7,002	8,311	9,742
Sorrento	41	30	—	27	—	26	—	1	—	2,060	.0057	.041	683.80	—	1,113	2,848	3,211
Southwest Harbor	366	197	75	173	74	164	66	9	3	10,777	.0089	.0425	2,478.39	—	10,923	14,654	15,900
Stonington	423	231	100	219	100	197	90	8	4	10,600	.0149	.0585	3,006.45	464	10,987	14,336	16,652
Sullivan	221	141	72	118	70	115	62	7	3	6,650	.0148	.045	1,809.50	—	7,804	10,337	16,543
Surry	135	73	—	71	—	54	—	3	—	2,800	.0102	.058	1,197.12	—	2,090	4,638	4,917
Swan's Island	180	119	—	95	—	106	—	6	—	3,100	.0156	.0619	1,812.29	160	3,400	5,189	5,627
Tremont	466	191	—	184	—	167	—	8	—	7,100	.0138	.055	3,190.79	234	6,205	10,346	11,861
Trenton	96	57	—	47	—	45	—	3	—	2,200	.0124	.052	1,264.37	72	1,920	3,746	4,080
Verona	54	38	—	27	—	26	—	2	—	1,100	.0161	.056	610.69	60	1,008	1,657	2,190
Waltham	27	15	—	14	—	13	—	1	—	615	.0052	.0525	204.00	—	660	863	911
Winter Harbor ..	159	65	66	64	65	60	63	2	3	5,100	.0093	.0465	1,102.16	—	5,670	7,788	8,532
Plantations																	
Long Island	32	23	—	23	—	21	—	1	—	500	.0171	.041	232.89	—	468	907	1,831
Number 33	9	9	—	7	—	3	—	1	—	310	.0038	.024	153.56	—	510	594	625
Osborn	11	10	—	10	—	9	—	1	—	140	.0021	.023	151.00	—	720	812	924
Total	9,344	5,134	1,243	4,648	1,214	4,237	1,104	227	68	\$ 266,730			\$ 75,872.52	\$ 4,994	\$ 240,396	\$ 367,888	\$ 466,855

KENNEBEC COUNTY

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
Albion	320	178	47	178	47	170	42	7	3	\$ 9,518	.0195	.054	\$ 2,289.15	\$ 494	\$ 8,862	\$ 12,923	\$ 13,699
Augusta	4,544	2,138	646	1,912	640	1,739	583	69	25	114,574	.0088	.048	26,388.85	—	109,888	144,489	194,997
Belgrade	282	168	43	157	42	140	38	8	2	8,950	.0107	.054	2,562.63	—	7,378	12,038	22,192
Benton	408	255	—	207	—	193	—	9	—	10,350	.0141	.045	3,011.98	—	5,841	13,000	14,189
Chelsea	243	193	—	178	—	141	—	7	—	4,650	.017	.056	2,440.73	224	3,861	7,404	8,038
China	338	229	41	209	41	174	39	8	3	8,300	.0125	.0435	2,621.50	—	4,921	11,141	11,542
Clinton	415	266	69	244	68	223	61	9	3	11,200	.0156	.054	2,958.15	450	10,714	16,075	17,180
Farmingdale	265	169	—	157	—	135	—	7	—	8,800	.0095	.036	2,350.58	—	5,346	10,915	11,738
Fayette	121	75	—	64	—	53	—	4	—	2,725	.0108	.045	1,758.56	—	2,266	4,663	5,168
Gardiner	1,428	985	401	892	397	786	359	33	18	41,708	.0078	.041	10,087.79	—	45,610	62,282	82,499
Hallowell	803	522	135	470	135	425	126	15	5	19,900	.0087	.042	5,334.76	—	17,337	24,496	28,150
Litchfield	212	154	32	131	32	114	30	9	2	6,200	.0131	.054	1,966.61	312	5,247	8,825	9,374
Manchester	144	98	—	93	—	85	—	4	—	3,600	.0091	.04	1,695.32	—	3,140	5,700	6,229
Monmouth	430	251	61	223	61	215	55	11	4	11,800	.0103	.0375	3,130.91	—	7,278	15,555	18,365
Mount Vernon	214	122	—	110	—	90	—	7	—	5,125	.0109	.045	2,361.81	—	4,110	7,374	8,158
Oakland	808	422	181	395	191	363	165	16	6	23,742	.0134	.057	5,142.76	756	18,547	29,616	38,557
Pittston	243	157	—	131	—	120	—	8	—	4,200	.0098	.0375	2,406.06	—	3,748	6,765	7,455
Randolph	373	272	—	244	—	216	—	8	—	8,950	.0204	.05	2,925.02	288	5,780	12,364	12,934
Readfield	238	160	—	152	—	125	—	8	—	6,275	.0097	.041	2,526.32	—	4,692	9,567	10,343
Rome	114	87	—	61	—	57	—	4	—	3,100	.0075	.041	1,547.48	—	1,965	4,120	4,524
Sidney	278	218	—	206	—	175	—	10	—	6,225	.0123	.056	2,833.85	—	5,722	10,562	11,635
Vassalboro	530	381	—	340	—	314	—	14	—	22,100	.0156	.044	4,468.61	—	10,872	26,982	29,102
Vienna	92	60	—	49	—	44	—	3	—	1,655	.0063	.05	1,215.23	—	1,406	2,944	3,187
Waterville	4,550	2,153	533	1,984	516	1,790	477	82	14	121,710	.0095	.041	26,453.75	116,437	116,437	150,162	208,486
Wayne	121	85	—	67	—	68	—	4	—	4,725	.0127	.05	1,595.53	100	3,354	6,074	15,829
West Gardiner	156	129	—	110	—	91	—	4	—	5,300	.0127	.046	1,741.71	80	2,916	6,934	7,539
Windsor	190	122	—	108	—	96	—	6	—	4,350	.0107	.042	2,033.01	—	3,040	6,232	6,823
Winslow	1,481	763	164	721	163	674	138	26	7	40,491	.0122	.051	8,917.54	—	27,222	49,470	108,605
Whitthrop	591	382	100	360	98	325	86	13	4	21,500	.01	.0432	4,075.23	—	16,676	25,941	105,544
Unity Pl.	16	13	—	13	—	10	—	1	—	300	.0105	.05	164.88	—	424	471	520
Total	19,948	11,207	2,453	10,166	2,421	9,151	2,199	414	96	\$ 542,023			\$ 139,006.31	\$ 2,704	\$ 464,600	\$ 705,084	\$ 1,022,601

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								
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
Appleton	142	115	25	61	25	82	22	5	2	\$ 3,350	.0119	.05	\$ 1,765.33	\$ 500	\$ 4,081	\$ 6,676	\$ 7,128
Camden	902	526	196	508	191	463	177	19	7	33,375	.0082	.041	6,133.84	—	30,399	42,611	61,405
Cushing	86	54	—	53	—	47	—	5	—	2,500	.0143	.057	1,597.39	145	2,381	4,382	4,845
Friendship	170	114	17	111	17	104	15	5	1	5,575	.0127	.053	1,746.58	168	5,509	9,272	10,843
Hope	134	89	—	75	—	72	—	5	—	2,800	.0094	.048	1,723.79	—	2,594	4,592	5,439
Isle au Haut ...	18	16	—	14	—	13	—	1	—	1,150	.0088	.042	258.02	—	532	1,371	1,629
North Haven	128	69	26	64	26	56	21	4	2	6,250	.0088	.036	1,130.59	—	5,613	7,007	7,630
Owl's Head	156	97	—	92	—	72	—	3	—	2,210	.0057	.046	1,604.82	—	2,196	4,068	4,853
Rockland	2,188	1,520	426	1,369	370	1,213	369	44	17	57,015	.008	.043	14,873.69	—	56,953	74,370	128,342
Rockport	431	258	71	232	69	215	66	11	3	14,939	.0101	.0465	2,916.87	—	11,746	18,382	19,729
Saint George ...	527	338	67	314	65	258	53	12	2	11,250	.016	.056	3,497.49	450	8,853	15,187	16,444
South Thomaston.	165	122	—	113	—	99	—	5	—	2,825	.0131	.06	1,872.12	125	3,164	5,308	5,756
Thomaston	447	278	100	259	98	237	88	12	4	16,500	.0074	.05	3,164.61	—	15,100	21,243	27,494
Union	293	129	70	127	69	115	58	7	3	5,800	.0092	.045	2,173.78	—	7,136	9,353	10,408
Vinalhaven	503	297	70	289	70	260	64	10	3	13,100	.0149	.056	3,632.35	448	11,038	16,345	17,763
Warren	354	192	50	172	48	163	43	10	2	8,975	.0111	.048	2,843.39	—	7,674	12,642	13,972
Washington	174	100	34	91	34	83	28	5	2	3,550	.0122	.064	1,524.39	—	4,290	5,984	6,356
Plantations																	
Matinicus Isle ..	40	25	—	25	—	21	—	1	—	1,151	.0233	.038	434.91	—	900	1,416	1,666
Total	6,858	4,339	1,152	3,969	1,082	3,573	1,004	164	48	\$ 192,315			\$ 52,893.96	\$ 1,836	\$ 180,159	\$ 260,209	\$ 351,702

LINCOLN COUNTY

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
Alna	71	37	—	30	—	29	—	3	—	\$ 1,275	.0063	.047	\$ 1,147.20	—	\$ 1,530	\$ 3,046	\$ 3,300
Boothbay	380	216	43	204	42	182	37	12	2	11,525	.0121	.05	3,642.41	—	9,866	14,962	17,340
Boothbay Harbor	563	314	170	299	169	271	146	11	6	16,450	.0078	.042	3,975.37	—	17,396	22,581	27,168
Bremen	108	61	—	61	—	50	—	4	—	1,400	.0069	.055	861.54	—	2,499	3,222	3,647
Bristol	470	167	61	152	61	132	58	8	3	9,450	.0102	.047	3,020.56	—	9,806	12,970	14,923
Damariscotta	260	141	—	130	—	119	—	4	—	5,500	.0068	.0385	2,307.98	—	2,990	8,080	11,496
Dresden	141	89	29	81	29	75	28	6	3	2,775	.0083	.044	1,463.08	—	2,778	4,313	4,803
Edgecomb	80	58	—	53	—	45	—	3	—	1,790	.0064	.039	1,042.25	—	1,612	2,648	2,877
Jefferson	284	145	23	126	22	110	18	8	1	6,800	.0157	.05	2,206.62	\$ 260	5,415	8,462	9,028
Newcastle	253	147	—	127	—	120	—	7	—	8,500	.0114	.044	2,489.67	—	4,801	11,018	12,384
Nobleboro	179	106	—	92	—	86	—	6	—	3,750	.0114	.043	2,087.30	—	3,535	5,980	6,886
Somerville	73	62	—	58	—	49	—	3	—	1,350	.0159	.064	702.68	150	1,350	2,118	2,249
South Bristol	227	103	27	102	27	84	24	4	2	7,000	.0104	.038	1,484.45	—	4,673	7,466	7,954
Southport	97	73	—	69	—	59	—	3	—	3,450	.0036	.0415	1,337.01	—	2,301	4,719	5,489
Waldoboro	640	358	69	342	64	298	60	15	5	12,500	.0104	.049	4,793.98	—	14,003	18,452	20,481
Westport	35	28	—	21	—	19	—	2	—	1,023	.0044	.0375	341.76	—	1,056	1,389	1,527
Whitefield	268	176	20	164	20	134	16	7	1	4,250	.0092	.042	2,799.01	—	4,469	7,904	8,104
Wiscasset	410	192	74	168	74	158	64	8	4	8,950	.0089	.0435	2,815.17	—	5,492	11,479	13,452
Monhegan Pl.	20	19	—	18	—	15	—	1	—	1,150	.008	.041	228.38	—	1,010	1,403	2,064
Total	4,564	2,492	516	2,297	508	2,035	451	115	27	\$ 108,888			\$ 38,746.42	\$ 410	\$ 96,582	\$ 152,212	\$ 175,172

OXFORD COUNTY

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
Albany	90	51	—	47	—	39	—	3	—	\$ 2,200	.0123	.06	\$ 969.31	—	\$ 1,732	\$ 3,344	\$ 3,644
Andover	237	141	36	136	36	123	33	6	2	8,800	.0127	.041	2,344.38	—	8,345	11,659	12,268
Bethel	574	374	—	339	—	302	—	16	—	21,550	.0144	.042	4,814.97	—	11,756	28,876	36,290
Brownfield	183	126	22	113	22	96	19	5	2	6,890	.0183	.062	1,651.90	\$ 380	5,668	9,255	10,046
Buckfield	267	189	76	169	72	160	67	8	3	7,185	.0124	.046	2,293.48	—	9,459	12,309	13,935
Byron	32	23	—	17	—	15	—	1	—	1,597	.008	.054	364.74	—	865	1,852	2,024
Canton	229	167	74	156	74	144	64	6	3	8,600	.0185	.066	1,778.28	844	9,938	14,860	16,426

OXFORD 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
Denmark	112	66	17	61	17	56	15	4	2	5,900	.0147	.0616	1,264.28	210	4,601	7,581	8,772
Dixfield	449	260	81	233	81	232	72	8	3	12,600	.0127	.047	3,009.43	280	12,771	18,070	20,690
Fryeburg	413	273	—	240	—	216	—	13	—	14,175	.0109	.045	3,512.71	—	8,424	19,496	22,358
Gilead	59	30	—	27	—	22	—	1	—	1,550	.0061	.04	1,034.31	—	720	2,606	2,883
Greenwood	229	148	—	140	—	125	—	9	—	5,200	.0134	.053	2,531.95	234	5,235	8,507	9,202
Hanover	38	23	—	17	—	16	—	1	—	2,000	.0121	.05	610.61	—	850	1,905	1,955
Hartford	127	73	—	59	—	59	—	5	—	3,060	.0095	.043	1,696.76	—	2,376	5,388	6,121
Hebron	146	89	—	75	—	71	—	5	—	4,475	.0138	.047	1,872.85	110	3,417	6,236	6,556
Hiram	214	133	—	128	—	106	—	6	—	8,350	.0139	.06	2,048.84	189	4,216	9,262	9,956
Lovell	151	108	—	90	—	83	—	5	—	5,500	.0057	.038	1,899.07	—	3,855	7,936	8,625
Mason	21	21	—	21	—	18	—	1	—	595	.0085	.0336	263.36	—	700	865	933
Mexico	1,646	759	204	661	199	636	193	23	8	30,000	.0201	.068	9,485.26	1,000	28,989	38,125	43,540
Newry	78	55	—	49	—	39	—	4	—	3,850	.0103	.052	1,510.37	—	2,656	4,318	4,683
Norway	1,006	533	183	501	183	457	170	19	10	32,000	.0154	.059	6,923.05	1,000	28,740	41,555	58,887
Oxford	401	215	62	195	62	165	58	9	2	9,600	.0144	.049	2,674.57	312	9,516	14,025	19,399
Paris	1,049	623	174	560	174	537	163	24	13	47,100	.0183	.048	8,089.57	1,000	39,337	55,902	63,874
Peru	264	150	—	132	—	117	—	6	—	6,900	.0161	.057	2,500.21	186	4,484	9,042	9,914
Porter	230	128	62	117	62	107	55	5	3	5,700	.0186	.073	1,944.73	805	7,248	10,748	14,366
Roxbury	120	93	—	60	—	62	—	4	—	3,510	.0183	.063	1,374.65	152	3,264	5,145	5,500

OXFORD COUNTY—Concluded

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
Rumford	3,606	1,561	488	1,464	484	1,371	447	62	19	94,300	.0123	.045	20,808.50	—	90,866	122,848	154,383
Stoneham	50	28	—	27	—	24	—	2	—	1,590	.0104	.0465	726.48	—	1,495	2,855	3,086
Stow	47	31	—	21	—	25	—	2	—	1,790	.0102	.04	725.13	—	1,512	2,280	2,489
Summer	157	103	—	95	—	95	—	7	—	3,675	.0095	.043	2,070.34	—	3,776	7,015	7,930
Sweden	58	33	—	27	—	21	—	2	—	2,025	.0083	.056	768.16	—	1,086	2,562	2,810
Upton	33	28	—	25	—	24	—	1	—	2,225	.0066	.038	394.63	—	1,731	2,489	2,732
Waterford	293	159	—	141	—	134	—	8	—	7,750	.0129	.045	2,717.51	—	5,810	10,752	11,477
Woodstock	229	151	58	130	58	129	53	5	3	9,625	.0181	.056	1,809.78	608	7,882	12,793	15,890
Plantations																	
Lincoln	29	21	—	21	—	16	—	1	—	2,575	.0037	.02	319.79	—	1,688	3,059	3,296
Magalloway	23	22	—	22	—	19	—	1	—	1,000	.0021	.031	373.04	—	2,191	3,652	4,161
Milton	28	22	—	22	—	16	—	1	—	1,200	.0148	.05	214.61	24	558	1,020	1,200
Total	12,918	7,010	1,537	6,338	1,524	5,877	1,409	289	73	\$ 386,642			\$ 99,391.61	\$ 7,334	\$ 337,757	\$ 163,951	\$ 622,301

PENOBSCOT COUNTY

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
Alton	75	33	—	32	—	26	—	2	—	\$ 2,000	.0145	.054	\$ 816.85	\$ 56	\$ 1,416	\$ 2,505	\$ 2,723
Argyle	46	38	—	35	—	29	—	2	—	2,300	.0221	.111	393.17	96	1,139	1,876	1,989
Bangor	7,432	3,767	1,197	3,415	1,178	3,056	1,052	128	59	216,744	.0096	.0388	47,320.89	—	216,529	277,875	357,608
Bradford	212	140	26	132	26	123	21	6	2	5,700	.016	.055	1,698.02	300	6,116	8,931	9,344
Bradley	244	156	—	144	—	140	—	6	—	5,845	.0163	.055	2,289.80	192	4,402	8,481	11,819
Brewer	2,071	1,070	458	964	457	883	403	34	17	51,205	.0098	.0416	13,102.59	—	49,386	69,909	95,266
Burlington	95	73	—	68	—	57	—	4	—	2,281	.0102	.0355	1,384.06	—	2,144	4,161	4,313
Carmel	249	177	65	145	63	130	53	6	2	7,080	.0172	.06	2,228.97	455	6,433	9,761	17,754
Carroll	106	95	—	86	—	72	—	6	—	2,600	.0145	.057	1,742.87	145	2,810	4,942	5,366
Charleston	234	166	33	140	33	130	30	5	7	7,500	.0172	.045	1,712.49	—	3,965	10,086	10,852
Chester	78	54	—	47	—	43	—	2	—	2,500	.0181	.07	510.15	74	1,398	2,743	3,147
Clifton	43	35	—	28	—	22	—	2	—	800	.0078	.048	649.67	—	1,134	1,749	1,881

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								
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
Corinna	437	273	86	249	84	224	73	12	3	12,050	.0124	.047	3,349.93	340	11,558	17,762	20,167
Corinth	257	149	36	141	36	125	30	5	4	8,650	.0148	.0446	1,735.29	—	3,784	11,068	11,676
Dexter	1,527	756	216	697	213	649	197	24	9	32,311	.0125	.0447	9,199.07	—	40,840	54,837	69,615
Dixmont	171	149	—	103	—	104	—	7	—	4,179	.0181	.066	2,087.22	252	3,418	6,642	7,160
Drew	42	21	—	17	—	19	—	2	—	1,100	.0106	.044	634.02	—	1,245	2,114	2,319
East Millinocket	654	369	135	358	135	318	123	12	5	26,814	.0164	.052	4,519.60	640	22,211	31,204	36,369
Eddington	145	111	—	92	—	80	—	4	—	3,500	.0133	.0485	1,684.51	66	2,159	5,443	5,899
Edinburg	18	10	—	10	—	8	—	1	—	550	.0074	.048	283.94	—	544	1,011	1,060
Enfield	398	289	—	248	—	211	—	8	—	7,700	.0143	.043	3,173.64	—	5,209	11,376	15,766
Etna	142	93	—	86	—	72	—	4	—	3,375	.019	.06	1,575.67	148	2,252	5,760	6,458
Exeter	207	145	—	129	—	116	—	5	—	5,000	.0142	.054	2,022.73	140	2,942	7,056	8,084
Garland	177	118	15	101	15	88	12	5	2	4,900	.0143	.056	1,369.04	224	4,456	7,126	7,693
Glenburn	121	83	—	78	—	65	—	3	—	2,250	.0105	.051	1,077.32	—	1,976	4,305	4,632
Greenbush	129	80	—	73	—	63	—	5	—	2,500	.0166	.076	1,338.89	180	2,908	4,314	4,679
Greenfield	28	25	—	21	—	15	—	2	—	440	.0038	.039	294.40	—	576	841	1,181
Hampden	727	447	98	393	98	364	86	17	5	16,825	.0184	.05	5,479.32	816	11,454	22,402	24,568
Heron	368	256	58	201	58	200	50	12	2	8,040	.0151	.053	3,083.80	448	9,050	11,204	12,225
Holden	155	100	—	98	—	75	—	5	—	4,150	.0153	.048	1,905.96	130	3,096	6,032	6,720
Howland	559	363	139	325	136	309	113	10	6	15,000	.0098	.044	3,698.94	—	16,366	22,666	32,078
Hudson	100	78	—	61	—	57	—	3	—	2,800	.0174	.067	1,165.28	111	1,793	4,122	4,479

PENOBSCOT COUNTY—Concluded

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
Kenduskeag	128	79	—	73	—	68	—	3	—	2,875	.0149	.053	1,512.46	84	2,461	5,082	5,320
Kingman	176	105	—	96	—	87	—	3	—	4,200	.0222	.085	1,599.33	150	2,386	5,427	5,741
Lagrange	140	106	27	97	27	86	19	4	2	6,000	.0154	.046	1,320.37	208	5,476	7,877	8,630
Lee	230	139	54	136	54	124	46	7	6	5,700	.0233	.064	1,990.14	720	3,992	9,624	9,984
Levant	185	124	—	112	—	93	—	6	—	3,450	.0131	.046	2,022.38	100	2,783	5,702	6,646
Lincoln	1,033	593	144	557	144	498	130	23	6	30,000	.0161	.052	7,386.64	990	19,359	38,412	45,176
Lewell	48	35	—	24	—	23	—	2	—	1,350	.0094	.036	672.85	—	1,242	2,006	2,124
Mattawamkeag	140	83	30	81	30	70	22	4	2	5,769	.013	.043	1,147.11	—	6,298	8,143	9,083
Maxfield	29	15	—	15	—	13	—	1	—	400	.0056	.033	396.69	—	640	861	925
Medway	218	125	—	105	—	91	—	6	—	5,000	.011	.046	1,976.22	—	4,700	6,898	7,171
Milford	421	263	—	259	—	237	—	6	—	7,300	.0092	.046	3,015.40	—	5,076	10,339	11,387
Millinocket	2,242	1,438	315	1,359	312	1,217	279	37	16	68,000	.015	.049	14,790.12	1,000	63,370	88,170	112,983
Mount Chase	68	51	—	51	—	40	—	3	—	3,000	.0171	.055	1,181.94	96	2,150	4,255	4,455
Newburg	166	119	—	106	—	99	—	5	—	4,000	.0158	.053	1,662.47	150	3,024	5,426	5,853
Newport	532	333	109	294	107	280	98	12	6	13,700	.0105	.049	3,660.22	—	15,811	23,035	29,255
Old Town	2,267	1,246	412	1,159	411	1,040	362	34	14	51,888	.0098	.0534	13,993.42	—	55,921	73,206	128,473
Orono	1,005	463	144	434	140	393	132	14	6	27,175	.0108	.047	5,925.90	—	24,175	34,007	45,406
Orrington	353	244	—	211	—	196	—	8	—	10,168	.0155	.05	3,164.81	558	6,059	14,226	19,291
Passadumkeag	116	65	—	64	—	52	—	2	—	2,100	.014	.05	1,447.46	66	1,606	3,527	3,749
Patten	459	289	61	279	61	242	59	9	5	16,000	.0163	.0485	3,370.70	388	14,575	21,426	25,692
Plymouth	146	90	15	80	14	70	12	7	1	4,200	.0164	.068	2,001.03	315	4,412	6,539	7,585
Prentiss	131	104	—	82	—	65	—	5	—	2,800	.0158	.065	1,534.77	160	2,778	4,842	5,396
Springfield	165	103	20	96	20	78	15	3	3	5,272	.025	.068	1,235.50	462	2,767	7,093	7,745
Stetson	152	106	30	78	30	71	24	4	2	4,300	.0202	.063	1,336.42	420	4,635	6,428	7,077
Veazie	157	103	—	95	—	78	—	5	—	6,300	.0115	.035	1,724.69	—	4,760	9,235	11,454
Winn	203	123	36	116	36	96	32	4	2	6,858	.0175	.049	1,537.26	240	5,881	8,850	9,384
Woodville	32	24	—	24	—	21	—	2	—	450	.0032	.039	484.76	—	1,250	1,704	2,043
Plantations																	
Grand Falls	17	18	—	17	—	15	—	1	—	500	.005	.037	177.39	—	429	584	734
Lakeville	19	9	—	9	—	7	—	1	—	300	.0013	.022	492.83	—	630	1,347	1,416
Seboeis	9	7	—	7	—	5	—	1	—	—	—	.02	202.84	—	720	1,159	1,239
Stacyville	199	146	—	134	—	112	—	4	—	4,400	.0232	.071	1,911.72	196	3,536	7,790	8,269
Webster	34	23	—	23	—	15	—	1	—	410	.0055	.05	488.70	—	626	1,006	1,056
Total	28,467	16,490	3,959	14,990	3,918	13,455	3,473	576	194	\$ 772,554			\$208,892.64	\$11,116	\$ 718,237	\$1,064,530	\$1,355,632

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								
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
Abbot	175	118	29	112	27	92	22	5	2	\$ 5,900	.031	.076	\$ 1,540.18	\$ 522	\$ 5,530	\$ 8,005	\$ 9,239
Atkinson	155	101	—	99	—	78	—	4	—	4,225	.0165	.047	1,706.49	112	2,619	7,113	7,506
Blanchard	29	16	—	15	—	14	—	1	—	750	.0046	.04	401.22	—	768	1,161	1,380
Bowerbank	12	—	—	—	—	—	—	—	—	—	—	.028	136.00	—	—	914	989
Brownville	658	374	133	348	130	295	118	12	7	19,000	.0184	.047	4,931.48	896	20,136	26,433	28,766
Dover-Foxcroft	1,232	744	215	664	215	613	184	29	10	43,200	.014	.04	9,018.96	—	22,650	53,835	67,954
Greenville	599	354	96	354	96	337	93	11	4	14,750	.0142	.046	3,896.38	—	13,831	20,362	24,315
Guilford	608	315	115	299	110	255	91	14	4	18,300	.0167	.049	4,253.56	616	16,620	25,431	36,313
Medford	81	49	—	46	—	42	—	3	—	2,700	.0138	.054	1,253.11	78	1,801	3,696	3,956
Milo	1,062	607	223	565	218	527	196	18	9	26,000	.0123	.05	7,058.94	—	26,393	38,159	53,903
Monson	306	195	55	190	55	176	53	9	3	10,050	.022	.058	2,605.11	—	9,552	12,746	14,453
Orneville	88	66	—	54	—	47	—	3	—	1,050	.0068	.041	1,282.35	—	1,429	2,402	2,759
Parkman	174	122	—	116	—	89	—	8	—	3,775	.012	.05	2,073.89	—	3,986	6,118	6,826
Sangerville	455	238	56	226	56	203	51	14	3	14,350	.0204	.057	3,304.99	779	12,663	18,074	20,100
Sebec	96	57	—	47	—	45	—	3	—	4,025	.0131	.047	1,479.17	80	2,025	4,479	4,946
Shirley	72	47	—	47	—	45	—	2	—	2,150	.0129	.045	1,201.43	—	1,608	3,527	3,763
Wellington	137	81	—	71	—	58	—	4	—	2,700	.0145	.06	1,583.51	116	2,431	4,840	5,623
Williamsburg	27	13	—	12	—	10	—	1	—	650	.007	.036	300.48	—	643	774	1,076
Willimantic	54	36	—	36	—	31	—	3	—	2,170	.0121	.05	883.07	—	1,841	2,888	3,444

PISCATAQUIS COUNTY—Concluded

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
Plantations																	
Barnard	27	15	—	6	—	9	—	1	—	650	.0053	.037	308.75	—	625	920	1,054
Chesuncook	18	15	—	14	—	13	—	1	—	1,576	.0085	.0324	324.36	—	1,044	1,583	1,729
Elliottsville	16	12	—	8	—	6	—	2	—	500	.0031	.028	406.32	—	1,224	1,633	2,193
Kingsbury	18	18	—	17	—	14	—	1	—	500	.0032	.043	217.63	—	639	815	1,094
Lake View	10	12	—	9	—	9	—	1	—	—	—	.016	147.32	—	923	1,378	1,472
Total	6,109	3,605	922	3,355	907	3,008	808	150	42	\$ 178,971			\$ 50,314.70	\$ 3,199	\$ 150,981	\$ 247,286	\$ 304,853

SAGADAHOC COUNTY

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
Arrowsic	37	20	—	19	—	13	—	1	—	\$ 700	.0089	.04	\$ 407.32	—	\$ 600	\$ 1,362	\$ 1,415
Bath	2,680	1,564	474	1,326	425	1,218	415	54	15	57,963	.0073	.039	16,960.93	—	64,566	82,640	387,383
Bowdoin	156	128	—	116	—	97	—	8	—	4,300	.0141	.046	1,959.67	\$ 176	4,148	7,090	7,726
Bowdoinham	207	135	36	125	35	109	31	7	2	7,800	.0122	.0485	1,717.04	—	7,370	10,027	10,602
Georgetown	88	49	—	42	—	33	—	2	—	2,450	.0058	.039	974.77	—	1,683	3,187	3,635
Phippsburg	233	168	—	148	—	123	—	9	—	4,250	.0068	.045	2,200.57	—	4,975	7,154	8,142
Richmond	483	315	90	286	89	244	83	11	4	14,600	.0125	.055	3,741.27	480	13,706	19,475	34,736
Topsham	612	342	—	304	—	281	—	18	—	15,300	.0083	.0356	4,770.98	—	11,723	21,608	25,377
West Bath	75	54	—	39	—	37	—	2	—	1,828	.0076	.036	1,139.65	—	1,567	3,224	3,383
Woolwich	203	124	—	104	—	105	—	6	—	5,300	.014	.056	2,196.30	156	3,809	7,026	7,824
Total	4,774	2,899	600	2,509	549	2,260	529	118	21	\$ 114,491	—	—	\$ 36,068.50	\$ 812	\$ 114,147	\$ 162,793	\$ 490,223

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	745	468	—	434	—	388	—	17	—	\$ 24,000	.0185	.068	\$ 5,267.89	\$ 702	\$ 13,172	\$ 30,368	\$ 32,144
Athens	211	153	19	138	19	124	18	7	3	5,500	.0151	.065	1,702.08	270	4,160	8,008	9,213
Bingham	390	245	94	218	85	189	79	5	5	9,932	.0108	.043	2,360.42	—	9,148	13,874	18,321
Cambridge	72	55	—	46	—	47	—	3	—	1,500	.0096	.054	1,073.45	—	1,706	2,675	5,397
Canaan	217	149	—	134	—	121	—	5	—	5,550	.0147	.048	2,325.95	420	4,143	8,171	9,054
Concord	70	40	—	35	—	32	—	3	—	1,800	.0105	.062	931.34	—	—	3,222	—
Cornville	153	94	—	77	—	67	—	5	—	4,600	.0131	.052	1,787.69	120	2,070	6,846	7,392
Detroit	131	76	—	70	—	66	—	4	—	2,650	.0157	.05	1,495.77	104	3,240	4,503	4,862
Emden	115	109	—	83	—	69	—	6	—	4,882	.0124	.045	1,767.79	—	3,162	6,766	7,182
Fairfield	1,937	772	255	640	234	597	244	28	9	33,000	.0115	.05	10,381.21	—	30,977	44,443	54,641
Harmony	252	176	56	166	55	147	50	6	3	7,800	.0173	.065	1,920.60	432	7,098	11,234	12,331
Hartland	333	243	64	205	64	183	55	8	5	9,900	.012	.043	2,481.84	—	6,213	13,878	17,901
Madison	1,347	877	298	861	292	742	275	27	13	43,400	.0108	.044	9,351.77	—	40,739	60,231	144,825
Mercer	128	89	—	80	—	72	—	6	—	2,900	.0158	.061	1,609.96	217	3,283	4,748	5,055
Moscow	344	85	—	67	—	57	—	3	—	2,000	.0056	.031	2,050.50	—	1,837	3,423	3,734
New Portland	230	172	65	157	65	142	60	8	3	10,500	.0218	.065	2,124.53	616	9,607	13,513	14,888
Norridgewock	394	252	73	212	73	197	65	8	4	12,000	.0148	.054	3,058.27	648	10,157	17,411	19,608
Palmira	263	171	—	154	—	135	—	16	—	8,000	.0182	.05	2,430.50	192	3,942	8,672	9,993
Pittsfield	925	574	112	510	112	480	105	8	14	29,608	.0121	.045	6,356.56	—	17,336	37,858	41,434
Ripley	125	55	—	36	—	39	—	4	—	2,340	.0118	.053	1,628.22	—	1,714	3,800	4,180

SOMERSET COUNTY—Concluded

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
Saint Albans	329	223	—	205	—	179	—	9	—	8,000	.0161	.039	3,006.08	310	4,850	10,865	12,646
Skowhegan	1,996	922	334	867	330	745	294	36	12	53,000	.0091	.06	12,463.89	—	46,385	69,501	157,078
Smithfield	101	64	—	54	—	51	—	5	—	3,300	.0117	.047	1,605.29	—	2,732	5,218	5,588
Solon	232	151	48	125	48	110	42	7	2	7,900	.0135	.059	1,810.94	297	7,312	10,600	11,027
Starks	150	101	—	85	—	70	—	4	—	4,400	.0171	.072	1,753.72	144	2,486	6,130	6,499
Plantations	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Bigelow	6	—	—	—	—	—	—	—	—	680	.0064	.049	154.67	—	—	553	661
Brighton	46	35	—	35	—	29	—	2	—	2,050	.0143	.055	747.12	84	1,390	2,372	2,579
Caratunk	61	30	14	30	14	26	12	2	1	2,600	.0068	.031	550.89	—	2,777	3,788	8,083
Dead River	23	13	—	10	—	11	—	1	—	1,950	.0088	.05	365.88	—	1,147	2,315	2,470
Dennistown	8	4	—	4	—	3	—	1	—	60	.0003	.021	139.83	—	748	1,274	1,435
Flagstaff	51	39	4	39	4	30	3	2	1	2,650	.0122	.052	608.18	—	2,949	4,002	21,804
Highland	25	14	—	14	—	11	—	1	—	600	.0052	.046	293.46	—	658	1,145	1,321
Jackman	350	79	31	76	31	75	29	3	2	5,850	.0092	.0375	1,675.15	—	6,101	8,647	9,840
Lexington	52	32	—	26	—	24	—	2	—	800	.0062	.06	697.27	—	1,393	2,294	2,513
Mayfield	3	4	—	1	—	3	—	1	—	400	.0038	.04	35.79	—	—	587	661
Moose River	112	65	—	63	—	62	—	3	—	1,000	.0046	.04	1,354.66	—	2,376	5,151	5,815
Pleasant Ridge	36	38	—	29	—	21	—	2	—	800	.0056	.02	476.84	—	1,137	2,240	2,397
The Forks	48	29	—	28	—	25	—	2	—	500	.0028	.031	834.67	—	1,692	3,066	3,426
West Forks	31	13	15	12	15	11	11	1	1	1,100	.004	.024	268.63	—	2,125	2,480	3,463
Total	12,042	6,711	1,482	6,026	1,441	5,380	1,342	261	78	\$ 319,502			\$ 90,949.30	\$ 4,556	\$ 264,534	\$ 445,874	\$ 684,994

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								
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
Belfast	1,448	853	316	768	312	678	263	26	10	\$ 34,550	.0093	.05	\$ 9,392.65	—	\$ 36,432	\$ 48,284	\$ 57,428
Belmont	75	48	—	47	—	33	—	—	—	1,375	.011	.049	694.97	—	910	2,229	2,410
Brooks	218	123	63	121	62	112	56	5	3	7,150	.0177	.047	1,670.70	\$ 330	7,996	12,364	13,717
Burnham	208	144	—	144	—	135	—	5	—	5,300	.0183	.06	2,030.62	185	3,570	7,343	9,145
Frankfort	142	79	15	74	14	64	13	4	2	3,500	.014	.055	1,258.90	208	4,050	5,090	5,517
Freedom	120	79	—	77	—	60	—	3	—	3,200	.0163	.07	1,466.39	605	1,969	4,191	5,314
Islesboro	208	125	48	105	48	89	42	6	3	12,600	.0089	.042	1,774.21	—	10,999	14,970	16,072
Jackson	101	60	—	60	—	49	—	3	—	1,800	.0111	.05	1,265.69	—	1,475	3,111	3,337
Knox	172	106	—	95	—	77	—	4	—	3,500	.0162	.058	2,134.06	132	2,292	5,826	5,948
Liberty	145	112	27	104	27	96	21	4	2	2,900	.0117	.053	1,505.42	100	3,472	5,283	5,662
Lincolnville	257	169	—	156	—	126	—	6	—	4,400	.0093	.047	2,278.98	—	3,393	7,612	8,581
Monroe	224	120	41	120	41	110	35	7	3	6,950	.024	.068	2,077.54	637	6,660	9,232	10,294
Montville	194	104	—	97	—	77	—	5	—	4,000	.0132	.057	1,914.07	135	2,544	6,548	6,810
Morrill	92	53	—	50	—	46	—	3	—	1,975	.0125	.042	1,162.55	—	1,500	3,123	3,198
Northport	111	82	—	68	—	60	—	4	—	2,350	.0043	.035	1,511.94	—	1,650	3,512	3,683
Palermo	133	112	—	82	—	79	—	5	—	2,100	.0067	.05	1,919.41	—	2,214	4,379	6,312
Prospect	116	78	—	71	—	64	—	3	—	3,199	.0167	.05	1,469.72	84	1,697	4,573	4,758
Searsmont	164	131	28	125	27	107	23	6	2	2,800	.0079	.044	1,515.61	—	4,650	6,013	6,457
Searsport	398	231	82	202	80	174	66	9	3	10,424	.0128	.0445	2,850.01	500	9,838	14,196	16,756
Stockton Springs	262	162	51	156	50	140	45	5	2	7,100	.0163	.055	2,090.89	320	5,908	9,701	12,228

WALDO COUNTY—Concluded

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
Swanville	137	86	—	86	—	81	—	5	—	2,500	.013	.05	1,417.69	100	2,607	4,153	4,502
Thorndike	119	101	—	89	—	81	—	6	—	3,200	.0101	.048	1,804.23	—	3,236	5,383	5,781
Troy	240	127	—	127	—	120	—	6	—	4,000	.0124	.055	2,222.51	144	3,069	6,506	7,029
Unity	345	145	83	145	83	120	74	6	3	6,250	.0103	.051	2,166.22	—	6,929	10,178	15,088
Waldo	126	71	—	71	—	63	—	3	—	1,700	.0096	.052	1,484.32	—	1,420	3,478	3,672
Winterport	385	239	60	214	59	195	52	9	3	8,500	.0138	.067	2,811.21	435	8,890	13,009	14,591
Total	6,140	3,740	814	3,454	803	3,036	690	150	36	\$ 147,323			\$ 53,890.51	\$ 3,915	\$ 139,370	\$ 220,287	\$ 254,290

WASHINGTON COUNTY

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
Addison	284	180	37	155	37	149	28	7	2	\$ 6,300	.0216	.07	\$ 2,356.86	\$ 495	\$ 6,240	\$ 9,073	\$ 10,161
Alexander	125	70	—	68	—	49	—	3	—	1,600	.0112	.06	1,157.47	—	2,058	3,794	4,233
Baileyville	810	461	184	461	184	406	169	19	7	30,026	.0117	.042	5,783.35	—	26,159	39,250	48,557
Baring	66	47	—	47	—	36	—	2	—	1,650	.0121	.046	626.35	—	1,368	2,166	2,641
Beals	220	137	23	128	23	117	20	5	2	4,400	.0308	.069	1,608.95	513	4,905	6,630	7,454
Beddington	5	5	—	5	—	4	—	1	—	175	.0044	.044	130.82	—	372	396	435
Brookton	87	46	—	46	—	35	—	2	—	1,125	.0088	.046	734.46	—	1,231	1,756	2,228
Calais	2,030	855	247	855	247	730	240	29	10	30,482	.0086	.051	11,431.15	—	31,780	46,448	61,846
Centerville	20	11	—	9	—	8	—	1	—	450	.0037	.0271	224.16	—	670	1,029	1,224
Charlotte	75	64	—	62	—	49	—	4	—	1,850	.0152	.06	917.74	124	2,127	3,184	3,392
Cherryfield	355	193	57	180	57	160	56	7	4	7,950	.021	.057	2,564.92	533	4,474	10,772	11,253
Columbia	167	89	—	86	—	80	—	5	—	2,350	.0131	.054	1,835.16	120	2,361	4,777	5,264
Columbia Falls	224	135	44	133	44	121	38	6	2	4,300	.0159	.054	1,699.99	270	5,513	6,707	7,247
Cooper	54	38	—	38	—	34	—	2	—	1,235	.0113	.0616	419.42	—	977	1,713	1,928
Crawford	41	31	—	31	—	24	—	1	—	1,150	.0064	.036	388.66	—	950	1,721	1,795
Cutler	142	102	—	98	—	83	—	5	—	2,900	.0175	.061	1,778.47	175	3,401	5,155	5,788
Danforth	458	300	110	285	109	245	93	10	5	13,000	.0178	.054	3,304.43	646	13,175	19,710	22,513
Deblois	14	13	—	11	—	10	—	1	—	235	.0063	.045	239.68	—	420	507	583
Dennysville	137	66	79	59	78	57	71	3	3	4,400	.0283	.072	1,082.19	522	6,035	8,871	9,236
East Machias	348	257	41	244	41	232	36	8	4	6,600	.0117	.047	2,496.82	—	5,380	9,434	10,433

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
Eastport	1,077	675	200	657	200	584	185	17	8	25,324	.0108	.046	7,466.26	—	24,862	33,035	39,917
Edmunds	129	74	—	68	—	59	—	4	4	3,450	.027	.075	1,594.21	224	2,264	4,874	5,134
Harrington	244	169	53	154	53	141	44	6	2	5,950	.0169	.057	1,852.56	363	6,101	9,100	12,659
Jonesboro	157	94	24	85	23	83	23	4	2	3,900	.0218	.0708	1,355.43	585	4,462	5,404	6,376
Jonesport	593	331	106	301	106	290	95	11	4	12,300	.0191	.056	4,106.09	1,220	14,317	18,660	20,787
Lubec	946	662	140	605	139	542	126	23	6	22,600	.0164	.0465	6,819.33	952	25,548	32,615	39,099
Machias	632	249	188	238	198	208	173	8	6	10,300	.0126	.05	3,832.14	500	14,702	17,682	19,966
Machiasport	245	163	—	155	—	137	—	9	—	6,135	.0224	.06	2,586.97	360	5,700	9,605	10,562
Marion	22	23	—	23	—	13	—	1	—	1,025	.0139	.073	270.13	30	721	1,529	1,739
Marshfield	65	33	—	33	—	31	—	2	—	1,465	.0201	.055	1,150.44	122	1,244	2,608	2,846
Meddybemps	17	13	—	11	—	11	—	1	—	544	.0073	.066	168.47	—	620	762	1,027
Milbridge	374	234	43	213	43	208	40	7	2	5,850	.0119	.053	2,454.23	—	6,336	9,529	10,711
Northfield	32	23	—	22	—	20	—	2	—	1,125	.0127	.0458	514.49	—	1,400	2,107	2,302
Pembroke	288	198	42	186	42	161	38	7	2	6,200	.017	.055	2,204.44	320	6,310	11,316	13,441
Perry	238	149	—	138	—	116	—	6	—	7,180	.0283	.065	2,409.83	336	3,484	7,538	8,672
Princeton	328	198	80	190	80	180	70	8	4	8,989	.0159	.01	2,558.67	416	11,576	13,860	14,699
Robbinston	180	133	—	112	—	93	—	4	—	2,500	.011	.046	1,464.25	—	2,987	4,743	5,423
Roque Bluffs	35	29	—	29	—	25	—	1	—	775	.0144	.0448	367.77	—	540	1,179	1,209
Steuben	236	139	30	134	30	122	26	8	2	5,060	.0179	.061	2,012.07	420	5,898	7,983	8,703
Talmadge	16	8	—	8	—	7	—	1	—	640	.0082	.037	161.08	—	594	930	994

WASHINGTON COUNTY—Concluded

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
Topsfield	87	50	—	48	—	39	—	2	—	1,100	.007	.053	1,114.98	—	1,520	2,364	3,535
Trescott	95	73	—	71	—	55	—	5	—	2,400	.024	.079	1,123.17	255	2,796	3,883	4,142
Vanceboro	234	149	41	148	41	137	39	4	2	5,600	.0162	.049	1,559.84	624	6,276	8,375	11,315
Waite	56	29	—	21	—	22	—	2	—	1,295	.0111	.042	730.73	—	1,428	2,875	2,988
Wesley	56	41	—	40	—	35	—	3	—	1,100	.01	.0425	647.15	—	1,674	2,005	2,189
Whiting	114	86	—	82	—	78	—	5	—	3,250	.0163	.0465	1,691.75	140	3,294	5,416	5,841
Whitneyville ..	74	48	—	48	—	46	—	2	—	1,450	.0153	.055	813.90	60	1,368	2,297	2,441
Plantations ..																	
Codyville	39	29	—	29	—	22	—	1	—	80	.0006	.04	339.15	—	680	941	1,015
Grand Lake Stream	82	41	12	37	12	34	10	2	1	1,950	.0131	.043	711.75	—	2,787	3,378	3,762
Number 14	32	18	—	13	—	14	—	1	—	440	.0036	.042	393.66	—	620	1,386	1,458
Number 21	32	24	—	22	—	18	—	1	—	710	.0066	.029	350.91	—	688	1,070	1,117
Total	12,417	7,285	1,781	6,922	1,777	6,160	1,620	279	79	\$ 272,865			\$ 95,606.90	\$10,325	\$ 282,393	\$ 412,142	\$ 484,280

YORK COUNTY

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
Acton	133	78	—	72	—	62	—	6	—	\$ 4,000	.0114	.048	\$ 1,818.57	—	\$ 4,168	\$ 6,230	\$ 6,801
Alfred	253	168	51	153	50	139	42	6	2	9,480	.0159	.05	1,985.97	\$ 260	6,857	12,333	12,964
Berwick	593	318	74	308	74	266	69	12	5	15,615	.0133	.063	4,103.70	588	13,522	18,217	19,581
Biddeford	5,760	1,128	318	1,031	316	908	287	43	13	75,000	.0045	.04	24,882.81	—	70,234	95,374	134,623
Buxton	472	305	49	267	49	231	43	13	3	13,400	.0075	.0354	3,458.83	—	12,571	17,119	21,816
Cornish	178	106	52	99	52	87	47	4	3	5,550	.0118	.054	1,325.65	—	5,938	8,814	10,209
Dayton	120	66	—	60	—	54	—	4	—	2,925	.0086	.039	1,558.92	—	2,840	4,645	6,323
Eliot	388	236	65	234	65	213	62	9	4	12,600	.0066	.025	3,073.89	—	11,635	15,754	19,440
Hollis	268	184	40	179	39	154	36	9	2	9,904	.0084	.038	2,202.08	—	8,457	12,357	14,795
Kennebunk	867	555	86	506	86	459	76	20	4	31,700	.0097	.044	5,879.85	—	26,919	38,555	51,401
Kennebunkport ..	334	217	62	209	61	186	52	13	4	22,200	.0105	.0513	3,126.51	—	18,187	26,247	30,958
Kittery	948	634	212	610	212	533	208	22	7	31,200	.0144	.054	7,070.78	1,000	16,990	39,064	46,507

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	
Lebanon	364	199	—	194	—	162	—	9	—	10,450	.0125	.041	3,154.27	—	6,567	15,843	17,258	
Limerick	416	222	23	213	23	174	20	7	2	8,500	.0113	.05	2,605.02	—	7,696	11,945	16,059	
Limington	215	135	31	127	41	110	27	7	3	6,900	.0136	.063	1,887.86	420	5,075	9,792	10,472	
Lyman	94	69	—	63	—	55	—	5	—	1,506	.0098	.041	1,628.42	—	3,276	5,674	6,097	
Newfield	123	72	11	69	10	57	8	4	1	3,500	.0136	.057	1,230.95	135	3,728	5,516	5,855	
North Berwick	374	205	69	199	69	182	64	7	3	12,880	.0133	.052	2,528.01	364	10,000	16,029	17,154	
N. Kennebunkport	111	64	—	55	—	51	—	4	—	3,675	.0093	.049	1,047.41	—	2,660	4,429	4,854	
Old Orchard	349	248	60	200	58	167	48	9	4	17,119	.0041	.0265	2,508.61	—	16,055	19,889	21,282	
Parsonsfield	196	139	33	125	33	125	29	8	3	5,450	.0114	.0538	2,088.03	225	4,356	8,186	8,665	
Saco	2,016	1,229	241	1,134	241	1,030	240	44	16	70,000	.0082	.043	13,789.01	—	41,743	85,197	105,656	
Sanford	5,246	1,558	424	1,540	422	1,545	378	48	21	80,224	.0068	.0392	25,616.06	—	85,041	113,443	153,991	
Shapleigh	155	121	6	96	6	89	5	6	1	4,050	.0094	.04	1,625.93	—	4,928	6,121	6,742	
South Berwick	554	339	92	331	92	298	89	13	7	17,000	.0117	.044	4,513.75	—	9,476	22,367	28,749	
Waterboro	271	161	56	145	56	131	50	7	2	11,000	.0169	.056	2,157.93	352	7,788	12,896	17,332	
Wells	608	397	83	377	83	323	73	17	4	22,000	.0028	.0472	4,672.65	—	19,257	27,541	50,757	
York	675	387	110	375	110	353	101	20	6	32,000	.0071	.046	5,491.75	—	27,059	38,311	45,499	
Total	22,081	9,540	2,248	8,971	2,238	8,144	2,054	376	120	\$ 539,828			\$137,033.22	\$ 3,344	\$ 453,023	\$ 697,888	\$ 891,840	

SUMMARY BY COUNTIES

Name of Town	School census (5 to 21 years)	Total Enrollment		Net Enrollment:		Average Daily Attendance		Teachers 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
		Elementary	Secondary	Elementary	Secondary	Elementary	Secondary	Elementary	Secondary						
1	2	3	4	5	6	7	8	9	10	11	14	15	16	17	18
Androscoggin	20,210	8,974	2,220	8,167	2,198	7,166	1,975	315	94	\$ 454,536	\$ 120,784.89	\$ 1,446	\$ 441,087	\$ 597,381	\$ 894,957
Aroostook	32,410	20,968	3,232	19,485	3,211	16,719	2,715	686	136	702,709	235,550.19	24,502	644,566	1,029,966	1,224,381
Cumberland	42,798	20,474	5,374	19,347	5,374	17,622	4,956	700	234	1,193,318	266,762.65	1,508	1,125,723	1,484,659	2,148,269
Franklin	5,644	3,639	872	3,230	867	2,673	784	137	43	176,506	45,939.41	641	155,839	243,564	283,625
Hancock	9,344	5,134	1,243	4,648	1,214	4,237	1,104	227	68	266,730	75,872.52	4,994	240,396	367,888	466,855
Kennebec	19,948	11,207	2,453	10,166	2,421	9,151	2,199	414	96	542,023	139,006.31	2,704	464,600	705,084	1,022,601
Knox	6,858	4,339	1,152	3,969	1,082	3,573	1,004	164	48	192,315	52,893.96	1,836	180,159	260,209	351,702
Lincoln	4,564	2,492	516	2,297	508	2,035	451	113	27	108,888	38,746.42	410	96,582	152,212	175,172
Oxford	12,918	7,010	1,537	6,338	1,524	5,877	1,409	289	73	386,642	99,391.61	7,334	337,757	163,951	622,301
Penobscot	28,467	16,490	3,959	14,990	3,918	13,455	3,473	576	194	772,554	208,892.64	11,116	718,237	1,064,530	1,355,632
Piscataquis	6,109	3,605	922	3,355	907	3,008	808	150	42	178,971	50,314.70	3,199	150,981	247,286	304,853
Sagadahoc	4,774	2,899	600	2,509	549	2,260	529	118	21	114,491	36,068.50	812	114,147	162,793	490,223
Somerset	12,042	6,711	1,482	6,026	1,441	5,380	1,342	261	78	319,502	90,949.30	4,556	264,534	445,874	684,994
Waldo	6,140	3,740	814	3,454	803	3,036	690	150	36	147,323	53,890.51	3,915	139,370	220,287	254,290
Washington	12,417	7,285	1,781	6,922	1,777	6,160	1,620	279	79	772,865	95,606.90	10,325	282,393	412,142	484,280
York	22,081	9,540	2,248	8,971	2,238	8,144	2,054	376	120	539,828	137,033.22	3,344	453,023	697,888	891,840
Unorganized Territory	1,072	576	—	576	—	434	—	—	—	44,000	—	—	20,742	40,425	44,433
Total	247,796	135,083	30,405	124,450	30,005	110,930	27,113	4,957	1,389	\$6,413,201	\$1,747,723.73	\$82,642	\$5,830,136	\$8,652,400	\$11,700,408