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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, 1930 - JUNE 30, 1932

REPORT

OF THE

Commissioner of
Education

OF THE

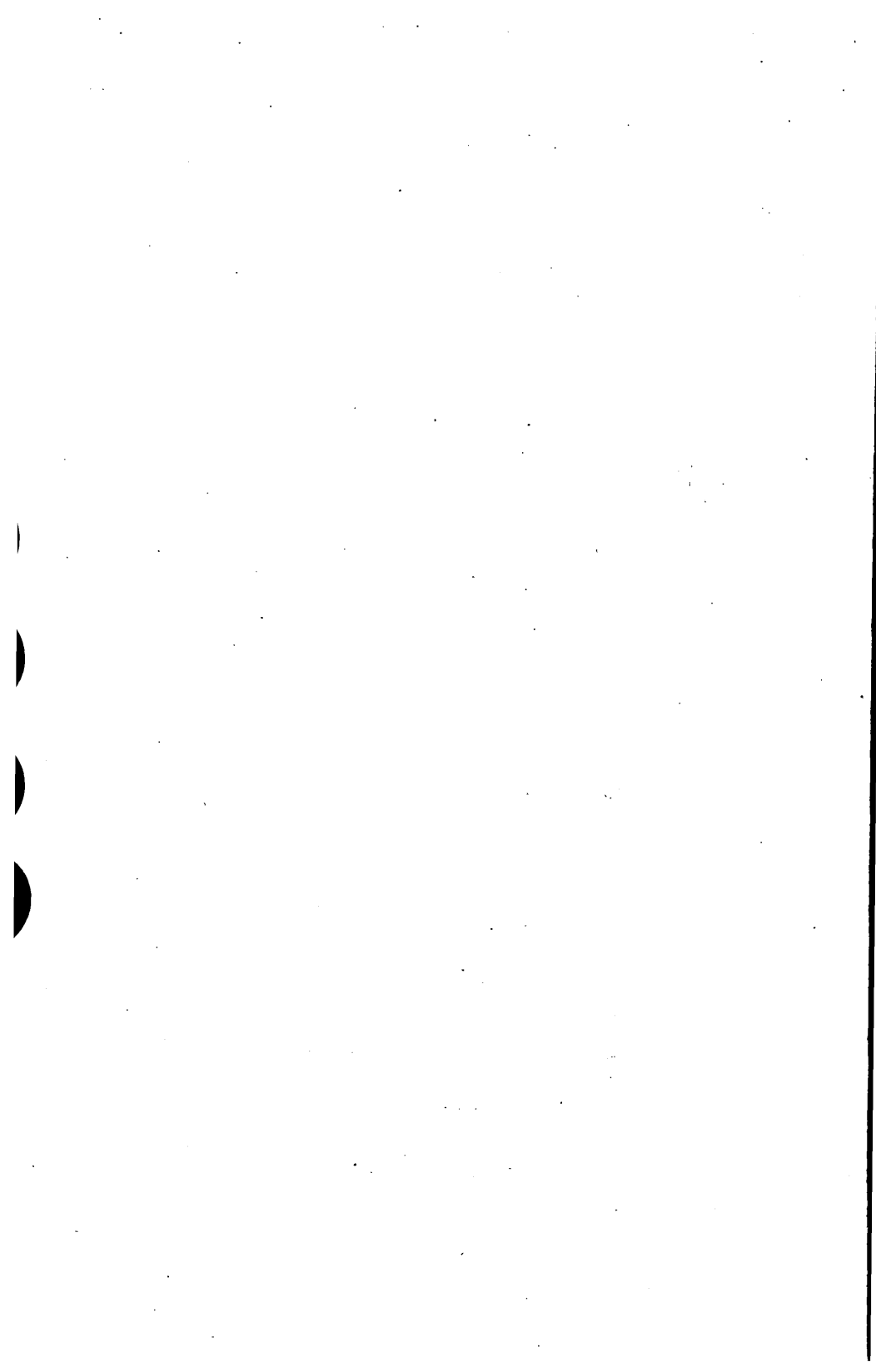
State of Maine

FOR THE

SCHOOL BIENNIUM

ENDING

June 30, 1932



STATE OF MAINE

Department of Education,
Augusta, July 1, 1932

*Your Excellency, Wm. Tudor Gardiner, and the
Honorable Council:*

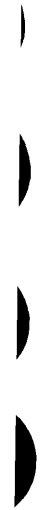
Gentlemen:

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, 1930 and closing June 30, 1932.

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,
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, 1932. During this period no radical change or departure has been made from policies already established. The personnel of the office force has remained practically the same; the majority have seen service in the office for a period of years and are thoroughly acquainted with the procedure and practice of the office. I shall make this report very brief, emphasizing only certain changes which have been effected during the biennium and also touching upon certain changes which should be brought about in the near future.

SCHOOL FINANCES

Because of the nation-wide and world-wide depression in finance and industry in which Maine has necessarily suffered to a certain extent many of our towns have found it necessary to reduce their school budgets in order to secure relief from high taxation. School budgets have been reduced on an average throughout the state of approximately 10% during the past year. In view of the fact that expenditures for public education in Maine have always been low, this state being lower than any other New England state and rating thirty-seventh of the forty-eight states of the union, it does not seem that much further reduction can be accomplished without seriously lowering the standard of our schools.

For the first time in the history of American education we have apparently taken a backward step and we find that at the present time throughout the entire country public education is on the defensive. Such a view on the part of our people must be viewed by every sincere believer in public education with more or less apprehension. Throughout the previous depressions which this country has undergone public educa-

tion has steadily advanced. This was notably true in the depression lasting from 1837-1843 and the depression from 1873-1878. This fact constitutes a challenge to educational leadership which cannot be ignored. The educator knows the importance of his work and senses the dangers in its neglect. He is called on to bring the public to the same point of view.

At the present time the problems facing the public schools are increased responsibilities and decreased resources. Because of the depression we find a largely increased enrollment in our public schools due to the number of young men and women unable to find work who are continuing their training in the public schools. It is estimated that if the same conditions as to school attendance prevailed today as in 1920 nearly two million young people in this country would be added to the list of unemployed.

Public education cannot be placed on a pedestal as a thing which is sacred and which cannot bear investigation. It can and must bear investigation and it is an open challenge to every public school system to maintain an economical and efficient administration which will convince taxpayers that no extravagance or waste exists in public education. Expenditures for public education have not advanced as rapidly as other municipal expenditures and statistics show that never in our history have schools absorbed as much as 4% of our income.

A recent compilation from the Office of Education at Washington shows that public education throughout the country costs approximately ten cents per day for an adult member of our population or about \$36.20 per year. In Maine comparable figures show that public education costs approximately six cents per day or about \$22.00 per year per adult member of our population. Maine has never been extravagant in her expenditures for public schools and we can find but very few instances of where any of our towns have indulged in the so-called fads and frills of education. There are those of our critics who would have us believe that anything outside of the traditional three R's may be considered as a fad or frill of educational fancy. While we are still emphasiz-

ing the traditional subjects and believe that they are being better taught today than ever before we have come to believe that for that large number of young people who must conclude their education in the public schools such subjects as art, music, homemaking, manual training, physical education, commercial subjects, civics, history, English and the like are highly important subjects in preparing our pupils for citizenship and for life. To eliminate or curtail these activities would be a movement fraught with danger and would attack the very fundamentals of our American civilization. We are engaged in the unique experiment of furnishing to each boy and each girl that type of education which best fits his individual capacity and needs.

I am inclined to believe that in Maine much of our difficulty arises from the fact that our school expenditures are based almost wholly on a property tax. Our expenditures are certainly not too great but without question the support of public education comes in part at least from inequitable sources. It is my conviction that so far as state funds are concerned they should be derived from some other source of taxation than property tax and thus relieve to this extent our taxpayers from the onerous burden of property tax. In those states where state school funds for distribution to municipalities are derived from some other source than property tax the situation as affecting education is faring much better than in those states where these revenues are derived wholly from property tax. The depression is demonstrating the fact that property tax is in many instances near the breaking point and that some more equitable type of taxation should be devised to relieve in part at least this situation. In my opinion one of our most urgent problems is the need for revision of our tax laws. Without such revision it seems difficult to secure adequate revenues not only for education but for other essential activities.

EQUALIZATION

The question of an adequate equalization fund still constitutes one of our major problems. There are many municipalities in the rural sections of Maine where with almost im-

possibly high tax rates sufficient revenues are not provided to maintain a minimum standard of educational opportunity. In these municipalities property tax bears the entire burden of school support; there are many abandoned farms and even those farms in active operation are confronted with a tax rate which in some instances is well nigh confiscatory. Schools cost more to maintain in these sparsely settled areas than in the urban and village communities. Consolidation is of assistance in solving this problem but because of geographic conditions there are many instances where consolidation is impossible.

With an equalization fund of approximately half a million dollars we would be able to guarantee to every rural community a type of school which would insure a minimum standard of educational opportunity. It has become a well established principle that there should be guaranteed to all our children at least a minimum standard of education and because children may reside in small and sparsely settled communities is no legitimate reason for their being handicapped in educational opportunity. To remedy this situation 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 intimated in my last report we have made a study of this problem and lack now only sufficient funds to establish an adequate plan of equalization.

A difficulty which exists in this state as to the equitable distribution of equalization funds is the lack of an equalized basis for state valuation. In order to fairly distribute equalization funds the basis should be an equalized system of valuation whereby insofar as humanly possible the ratio of assessed valuation to actual valuation should be the same in each municipality of the state. Tax rates for the several municipalities of the state mean but little until one has determined the ratio of assessed valuation to actual valuation in the particular town under consideration. It is hoped that the next Legislature may devise some ways and means whereby a sufficient equalization fund may be provided.

HEALTH AND PHYSICAL EDUCATION

The program of health and physical education whereby towns carrying out approved plans of work may receive substantial aid from the state has been progressing satisfactorily during the past two years. This is an important phase of educational activity and the time should come when an adequate health and physical education program would be maintained in every school system in the state. The time has already come which we have been anticipating for several years when in order to insure the best results and to guarantee the economical expenditure of the subsidies provided by the state a state supervisor of health and physical education should be employed. It might be advisable at the beginning of this program that the supervisor should not only have supervision of the work in our public schools but at the same time be employed as a part-time supervisor in our Normal Schools so that the health and physical education program of our future teachers might be coordinated. In other words, in many of our smaller communities a suitable program of health must depend upon the teacher. If in her training she has adequate preparation for this work it will greatly simplify the work of carrying on this program in many of our smaller communities.

CERTIFICATION OF TEACHERS

In accordance with recommendations made in my report of two years ago the laws were amended by the Legislature of 1931 enabling us to make effective higher standards of training for teachers. The new regulations for certification became effective as of date July 1, 1932 and were published in a bulletin at that time. It is, therefore, unnecessary to devote much space to the matter in this report; suffice it to say that owing to a considerable over-supply of teachers during the past year in all lines of school work the adoption of higher standards of training has been accomplished with the least possible amount of friction and with comparative inconvenience to but very few teachers failing to meet the requirements. Our new regulations are so arranged that in all types

of certification teachers applying at first with the minimum requirements may with years of experience combined with professional training in summer school, correspondence courses, extension courses, and the like advance ultimately while in service to the highest type of certificate. In other words, we have particularly emphasized the importance of the actual training of teachers while in service. We are hopeful that the plan will work out successfully and be of great benefit in the improved teaching in all our public schools. The new plan seems generally acceptable to all our school people, superintendents, teachers and school committees.

NEW ELEMENTARY STATE CURRICULUM

A long needed and very important piece of work has been accomplished during the past two years in the revision and publication of the new curriculum for our elementary schools. As mentioned in my last report the supply of our state course of study had for several years been exhausted and at that time plans were well under way for the proposed revision. All our committees completed their work of revision in the spring of 1931. Arrangements were then made for a critical review of the work of our committees by the Elementary Division of New York University, headed by Dr. Robert K. Speer of that institution. Their efficient work unified and coordinated the work of the several committees and brought the work entirely up-to-date from an educational and pedagogical viewpoint. The curriculum, therefore, embodies not only the conscientious and faithful work of our local committees but also carries with it the unqualified stamp of approval of the Department of Education of New York University. During the year that this curriculum has been in the hands of our school people it has been found to be most helpful and of great benefit to all our public school pupils. Plans are under way at this time for the compilation of a second accompanying volume which will work out in constructive detail many of the projects mentioned in the curriculum. The second volume will prove to be of especially great assistance to those of our teaching staff with limited training and experience.

NORMAL SCHOOLS

During the past two years the several normal schools of the state have been accomplishing an increasingly better and higher standard of work. Here too it was felt that the curriculum should be thoroughly revised and committees have been intensively working on this revision under the direction of Dr. Ned H. Dearborn, Professor of Education, New York University. The preliminary work is practically completed at the present time and is now in the hands of the teachers in typewritten form for further criticism and study during the coming school year. Through this plan the work of our normal schools has been coordinated and unified to an extent hitherto impossible.

It has not been my policy to in any way expand the work of the normal schools but rather to intensify and strengthen the work along lines already established. It has not been my desire to in any way increase the attendance but rather to demand a higher condition of character and scholarship for those entering the normal schools with a view to undertaking the important work of teaching. Our activities in the normal schools are being confined exclusively to the elementary field save in the case of manual arts and home economics where teachers are being prepared for the high school field as well as the elementary field. It has been my thought that the three colleges and the University of Maine were adequately taking care of the secondary field and that for the normal schools to undertake this work would be a duplication of effort and expense. A very fine cooperation on the part of the colleges of the state and the University in the more adequate and better preparation of secondary teachers justifies me in this conclusion. A very progressive arrangement has been entered into between the normal schools and the School of Education of the University of Maine whereby graduates of our normal schools in the two-year courses may receive sufficient credit at the University so that they may graduate in two additional years with a degree in education.

As to physical conditions, buildings, equipment, etc. our normal schools at the present time are in excellent shape. A

new auditorium-gymnasium combined was erected at Gorham last year, meeting a long felt need on the part of the school. Through the combined efforts of the alumni and students of the Farmington Normal School a substantial sum of money, meeting practically half the expense of the erection of a gymnasium, was raised, and the resulting building will be ready for occupancy at the beginning of the new school year. I feel that especial mention should be made of the very fine spirit on the part of the alumni and students of this school in undertaking this major project.

A practice school has been erected in Farmington during the past year by the town thus filling a long felt need for more commodious quarters for the training school and releasing much needed space in the normal school building for the regular classroom activities of the school. A contract was entered into between the town of Farmington and the Board of Normal School Trustees for the furnishing and equipment of the building by the state and the cooperative management of the school. For a long time the recitation building at the Madawaska Training School, Fort Kent, has been sadly in need of remodeling. It is planned during the coming summer to remodel this building and put it in such shape as to meet the more modern needs of the institution. With the completion of this work at Fort Kent the last of our major projects will have been completed. During the next biennium it will not be necessary to undertake any major projects involving the expenditure of any considerable sum of money.

EDUCATIONAL STANDARDS MUST NOT BE LOWERED

Notwithstanding the depression and resultant curtailment of school budgets we must see to it that educational standards shall not be lowered. It is our duty in every way possible to economically and wisely administer our school systems but it is unthinkable that our citizens would permit lowered standards of educational opportunity for their children. Public education is the cornerstone upon which our democracy is established. No type of self-government can exceed in

excellence the general character and intelligence of its citizens. Education plays here an essential part in furnishing a type of citizenship which will guarantee a high standard of democratic government. Our people have a sublime faith in public education. It has become their ideal that there shall be guaranteed to each succeeding generation better educational opportunities than were enjoyed by the preceding generation. They will not easily give up this ideal of education and I have an abiding conviction that so long as educational matters are administered economically and wisely our citizens will not permit these opportunities to be curtailed because of lack of sufficient revenues.

CHAPTER II

SCHOOLING IN THE UNORGANIZED TERRITORY

ADELBERT W. GORDON, *General Agent*

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

Dear Sir:

During the past two years school privileges under this system have been provided in fourteen of the sixteen counties, including ten townships in Aroostook County, Fort McKinley in Cumberland County, six townships in Franklin County, four townships in Hancock County, the Veterans' Administration Home in Kennebec County, one township in Knox County, one township in Lincoln County, one township in Oxford County, eleven townships in Penobscot County, ten townships in Piscataquis County, one township in Sagadahoc County, eleven townships in Somerset County, six townships in Washington County, and nineteen light stations scattered all along the coast from Kittery to Cutler. The two most remote places may be said to be Mount Desert Rock Light Station, twenty miles out in the Atlantic Ocean from the nearest mainland, and Clayton Lake in the deep wilderness of northern Maine, approximately eighty miles from Fort Kent by way of the Allagash and St. John Rivers. The greater number of communities of the unorganized territory have, however, emerged from their former isolation and comparative inaccessibility. They may now be reached directly or for the greater part of the distance by automobile over the extended and improved highway system of the State. This makes possible the visitation of such townships with much greater economy of time in travel and also simplifies many of the administrative problems of this extensive territory.

Thirty schools were maintained during the past two years. These schools are for the most part located in well-established communities and will be likely to be continued indefinitely. A few very small schools, sometimes of the one-family type, so-called, have always seemed necessary but it has become the fixed policy to establish and continue as small a number of such schools as possible because of their relatively high cost and comparative inefficiency. The schools of a more permanent type vary in size from an enrollment of eight to an enrollment of more than seventy pupils. At Guerette in Aroostook County, at present the largest school in the unorganized territory, the enrollment increased to such numbers in the fall of 1931 that it was found necessary to engage an assistant teacher. Fortunately the arrangement of the large model building made it possible to convert the combination stage and workroom into a very satisfactory recitation room. Eventually a two-room building will be required for this community. At Rockwood, where formerly two schools were maintained, the school again became too large to be taught efficiently by one teacher and a second teacher was again installed shortly after the beginning of the fall term in 1931. The Rockwood building is the only two-room school building in the unorganized territory.

The regularly maintained schools of the unorganized territory may be classified among the better type or even superior class of rural schools of the State. Trained teachers are now employed almost without exception. The regular school year is thirty-six weeks in length except in northern Aroostook County, where on account of local conditions it is of thirty-four or thirty-five weeks in length. Nearly all of the buildings now meet standard requirements and on the whole are probably superior to the average rural school building. Nine communities are favored with model buildings which will compare with the best rural school buildings in the State. During the past two years there have been maintained six schools in Aroostook County, one in Cumberland County, two in Franklin County, one in Hancock County, one in Knox County, one in Lincoln County, one in Oxford County, four

in Penobscot County, four in Piscataquis County, six in Somerset County and four in Washington County.

Transportation becomes an increasingly important factor from year to year. It is now possible to provide satisfactory transportation because of improved roads and snow removal in winter where such an arrangement would have been entirely impracticable a few years ago. This has made possible the closing of a number of small schools and one school of fair size. In fact, the time is rapidly approaching when several rather large consolidation projects may be undertaken in cooperation with towns which will be of advantage to both the State and the towns concerned. During the school year 1930-31, 113 pupils were transported and during the school year 1931-32 pupils to the number of 151 were transported.

In eight cases pupils were transported to schools in the same or adjoining unorganized townships and in fifteen cases to schools in adjoining towns or plantations. In two instances arrangements were made for pupils of the unorganized townships to be transported by town conveyance on routes already established through the extension of the route to the unorganized township.

Automobiles are used for conveyance in most cases, the number of pupils usually not being too large to make this practicable. In a few cases the drivers are required to make two trips, and on two routes trucks with bus bodies are now used. On a part of the routes snow removal on the state highways makes it possible to continue conveyance by motor through the winter. On the others motor conveyance is replaced by teams with comfortable covered sleds or in a few instances the transferring of the bus body to sleds. The cost of conveyance will be found to compare very favorably with that of similar routes maintained by towns. The State owns several bus bodies formerly used on wagons. It has, however, become a fixed policy not to purchase motor equipment for transportation in the unorganized territory, since there would be little saving thereby and doubtless considerable difficulty experienced in properly caring for valuable property of this kind scattered over such a large territory.

One of the natural results of the many cases of a small number of children in an unorganized township, frequently the children of but one family, is the relatively large number of children boarded for attendance at school. Pupils, including those of light stations, to the number of 78 and 94, respectively, were boarded for the school years 1930-31 and 1931-32. This arrangement is sometimes rather reluctantly entered into by parents, and naturally so in the case of very young children, but it usually results very satisfactorily. Very often children are boarded with relatives. In some cases of very small children, schools are temporarily established with the understanding that the children are to be boarded away from home after a few years. The policy of payment by the State of the major part of the expense for board, with the requirement that the parents are to pay a small amount representing the equivalent cost of supporting the child at home, has become well established and is accepted in most cases without question. As has been stated in previous reports, the payment of the whole expense for board by the State would be an open inducement for a certain class of parents to move back into the wilderness with the object of being relieved of the support of their children during the school year. The present arrangement prevents such advantage being taken of the generosity of the State in providing school privileges. There are occasionally cases in which families too poor to pay any part of the board of their children take up their residence in good faith where no school privileges are available. Under such conditions the whole amount of board is paid by the State.

Children to the number of forty-eight from sixteen light stations were boarded during the school year 1930-31 and to the number of fifty-six from nineteen light stations during the school year 1931-32. This plan, with part payment of board by the State, has become so firmly established that it is now accepted without question and application for the former type of lighthouse school is seldom made. In addition to providing school privileges for the children of the light stations, the elementary school tuition of pupils of the Veterans' Administration Home is paid for attendance at

Augusta, a primary school of the first four grades is maintained for the younger children at Fort McKinley, and last year the children of an officer of the United States Customs Service located at a remote place on the border in Somerset County were boarded for attendance at school under the same conditions as lighthouse children. The expense for the schooling of the children of these various Government reservations during the school year 1931-32 totaled \$6,291.95. This is rather a substantial sum for the State of Maine to contribute toward the education of the children of the United States Government employees, for whom the Federal Government makes no provision. It is but another example of the generosity of the State of Maine in providing school privileges for the children of parents who are living outside the limits of the cities, towns and plantations of the State. That the United States Government under present conditions will inaugurate any steps to provide for the schooling of this class of children is hardly to be expected but it is a responsibility which the Government should eventually assume.

Encouraging progress has been made in the completion of the school building program, this having been extended over a long period of years because of inadequate funds for much construction in any one year. The remodelled building at Grindstone, which was partially completed in 1930, was finished on the exterior at the close of the school year in 1932. This is now a very satisfactory building both in interior arrangement and exterior appearance. It has been provided at a very large saving over the cost of a newly constructed building and should serve the school purposes of this community very satisfactorily. A model rural school building was erected in Township 15, R. 6, W. E. L. S., Aroostook County, during the fall of 1931 at a total cost for building, lot and equipment of approximately \$3,500.00. This is one of the best constructed buildings in the unorganized territory and was erected at a very low cost. It replaces the last of a very primitive type of school building common to the unorganized townships of Aroostook County a decade or more ago. The contrast between the new and the old buildings is almost too

great to describe—the first a little, old, unsightly building located close to the highway on a small, damp and sloping lot, and the second a fine, new, modern building of attractive appearance well located on a neatly fenced lot of one acre. This new building will serve as a model for rural communities in that vicinity and needless to say is the pride of this little settlement.

The present needs for new buildings in the unorganized townships are now filled with the exception of a few places such as Lambert Lake and Long Pond, where future conditions are too uncertain to warrant any expenditure on this account at the present time. At Long Pond the building in use for a school of more than forty pupils is rented and far from satisfactory. At Lambert Lake the present building is too small for a school enrolling thirty to forty pupils and does not lend itself well to remodelling. It is, however, quite possible that satisfactory arrangements may be made for the conveyance of the children of both of these communities to nearby town schools with the further improvement of state highways over which conveyance would be made.

General repairs have been made during the past two years to the buildings at Guerette, Ouellette, and Criehaven. Minor repairs were made to various other buildings. The upkeep of the school buildings of the unorganized territory requires a considerable expenditure from year to year. It is the plan to make the repairs in such manner that there will be no large expenditure for this purpose in any one year, while at the same time keeping the property in a proper state of repair. A small amount of new equipment including school furniture has been purchased. New furniture is still needed for four or five buildings and also some other equipment of a minor nature.

Migratory families still continue to be a problem in the unorganized territory and under present economic conditions this bids fair to be more of a problem in the future than at present. It is often very difficult to classify these families as to permanent residents of the unorganized territory, in which case the children would be schooled under the act for schooling in unorganized territory, or temporary residents, in

which case the cost of schooling would be paid from the State School Fund. While it does not seem the province of this department to endeavor to influence the movements of people of this type, yet it does not seem advisable to encourage their removal for no good reason to the unorganized territory by immediately providing school privileges, especially in cases where they take up their residence in camps and other primitive shelters. In fact, it is often found wise to delay arrangements until the status of such families is well established, and by so doing problems of this kind frequently solve themselves. It is also most important that no arrangement be approved for the schooling of the children of such residents that will prove of profit to the parents and encourage them to take up their residence in the unorganized townships for this purpose. It is of course necessary to exercise very careful judgment in such cases in order to do justice to the children and at the same time protect the financial interests of the State. No rule can be formulated for the determination of such cases but each case must be considered individually on its merits. This usually requires a considerable amount of investigation and a decision in any case is seldom made until it is personally investigated by the general agent.

The employment by the railroads of section men who are located in unorganized territory at points on the railroads remote from school privileges provides another problem in the schooling of children. The schooling of the children of but one such family has been known to cost the State a number of thousands of dollars despite every effort made to bring about a change in the situation. Most of these cases arise on the lines of the Canadian Pacific and the Bangor and Aroostook Railroads, with an occasional case on the Somerset Branch of the Maine Central Railroad. An added problem is the fact that on the Canadian Pacific Railroad many of the employees are Canadian citizens with uncertain prospect of ever taking up their permanent residence in Maine. An endeavor has been made to secure the cooperation of railroad officials in not locating men with families on such remote sections but this is not an easy matter to control, since ques-

tions of seniority of employees and union labor regulations are involved. It also seems inadvisable to attempt to establish any regulation which might discriminate against family men as opposed to those without families in railroad employment. On the other hand, is it not fair to assume that if the railroads were under obligation to pay the costs of schooling in such cases, their officials would find some satisfactory way to locate section men so as to avoid this expense?

The increasing demands upon the appropriation for schooling in the unorganized territory, which have caused comparatively large overdrafts in recent years, calls again to our attention the fact that there are certain unorganized townships in the State which continue to draw heavily from this appropriation for the schooling of their children and which townships in accordance with the strict letter of the law should be maintaining local self-government as plantations or towns, with the payment for the school privileges of their children in part by local taxation instead of wholly by the State. It is clearly evident that the act for schooling in unorganized territory was never intended to provide school privileges for children in townships of this class, and it is also equally evident that it is a distinct advantage to the residents of these townships in the matter of local taxation to remain unorganized so long as local pride or the state laws do not force them to assume the responsibilities of local self-government. Again, as we have stated in previous reports, this is a situation that is thought by those conversant therewith to be important enough for further legislation, with provision to the end that whenever the legally qualified voters of a township of this class fail to organize, all expense for schooling and for other purposes incurred by the State in such township, together with an additional percentage charge for administration, should be assessed each succeeding year upon the property of the township by the State Bureau of Taxation. Such a provision would protect the financial interests of the State and leave to the voters of such townships the choice of management of their local affairs either by their own officers or by state officials. Local self-government probably cannot

be forced upon the citizens of any township with hope of satisfactory results, but they can be required to assume their proper share in the burden of public taxation.

Very complete and detailed tables of both school and financial statistics are prepared and placed each year in the files of the State Department of Education as a permanent record. Comparative summaries of these statistics appear at the end of this report. The school statistics indicate on the whole no great change for the past three years. There was, however, for the year ending June 30, 1932, a considerable increase in school enrollment, aggregate attendance, and average attendance in the unorganized township schools. A large increase is also shown in the number of pupils boarded and transported. The increase in pupils attending secondary schools to seventy-seven, a record number, was a most encouraging evidence of the tendency of children of the unorganized territory to continue their education beyond the elementary grades.

A carefully prepared budget of expenditures for all school purposes is made up each year for the unorganized territory. While certain classes of expenditures and the expenditures for certain townships can be estimated with a considerable degree of accuracy, there is a large portion of the required expenditures which cannot be closely estimated and some expenditures which cannot be controlled, such as elementary and secondary school tuition. Nevertheless the actual expenditures for the past several years have been remarkably close to the budget estimates. In view of the present tendency towards an increase in the school population of the unorganized territory together with the possibility of the disorganizing of a number of small plantations by the next legislature, it is quite certain that the present appropriation of \$44,000 together with the usual credits made thereto of approximately \$2,000, will be inadequate to meet the annual requirements for the next two years. The transfer of \$3,500 from the appropriation for the year ending in June, 1931, to that for the year ending in June, 1932, has made the total expenditures for these two years appear somewhat misleading. The annual expenditure for these two periods should more properly show respec-

tively \$47,181.06 and \$52,866.34. On the basis of the latter expenditure together with consideration of every possible reduction that can be made in present school costs and the increased demands that are quite certain to be made for schooling in unorganized territory, it appears that an annual appropriation from \$48,000 to \$50,000 will be necessary for the next two years.

Respectfully submitted,

ADELBERT W. GORDON,
General Agent for Unorganized Territory.

COMPARATIVE SUMMARY OF STATISTICS
FOR THE UNORGANIZED TERRITORY

For the Years Ending June 30, 1930, 1931, and 1932

	1930	1931	1932
Number of townships in which school privileges were provided	80	80	83
School population, 5 to 21 years of age ..	1,072	1,126	1,111
Number of schools maintained	31	30	30
School enrollment	576	555	592
Aggregate attendance	74,168	75,139	82,899
Average attendance	434	437	474
Number of pupils transported and boarded	163	191	245
Length in days of the school year	171	172	175
Number of pupils attending public elementary schools outside the townships ..	167	187	167
Number of pupils attending private elementary schools outside the townships ..	4	1	1
Number of pupils attending public secondary schools outside the townships ...	44	41	60
Number of pupils attending private secondary schools outside the townships	18	17	17
<hr/>			
Teachers' wages and board	\$20,742.23	\$19,490.96	\$22,129.25
Fuel	1,326.47	1,400.05	1,453.80
Janitor service	816.25	801.70	943.68
Conveyance	4,458.72	5,124.50	6,475.66
Board of pupils	6,458.07	6,796.85	8,012.09
Elementary school tuition	2,105.19	3,607.13	4,396.45
Secondary school tuition	2,764.05	3,546.86	4,450.27
New lots and buildings	1,653.20	389.45	2,960.66
Repairs	1,102.17	865.18	1,783.07
Apparatus and equipment	123.39	176.75	655.47
Textbooks	1,088.76	479.98	1,233.99
Supplies	665.29	610.90	929.77
Agents	599.56	324.75	866.18
Rent and Insurance	530.17	66.00	76.00
	<hr/>	<hr/>	<hr/>
	\$44,433.52	\$43,681.06	\$56,366.34

CHAPTER III

DIVISION OF RURAL EDUCATION

RICHARD J. LIBBY, *Agent*

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

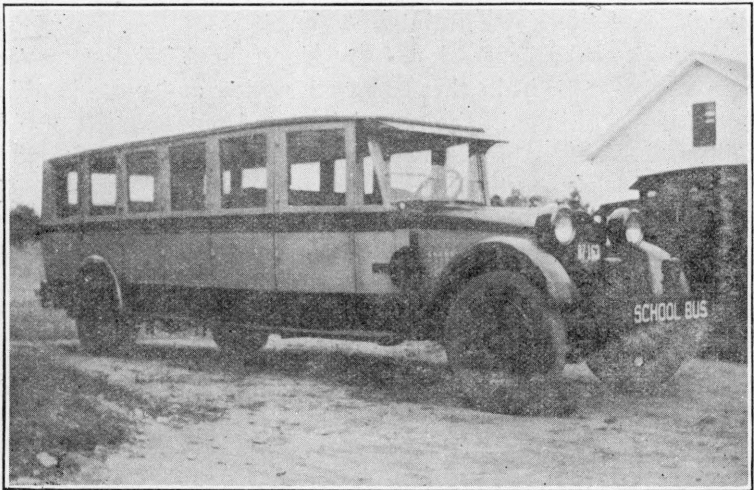
Dear Sir:

This department has confined itself to the same fields of endeavor for the two years ending June 30, 1932 as in previous years, namely, the improvement of physical conditions through the improvement of housing facilities and more efficient and comfortable conveyance of school children, and the improvement of instruction through special courses for teachers, cooperation with the training departments of the several normal schools, and in-service training of teachers.

In spite of the depression, forty-nine school buildings have been completed within this two-year period and considerable work has been done in the remodeling and redecorating of old buildings. It is safe to say that the school children of the State of Maine, both urban and rural, were never so well housed as they are at the present time.

In the field of consolidation and transportation of school children the work has gone steadily forward. Fifty-eight one-room schools were discontinued in the year 1931 and sixty-six in the year 1932. For the most part the children who formerly attended these one-room buildings have been housed either in two to four-room consolidated schools or have been conveyed to the larger village schools with the result that they have received better educational opportunity at a considerable financial saving to the towns in which they reside. The per capita cost per pupil in the small rural school is higher than that of the pupil in the most up-to-date urban school with all the advantages which it is able to offer. The trend of

school population in the rural elementary schools has been upward during both years, the increased enrollment from 1930 to 1931 having been 1294, and from 1931 to 1932, 756. This increased rural population, in combination with the closing of the one-room schools, has resulted in an increased number of children conveyed amounting to 3,439 between 1930 and 1932. It has been interesting to note, however, that the increase in cost of conveyance has not been in proportion to the increase in the number of children conveyed, the average cost of conveyance per pupil in elementary schools in the state in 1930 having been \$42.45, while the cost of conveyance per pupil in 1932 was \$35.83. This decrease has been in part due to the fact that individuals have been willing to perform the same service for a less amount in 1932 than in 1930, but to a greater degree it is due to the fact that during this two-year period approximately fifty motor school busses have been purchased, these busses having made it possible to convey larger numbers of children for greater distances in less time and at less expense.



TEACHER TRAINING

During this two-year period much has been done to improve the instruction in all types of elementary schools in the state with perhaps more stress being laid upon the rural field than any other. For some years model rural schools, in which a limited number of the students of Gorham and Castine Normal Schools have done their practice teaching, have been maintained jointly by the towns and the normal schools. In 1931 similar schools were established in the towns of Farmington and Presque Isle cooperating with the normal schools located in those towns and in the spring of 1932 arrangements were made with the town of East Machias to maintain a similar school to work in cooperation with the Washington State Normal School, so that, in each of the normal schools of the state, we are now able to offer facilities for practice teaching to those students who desire to enter the rural field and also to give opportunities for observation to the whole student body of the normal schools.

The changing economic conditions throughout the country have had a marked effect upon the teaching group. Where formerly the other New England states and to a less degree all the states of the Union offered opportunities for professional advancement to the teachers of Maine, these states are now faced with a surplus of teachers for the first time within a generation, so that the students who are graduating from the normal schools of Maine must look for positions within their own state; and where the teacher turn-over a few years ago ran from a thousand to twelve hundred, it is now less than five hundred. This means that the great majority of the graduates of our teacher training schools must find work, if at all, in the schools of Maine, and not only in the schools of Maine, but in the rural schools. This has resulted in the employment of a larger number of trained teachers in the rural schools of Maine than ever before.

But these young teachers, while they have had professional training in the normal schools, are lacking in practical experience, and training in service for the first few years of their teaching is just as necessary as it is with untrained teachers,

with this marked difference, that the professionally trained teacher is able to assimilate and put into practice the suggestions and directions given to her by her supervisors much more successfully than the teacher who has not had this background of professional theory. In this field of in-service training the seventy-five helping teachers in the state have been able to be of great service to the superintendents with whom they work. One of the most beneficial pieces of legislation bearing upon rural schools which has been passed for many years was that authorizing the employment of one or more full time helping teachers to work under the direction of the Commissioner of Education as a general director and aid to the helping teachers employed in the several towns and also to serve in the capacity of a traveling field agent for rural education. I would respectfully call attention to the report of the Field Agent for enumeration of her activities.

To sum up; the two-year period has been one of progress along all general lines and in practically all communities. The children are better housed in more comfortable and more sanitary buildings; those whose homes are remote from schools are being conveyed, on the whole, more comfortably, more safely, and at less expense per child than in former years; and the teachers in the rural schools are the best trained and most competent that have held these positions for many years.

Respectfully submitted,

RICHARD J. LIBBY,
State Agent for Rural Education.

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

Dear Sir:

As field agent for Rural Education the work has been in the one and two-room rural schools of the state. The object of the work is to give help in rural school organization, especially daily programs; assistance in the type of instruction; and

general assistance as needed in any branch of rural school work.

Since July 3, 1931, fifty-one union superintendents have been visited. This number includes two visits to some having large unions. The plan is to visit the first three days of the week in one union and the last two in a neighboring union, thus cutting down time and cost of travel to a minimum. All work is done in company with the superintendent, and with his close cooperation. Special effort has been made to make the assistance such, that it will work in conjunction with the type of supervision he has been giving, thus adding to, rather than contradicting his efforts.

Because reading seems to be the hardest subject to teach and therefore the poorest taught, most of the emphasis has been placed on that subject of the curriculum. After watching the teacher in charge for a short period, a demonstration lesson has been given in nearly every school visited, usually with the class with which the teacher feels she is having the most difficulty. It has seemed wise to do this since both the teachers and superintendents feel that more benefit is derived from seeing the method demonstrated in the situation in which it is to be carried out.

A typical day's work in the field begins at the opening of the school day. On the average of four schools a day are visited. If distance between schools is not too great, and if some of them are in two-room buildings it is possible to do more. The following program is usually carried out in each school. A few minutes for a "get acquainted" period with the teacher in discussion of general school work and her special problems. Because in a rural school the organization of the school program to find time for all classes is one of the hardest jobs help with this is usually the first thing for which the teacher asks. The tentative rural program which the Department issues is then worked over to comply with the program the teacher all ready has and with the needs of that particular school. Following this a class in reading is called, and after watching the procedure for a short time, to get the "class setting", a demonstration lesson is given using material that

is entirely new to the children, that the teacher may see both the presentation and the class discussion. After the lesson, follows a short discussion of the work demonstrated. At this time the teacher asks any questions which the demonstration lesson has failed to answer. Often at the close of the work with a superintendent a meeting of all the elementary teachers in the union has been held. At these meetings, other demonstrations have been given, followed by a general discussion period. These meetings have seemed to be of great value, since school problems are more or less general, and from their discussions many teachers are helped.

During the summer of 1931 the School for Rural Leaders at Castine was in session. At that time special work in rural school programs was given, also lesson plans in the different school subjects worked out, thus helping these leaders to take to the teachers under their supervision an organized plan of work. There is no question but that this school has been of inestimable value in raising the standards of our rural schools. Many of these rural leaders were visited during the year, and in the towns where their work was being carried on a marked improvement in the rural schools was plainly discernible.

The summer of 1932 was spent in three of the normal schools; Gorham, Farmington and Aroostook State, two weeks in each school. Since the larger number of the summer students are rural teachers it was possible to reach many schools. The work of the course dealt with rural school methods again stressing the rural school program and reading. The principals, teachers and students in all three schools were most cooperative in putting over this two-week special course. It is only as more trained, experienced teachers are working in our rural schools that it will be possible to raise the tone of the instruction. Much progress has been made. The act passed by the legislature in 1931 requiring at least one year of normal training has been a step forward. Normal graduation is still more desirable.

Other work in this position has included the part taken in local county and state teachers' conventions, talks at parent-teacher and grange meetings as well as the office duties incident to such work.

Great appreciation is here expressed to the superintendents and teachers of rural Maine who have given such hearty cooperation to the work. Also to the normal schools which have made the work with them a pleasure rather than a burden. If there be any lasting good it is only because these people have helped to make it possible.

Respectfully submitted,

GLADYS SPEARIN,
Field Agent for Rural Education.

CHAPTER IV

VOCATIONAL EDUCATION
INDUSTRIAL EDUCATION
EVENING SCHOOLS

Report of S. E. PATRICK, Director

HERBERT S. HILL, *Agriculture Supervisor*

FLORENCE L. JENKINS, *Home Economics Supervisor*

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

Dear Sir:

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

Schools have been hard hit by the general depression. This coming year they must be run on greatly reduced budgets. It is gratifying to note that not a single school has proposed dropping the agricultural course as one way to reduce expenses. However, if potato prices are not higher this coming year, it is difficult to forecast what will happen in Aroostook County.

During the year, the state supervisor made over seventy-five supervisory visits; taught a class three periods weekly at the University of Maine; attended the regional conference; held a conference of teachers in conjunction with the State Teachers' Convention; conducted the annual two-day program of contests, etc. for vocational agriculture boys at the University.

Our annual conference was held the first week in July at Orono. All teachers (100%) attended. As this was fol-

lowed by a ten-day course in Farm Management, only two days were devoted to the conference proper. Each of the three districts of the State Association of Agricultural Teachers held one or more conferences also.

PROJECTS CARRIED ON DURING THE YEAR
1931-1932

	Scope	Number Enrolled
Potatoes	229 $\frac{3}{4}$ A	196
Corn	22 $\frac{7}{8}$ A	25
Beans	30 $\frac{1}{4}$ A	43
Garden	26 $\frac{3}{4}$ A	73
Chicks	12917	58
Hens	2012	26
Swine	138	51
Sheep	92	13
Calves	25	13
Dairy Cattle	28	12
Green Manure	6 $\frac{1}{2}$ A	7
Oats	11 A	5
Beef Animals	11	8
Apple Trees	113 trees	3
Cabbage	1 A	3
Squash	$\frac{3}{8}$ A	2
Peas	1 $\frac{1}{2}$ A	4
Woodlot Improvement	2 A	1
Oats and Peas	1 A	1
Asters	2000	1
Alfalfa	$\frac{1}{4}$ A	1
Raspberries	$\frac{1}{8}$ A	2
Strawberries	2 $\frac{7}{8}$ A	9
Wheat	3 A	1
Bees	2 hives	1
Power Accounts		2
Farm Experience		27
a. Total enrollment in projects		560
b. Total enrollment in other supervised practice		29
c. Total number of individuals enrolled in projects		494
d. Total number of individuals enrolled in other practice		29
e. Total—sum of c and d		523
f. Total class enrollment		607

PROJECTS CARRIED ON DURING THE YEAR
1930-1931

Kind of projects	Pupils enrolled	Completed	Scope	Total Charges	Total Credits	Net Profit	Paid self for labor	Pupils labor income
Potatoes	200	186	247½A	\$30,946.92	\$22,056.50	8,890.42	2,159.23	6,731.19
Beans	63	59	49A	3,402.20	2,992.77	409.43	648.58	239.15
Garden	38	38	14A	1,422.15	1,950.23	528.08	405.29	933.37
Corn	28	26	28½A	2,112.98	3,005.68	892.70	431.68	1,324.38
Chicks	42	39	7555	5,124.38	7,117.46	1,993.08	798.92	2,792.00
Hens	21	18	815	1,929.30	2,213.22	283.92	355.92	639.84
Swine	37	30	64	1,175.55	1,201.09	25.54	307.02	332.56
Sheep	12	12	68	374.82	429.38	54.56	69.10	123.66
Calves	9	6	18	503.78	755.15	251.37	72.66	324.03
Strawberries	4	3	½A	98.43	132.97	34.54	12.17	46.71
Beef cattle	4	4	41	1,515.31	4,337.18	2,821.87	197.40	3,019.27
Dairy cattle	2	2	4	192.34	379.32	186.98	121.58	308.56
Cabbage	2	2	2¼A	237.86	363.61	125.75	22.50	148.25
Shop	2	2		215.46	289.00	73.54	43.20	116.74
Trotting horses	1	1	4	3,478.48	3,578.15	99.67	267.30	366.97
Asters	1	1	2000	12.27	62.95	50.68	5.13	55.81
Ducklings	1	1	25	27.17	29.04	1.87	10.43	12.30
Tomatoes	1	1	150	12.26	6.01	6.25	5.50	
Bees	1	1	1	8.12	0.00	8.12	3.75	4.37
Oats	1	1	½A	55.23	60.00	4.77	11.00	15.77
Rabbits	1	1	25	17.40	41.60	24.20	12.75	36.95
Cucumbers	1	1	1A	48.25	52.46	4.21	7.50	11.71
Green manure	1	1	¾A	7.38	23.20	15.82	2.56	18.38
Carrots	1	1	¾A	65.13	194.55	129.42	26.47	155.89
Power account	1	1						
Farm Experience	39	37						
Totals for A projects	475	438		\$52,983.17	\$51,271.52	- 1,711.65	5,997.64	4,285.99

PROJECTS CARRIED ON IN UNIT COURSES

1931-1932

	Scope	Number Enrolled
Garden	8 A	18
Chicks	2090	13
Potatoes	1 A	3
Chick Hatching	1000	1
Hens	660	8
Strawberries	1 ½ A	6
Apple Trees	50 trees	2
Beans	1 ½ A	2
Corn	2 A	2
Dairy Cattle	11	4
Swine	1	1

PROJECTS CARRIED ON IN UNIT COURSES
1930-1931

Kind of projects	Pupils enrolled	Completed	Scope	Total Charges	Total Credits	Net Profit	Paid self for labor	Pupils labor income
Beans	5	5	4A	\$ 188.82	\$ 210.27	\$ 21.45	\$ 25.75	\$ 47.20
Corn	5	5	4A	400.14	659.51	259.37	87.90	347.27
Garden	7	7	4A	690.47	938.82	248.35	195.53	443.88
Orchard	2	2	50 trees	14.50	32.65	18.15	4.60	22.75
Peas	1	1	¾A	15.14	33.76	18.62	4.58	23.20
Potatoes	2	2	1A	116.81	129.70	12.89	28.60	41.49
Chicks	8	8	2840	2,007.85	3,202.10	1,194.25	186.15	1,380.40
Hens	5	5	768	2,103.42	3,021.67	918.25	143.93	1,062.18
Swine	1	1	2	53.86	55.92	2.06	9.07	11.13
Dairy cattle ...	5	5	11	500.54	603.97	103.43	82.93	186.36
Bees	0	1	1	1.21	14.49	13.28	.27	13.55
Totals for projects ..	41	42		\$ 6,092.76	\$ 8,902.86	\$ 2,810.10	\$ 769.31	\$ 3,579.41

Trade and Industrial Education

Very little new work has been inaugurated this year, but it is gratifying to note that none of the trade and industrial work has been curtailed. A series of conferences with the foreman of the W. S. Libbey Company of Lewiston, were conducted weekly from January 2 to February 12, but due to the chaotic condition in the plant, the work was postponed until more normal conditions prevail.

The supervisor assisted Federal Agent N. B. Giles in an analysis of paper mill jobs at the Otis plant of the International Paper Company, and received suggestions for the conduct of such work. The supervisor assisted Federal Agent C. F. Klinefelter in conducting a series of conferences with the fire chiefs of the State.

Reports from the management of the Continental Paper and Bag Mill at Rumford and from the Saco-Lowell Shops at Biddeford indicate that their plant training programs have been of inestimable value during this past year of stress. It is quite evident that plant training programs can render the greatest service to industry, youth entering industry and youth and adults already employed.

Vocational Home Economics

Vocational home economics continue to grow and improve. There are twice as many girls enrolled in all-day vocational classes this year as last year. Enrollment in 1930-31 was 152, in 1931-32 it was 307. There are now eight all-day vocational home economics courses. The seven evening vocational courses remain as last year with 540 women enrolled.

Teacher training facilities at both the University of Maine and Farmington State Normal School have improved. The splendid home economics building at the University of Maine will raise the standard of the course and give opportunity for further development. Courses in home equipment and institutional management have already been added. The play school time has been extended and there is daily health inspection of the children by the University nurse.

The completion of the grade school building at Farmington with a well equipped home economics department will allow better practice teaching facilities. There is still need of a high school program and opportunity for practice teaching at high school levels. In the meantime, senior student teachers observe one week in well organized departments in the State. Inasmuch as the enrollment is limited with present quarters, and since many more apply for admission than can be accepted, candidates are chosen with considerable care. Personality, evidence of poise and of characteristics giving promise of leadership are considered in addition to high school scholastic records.

One day institutes with every day vocational home economics teacher present were conducted in Portland in January of 1931 and in January, 1932. Miss Edna P. Amidon, Federal Agent for the North Atlantic Region, led the 1932 institute. The State Supervisor has conducted a short unit with the senior group at each teacher-training institution and through this helps in meeting and solving some problems of the first year teacher and in establishing a friendly feeling between the teacher in the field and the State Department of Education.

All-day and evening vocational classes have been visited several times each year. Reports have been made to the supervisor by each teacher-training institution and each vocational teacher. The home project program has been stressed the last two years and has carried home economics training directly into 450 homes and indirectly to ten times as many more. Projects have been completed in foods, nutrition, clothing, personal improvement, home improvement, home management, home furnishing, child care, personal finance, family finance, family relationships, home nursing and community cooperation.

INDUSTRIAL EDUCATION

The work in these courses has been somewhat handicapped due to lack of funds for materials, but the teachers have shown a fine spirit of cooperation and have carried on to the best of their ability and with considerable ingenuity. We feel that these courses have demonstrated their worth to school boards and the public in general because regardless of pressure to discontinue the work in many places on account of financial difficulties, only one small town and one city have discontinued the work, and three new courses will be established in 1932.

Manual Arts

The financial crisis has not only made it difficult to obtain materials for class work from municipal funds, but pupils have been unable to purchase raw materials for the construction of articles for use in the homes. This situation has been met in various ways, one of which is in the construction of apparatus and appliances for the school department, thus effecting a saving in two ways. Individual teachers have been hard pressed to discover ways and means to overcome their difficulties, but they have all used every effort to effect savings whenever possible. We now have courses established in 49 elementary schools and in 47 secondary schools.

MANUAL ARTS

Town	Elementary teachers	Secondary teachers	Elementary enrollment	Secondary enrollment	Expenditures in 1931	
					Town	State reimbursement
Auburn	3	1	373	165	\$ 6,500.00	\$ 2,065.41
Augusta	1	1	167	146	4,500.00	1,574.51
Baileysville*	1	1	50	33	1,350.00	887.32
Bangor	3	5	310	261	12,097.24	2,494.37
Bar Harbor*	1	1	35	24	2,400.00	1,100.00
Bath	1	1	112	84	3,900.00	1,791.92
Biddeford	1		198		2,000.00	800.00
Bingham*	1	1	26	19	1,200.00	800.00
Brewer*	1	1	128	94	2,100.00	1,377.20
Bridgton*	1	1	62	15	1,500.00	634.26
Brunswick	1		64		1,050.00	700.00
Bucksport*	1	1	29	19	1,442.43	952.95
Calais*	1	1	94	57	1,600.00	1,085.62
Camden*	1	1	49	20	1,600.00	967.92
Cape Elizabeth*	1	1	42	28	1,200.00	800.00
Cumberland	1		11		461.52	307.68
Dexter*	1	1	103	18	2,350.00	1,296.10
Dover-Foxcroft*	1	1	47	37	1,700.00	1,133.33
Ellsworth*	1	1	64	46	1,700.00	1,087.26
Fairfield*	1	1	72	51	1,850.00	1,157.37
Falmouth*	1	1	38	8	556.00	251.30
Freeport*	1	1	30	34	1,506.91	1,004.60
Friendship*	1	1	17	8	603.51	402.32
Gardiner	1	1	142	42	2,600.00	1,459.84
Gould Academy		1		37	3,834.62	431.82
Guilford*	1	1	9	45	900.00	600.00
Houlton*	1	1	110	16	1,440.00	905.00
Island Falls*	1	1	32	12	1,150.00	766.68
Lewiston	2		284		4,325.00	1,600.00
Lisbon*	1	1	64	73	1,800.00	1,117.66
Livermore Falls*	1	1	57	22	1,900.00	1,085.68
Madison	1	1	85	48	2,757.70	1,104.23
Milo*	1	1	79	28	1,700.00	1,022.73
Norridgewock*	1	1	25	24	1,600.00	1,063.10
Northeast Harbor*	1	1	44	27	2,150.00	1,249.16
Oakland*	1	1	35	16	1,200.00	800.00
Old Orchard Beach*	1	1	14	13	1,600.00	806.62
Portland	5	9	991	751	37,275.04	4,977.22
Rockland*	1	1	129	18	2,000.00	1,132.86
Rumford	1	2	184	46	4,000.00	1,457.78
Saco	1		159		1,975.00	1,033.33
Sanford	1	1	210	34	4,700.00	1,839.15
Sangerville*	1	1	5	15	600.00	400.00
Scarboro*	1	1	18	27	1,375.43	916.94
Skowhegan*	1	1	84	17	1,950.00	1,090.73
South Portland*	3	2	267	63	5,900.00	2,091.88
Topsham	1		27		450.00	300.00
Waterville	1	1	136	45	3,950.00	2,037.40
Westbrook	1	1	202	32	2,985.60	1,397.00
Winslow*	1	1	72	30	1,550.00	1,033.35
Winthrop*	1	1	62	30	1,800.00	1,113.46
Yarmouth*	1	1	39	21	1,850.00	1,073.36
York*	1	1	62	5	1,600.00	961.60

*Indicates that teacher handles both elementary and secondary work.

General Home Economics

The general home economics program includes 60 elementary schools and 79 secondary schools. Two towns dropped the work for financial reasons in the fall of 1932 and two new departments have been introduced at Higgins Classical Institute, Charleston, and at Southwest Harbor so that the total number of courses remains the same as a year ago. Six new courses were introduced in the fall of 1930; Bucksport, Cape Elizabeth, Ellsworth, Falmouth, Norridgewock and Norway; and three in the fall of 1931—Erskine Academy, Thornton Academy, and Wells.

The work of the supervisor has included inspection of all departments and assistance in building up courses and working out schedules, organizing class content, assisting in planning and equipping departments, conferences with school officials and teachers, conducting unit courses, regional conferences with groups of teachers, preparing and issuing courses of study, newsletters (6), and teaching helps. Talks have been given to parent-teacher groups, granges, women's clubs, teacher associations and business and professional organizations.

HOME ECONOMICS

Town	Elementary teachers	Secondary teachers	Elementary enrollment	Secondary enrollment	Expenditures in 1931	
					Town	State reimbursement
Anson	1		19		\$ 400.00	\$ 266.67
Anson Academy		1		24	800.00	533.33
Ashland*	1	1	36	20	1,000.00	666.66
Auburn	3	4	349	144	5,400.00	1,604.77
Augusta	1	1	181	105	2,700.00	1,108.82
Baileyville*	1	1	38	38	1,200.00	785.68
Bangor*	4	3	325	90	6,076.39	2,423.47
Bar Harbor*	1	1	56	30	1,200.00	552.52
Bath	1		145		1,150.00	766.66
Belfast*	1	1	87	12	1,200.00	800.00
Biddeford	1	1	209	32	1,791.30	1,194.20
Bingham*	1	1	15	16	771.43	514.29
Brewer*	1	1	139	65	1,300.00	866.66
Bridgton*	1	1	55	44	1,600.00	706.03
Brunswick	1	1	93	52	1,850.00	1,183.33
Bucksport*	1	1	32	21	1,150.00	755.96
Calais*	1	1	70	50	1,600.00	814.61
Camden*	1	1	53	25	1,200.00	728.31

HOME ECONOMICS (Concluded)

Town	Elementary teachers	Secondary teachers	Elementary enrollment	Secondary enrollment	Expenditures in 1931	
					Town	State reimbursement
Cape Elizabeth*	1	1	25	11	1,200.00	800.00
Caribou		1		101	1,300.00	750.00
Cornish*	1	1	30	28	800.00	533.33
Cumberland	1		11		172.41	114.94
Dexter*	1	1	99	15	1,150.00	666.72
Dover-Foxcroft*	1	1	55	11	1,250.00	833.33
Ellsworth*	1	1	55	55	1,200.00	767.48
Eustis*	1	1	14	15	847.38	564.92
Fairfield*	1	1	40	50	1,150.00	706.14
Falmouth*	1	1	35	7	950.66	633.78
Freeport	1			29	284.85	189.90
Gardiner*	1	1	135	22	1,200.00	701.52
Gould Academy		1		30	1,427.77	318.18
Guilford*	1	1	31	18	600.00	400.00
Houlton*	1	1	135	19	1,300.00	866.67
Island Falls*	1	1	52	17	1,000.00	666.67
Jay		1		25	711.76	474.50
Kennebunk*	1	1	53	14	1,300.00	866.66
Leavitt Institute				19	1,200.00	750.00
Lewiston	2	2	226	141	6,025.00	1,550.00
Lisbon Falls*	1	1	70	66	1,250.00	777.15
Livermore Falls*	1	1	54	55	1,150.00	660.55
Madison*	1	1	67	43	1,100.00	552.64
Maine Central Institute		1		28	1,400.00	750.00
Mapleton*	1	1	30	39	1,260.00	840.00
Millinocket	1	1	149	46	2,708.29	1,652.76
Milo*	1	1	68	20	1,400.00	857.85
Northeast Harbor*	1	1	40	18	1,200.00	697.21
Newport*	1	1	19	21	1,200.00	800.00
Norridgewock*	1	1	36	45	1,350.00	896.20
No. Yarmouth Academy		1		45	1,400.00	750.00
Norway	1		37		413.64	275.76
Oakland*	1	1	39	15	850.00	566.66
Old Orchard Beach*	1	1	16	11	1,600.00	760.90
Pine Tree Academy		1		36	332.05	221.37
Portland	5	9	947	529	23,908.00	5,322.78
Rangeley*	1	1	22	21	1,200.00	800.00
Reed Pl.*	1	1	9	19	724.14	482.76
Rockland*	1	1	146	8	950.00	633.33
Rumford*	1	1	178	39	1,350.00	792.84
Saco	1		133		1,075.00	716.67
Sanford	1	1	187	28	2,347.00	1,195.51
Sangerville*	1	1	7	11	600.00	400.00
Sherman*	1	1	16	15	900.00	600.00
Skowhegan	1	1	73	35	2,052.89	1,143.56
Somerset Academy		1		14	900.00	600.00
South Paris*	1	1	49	26	1,300.00	866.67
So. Portland*	2	2	264	74	5,100.00	1,757.24
Topsham	1		24		229.16	152.77
Washburn		1		36	1,230.00	750.00
Waterville*	1	1	141	71	2,700.00	1,549.56
Westbrook*	1	1	176	37	1,650.00	953.00
Wilton Academy		1		75	1,134.04	750.00
Windham		1		29	800.00	533.33
Winslow*	1	1	56	22	1,080.00	720.00
Yarmouth*	1	1	49	14	1,100.00	629.29
York*	1	1	62	14	1,050.00	666.11

*Indicates that teacher handles both elementary and secondary work.

EVENING SCHOOLS

The evening schools have suffered greatly from the shortage of municipal funds. In 1931, Waterville dropped all evening school work and in 1932, Lewiston, Madison and Biddeford will also discontinue, while the other schools will operate on a curtailed program. In 1930, evening classes were held at Augusta, Bangor, Bath, Biddeford, Lewiston, Madison, Portland, Rumford, Sanford, Skowhegan, Waterville and Winslow with a total enrollment of 1282 men and 2163 women. The following subjects were presented—Americanization, elementary subjects, clothing, foods, bookkeeping, typewriting, stenography, mechanical drawing, naval architecture, manual training, electricity, lip reading, home nursing, child care, income management, handicrafts, carpentry, millinery, machine shop, dietetics, home decoration, chemistry, steel square, commercial art, auto repair, textile design, salesmanship, blue print reading, slide rule, and high school subjects. Total enrollment for 1931 was 1496 men and 2102 women.

Respectfully submitted,

STEPHEN E. PATRICK,

Director.

CHAPTER V

VOCATIONAL REHABILITATION—1930-1932

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

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

Dear Sir:

During the biennial period ending June 30, 1932 forty-two cases were rehabilitated by the Civilian Rehabilitation Department. The average for the three preceding years was twenty cases. This tends to show that despite the business depression and consequent difficulty in successfully placing rehabilitants we were able to maintain the usual average of rehabilitated cases. The average cost per case for this year was somewhat higher due to the fact that it was found necessary to pay trainee travel in many instances which in normal times would have been paid by the individual.

The rehabilitation service divides itself into three distinct classes. These three classes are: reporting, preparation and placement. The most serious problem of this department is that of contacting deserving and desirable cases to be rehabilitated. This is now done through reports from superintendents of schools, State Health Department, Department of Labor and Industry, Industrial Accident Commission, Maine Public Health Association, and heads of industries. In spite of the united effort of all of the above agencies we still have many worthy cases which are never reached.

The matter of providing adequate and suitable preparation for each individual to be rehabilitated involves a thorough study of each case in order that training may be provided in the field for which the trainee is physically and mentally adapted. The cases rehabilitated during the past two years appear to be well fitted for the special fields which have been selected.

During the past two years the matter of placement has given this department serious concern. However, in spite of the depression many rehabilitated cases have been satisfactorily located in business for themselves and for others.

One of the most important phases of our work is the cooperative relations maintained with other state departments, service clubs and outside agencies. Especially helpful cooperation has been received from Miss Mildred Starbird, Supervisor of World War Relief Commission, which is a part of the Public Welfare Department. Miss Starbird has given us very comprehensive reports of persons coming under her supervision who might be susceptible to rehabilitation. She has also kept in close touch with such persons during the period of rehabilitation. Several very fine cases reported to us by her are now in the process of rehabilitation.

Types of cases rehabilitated follow:

Mr. John Allen of Machias, Maine is now twenty-three years of age and while working for H. S. Melcher of Portland received a severe injury to his left foot. This left him slightly lame and unable to do any kind of hard labor in the future. His case was referred to the Civilian Rehabilitation Department by the Industrial Accident Commission. Upon investigation of his case it was decided to give him a commercial course. Before arranging for his rehabilitation program it was found necessary to find some way to provide funds for his maintenance during the training period. This was done by appealing to the insurance company and the Industrial Accident Commission to grant him a lump sum settlement in his compensation case, which was done. He was then placed in training with the Bliss Business College, Lewiston, Maine. Mr. Allen completed his course at that school in June, 1931, and in July, 1932, he entered the employ of the Eastland Hotel, Portland, Maine as auditor and clerk at a salary of \$30 per week.

Mr. John Goggin of North Anson is twenty-four years of age. On January 15, 1931, while working for the Central Maine Power Company at Bingham, Maine he received a severe injury to his back and head. His skull was fractured,

also four vertebrae. Mr. Goggin had a very successful recovery from his injury, due to the fine work of his surgeon, but his injury left him unable to again do any kind of hard labor. His case was referred to our Civilian Rehabilitation Department by the Central Maine Power Company and was given careful consideration. He was given a training course in watch repairing under the direction of Mr. George F. Jones, 547A Congress St., Portland, Maine. Mr. Goggin completed the required training in one year. After looking over various possibilities to establish him in a business of his own it was finally settled that he should locate in Dexter, Maine. The Central Maine Power Company was then asked to consider a lump sum settlement in his case which was agreed upon and finally approved by the Industrial Accident Commission. This money was then used to establish him in business. He is now earning an average wage of \$25 per week.

We are appending hereto statistical summaries covering the period from July 1, 1931 to June 30, 1932. From these may be obtained a fuller understanding of the nature of the work and results which were accomplished during this period.

LIVE ROLL OF CASES AS OF JUNE 30, 1932

	<i>Number</i>	<i>Per Cent.</i>
1. Surveyed, rehabilitation plan not made	58	37%
2. Rehabilitation plan made	12	9
3. In process of preparation for employment:		
(a) In training status	51	32
(b) In other preparation status	5	3
4. Awaiting employment	27	17
5. In employment, being followed up	3	2
	156	100%

REGISTRATION OF CASES

I. *By Nature of Disability of Cases*

	<i>Female</i>	<i>Male</i>	<i>Total</i>	<i>Per Cent.</i>
Hand	0	2	2	4%
Arm	0	2	2	4
Leg	3	15	18	36
Legs	2	4	6	12
Vision	1	1	2	4

Hearing	0	1	1	2
Gen'l Debility (Tuberculosis)	0	5	5	10
Back Injury	1	4	5	10
Cardiac	0	3	3	6
General Debility (Miscellaneous)	1	5	6	12
	<hr/>	<hr/>	<hr/>	<hr/>
	8	42	50	100%

II. *By Origin of Disability*

Employment accident	0	9	9	18%
Public accident	1	11	12	24
Disease	7	21	28	56
Congenital	0	1	1	2
	<hr/>	<hr/>	<hr/>	<hr/>
	8	42	50	100%

III. *By Schooling*

Grades 1-6 completed	0	7	7	14%
Grades 7-9 completed	2	17	19	38
Grades 10-12 completed	6	18	24	48
	<hr/>	<hr/>	<hr/>	<hr/>
	8	42	50	100%

IV. *By Age*

Under 21 years	5	7	12	24%
21-30 years	3	19	22	44
31-40 years	0	14	14	28
41-50 years	0	2	2	4
	<hr/>	<hr/>	<hr/>	<hr/>
	8	42	50	100%

THE ANALYSIS OF CASES CLOSED DURING THE YEAR
ENDING JUNE 30, 1932

<i>Rehabilitated Cases</i>	<i>Number</i>	<i>Per Cent.</i>
1. School training	9	18%
2. Employment training	9	18
3. Placement	4	8
	<hr/>	<hr/>
Totals, rehabilitated cases	22	44%
 <i>Other Closures</i>		
1. Not susceptible	2	4%
2. Services declined	14	28
3. Discontinued training	5	10
4. Lost contact	2	4
5. Other reasons	5	10
	<hr/>	<hr/>
Totals, other closures	28	56%

Summary of Closed Cases

1. Total rehabilitated cases	22	44%
2. Total other closures	28	56
	50	100%
Total closures	50	100%
Cost of rehabilitation of 22 cases (Year 1931-32)	\$	6,773.61
Average cost per case rehabilitated		307.89
Annual income of rehabilitated cases		20,322.00
Average wage earning per person per year		923.73
Average wage earning per person per week		17.76

SUMMARY OF RECEIPTS AND EXPENDITURES
OF CIVILIAN REHABILITATION DEPARTMENT

For Year Ending June 30, 1932

Receipts

<i>Federal Funds</i>	<i>Federal</i>	<i>State</i>
Federal appropriations	\$ 8,000.00	
 <i>State Funds</i>		
State Vocational Education		\$ 7,739.06

*Expenditures**Administration*

1. Salary of Director	\$ 200.00	\$ 200.00
2. Salary of Supervisor	733.51	208.32
3. Salary of clerical assistant	602.34	78.00
4. Travel of Director and Supervisor	136.21	117.71
5. Printing	4.75	6.37

Case Production and Service

1. Salary of Supervisor-Rehabilitation Agent	\$ 1,467.05	\$ 416.64
2. Travel of Supervisor-Rehabilitation Agent	252.49	235.56
3. Tuition to educational institutions	1,640.61	1,735.10
4. Tuition to commercial and industrial	898.98	1,457.99
5. Tuition to correspondence schools	43.00	314.20
6. Tuition for tutorial services	50.00	68.00
7. Instructional supplies and equipment	952.54	1,608.03
8. Travel of trainees	765.55	838.12
9. Artificial appliances	323.00	83.75
10. Physical examinations	3.85	5.00
11. Other case production expenditures	20.00	11.45

\$ 8,093.88	\$ 7,384.24
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Balance on hand as of July 1, 1932 (Federal Funds) \$ 260.94

Respectfully submitted,

EDWARD E. RODERICK, *Director*

LEROY N. KOONZ, *Supervisor*

CHAPTER VI

TEACHERS' ASSOCIATIONS
STATE ASSOCIATIONADELBERT W. GORDON, *Secretary*

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

Dear Sir:

The Twenty-eighth Annual Convention of the Maine Teachers' Association at Bangor on October 23 and 24, 1930, may be described, as have been many former conventions—a largely attended, highly successful, great inspirational and professional gathering of Maine teachers. As preconvention features the Men's Get-Together and the Informal Reception under the auspices of the Bangor Teachers' Association were both very enjoyable social affairs, and the Festival Concert especially arranged by the Eastern Maine Music Festival Association provided an unusual opportunity for a large number of teachers to enjoy a musical program of high order. The special program on Thursday morning by pupils of the Bangor Public Schools set forth effectively and interestingly some of the modern developments in public school music and physical education. Able speakers as usual appeared on the general session programs and nearly all of the departmental programs. Most of these speakers were new to the State despite the fact that a large number of the educational specialists of the country are heard on these programs each year. The initial appearance of an all-state public school band proved most successful and it is hoped that this is but the first of many appearances of similar organizations. It is pleasing to again be able to report that the attendance exceeded all previous records for a Bangor convention. The actual number of attendance cards filed was 4,551, this exceeding the Bangor record of 1928 by 253.

The Second Annual Meeting of the Representative Assembly was attended by 216 of the 288 eligible delegates. This method of conducting the annual business of the Association has proved without question its superiority over the former so-called business meeting *to which* all of the members of the Association were eligible but *at which* comparatively few were present. The order of business was carried out in a most orderly and parliamentary manner. Of special interest aside from the routine business were the debate on the next convention city, the endorsement of the candidacy of Miss Florence M. Hale as the next President of the National Education Association, together with special appropriations for N. E. A. delegates and headquarters at Los Angeles, the excellent report of the Committee on Teacher Welfare, and the adoption of several amendments to the constitution.

The enrollment exceeded all former records for a Bangor convention year and the active membership exceeded that of any former year. This latter record is most gratifying as it is the one remaining record we have been striving to attain for some years. As usual, a very large percentage of the enrollment was secured through the activity of advance registration agents. Reports of 100% enrollment were received from 128 of the 144 superintendents and state agents, from all six normal school principals, and from twenty-seven private schools.

The Association was again well represented at the annual meeting of the National Education Association which was held at Columbus, June 28-July 4, 1930. The M. T. A. delegates were: Miss Alma I. Burke, Fort Fairfield; Miss Jane A. Jones, Lisbon Falls; Leon G. Lewis, Bar Harbor; Earle D. Merrill, Machias; Supt. Ralph G. Oakes, Freeport; Mrs. Georgia Parker, Belfast; and Prin. Veysey H. Robinson, Old Town.

The officers for the year 1930 were: President, Supt. Fred W. Burrill, Augusta; First Vice-President, Supt. Walter J. Rideout, Dover-Foxcroft; Second Vice-President, Miss Abbie M. Buck, Augusta; Secretary, Mr. Adelbert W. Gordon, Augusta; Treasurer, Supt. Charles A. Snow, Fryeburg.

Executive Committee: President, First Vice-President, Secretary, Treasurer, Miss Mary G. Carroll, Auburn, 1928-1930; Prin. Arthur W. Lowe, Portland, 1929-1931; Supt. Howard R. Houston, Brewer, 1930-1932.

The Twenty-ninth Annual Convention, October 29 and 30, 1931, at Portland was successful in all respects. The program received much favorable comment and appeared to be even more generally satisfactory than the program of any previous year. Outstanding speakers on both general session and departmental programs contributed a large share to the success of the convention. The arrangement of two large group meetings for the opening session on Thursday morning, with identical programs except with speakers and musical numbers appearing in reverse order, proved very satisfactory. The arrangement for the concert at the final session by the All-State School Orchestra, the special feature of the program, resulted in holding a very large audience on Friday evening. This orchestra numbered more than one hundred students from all parts of the State, all of whom had received a two weeks' course of intensive training at a special summer school at Castine Normal School sponsored by the State Commissioner of Education and under the direction of Mr. C. A. Warren of Brunswick, who was assisted by other prominent directors of music in the State.

Despite a heavy rain storm on Thursday, the first day of the convention, a new high record for attendance was again established. The actual number of attendance cards filed was 5,499. This exceeded the previous attendance record of 1929 by 72, rather a substantial increase considering the fact that it had been felt that the maximum attendance had already been reached in 1929.

Maine delegates and Maine people were much in evidence at the summer meeting of the National Education Association at Los Angeles, June 27 to July 3, 1931. It will probably be many years before a Maine delegation will again occupy such a prominent place in this great body of school men and women.

It seemed somewhat remarkable that Maine, 3,000 miles away, should have a practically complete delegation. There was a full representation from the Maine Teachers' Association, one or more delegates from nearly every county association, and several delegates from city associations, with a total of twenty-eight delegates. Nearly as many other school people from the State were also present. Miss Florence M. Hale's candidacy as President of the N. E. A. was of course largely responsible for this remarkable attendance from Maine. Her election, with the announced support and good will of every state in the Union, was a personal triumph and brought Maine to the forefront at this great meeting. The delegates from the Maine Teachers' Association were: Supt. Charles W. Bickford, Lewiston; Miss Rachel Connor, Bangor; Mrs. Stella G. Dakin, Farmington; Prin. John A. Partridge, Caribou; Prin. Everett V. Perkins, Augusta; Supt. Hubert E. Redding, Buckfield; Deputy Supt. Helen M. Robinson, Portland.

The officers of the Association for 1931 were as follows: President, Prin. John L. Hooper, Auburn; First Vice-President, Prin. Philip H. Kimball, Machias; Second Vice-President, Supt. Walter E. Lane, North Berwick; Secretary, Mr. Adelbert W. Gordon, Augusta; Treasurer, Prin. Charles L. Smith, Fairfield. Executive Committee: President, First Vice-President, Secretary, Treasurer, Prin. Arthur W. Lowe, Portland, 1929-1931; Supt. Howard R. Houston, Brewer, 1930-1932; Mr. Harry W. Rowe, Lewiston, 1931-1933.

Respectfully submitted,

ADELBERT W. GORDON,
Secretary.

COUNTY TEACHERS' MEETINGS

RICHARD J. LIBBY, *Director*

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

Dear Sir:

Fifteen teachers' conventions were held in the several coun-

ties of the state in 1930 and thirteen in 1931. These conventions, with the exception of the Cumberland-York meeting in 1931, were held in September and early October when weather and traveling conditions were most favorable for a large attendance of teachers. The table of attendance which follows shows practically one hundred per cent attendance.

Speakers from outside the state, who are nationally recognized authorities in their several lines have been secured each year. The programs have been arranged by the officers of the several county associations cooperating with the State Department of Education.

It has been the aim of those in charge of these meetings to make the programs as helpful to the classroom teacher as possible, bringing the best educational practice both within and without the state to her attention. In order that all may be served efficiently the group is divided into departments for a part of the day so that each teacher may choose the programs most adapted to her individual problems.

A typical program follows:

GENERAL SESSION

9:30 A.M.

(Daylight Saving Time)

Music Orchestra made up from high schools of the County

“Father of His Country”, March, Frini

“Valse—Nannette”, Bagley

Prayer Rev. Charles W. Helsley, Auburn, Maine

Greetings from State Department of Education

Report by Mr. John K. Pottle, Delegate to National Education Association

Business

DEPARTMENT SESSIONS

10:30—12:00 M.

Elementary and Rural—Auditorium, Edward Little High School

Chairman, M. William Cullen, Lewiston

Address—"Civics in the Public Schools"

Rev. Charles W. Helsley, Auburn

Address—"Language in the Elementary Grades"

Dr. Anna D. Cordts, Cedar Falls, Iowa

Secondary—Room N. 3—Second Floor

Chairman, Mr. Everett P. Smith

Address—"Debating in the Secondary Schools"

Professor Brooks Quimby, Bates College

Address

Dr. E. C. Hartwell, Superintendent of
Schools, Buffalo, New York

Department of Superintendents and School Committee Mem-
bers—Room 12, Second Floor

Chairman, Superintendent F. H. Byram

Address

Dr. Bertram E. Packard, Commissioner
of Education, Augusta, Maine

Round Table Conference Conducted by Dr. Packard

Department of Home Economics—Room 3, First Floor

Chairman, Ann E. Purvis, Auburn

Round Table Discussion Directed by Miss Florence Jenkins,
State Supervisor of Home Economics

Five Minute Talks by Home Economics Teachers of the
County on the subject "Ways and Means of Meeting the
Present Situation in Regard to Economy"

Department of Manual Training—Room 5, First Floor

Chairman, Mr. Fred J. Bryant, Auburn

Round Table Conference Directed by Mr. S. E. Patrick,
State Director of Vocational Education

Department of Teachers of Music—Music Room

Chairman, Mr. George W. Horne, Lewiston

Address Miss Gladys Pitcher

Demonstration Secondary pupils led by Mrs. Ruby
Briggs, Teacher of Music at Leavitt Institute

GENERAL SESSION

1:30 P.M.

Edward Little Auditorium

Music Chorus from High Schools of Androscoggin County
 "Estudeantina"
 "Viking Song"

Business

Address Dr. Anna D. Cordts

Soprano Solo Miss Lena Pulkinen, Leavitt Institute

Address Dr. E. C. Hartwell, Buffalo, N. Y.

ATTENDANCE AT COUNTY TEACHERS' ASSOCIATIONS

	1930-31	1931-32
Androscoggin	431	445
Aroostook	687	656
Cumberland	1164	No meeting
Franklin	206	210
Hancock	270	306
Kennebec	465	481
Knox	195	194
Lincoln-Sagadahoc	231	214
Oxford	311	335
Penobscot	No meeting	641
Piscataquis	189	176
Saco Valley	119	No meeting
Somerset	318	312
Waldo	211	186
Washington	334	367
York	390	No meeting
	5521	4523

Respectfully submitted,

RICHARD J. LIBBY,
Director.

CHAPTER VII

SECONDARY SCHOOLS OF MAINE

Report of HARRISON C. LYSETH

Agent for Secondary Education

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

Dear Sir:

I herewith submit the subjoined report as State Agent for Secondary Education:

PROBLEMS OF SECONDARY EDUCATION

The growth of the secondary school within the past decade has brought an entirely new group of problems regarding the aims and the program of studies. Both the objectives and the means of arriving at a desirable goal are affected by the complex constituency of the school.

Formerly the problem was simple, concerned with the scholarly minded or economically favored. The comprehensive high school of today faces two questions: What service should the school render to the boys and girls of high school age? By what means shall this service be effectively accomplished?

In 1918 the Commission of the National Education Association on Secondary Education set up seven cardinal principles or aims in secondary education and defined clearly the service of the school to the community and the state. These aims involve the physical well-being of the individual, his stock of general information, his civic duty and responsibility, his training for earning a livelihood, his training for proper use of leisure time, his equipment for worthy homemaking, and his character.

It is obvious that the high school program must give the essentials of information and fundamental training that men and women need in our democracy. Our problem is to select these essentials. They must be concerned with the present and future, rather than with the past, except as the past provides the background necessary for visualizing and interpreting the present.

The program must, for example, provide for instruction in the English language first as a medium for gaining information and secondly as a medium for the expression of ideas. It must make the pupils fully conscious of the rich legacy of the past at their command in literature, but it must also place in their hands the resources of the present, the literature of the day—the magazine, the newspaper, in which the stuff of everyday life is recorded. It must open the sources of information by teaching how to read intelligently and to interpret in all fields of pupil activity.

As a tool for the presentation of ideas, to attain the objective sought, whether a business letter, the presentation of a business, social or political proposition, or ordinary conversation, training in English concerns the present in its demands, its materials and its method. It cannot be limited to essay writing or the reading of classics. It must be as comprehensive as the pupil's interests, a ready and effective means for communicating his ideas.

Similarly history, while supplying a background, must be chiefly concerned with training for citizenship in our democracy. To the fullest extent of their powers, high school pupils must grasp the problems of our social, industrial and political life and recognize the duties and privileges of citizenship.

The other subjects of the program must make as large a contribution as possible to the objectives of the high school and must be chosen with that purpose in view. The content of these subjects must undergo changes from time to time in order better to fulfill their purpose. The objectives of the high school thus determine both the subjects of the program and their content.

The program of studies represents all the work offered by the school. In its organization two factors must be considered. The first concerns the facilities of the school for doing certain types of school work as determined by the size of the teaching force, the room and equipment available, and the financial support. The second relates to the kind of training most needed by the pupils who will attend the high school.

CONSOLIDATION OF HIGH SCHOOLS

A study of the locations of the high schools and academies of Maine reveals that many of these schools are located at short distances from each other. Tradition has inbred in the hearts and souls of the people of Maine that each community should support its own high school or academy. The foundation of this idea is undoubtedly in the Massachusetts law of 1642 requiring each town of one hundred families to support a Latin Grammar School which was in a way comparable to our present high school or academy. Distances have become less, due to good roads and new modes of transportation. Today there is a definite duplication of effort and expense in the administration of our high school education in many regions. It is possible to show four secondary schools, none having more than eighty-five pupils, located within a circle of six mile radius. All of these schools happen to be in separate towns. All the towns are connected by excellent state roads which are passable at all times of the year. One school could well serve this entire region with perfect satisfaction, offering a much richer program of studies with better teaching facilities and equipment. All of this could be done, including transportation of the pupils to the school, at a much less per pupil cost. Every possible effort should be bent on convincing communities that consolidation of high schools will be as beneficial, as economical and as satisfactory as consolidation of rural elementary schools has proved.

SECONDARY SCHOOL ENROLLMENT

The biennial period, 1930-1932, shows a tremendous increase in the number of students enrolled in the various second-

ary schools of the state. A certain increase in these years was predictable, but an increase of 55.9 per centum was entirely unexpected and unprecedented. The following chart contains the statistics for the enrollment in the secondary schools as taken from the Directories of Secondary Schools. These figures contain the enrollment in the regular four-year high schools, four-year academies, six-year high schools and academies, junior high schools, and the class B schools.

STUDENTS IN SECONDARY SCHOOLS

1922-1923	28,680	1930-1931	39,573
1928-1929	36,443	1931-1932	42,006
1929-1930	37,569	1932-1933	44,416

GRADUATES OF SECONDARY SCHOOLS

The secondary schools of Maine are especially successful in holding pupils through the entire course. Unlike many other states a large number of pupils graduate from the schools and do not drop out early in the course. The following table shows the large number of students who actually are graduated from the high schools and academies. The arrangement of the table makes it possible to follow the classes through the course from the eighth grade to actual graduation.

Progress of Pupils Through Secondary Schools of Maine

Progress of Pupils Through Secondary Schools of Maine

Class of ---	1923-24	1924-25	1925-26	1926-27	1927-28	1928-29	1929-30	1930-31
Grade VIII	11,168	10,849	11,032	11,287	11,792	11,673	11,843	11,949
Grade IX	10,169	10,243	9,993	10,299	10,789	10,992	11,169	11,070
Grade X	7,651	8,168	8,103	8,029	8,294	8,672	8,755	9,279
Grade XI	6,358	6,619	6,769	6,592	6,756	6,925	7,025	7,675
Grade XII	5,537	5,562	5,945	5,948	5,903	5,854	6,031	6,582
Graduates	4,956	5,305	5,438	5,581	5,456	5,457	5,724	5,989

TYPES OF SECONDARY SCHOOLS

In Maine as elsewhere in the country, there are several different types of secondary schools. Roughly, these can be separated into groups as follows: four-year high schools or academies, six-year high schools or academies, junior high schools, senior high schools, and class B schools.

The four-year high schools or academies are schools operating on the traditional eight-four program, that is, a program consisting of eight elementary grades (with or without a sub-primary grade) and four years of high school work. The academies offer the same program of studies as the high schools, differing only in management and control.

The six-year high schools are schools containing elementary grades seven and eight as well as the traditional four years of high school. Moreover, the program of studies and organization in these schools is entirely reorganized. A separate section of this report tells more in detail the story of the six-year schools in Maine.

The junior high school usually consists of elementary grades seven and eight together with the first year of high school work. This school is a unit operating in such a way as to bridge the gap between the traditional grammar and high school. It is an endeavor to make the school work more continuous and to fit the school more nearly to the needs of adolescent youth.

The senior high school is the continuation of the junior high school, usually housed in a separate building and containing grades ten, eleven and twelve.

The class B school is a two-year high school offering a two-year program made up from the standard course of study. The class B school is the high school found in remote rural communities where transportation is either difficult or inadequate to a larger community supporting a four-year school. With a good teacher and a small enrollment these schools serve their purpose quite successfully.

ORGANIZATION PLAN FOR SIX-YEAR HIGH SCHOOL

Maine has done pioneer work in the organization and administration of the unified six-year high school. Over a decade ago a school was organized on this plan and since then over forty of these unified schools have been established. The movement toward a continuous six-year organization for the high school is rapidly gaining acceptance. The plan has many advantages.

For many high schools of Maine the six-year organization offers a wider use of the high school machinery, more effective employment of the teaching force through departmental instruction, greater possibilities in socialization and, perhaps most significant of all, a continuous program of studies together with greater opportunity for educational guidance.

The six-year high school plan seems particularly well adapted to the medium-size school system. Many towns that now maintain four-year high schools with fewer than one hundred fifty pupils may place the two upper elementary grades in the high school organization with excellent results.

Some of the advantages of the plan may be summarized as follows:

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:

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

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

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

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.

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.

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

Any town with a small class A school should consider re-organizing on the six-year school plan.

The best arrangement for schools having from seventy-five to two hundred pupils consists of one or more home rooms for grades seven, eight and nine, and a study hall for the last three grades. In schools enrolling fewer than seventy-five pupils a single study room is practical.

The six-year school will need one or more general work-rooms for science, rooms for special courses offered, and two or more recitation rooms. The number of the latter will depend upon the number of teachers and of classes in the daily schedule.

The science and special rooms may be used in part for recitation purposes. One of the study rooms should be used as a library.

The minimum lay-out of two study rooms, one science, two special, one commercial, and three recitation rooms, and assembly and gymnasium, will care for two hundred pupils.

The school building should become a community building to the extent that many of the activities should center there. The assembly room and gymnasium should be frequently used. Special evening courses should be offered. The public library should be located in the school building, with a suitable room for committees and small group meetings. Motion pictures can be made wholesome as well as entertaining.

At least four teachers are needed for a six-year school under one hundred pupils. Above this number an additional teacher will be needed for each twenty-five pupils. Teachers must be selected with reference to special preparation.

In a four-teacher school one should be able to teach the languages and some other academic subjects, another should be a normal graduate with advanced study, the other two should have had training for the special courses offered. All should have made some special study of the junior high school organization, the content of its program and methods.

In addition to the curriculum leading to college, home economics should be provided for the girls and agriculture or industrial arts for the boys. Elements of business should be offered and these courses extended to complete business training if the local conditions warrant.

SOME TYPICAL UNIFIED SIX-YEAR SCHOOLS

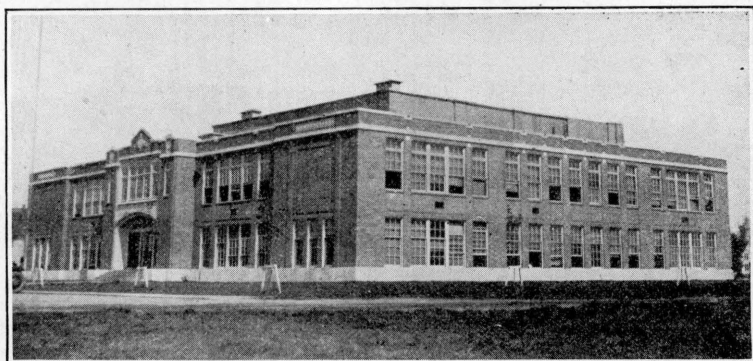
Many of the six-year schools rank among the best in the state, not only from a standpoint of educational facilities but also from the financial basis. Some of the schools that are doing notable work and are organized on the six-year plan are the Lawrence High School at Fairfield, Caribou High School, and Winslow High School. Dozens of others could be mentioned for special recognition because many of them are doing outstanding work in various fields under reorganized curriculums. Consequently in order that these unified six-year schools may receive full credit for the excellent work they are doing the following list of these schools which are fully accredited is hereby printed:

Ashland High School, Ashland	James H. Crowley, Principal
St. Croix High School, Baileyville	William H. Allen
Crosby High School, Belfast	Ernest C. Fuller
Bingham High School, Bingham	Harold T. Chapman
Brewer High School, Brewer	Eugene B. Gordon
Brooklin High School, Brooklin	John B. Lanpher
Morse Memorial High School, Brooks	Karl H. McKechnie
Caribou High School, Caribou	John A. Partridge
Danforth High School, Danforth	Clinton W. Greenwood
Garet Schenck High School, East Millinocket	Pearl E. Johnson
Lawrence High School, Fairfield	George A. Muzzey
Falmouth High School, Falmouth	Melville H. Johnson
Guilford High School, Guilford	John J. Kassay
Hodgdon High School, Hodgdon	Roland B. Andrews
Island Falls High School, Island Falls	John W. Abbott
Limerick High School, Limerick	Lindon E. Christie
*Lisbon High School, Lisbon	Arthur L. Todd
Mapleton High School, Mapleton	Joseph F. Kolouch
Norridgewock High School, Norridgewock	Clyde P. Jones
North Berwick High School, North Berwick	Vance L. McNaughton
Norway High School, Norway	Verdal M. Sampson
Old Orchard Beach High School, Old Orchard Beach	Charles E. Hamlen
South Paris High School, Paris	William O. Bailey
Rangeley High School, Rangeley	Elihu B. Tilton
*Stephens High School, Rumford	George E. Lord
Sangerville High School, Sangerville	Richard H. Howell
Searsport High School, Searsport	Victor N. Greene
Stockton Springs High School, Stockton Springs	Ernest G. Tupper
Waldoboro High School, Waldoboro	Earle M. Spear
Washburn High School, Washburn	Earl Hutchinson
*Sabattus High School, Webster	Charles Siegel
Winslow High School, Winslow	Clyde E. Russell
Winter Harbor High School, Winter Harbor	Clair E. Wood
Winterport High School, Winterport	Earle A. McKeen
Winthrop High School, Winthrop	Earl C. McGraw
Anson Academy, North Anson	Ernest E. Haskell
Mount Meric Academy, Waterville	Sister Margaret Mary
Oak Grove Seminary, Vassalboro	Robert E. Owen
*Five year organization	

Among the larger high schools the six-year school at Fairfield, by means of a modified platoon system on the work-study-play theory, is able to offer in its reorganized course of study not only the broad academic training with its cultural subjects but also excellent work in the industrial and practical subjects. In the program of studies in this school will be found commercial work, manual arts courses, training in home economics, physical education, dramatics, debating, public speaking, training in the use of the library, together with excellent facilities for the extra-curricular activities. Because of the economy in this type of school the cost per pupil in this school of 451 students is not over sixty dollars.

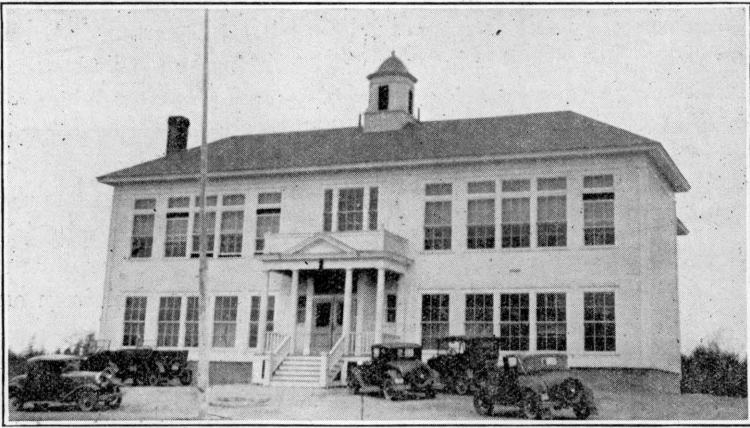
This work is duplicated in a way at Caribou High School and at Winslow High School (see cut) where the facilities of this type of school are made available to the young people of the community. Only a visit to schools of this type will show the many advantages over the traditional four-year school.

The six-year scheme is not only adaptable in communities where the enrollment might reach seven or eight hundred but also it is satisfactory in smaller units. At Brookline a new building has been built (see cut) which at present has eighty-two students enrolled with four teachers. This school has nearly all the advantages of the larger schools of this type. With its standard size gymnasium, its study room auditorium with its stage, and its small well equipped library, the boys and girls of this town enjoy the advantages of the city type of secondary education. Without the seventh and eighth grades in the organization the school would be too small to warrant this type of work.



WINSLOW HIGH SCHOOL

A large unified six-year high school containing twelve standard classrooms, offices, a library, ample space for home economics courses and manual arts work, a large gymnasium with plenty of bleacher space for spectators, and a beautiful auditorium finished in colonial architecture. This is a typical example of the larger six-year school serving a community of about 5,000.



BROOKLIN HIGH SCHOOL

A unified six-year high school containing two standard classrooms, large study hall with a stage, two smaller classrooms, laboratory, library, principal's office, and gymnasium with a playing surface of sixty-five feet by thirty-five feet. Bleacher space is also provided for spectators and ample physical education facilities are provided. This building is a good example of an excellent school in an inexpensive building.

THE JUNIOR HIGH SCHOOL IN MAINE

There are two distinct types of junior high schools in Maine. One of these types is the well organized school found in the cities with a large enrollment and numerous faculty

members. In this type of school will be found ample opportunity for exploratory or try-out work. Short courses are offered in various fields as a basis for a guidance plan. A differentiated program is offered, usually manual arts and home economics. The staff of teachers in this type of school is highly drilled in junior high school methods. These teachers are trained in the psychology of boys and girls of adolescent age, junior high school methods of teaching, and pay much attention to the care of individual differences in their students. Thus in these schools there will be found foreign language for the advanced pupil and special English for the retarded. In this way every possible lever is used to help the pupils become trained for the somewhat formalized type of work in the senior high school. In the cities where these junior high schools are operating there is a distinct continuity of education from the kindergarten or sub-primary grades to the senior year in high school. Where the junior high school unit, consisting of grades seven, eight and nine, is over five hundred enrollment this excellent type of school can usually be justified from an economical standpoint. In smaller units the separate building and equipment required is too expensive for most Maine communities.

Typical junior high schools of this sort will be found in Portland at the Lincoln Junior High School, at the Waterville Junior High School, or the Webster Junior High School in Auburn.

The other type of junior high school in Maine will be found in small communities where secondary education is growing and eventually a class A school will be established. Other small towns support a sort of junior high school consisting of perhaps grades seven, eight, nine and ten and offering no further secondary education. While many of these small junior high schools offer a satisfactory service to the community they are, nevertheless, in no way comparable to the junior high schools of the cities mentioned in the above paragraphs. On the other hand in remote communities this type of school extends the facilities of the class B school or two years of high school work where possibly no secondary education could

be made available to the boys and girls of the community. By proper selection of teachers and arrangement of the program of studies considerable educational work is possible in these small junior high schools.

Generally speaking, the communities of Maine do not adapt themselves satisfactorily to the junior high school method of organization. Experience has proved that the six-year school mentioned elsewhere in this report is by far the more efficient and satisfactory type of organization.

THE CLASS B SCHOOL

This type of school offers the first two years of regulation four high school work equivalent to the so-called freshman and sophomore years of high school. It is the simplest and most economical type of school to maintain. Usually carried on under the administration of one teacher, it offers a satisfactory type of education provided care is used in electing efficient teachers who are willing to remain with the school for a period of years and who can work out a satisfactory program of work. This type of school for efficient instruction demands a competent teacher, perhaps, even more than a city school. The teacher in this school must be self-sufficient in all branches of secondary education. He must teach mathematics and foreign language as well as he teaches science and history. It is his duty to organize whatever club activities and athletics may be carried on. He must take over the guidance program and carry the burden of character education. Tenure in office of successful class B high school teachers is essential to the success of this kind of a high school. Excellent high schools of this type may be found in a few communities in the state.

SCHOOL BUILDINGS

The biennial period has seen the construction of several new high school buildings as well as a few remodeling and reconstructing projects. Perhaps the largest and most ambitious project occurring within the biennium was the erection of the Lewiston High School building. This school is well equipped with all necessary facilities for the carrying

on of secondary education. The building is built in the "U type" shape and eventually will contain an auditorium and possibly a gymnasium. At present the splendid facilities of the adjacent Armory are available to the pupils of the school.

In the Falmouth school union a new high school has been completed. This school is organized on the six-year plan and also contains the necessary equipment for a comprehensive high school. This school, located in Falmouth, is the first high school ever organized in the town. Due to recent growth in population it was found more economical to build a building than to arrange for giving the pupils secondary education in adjoining communities. Starting two years ago with grades seven, eight and nine, by adding one grade each year this school eventually will be a model six-year school. The enrollment at present is 176.

In the same school union the town of Cape Elizabeth is erecting a high school building comparable in many respects to the school in Falmouth. This building should be ready for occupancy by February 1933. Eventually this school will be organized on the six-year plan.

In another section of the state, Aroostook County, the town of Limestone has recently completed a new brick high school building containing all the necessary equipment for high school purposes.

Many other smaller schools have been erected recently. Among these are the high schools at Brownville, Hermon, Brooklin, Monticello, Union, Buxton and Corinna Academy. Fryeburg Academy has finished a reconstruction project and has added two wings to its building. Kents Hill School and Gorham High School have erected new gymnasium buildings. Caribou High School has recently finished an eight-room addition. Lisbon High School has built a two-room addition to alleviate crowded conditions.

The rapid growth of the secondary school enrollment in this state has made necessary reconstruction and the erection of new buildings. Each community has done its best to provide schools that are well equipped for secondary education. None of these schools, however, are lavishly equipped, nor do they revel in the "fads and frills of education".

HIGH SCHOOL LIBRARIES

An investigation of the high school libraries shows that a definite improvement has been made throughout the state. Nearly all of the larger schools have adequately equipped library rooms in which not only reference books are available but also in which will be found fiction of the better type together with a few newspapers and high class magazines. For the last two years this has been the object of continued impetus and the results have been satisfactory. It must be granted that the library is probably, next to the teacher, the most important single factor in secondary education. It is reassuring to see the schools of Maine dropping the "one textbook" idea and putting in its place the work which tends to minimize pure memorization and stress reasoning and development of thinking.

It is hoped that more communities will be as favored as the high school at Frankfort. This school was recently given by a citizen all of the books recommended on the suggested list of books for high school libraries published by this department. This is commendable and deserves recognition as well as repetition elsewhere.

THE SMALL CLASS A SCHOOL

A considerable proportion of the class A schools in Maine are small schools having two or three teachers and an enrollment of twenty-five to ninety pupils. Many of these schools do excellent work, particularly in the college preparatory subjects. When these schools are well organized and supervised by a competent superintendent of schools and school board very often almost remarkable work is accomplished. The State Scholarship Contest conducted by the School of Education at the University of Maine has shown quite conclusively that these small schools are able to do as good work and possibly better work than the large city high schools. When the small school has a well trained, experienced and interested corps of teachers, then this type of school is apt to do superior work. On the other hand when poorly paid, ill trained, inexpert and disinterested teachers are hired in

these small schools, the result is obviously and certainly inferior. The only way a small class A school can justify its existence, economically and educationally, is when the community, the superintendent and school board, teachers and pupils, work in a cooperative effort to produce an educational institution of exceptional merit. By careful selection of subjects the program of studies can be made as interesting and varied as in larger schools.

TYPICAL PROGRAM OF STUDIES FOR THREE-TEACHER CLASS A SCHOOL

By means of alternation of subjects a wide variety of different subjects may be offered in a school maintaining two courses with three teachers. The following program of studies covering a two-year period contains twenty-five different subjects although only nineteen appear in any one year. The teaching load is not unusually heavy as each assistant teacher teaches seven periods a day and the principal five periods a day.

The scheme also is particularly valuable because it offers a large number of sequences of subjects. In five separate fields there are at least four subjects offered. These fields are English, Latin, mathematics, social studies, and natural science. This allows for intensive study within the special fields.

The elective lists are two in number, one for the freshmen and sophomores and one for the upper classmen. In this plan the principal acts as guidance director, helping each student to select his subjects from the elective lists. This scheme has proved an incentive in educational guidance and more students are taking subjects that are better fitted for their needs than under the pure student elective plan.

TOTAL OFFERINGS OVER TWO-YEAR PERIOD
IN THREE-TEACHER SCHOOL

English I	Latin I	French I	Algebra I	Community civics Early history Modern history United States history and problems of democracy	General science Biology Chemistry Physics	Jr. business training Rural bookkeeping
English II	Latin II	French II	Business arithmetic			
English III	{ Latin III Latin IV		Algebra II	First two of above given in alternate years Last two of above given in alternate years	First two of above given in alternate years Last two of above given in alternate years	Above subjects are given in alternate years
English IV			Geometry			
	Latin III and Latin IV are given in alternate years					

When these subjects are broken up into courses of study there are too many offerings for any one year, but by judicious selection and schemes of alternation these subjects can be arranged in such a way that every student will have opportunity to make up a program containing any of the subjects he desires during his four years. The program outlined for two school years is as follows:

COURSE OF STUDY FOR 1932-1933

Class	College Course	General Course	Elective List for Freshmen and Sophomores
Freshman	English I Latin I Algebra I Community civics	English I Junior business training Two electives from Freshman-Sophomore list	Business arithmetic Biology Algebra I Community civics French I
Sophomore	English II Latin II French I Algebra II or an elective from Freshman-Sophomore list	English II Junior business training Two electives from Freshman-Sophomore list	
Junior	English III French II Geometry Latin III or an elective from Junior-Senior list	English III Three electives from Junior-Senior list	Elective List for Juniors and Seniors
Senior	English IV Review mathematics Latin III or an elective from Junior-Senior list Modern history or an elective from Junior-Senior list	English IV Three electives from Junior-Senior list	Physics Modern history French I French II Geometry Algebra II

COURSE OF STUDY FOR 1933-1934

Class	College Course	General Course	Elective List for Freshmen and Sophomores
Freshman	English I Latin I Algebra I Early History	English I General science Two electives from Freshman-Sophomore list	Rural bookkeeping Business arithmetic General science
Sophomore	English II Latin II French I Algebra II or an elective from Fresh- man-Sophomore list	English II General science Rural bookkeeping One elective from Freshman-Sophomore list	Algebra I French I Early history
Junior	English III French II Geometry Latin IV or an elective from Junior-Senior list	English III United States history and problems of democracy Two electives from Junior-Senior list	Elective List for Juniors and Seniors Chemistry United States history and problems of democracy
Senior	English IV Review mathematics Latin IV or an elective from Junior-Senior list United States history and problems of democracy or an elective from Junior-Senior list	English IV United States history and problems of democracy Two electives from Junior-Senior list	French I French II Geometry Algebra II

HIGH SCHOOL INSPECTION

In Maine there are 280 secondary schools which are inspected at least once during the biennial period. Most schools are visited once each year and occasionally more frequently than this. In order to facilitate the records of visitation and inspection of these schools a rating scale has been devised which might well be copied and used by superintendents of schools and other supervisors. On the front of the rating scale there is a list of the items which are to be inspected, and the reverse contains a rough drawing of the floor plan of the building together with a copy of the report sent to the superintendent of schools of the town in which the school is located.

For complete evaluation of the items on the rating scale a list of detailed matter has been provided. Thus, under ventilation, schools having a high rating (9-10) should have one of six types of ventilation units of approved construction. Likewise, to receive the highest rating on drinking water all

ATTAINMENTS IN THE SECONDARY SCHOOLS

Scholastic

The aims of the secondary school in Maine may well be stated in the idea that these schools are trying to develop young men and women who are culturally happy, socially efficient and creatively inclined. While it borders on speculation to answer precisely just what improvement is being made in the field of secondary education along these lines, it is true nevertheless that all measures and indices tend to show improvement. The trend is definitely away from pure memorization towards the development of training in reasoning and thinking. Rather remarkable reorganization has been carried on in some schools to attain this aim, development of training in reasoning and thinking, and undoubtedly this constructive program will better our secondary education by keeping it in step with the evolution of a rapidly changing world.

The Freshman College Report, a study of the first semester ranks of freshman students at the four Maine colleges, shows that the college preparatory work in the secondary schools is going on even better than in previous years. The percentage of honors to grades assigned over a five-year period shows an increase of 5.55 per centum or actually an increase in per centum of twenty-two per centum improvement in honor grades. On the other hand the percentage of failures to grades has decreased actually 1.00 per centum, or a decrease of 12 per centum.

It is very encouraging to study the above mentioned report and learn that secondary education is scholastically on the up grade. One page of this Freshman College Record is contained in this report.

Other studies carried on by the colleges and by the University of Maine in particular tend to support the above conclusions.

FRESHMAN COLLEGE RECORD—1931-32
SUMMARY BY YEARS FOR FIVE-YEAR PERIOD

	1931-32	1930-31	1929-30	1928-29	1927-28
Total number of different schools reported	165	149	141	152	146
Number of students entering four Maine colleges from above schools	648	620	595	574	593
Total number of grades assigned these students	3,558	3,401	3,354	3,163	3,232
Number of students failing in ONE subject only	100	99	70	102	111
Number of students failing in TWO subjects only	33	46	41	27	37
Number of students failing in THREE OR MORE subjects	25	14	20	12	19
Total number of failures	244	243	225	197	254
Total number of honor grades	1,108	1,056	1,065	938	892
Grades per pupil	5.490	5.485	5.637	5.510	5.450
Percent of failures to grades assigned .	6.86%	7.14%	6.71%	6.23%	7.86%
Failures per pupil377	.392	.378	.343	.428
Percent of honors to grades assigned ..	31.14%	31.05%	31.75%	29.66%	25.59%
Honors per pupil	1.710	1.703	1.789	1.634	1.504

Athletic

One of the greatest activities of the secondary schools is that which comes under the heading of athletics. While it is considered an extra-curricular or extra-class activity, it nevertheless has in Maine been made to pay some educational dividends. Regulation of all athletic activities is in the hands of an active and worth while association made up of the principals of the secondary schools of the state. This organization, the Maine Association of Principals of Secondary Schools, has gained the confidence of the state in the way in which it has, in the last decade, taken over the sponsorship of the school athletic competitions. The organization has stressed sportsmanship and fair play and its efforts in the athletic field have been generally accepted as sensible and worth while.

Extra-curricular

A recent study made of the various extra-curricular activities in the state showed that over 175 different types of organizations existed in the secondary schools. These organizations or clubs are student-sponsored and teacher-supervised. Every branch of human activity seems to be served by some kind of a club. There are Whittlers' Clubs, Shakespeare Clubs, Chopin Clubs, Radio Clubs, and even Ukelele Clubs. Since this report is not a treatise on defense of these activities it is not necessary to dwell long on the subject. It is true, however, that many pupils get inspiration for their scholastic work from these clubs and that other pupils are preparing a background for leisure time activities in the work they do in these various and interesting organizations.

Respectfully submitted,

HARRISON C. LYSETH,
State Agent for Secondary Education.

CHAPTER VIII

REPORT OF NORMAL SCHOOLS

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

Dear Sir:

Maine has six teacher-training institutions located at Fort Kent, Presque Isle, Machias, Castine, Farmington and Gorham. All of the above offer courses in elementary teacher training. Farmington offers, in addition to its elementary training course, a four-year curriculum in home economics, leading to the degree of B.S. in Home Economics. Western and Washington Normal Schools offer special three-year courses in junior high school training. Western State Normal provides a teacher-training course in manual arts in addition to the two courses above mentioned. Graduates from the home economics course are permitted to teach in this and related fields in both the elementary and secondary schools of Maine.

A demand has recently arisen for the addition of a third year of training in the elementary field. Unless this course is broadened to cover at least three years of professional training, the graduates of our normal schools will be seriously handicapped when they find themselves in competition with graduates of similar institutions from other states offering three and four years of preparatory work for teachers. In schools where the enrollment has been limited by the Board of Normal School Trustees the offering of another year of professional training can be made without additional cost to the state.

During the past two years a fine new building, known as Russell Hall, has been added to the Gorham school plant. This building provides this institution with an excellent gym-

nasium and auditorium. For many years the old assembly hall has been taxed beyond capacity. The lack of gymnasium facilities has seriously handicapped the physical education program. The new building will adequately care for these requirements, while the old assembly room has been converted into a combination library and study hall in charge of a full time librarian.

A new gymnasium was added to the Farmington Normal School plant. This building was made possible through the generosity of the alumni body together with the assistance of the Board of Trustees. A new training school was also built by the town and equipped by the state. It is probably one of the best equipped practice teaching schools in this section of the country. These two additions now complete the immediate physical requirements of this institution. In fact, we are now able to report that the physical equipment of all schools under the control and management of this department is in excellent condition. We can foresee no major operations necessary for the immediate future.

The uniform curriculum prepared by a joint committee made up of representatives of each school is now ready for its first trial. This is the first time in the history of teacher-training in this state that a uniform program has been provided for all schools to follow. The advantages of a uniform curriculum are obvious. Pupils transferring from one institution to another will not be required to repeat subjects already taken. Instructors in the various courses of the curriculum shall be able to follow each other's work more closely than ever before and the course offerings will thus be more uniform. A serious study of a uniform grading and transfer system is now under way.

I am pleased to report a steady and marked improvement in every department of our training program.

The principal of each institution submits herewith his report for your consideration.

Respectfully submitted,

E. E. RODERICK,

Director.

*To the 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, 1932.

I. For statistical data in regard to faculty, students and practice schools I refer you to detailed reports already submitted.

II. In addition to the schools on the normal school campus which we have used for observation, demonstration and practice purposes we have used about forty schools in Westbrook and South Portland for student teaching. We have also used three rural schools in Gorham for the same purpose. This has made available about nineteen hundred school children in grades ranging from the kindergarten through the junior high school for practice school purposes.

III. As we have been able to accept only about sixty per cent of the secondary school graduates who have applied for admission during the past three years, certain minimum scholarship qualifications have been fixed as a basis of acceptance and candidates meeting those qualifications have been accepted in the order of the receipts of their application. This method of selection has the advantage of being easy to administer but it has the disadvantage of failing to take into account personality and character, qualities no less important in the prospective teacher than is scholarship.

This deficiency in measuring entrance qualifications might be overcome in part by establishing an enrollment day some time in late May or early June of each year when all candidates should assemble at the school of their preference to present credentials, to take examinations, and to participate in personal interviews with one or more members of the normal school faculty. If the quotas are not all filled from this first group a second enrollment day might be held late in August for those who in May had not thought of entering a normal school. Such a plan as I am suggesting ought to have the authority of the Trustees and the Commissioner of Education

behind it to insure the cooperation of high school principals in releasing seniors from school attendance on enrollment day.

IV. The great event of the past year has been the erecting, dedicating and putting into use of a new school building. This new building provides under one roof a complete auditorium with stage and a gymnasium with modern locker rooms, shower rooms and other necessary equipment for a health education plant. The building is architecturally beautiful, conveniently located, and constantly serviceable. The writer of this report is greatly pleased to have the building named Russell Hall in his honor.

V. The great event of the coming school year will be the putting into use of our greatly extended library facilities, made possible by the releasing of the old assembly room when the new one in Russell Hall was made available. This room has been re-lighted and re-furnished for its new use. It is hoped that the next few years will see a library developed of which any normal school might be proud.

VI. During each of the past two years a six weeks' summer school session has been held. During the summer of 1931 all but sixteen of the students in attendance had had teaching experience and during the session of 1932 all the students had had such experience. One of the interesting experiments of the last summer session was the holding of two courses in the Introduction to Education conducted a week each in turn by six of the leading school superintendents of the state.

Respectfully submitted,

WALTER E. RUSSELL,

Principal.

*To the 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 1931 and 1932.

ATTENDANCE—Year Ending June 17, 1931

Number entering	99	Number graduated	76
Average attendance	148	Largest attendance	168

Year Ending June 15, 1932

Number entering	82	Number graduated	67
Average attendance	135	Largest attendance	147

The teachers for the years 1931 and 1932 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.

The Training Department—1931: Mrs. Margaret J. Preble, Director of Training; Cecilia Campbell, Grade 8; Ada Brown, Grade 7; Ida Shaw, Grade 6; Cecilia Moreau, Grade 5; Pearl Coulthard, Grade 4; Phyllis Rolfe, Grade 3; Marjorie Waddell, Grade 2; Edith Clifford, Grade 1, assistant critic teacher.

The Training Department—1932: Mrs. Margaret J. Preble, Director of Training; Cecilia Campbell, Grade 8; Evangeline Farnham, Grade 7; Ernestine McKay, Grade 6; Cecilia Moreau, Grade 5; Pearl Coulthard, Grade 4; Alice Higgins, Grade 3; Marjorie Waddell, Grade 2; Edith Clifford, Grade 1, assistant critic teacher.

Report of Summer Terms

The twenty-first annual summer term of the Aroostook State Normal School opened Tuesday, July 8, 1930 and continued for six weeks closing August 15, 1930.

Number registered 107

The twenty-second annual summer term of the Aroostook State Normal School opened Tuesday, July 7, 1931 and continued for six weeks closing August 14, 1931.

Number registered 139

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; Ardelle M. Tozier, English, Librarian; Ida M. Folsom, Reading, Geography; Marguerite A. Pullen, Home Economics; Virginia Ames, History, Physical Education; Margaret Coombs Hargen, Drawing, Industrial Arts (1930); Marion Costello, Drawing, Industrial Arts (1931); Isadore H. Stevens, Natural Science, History (1931); Katherine S. Dow, Music; Mona J. Greenlaw, Secretary, Penmanship.

We feel that the quality of the students coming in to Aroostook State Normal School is gradually improving both in scholarship, preparation and social and moral fibre. We feel also that we have been able to improve the quality of our training in that we have had more opportunity for professional training, and have been obliged to give less time to academic preparation.

The addition of the Rural Training School has met a long felt need, and has been very enthusiastically received by the students in training. Every student in the senior class had an opportunity to train in the Rural Training School, and we feel that the preparation and viewpoint of these students is much stronger for rural school work. More than 90% of the graduates of Aroostook State Normal School enter rural positions the first year.

As soon as financial conditions will permit, we will need to construct a concrete coal pocket for the school building, supply some book cases in the main room for the hymnals, and place a sink in the studio. The brick window sills of the school building will need relaying and covering with metal in order to insure the permanency of the building below the window sills.

We are glad to say that we are much pleased with an equipment so nearly complete as the State has furnished.

Respectfully submitted,

SAN LORENZO MERRIMAN,
Principal.

*To the 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 20, 1932.

ATTENDANCE—1930-31

Summer term 1930	334
School year by classes:	
Home Economics Seniors	11
Juniors	15
Sophomores	13
Freshmen	20
Regular Course, second year	203
first year	195
	<hr/>
Total	791
Counted twice	15
	<hr/>
Net total	776
	1931-32
Summer term 1931	287
School year by classes:	
Home Economics Seniors	15
Juniors	11
Sophomores	18
Freshmen	22
Regular Course, second year	183
first year	214
	<hr/>
Total	750
Counted twice	12
	<hr/>
Net total	738

Teachers within that period have been: Principal, Wilbert G. Mallett, Ethics; Assistant Principal, E. L. Dearborn, Education, Mathematics; Dean of Women, Carolyn A. Stone, Hygiene, Psychology; Virginia A. Porter, English, Penmanship; Agnes P. Mantor, History, Library Science, Sociology; Edna M. Havey, Industrial Arts; Charles S. Preble, Geography, Nature Study; Louise Hill, English, Expression; Stella G. Dakin, Physics, Education; L. Joe Roy, Chemistry, Biology, Men's Athletics; Ruth Griffiths, Music; Frances McFaul, Art.

Helen E. Lockwood, Dean of Home Economics; Doris F. Lake, Foods; Mabel E. Moss, Clothing; Julia Jacoby, Child Care, Psychology.

Emma M. Mahoney, Supervisor of Training; Julia B. Cox, Assistant Supervisor; Mary Ella Piper Rounds, grades 7 and 8; Alice L. Bowie, grades 5 and 6; Gertrude Y. Sawyer, grades 3 and 4; Wilma Newman, grades 1 and 2; Annie G. Roberts (1930-31) sub-primary; Clementina Johnston (1931-32) sub-primary.

It is a pleasure to report that within the past year a commodious and beautiful brick building has been erected by the town for the training school. It has been erected upon a lot of ample proportions to provide a most satisfactory setting for the building back from the street and to provide generous playground facilities behind the building, adjoining the high school athletic field. The building will be ready for occupancy at the opening of the coming school year.

In addition to the usual classroom facilities the new building has a complete, modern, home economics unit of clothing and foods laboratories with all important adjuncts and appointments suitable for upper grades and high school instruction.

The state has cooperated with the town, accepting as its part of the project the expense of equipping the building with the necessary fittings and furnishings. The expense of instruction and maintenance will be jointly met by state and town.

The new Training School building has made possible for the normal school the use of rooms vacated by the children in which the school library may be developed and properly cared for. Its growth is the next most important development of the school.

The Alumni Gymnasium is another new feature of the school. Fifteen hundred of the three thousand living graduates of the school contributed the funds to pay one-half the cost of construction of a \$32,000 building which will serve when completed for both gymnasium and auditorium purposes. The Board of Normal School Trustees, including the State Commissioner, gave interested and generous support to the enterprise. Thus we have a fine looking brick building in the rear of the Normal School Building which will be ready for occupancy the coming school year. In an unfinished state it was used throughout the past season.

I wish to comment upon what seems to me a wholly wise move by the Normal School Trustees in providing that the normal school course may be lengthened from two to three years for such students as elect to avail themselves of the new offering.

The business depression has not decreased the membership of the school but has greatly decreased the demand for normal school graduates. Teachers in service are not giving up their positions. Teachers who had gone into mercantile life, and married women who had left teaching are returning to it so it has come about that young teachers find few positions open to them. A restricted normal school attendance being the wise policy of the Trustees this school is finding it necessary to deny admission to fully one-third of the applicants for admission.

Respectfully submitted,

W. G. MALLETT,

Principal.

Machias, Maine

June 10, 1932

To the 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, 1932.

FACULTY

The faculty of Washington State Normal School for the year 1930-31 consisted of ten teachers in the Academic Department and five in the Training School as follows:

Philip H. Kimball, Principal,	<i>Psychology, Test and Measurements</i>
Earle D. Merrill,	<i>Junior High Subjects</i>
Frank M. Kilburn,	<i>Science</i>
Ethel I. Duffy,	<i>Art</i>
Mrs. Lelia K. Tripp,	<i>Director of Training</i>
Alice Radcliffe,	<i>Music</i>
Lincoln A. Sennett,	<i>History, Civics</i>
Irving O. Bragg,	<i>Education</i>
Anne Towne,	<i>Physical Education</i>
Loraine Catheron (Sept. to Nov.)	<i>English</i>
Muriel Andrews (Dec. to June)	<i>English</i>

TRAINING SCHOOL TEACHERS

Vera Merrill (Sept. to Mar.)
Margaret Stinson (Apr. to June) 7th and 8th grades
Doretha Carlow, 5th and 6th grades
Gladys Patterson, 3rd and 4th grades
Evelyn Griffin, 1st and 2nd grades
Constance Furbush, (Sept. to Feb.)
Irma Grant, (Mar. to June) Pre-primary

The other officers of the school consisted 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.

The teachers for 1931-1932 were:

Philip H. Kimball, Principal,	<i>Psychology, Test and Measurements</i>
Earle D. Merrill,	<i>Junior High Subjects</i>
Ethel I. Duffy,	<i>Art</i>
Frank M. Kilburn,	<i>Science</i>
Mrs. Lelia K. Tripp,	<i>Director of Training</i>
Alice Radcliffe,	<i>Music</i>
Lincoln A. Sennett,	<i>History and Social Science</i>
Drew T. Harthorne,	<i>Education and Social Science</i>
Muriel Andrews,	<i>English</i>
Marjorie Morrell,	<i>Physical Education and Health</i>

TRAINING SCHOOL TEACHERS

Margaret Stinson, 7th and 8th grades
 Helen Wright, 5th and 6th grades
 Julia Bucknam, 3rd and 4th grades
 Evelyn Griffin, 1st and 2nd grades
 Irma Grant, Pre-primary

The other officers of the school consisted of: Elsie E. Thurston, Secretary; Mrs. Harry B. Sawyer, Matron of the Girls' Dormitory; Percy Johnson, Janitor of the Administration Building, and Clifford Deshon, Janitor of the Girls' Dormitory.

REGISTRATION

The following is the data covering registration and attendance for the two-year period ending June 30, 1932.

Number of students registered year 1930-1931	157
Average attendance for the year	139.91
Number graduated in June 1931	57
Number registered in Summer School 1930	111
Number of students registered year 1931-1932	165
Average attendance for the year	147.24
Number graduated in June 1932	55
Number registered in Summer School 1931	108

SUMMER SESSION

In the summer sessions of 1930 and 1931, the School has continued the policy of emphasizing the courses offered for nor-

mal school graduates and experienced teachers. The registrations in this group of courses for each of these summer sessions has amounted to slightly over 50 students. Subject matter has been provided both for primary and upper grade teachers and experts in the various fields have been secured for the faculty staff.

The faculty for the summer session of 1930 was as follows:

Philip H. Kimball, Director,	<i>Organization and Management</i>
Anna Parlin,	<i>Music</i>
Frank M. Kilburn,	<i>Art, Nature</i>
Lelia K. Tripp,	<i>Literature and Grammar</i>
A. D. Gray,	<i>Psychology, Test and Measurement</i>
Anne Towne,	<i>Physical Education, Health</i>
Roland E. Stevens,	<i>Junior High Subjects</i>
Irving O. Bragg,	<i>History, Education</i>
Caro Bailey,	<i>Geography</i>

The 1931 faculty consisted of:

Philip H. Kimball, Director,	<i>Tests and Measurement</i>
Frank M. Kilburn,	<i>Science, Drawing</i>
Alice Radcliffe,	<i>Music</i>
Irving O. Bragg,	<i>History, Education</i>
Roland E. Stevens,	<i>Junior High Subjects</i>
Ruth E. Dority,	<i>Geography, Primary Reading and Arithmetic</i>
Wilson Greer,	<i>Education</i>
Pauline Andrews,	<i>English</i>
Marjorie Morrell,	<i>Physical Education, Health</i>

BUILDINGS AND GROUNDS

The physical condition of both the Dormitory and Power's Hall has been materially improved in this period and a considerable amount of work has been done in developing lawns and decorative features on the grounds. Special mention should be made of the flower gardens surrounding the Dormitory and the rose garden at the rear.

FACULTY

I am happy to report that 4 of the 10 members of the academic staff of the normal school faculty hold graduate

degrees. All other members of the staff, with two exceptions, hold Bachelor Degrees. All members of the staff are gradually increasing their professional credits through summer school and extension work.

FUTURE NEEDS

May I again call your attention to the fact that the increasing number of boys registered with this School merits your consideration of the need of a boys' dormitory. Not only is this desirable from the standpoint of better living facilities offered the students but is also desirable as offering a men's recreation center.

The increased emphasis on work in dramatics, both in the normal school proper and as part of training school motivation, creates a real need of stage facilities in the assembly hall. This development can be accomplished with relatively small expense and will add materially to the efficiency of the program.

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

Respectfully submitted,

PHILIP H. KIMBALL,

Principal.

*To the 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, 1932.

ATTENDANCE 1930-1931

Regular course	96
Average Attendance	97
Number graduated	27

The faculty for the school year ending June 30, 1931 was as follows:

Richard F. Crocker, B.S., Principal,	<i>Psychology, Biology, Nature Study, School Laws</i>
David Garceau, Assistant Principal,	<i>English</i>
Edith M. Hawes, A.B., M.A.,	<i>Director of Training</i>
Antoinette Page,	<i>French</i>
Mrs. Levi Dow,	<i>Domestic Science</i>
Eva Daigle,	<i>Domestic Science Assistant</i>
Angeline Morneault,	<i>Mathematics, History</i>
Carlita Mutty,	<i>Physical Education, Physiology, History</i>
Gladys T. Sylvester,	<i>Music, Geography</i>
Yvonne M. Daigle,	<i>Grades 1 and 2</i>
Marion Pinette,	<i>Grades 3 and 4</i>
Loretta C. Daigle,	<i>Grades 5 and 6</i>
Catheryn Hoctor,	<i>Grades 7 and 8</i>

OTHER OFFICERS

Belle B. Downes,	<i>House Mother</i>
Grace A. Theriault,	<i>Secretary</i>
Jean O. Cyr,	<i>Janitor</i>
Arthur Marquis,	<i>Assistant Janitor</i>

The faculty for the school year ending June 30, 1932 was as follows:

Richard F. Crocker, B.S., Principal,	<i>Psychology, General Science, Nature Study, School Laws</i>
Edith M. Hawes, A.B., M.A.,	<i>Director of Training</i>
Antoinette Page,	<i>French</i>
Angeline Morneault,	<i>Mathematics, History, Geography</i>
Carlita Mutty,	<i>Physical Education, Physiology, History</i>
Gladys T. Sylvester,	<i>Music, Geography</i>
Mrs. Levi Dow,	<i>Domestic Science</i>
Kathryn Ranney,	<i>Domestic Science Assistant</i>
Frances W. Ouellette,	<i>English, Latin</i>
Yvonne M. Daigle,	<i>Grades 1 and 2</i>
Marion Pinette,	<i>Grade 3 and 4</i>
Loretta C. Daigle,	<i>Grades 5 and 6</i>
Catheryn Hoctor,	<i>Grades 7 and 8</i>

OTHER OFFICERS

Belle B. Downes,	<i>House Mother</i>
Grace A. Theriault,	<i>Secretary</i>
Jean O. Cyr,	<i>Janitor</i>
Arthur Marquis,	<i>Assistant Janitor</i>

The fall of 1930 saw the institution faced by many needs. In fact, the further development of the school waited on some of these issues. It has been gratifying and encouraging to see changes effected from time to time, which have practically solved the problems of this nature. Our physical equipment at the present writing is all that could be desired.

Attendance has shown a slow but steady and healthy growth during this period. Conditions in general have seemed to demand greater selectivity and higher professional standards for our teacher-training institutions and the policies of the school have been moulded with these points in view.

It is particularly gratifying to report a splendid growth in our Department of Training. Our facilities have been improved and the standards in general have been raised.

The Physical Education program has developed from a healthy beginning into an efficient department, ministering to the needs of the whole student body.

Extra-curricular activities have also come into their own until every student is able to find some activity to fit his particular need or liking. The effect has been pronounced upon the life of the institution.

For some years, the alumni have been taking more and more interest in the welfare of the school. In the spring of 1931, a permanent alumni association was formed which should render a real service to both the institution and its members.

It is very evident that there is an even greater appreciation of higher educational standards. This mental attitude is particularly assuring and we face the future with optimism.

The above changes and progress could have been effected only through the splendid cooperation of the State Department of Education, the Normal School Trustees and members of the faculty.

Respectfully submitted,

RICHARD F. CROCKER,

Principal.

Castine, Maine

July, 1932

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

Dear Sir:

Please find herewith the report of the Eastern State Normal School for the biennial period ending June 30, 1932.

The changes in the faculty for the school year 1930-31 were as follows: Miss Athalie P. Sweatt, a teacher of four years' experience, a graduate of the Farmington Normal School and of the University of Maine came to us to replace Miss Helen C. Stickney, teacher of English, who resigned after having rendered highly satisfactory service. Miss Sweatt has had one summer abroad.

Miss Gladys E. Milliken was elected in place of Miss Annette Miller, teacher of Physical Education. Miss Milliken is a graduate of Bates College and of Russell Sage College, School of Hygiene and Physical Education of New York City. She has had successful experience as assistant in health education in the Orange, New Jersey Y. W. C. A. and as an assistant in summer camp work.

For the year 1931-32 Miss Frema Staples, teacher of Home Economics resigned, much to our regret, on account of the discontinuance of her department here.

Mr. Ermo H. Scott, a graduate of the Eastern State Normal School and of the University of Maine, who has taught in our training school and in our normal school proper, returned to us as teacher of Psychology and Tests and Measures.

Miss Nina P. Armstrong was elected to replace Miss Olive Gray, training school teacher in grades 1 and 2, resigned; Mrs. Marion B. Scott, to replace Miss Ethel L. Friend, grades 5 and 6, granted a leave of absence to attend the University of Maine, and Mrs. Susie Nason, to replace Miss Mildred Black, grades 3 and 4, resigned. All five of these new teachers possess the personal qualifications, the training and the attitude so necessary for teaching.

BOARD OF INSTRUCTORS 1930-31

William D. Hall, B.S., Principal,	
	<i>Education, Nature Study, Principles of Teaching, Rural Sociology</i>
Orett F. Robinson, B.S., in Education,	
	<i>Psychology, History, General Science, School Law, Botany, Agriculture</i>
Nellie F. Harvey,	<i>Music, Art</i>
Athalie P. Sweatt, B.A.,	<i>English, Literature, Mathematics, Reading</i>
Mary B. Bills,	<i>General Methods, Child Study</i>
Grace H. Slocum,	
	<i>Librarian, Geography, History of Education, Civics, Child Literature,</i>
	<i>English Composition, Library Science</i>
Frema Staples, B.S., in Home Economics,	<i>Home Economics</i>
Everett H. Nason,	<i>Industrial Arts</i>
Gladys E. Milliken, B.A.,	<i>Physical Education, Hygiene</i>

TRAINING SCHOOL

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

OTHER OFFICERS

Nellie A. Gardiner,	<i>Matron at Richardson Hall</i>
Kathleen Wardwell,	<i>Secretary</i>
James Hatch,	<i>Janitor</i>
Alvin Heath,	<i>Assistant Janitor to March 1, 1931</i>
Bernard Sawyer,	<i>Assistant Janitor March 1, 1931</i>

BOARD OF INSTRUCTORS 1931-32

William D. Hall, B.S., Principal,	
	<i>Education, Nature Study, Principles of Teaching, Rural Sociology</i>
Orett F. Robinson, B.S. in Education,	
	<i>History, General Science, School Law, Botany, Agriculture</i>
Nellie F. Harvey,	<i>Music, Art</i>
Athalie P. Sweatt, B.A.,	<i>English, Literature</i>
Mary B. Bills,	<i>General Methods, Child Study</i>
Grace H. Slocum,	
	<i>Librarian, Geography, History of Education, Library Science, Civics,</i>
	<i>Children's Literature</i>

Ermo H. Scott, B.A.,	<i>Psychology, Tests and Measures</i>
Everett H. Nason,	<i>Industrial Arts, Mathematics</i>
Gladys E. Milliken, B.A.,	<i>Physical Education, Hygiene</i>

TRAINING SCHOOL

Mary B. Bills,	<i>Director</i>
Nina P. Armstrong,	<i>1st and 2nd grades</i>
Marion B. Scott,	<i>2nd and 3rd grades</i>
Susie H. Nason,	<i>5th and 6th grades</i>
Edna C. Harquail,	<i>7th and 8th grades</i>
Una B. Grey,	<i>Rural</i>

OTHER OFFICERS

Nellie A. Gardiner,	<i>Matron at Richardson Hall</i>
Kathleen Wardwell,	<i>Secretary</i>
James Hatch,	<i>Janitor</i>
Bernard Sawyer,	<i>Assistant Janitor</i>

Throughout the two years our school has progressed in regard to the preparation and personal qualifications of students and in regard to the maintenance of proper scholarship standards. We have been especially successful in giving a large number of students numerous opportunities for self-expression leading to the development of self-confidence, physical and mental poise and mental ability, through such extra-curricular activities as organized and supervised athletics, dramatics, student assemblies or special chapel exercises, glee club, orchestra, school annual, short story writing, visual education programs, extension of student council activities, attendance at alumni association meetings, attendance at teachers' meetings, speakers and entertainers from without the school and student participation in the general management of the school. One especially successful and enjoyable affair was the meeting of the superintendents and normal school students held here in the spring of 1932 with representatives from each of the two groups participating in the program.

In spite of the depression the students have an excellent record in the matter of payment of dormitory bills with the percentage of unpaid bills at the end of each school year very small. The dormitory is in excellent financial condition as previously reported.

A detailed report of attendance has already been sent to your office. The attendance for the year 1930-31 was 15 boys and 118 girls, a total of 133 different students representing an increase of 29% over the previous year. For 1931-32 the attendance was 25 boys and 133 girls, a total of 158, showing an increase of 19%. It is interesting to note that the number of boys in 1931-32 represented an increase of 66% and that at the present writing the number of boys has still further increased 33%. This is due in part at least to the favorable recognition given our graduates by the University of Maine and other institutions of learning.

We feel that there is no imperative need for new construction or extensive repairs, due to the fact that our needs have been well taken care of, except that it will probably be necessary to repair or renew the heating system in the main school building in the summer of 1933 or soon after.

Respectfully submitted,

WILLIAM D. HALL,
Principal.

COMPARATIVE STATEMENT OF NORMAL AND TRAINING SCHOOLS

School Year 1931-1932

	Enrollment by Classes								No. Graduated	
	1st. yr.		2nd. yr.		3rd. yr.		4th. yr.			
	Average No. Registered	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	
Aroostook State Normal School	141	11	71	11	62					67
Eastern State Normal School	149	20	76	5	57					55
Washington State Normal School	159	28	47	6	47	30	7			55
Farmington State Normal School	431	33	181	14	169		11		15	187
Western State Normal School	400	40	167	26	148	18	21			155
Madawaska Training School	103		25	1	9					38
Totals	1383	132	567	63	492	48	39		15	557

COMMISSIONER OF EDUCATION

REPORT OF THE

NORMAL SCHOOLS AND TRAINING SCHOOL
FINANCIAL REPORT FOR DORMITORIES
FOR YEAR ENDING JUNE 30, 1931

	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 ..	\$ 674.95	\$ 309.73	\$ 5,819.95	\$18,653.54	\$ 58.70	\$ 179.83
Room and board ..	24,807.01	21,347.08	62,784.96	55,241.13	21,885.63	7,329.07
Transients' meals ..	39.75	255.60	206.23		493.88	35.20
Other sources	1,470.43	4,028.55	239.75		438.47	601.64
Total Receipts ...	\$26,992.14	\$25,940.96	\$69,050.89	\$73,894.67	\$22,876.68	\$ 8,145.74
EXPENDITURES						
Provisions	\$10,648.39	\$15,313.54	\$33,117.06	\$20,844.84	\$12,776.70	\$ 5,114.92
Matrons' salaries ..	926.30	960.00	3,262.00	1,283.26	870.00	
Repairs	608.55	137.87	2,589.10	2,224.72	297.16	550.81
Light, Power, Heat, Fuel	4,032.67	4,457.14	8,952.74	6,791.72	3,315.91	566.08
Labor	6,496.18	4,093.02	11,231.84	8,477.26	2,562.00	
Other items	2,667.55	950.56	1,831.24	9,948.51	2,107.92	1,629.56
Total expenditures	\$25,379.64	\$25,912.13	\$60,983.98	\$49,570.31	\$21,929.69	\$ 7,861.37
Balances on hand ..	\$ 1,612.50	\$ 28.83	\$ 8,066.91	\$24,324.36	\$ 946.99	\$ 284.37

SUMMARY

Total receipts, all dormitories	\$226,901.08
Total expenditures, all dormitories	191,637.12
Balance on hand	\$ 35,263.96

NORMAL SCHOOLS AND TRAINING SCHOOL
FINANCIAL REPORT FOR DORMITORIES
FOR YEAR ENDING JUNE 30, 1932

	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 ...	\$ 1,612.50	\$ 28.83	\$ 8,066.91	\$24,324.36	\$ 946.99	\$ 284.37
Rooms and board ..	21,925.53	23,649.02	63,497.40	52,066.07	20,319.04	5,461.39
Transients' meals ..	73.20	75.03	175.15		370.61	
Other sources	1,382.08	1,628.05	357.53		737.48	497.50
Total Receipts ...	\$24,993.31	\$25,380.93	\$72,096.99	\$76,390.43	\$22,374.12	\$ 6,243.26
EXPENDITURES						
Provisions	\$ 8,140.99	\$10,193.36	\$30,768.94	\$17,648.15	\$ 9,854.85	\$ 3,959.93
Matrons' salaries ..	842.10	738.73	3,110.00	1,455.52	1,016.07	
Repairs	1,959.01	273.46	4,395.87	6,158.68	484.90	196.76
Lights, Power, Heat, Fuel	3,335.24	2,390.45	7,548.88	7,021.24	3,298.40	691.34
Labor	6,000.71	3,770.50	11,519.75	10,923.07	2,605.48	
Other items	2,960.55	6,933.12	2,316.71	21,666.07	1,742.90	1,329.94
Total expenditures	\$23,238.60	\$24,299.62	\$59,660.15	\$64,872.73	\$19,002.60	\$ 6,177.97
Balances on hand	\$ 1,754.71	\$ 1,081.31	\$12,436.84	\$11,517.70	\$ 3,371.52	\$ 65.29

SUMMARY

Total receipts, all dormitories	\$227,479.04
Total expenditures, all dormitories	197,251.67
Balance on hand	\$ 30,227.37

NORMAL AND TRAINING SCHOOLS

Financial Statement

Year Ending June 30, 1931

Receipts

Appropriated	\$225,000.00
Contract with Town of Gorham	6,000.00
Contract with Town of Presque Isle	5,000.00
Contract with Town of Castine	325.00
Dormitory coal	12,882.28
	\$249,207.28

Expenditures

Teachers' Salaries	\$182,470.72
Janitors	13,023.98
Fuel	29,050.75
Lights	2,509.55
Water	1,221.90
Telephone and Telegraph	520.88
Postage	413.92
Printing	734.85
Textbooks	2,785.36
Library	877.83
Laboratory Supplies	398.04
Educational Supplies	2,827.18
Supplies not for school use	2,407.82
Graduation	327.78
Travel	1,668.09
Miscellaneous	1,253.95
Industrial Education	538.15
	\$242,930.65
Balance	\$ 6,276.63

NORMAL AND TRAINING SCHOOLS

*Financial Statement**Year Ending June 30, 1932**Receipts*

Appropriated	\$225,000.00
Contract with Town of Gorham	6,000.00
Contract with Town of Presque Isle	5,000.00
Contract with Town of Castine	325.00
Dormitory coal	14,211.65
	<hr/>
	\$250,536.65

Expenditures

Teachers' Salaries	\$182,664.17
Janitors	12,499.38
Fuel	24,266.92
Lights	2,784.86
Water	1,134.28
Telephone and Telegraph	494.23
Postage	304.62
Printing	601.99
Textbooks	6,707.42
Library	1,222.38
Laboratory Supplies	514.75
Educational Supplies	5,654.65
Supplies not for school use	4,043.22
Graduation	334.64
Travel	1,786.48
Miscellaneous	943.86
Industrial Education	783.84
	<hr/>
	\$246,741.69
Balance	\$ 3,794.96

CHAPTER IX

MAINE TEACHERS' RETIREMENT ASSOCIATION AND TEACHERS' NON-CONTRIBUTORY PENSIONS

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

Dear Sir:

Maine has two distinct teacher pension systems authorized by law. These are known as the contributory and the non-contributory pensions. The latter applies to all teachers who were in service prior to July 1, 1924. This group of teachers is not required to make any contributions from their salaries unless they elect to do so by joining the Retirement Association and making their pensions retroactive. This class of teachers, after teaching in public schools or schools that are under public management and control and receive at least three-fifths of their support from public funds, for a period of twenty-five years may, upon reaching the retirement age of sixty years, retire from active teaching service and receive a pension.

The contributory pension law operates under a different plan. All teachers in public schools or schools under public management and control who enter the teaching service on or subsequent to July 1, 1924 are required to join the Teachers' Retirement Association after having taught six years, but they may join the Association immediately upon entering the service if they so desire. Members are required to make a contribution of five per cent. of their annual salaries and said contribution shall not exceed one hundred nor be less than twenty dollars for a full year of teaching. Thirty annual payments are required. These are matched with a like amount by the state. On or after reaching the retirement age of sixty,

a member of the Association may retire from active service and receive an annuity, the amount of annuity depending upon the amount of the annuitant's foundation, or the accumulations of thirty or more annual payments made by the member together with the state's contribution and interest.

There are two types of membership in the Retirement Association, voluntary and compulsory. These are classified as follows: voluntary temporary, voluntary permanent, and compulsory members.

Members of the State Teachers' Retirement Board are as follows: Commissioner of Education, Chairman; Commissioner of the Treasury; Commissioner of Banking; Commissioner of Insurance; Attorney General; Mr. George A. Muzzey, Principal Lawrence High School, Fairfield; Miss Beatrice H. Byrnes, teacher, Lewiston. The first five members mentioned are fixed by statute, the last two were elected by and from the membership.

Tables giving statistics relative to membership and financial standing of the Association follow.

Respectfully submitted,

EDWARD E. RODERICK,

Secretary.

STATISTICAL REPORT OF THE MAINE TEACHERS' RETIREMENT ASSOCIATION FOR THE BIENNIUM JULY 1, 1930—JUNE 30, 1932

Classification of Members

	Voluntary Temporary Members				Compulsory Members				
	Less than six years of teaching service subsequent to July 1, 1924				Six years of teaching service subsequent to July 1, 1924				
	Number of New Members	No. Transferred to Compulsory	Number Withdrawn	Total No. Vol.-Tem. Members	Number of New Members	No. Reinstated Members	Transferred from Vol.-Tem.	Number Withdrawn	Total No. Compulsory Members
Previous Summary ..	5	—	—	5	—	—	—	—	—
Summary for Year 1930-1931	160	4	—	156	131	—	4	—	135
Summary to June 30, 1931	165	4	—	161	131	—	4	—	135
Summary for Year 1931-1932	96	25	10	61	125	2	25	13	139
Summary to June 30, 1932 ...	261	29	10	222	256	2	29	13	272

	Voluntary Permanent Members			Total Membership			
	In service prior to July 1, 1924						
	Number of New Members	Number Withdrawn	Total No. Vol.-Perm. Members	Number of New Members	No. Reinstated Members	Number Withdrawn	Total Membership
Previous Summary	8	2	6	13	—	2	11
Summary for Year 1930-1931	27	2	25	318	—	2	316
Summary to June 30, 1931	35	4	31	331	—	4	327
Summary for Year 1931-1932	17	12	15	238	2	25	215
Summary to June 30, 1932	52	6	46	569	2	29	542

Total active members as of June 30, 1931 — 325
 Total active members as of June 30, 1932 — 542
Classification of Withdrawals by Types of Membership

	Voluntary Temporary Members				Compulsory Members			
	Number of Withdrawals	Members' Contributions	Interest	Total Refunds	Number of Withdrawals	Members' Contributions	Interest	Total Refunds
Previous Summary	—	—	—	—	—	—	—	—
Summary for Year 1930-1931	—	—	—	—	—	—	—	—
Summary to June 30, 1931	—	—	—	—	—	—	—	—
Summary for Year 1931-1932	10	\$545.41	\$ 4.33	\$549.74	13	\$660.24	\$ 5.28	\$665.52
Summary to June 30, 1932	10	\$545.41	\$ 4.33	\$549.74	13	\$660.24	\$ 5.28	\$665.52

	Voluntary Permanent Members				Summary of Total Withdrawals			
	Number of Withdrawals	Members' Contributions	Interest	Total Refunds	Number of Withdrawals	Members' Contributions	Interest	Total Refunds
Previous Summary	2	\$193.00	\$12.10	\$205.10	2	\$ 193.00	\$12.10	\$ 205.10
Summary for Year 1930-1931	2	\$335.00	\$23.80	\$358.80	2	\$ 335.00	\$23.80	\$ 358.80
Summary to June 30, 1931	4	\$528.00	\$35.90	\$563.90	4	\$ 528.00	\$35.90	\$ 563.90
Summary for Year 1931-1932	2	\$324.90	\$49.41	\$374.31	25	\$1,530.55	\$59.02	\$1,589.57
Summary to June 30, 1932	6	\$852.90	\$85.31	\$938.21	29	\$2,058.55	\$94.92	\$2,153.47

Total number of withdrawals during the year 1930-1931 — 2
 Total number of withdrawals during the year 1931-1932 — 25

FINANCIAL REPORT OF MAINE TEACHERS'
RETIREMENT ASSOCIATION FOR THE YEAR
ENDING JUNE 30, 1932

INVESTMENT FUND

Receipts

Balance on hand July 1, 1931	\$ 8,813.63
Members' contributions	29,599.76
State's contributions to match contributions of mem- bers	29,599.76
Bank interest	1,123.45
Bond interest	607.50
	\$ 69,744.10
Total receipts	

Expenditures

Refunds to voluntary-temporary members	\$ 549.74
Refunds to compulsory members	665.52
Refunds to voluntary-permanent members	374.31
Amount credited to Reserve Fund on account of withdrawal of above members	1,589.57
Purchase of bonds	41,776.00
Accrued interest paid on bonds purchased	417.62
	\$ 45,372.76
Total expenditures	
Balance in bank as of June 30, 1932	\$ 24,371.34

Assets

Bonds	\$ 41,776.00
Accrued interest on bonds	417.62
Cash in bank	24,371.34
	\$ 66,564.96
Total assets	

Liabilities

Amount of members' and state's contributions as shown on ledger cards.

RESERVE FUND

Balance on hand as of July 1, 1931	\$ 590.55
Amount credited to Reserve Fund on account of withdrawal of members	1,589.58
Interest received from bank	54.18
	<hr/>
Total balance on hand as of June 30, 1932	\$ 2,234.31

LIST OF BONDS OWNED BY THE MAINE TEACHERS'
RETIREMENT ASSOCIATION AS OF JUNE 30, 1932

Androscoggin Electric Company, 1st and refunding, 5%	\$ 5,000.00
California-Oregon Power Company, Refunding Mortgage, 6½%	5,000.00
Dominion of Canada, 4%, 1960	10,000.00
Town of Fairfield, Maine, 4¼%, schoolhouse bond	2,000.00
Town of Patten, Maine, Refunding, 4½% bonds	14,000.00
Narragansett Electric Company, 1st Mortgage Series B, 5%....	10,000.00
	<hr/>
	\$ 46,000.00

NUMBER OF RETIRED TEACHERS RECEIVING PENSIONS
UNDER NON-CONTRIBUTORY SYSTEM

Number receiving pension at beginning of biennium July 1, 1930-June 30, 1932	332
Number of new pensions granted for year 1930-1931	40
Number of deaths of persons receiving pensions	17
	<hr/>
Net increase for year ending June 30, 1931	23
	<hr/>
Number receiving pension at beginning of year 1931-1932	355
Number of new pensions granted for year 1931-1932	30
Number of deaths of persons receiving pensions	21
	<hr/>
Net increase for year ending June 30, 1932	9
	<hr/>
Number receiving pension at the end of the biennium	364

CHAPTER X

SUMMARY OF ALL PUBLIC APPROPRIATIONS AND EXPENDITURES FOR CURRENT EXPENSES OF SCHOOLS FOR FISCAL YEAR TERMINATING WITHIN THE TWELVE MONTHS ENDING JUNE 30, 1931

Resources

I. *Amount available from towns (fiscal year 1930-1931)*

Raised for common schools	\$ 6,613,289.00
Unexpended balance for common schools	363,695.00
From local funds for common schools	421,491.00
	\$ 7,398,475.00
For school superintendence	244,625.00
For school committee expense	54,116.00
For repairs, apparatus, etc.	628,634.00
For rent and insurance	122,378.00
For manual training and domestic science	210,658.47
For new buildings	272,412.00
For compulsory education and medical inspection	57,811.00
For evening schools	25,679.53
For physical education	74,262.00
For receipts from loans, sales and insurance	302,414.00
	\$ 1,992,990.00
Total No. I	\$ 9,391,465.00

II. *Amounts available from state for distribution to towns and school superintendents, State School Fund (fiscal year 1930-1931)*

Teachers' Retirement Fund	\$ 17,500.00
Equalization	125,000.00
Disbursement on tuition	134,732.94
Disbursement on census	744,684.00

Disbursement on teaching positions	587,712.77
Disbursement on aggregate attendance	144,707.28
Disbursement on physical education	46,600.00
Disbursement on industrial education	155,000.00
Disbursement on temporary residents	2,502.80
Pensions for retired teachers	150,000.00

\$ 2,108,439.79

For school superintendence (annual appropriation 1930) \$ 180,000.00

For transfers, cash, etc. to school superintendence 5,401.97

\$ 185,401.97

Total No. II

\$ 2,293,841.76

III. *Amounts available from state for special educational activities, higher education, and educational institutions (annual appropriation 1930)*

For schools in unorganized townships	\$ 44,000.00
From taxes and transfers, unorganized townships	3,390.56
For teachers' meetings	3,500.00
For pensions for retired teachers	100,000.00
For transfers to pensions for retired teachers	44,968.81
For interest on trust funds	590.00
For normal and training schools	225,000.00
For cash receipts	24,207.28
For dormitory coal	40,000.00
For normal school extensions	60,000.00
For normal school repairs and equipment	20,000.00
For balance brought forward for year ending June 30, 1930	22,397.97
For interest on lands reserved	40,000.00
For transfer to lands reserved	1,458.13
For training of rural teachers	31,000.00
For vocational education	20,000.00
For transfers, also Federal grant, vocational	4,488.16
For aid to academies	105,000.00
For registration of teachers	500.00
For registration of teachers' membership fees	677.00

Total No. III

\$ 731,177.91

IV. *Amounts available from state for state administrative purposes (annual appropriation 1930)*

For salaries and clerk hire \$ 34,000.00

For general office expenses	15,000.00
For state certification of teachers	1,000.00

Total No. IV	\$ 50,000.00
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Total amount available from public funds and appropriations for current school expenses ..	\$12,466,484.67
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Expenditures

I. *For activities supported wholly by amounts appropriated by towns (fiscal year 1930-1931)*

For school committee expense	\$ 54,051.00
For rent and insurance	121,495.00
For new buildings	432,030.00
For compulsory education	13,269.00
For medical inspection	40,380.00
For redemption of bonds or interest on indebtedness	574,259.00
	\$ 6,788,858.00

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

For elementary schools (fiscal year 1930-1931) ..	\$ 5,705,067.00
For textbooks and supplies	423,088.00
For repairs, apparatus, supplies, etc. 1930-1931 ..	660,703.00
	\$ 6,788,858.00

For school superintendence by towns (fiscal year 1930-1931)	\$ 241,712.00
For school superintendence by state	185,401.97
	\$ 427,113.97

For secondary education, direct support (fiscal year 1930-1931)	\$ 2,152,803.00
For secondary education, tuition (for year ending June 30, 1931)	579,026.00
	\$ 2,731,829.00

For industrial education	\$ 318,253.41
For evening schools	38,071.00
For physical education	119,427.00
	\$ 475,751.41

Total No. II

\$10,423,552.38

III. *For activities wholly supported or aided by accounts appropriated by state (year ending June 30, 1931).*

For industrial courses in academies	\$ 5,865.59
For schools in unorganized townships	47,390.56
For teachers' meetings	2,727.05
For teachers' pensions	144,968.81
For interest on lands reserved	41,458.13
For payment of interest on trust funds	590.00
For normal and training schools	241,908.05
For normal school extensions	14,499.33
For normal school repairs and equipment	34,743.00
For aid to academies	104,990.00
For training rural teachers	25,854.40
For vocational education	24,080.81
For registration of teachers	1,176.14
For Maine Teachers' Retirement Fund	13,353.17

Total No. III \$ 703,605.14

IV. *For state administration purposes from amounts appropriated by state (year ending June 30, 1931).*

For salaries of expenses of Commissioner of Education and office assistants	\$ 31,270.00
For printing, postage, office expenses, etc.	14,653.03
For state certification of teachers	330.88

Total No. IV \$ 46,253.91

Total expenditures from public funds and appropriations for current school expenses \$12,408,895.43

Balance \$ 57,589.24

SUMMARY OF ALL PUBLIC APPROPRIATIONS AND EXPENDITURES FOR CURRENT EXPENSES OF SCHOOLS FOR FISCAL YEAR TERMINATING WITHIN THE TWELVE MONTHS ENDING JUNE 30, 1932

Resources

I. *Amount available from towns (fiscal year 1931-1932).*

Raised for common schools	\$ 6,817,053.00
Unexpended balance for common schools	364,455.00
From local funds for common schools	392,089.00

\$ 7,573,597.00

For school superintendence	\$ 247,420.00
For school committee expense	51,381.00
For repairs, apparatus, etc.....	578,107.00
For rent and insurance	126,731.00
For manual training and domestic science	241,675.03
For new buildings	344,922.00
For compulsory education and medical inspection	52,351.00
For evening schools	24,331.97
For physical education	80,074.00
For receipts from loans, sales and insurance	75,876.00

\$ 1,822,869.00

Total No. I

\$ 9,396,466.00

II. *Amounts available from state for distribution to towns and school superintendents, State School Fund (fiscal year 1931-1932).*

Teachers' Retirement Fund	\$ 30,000.00
Equalization	125,000.00
Disbursement on tuition	140,678.57
Disbursement on census	755,007.00
Disbursement on teaching positions	589,494.14
Disbursement on aggregate attendance	108,435.90
Disbursement on physical education	46,500.00
Disbursement on industrial education	150,000.00
Disbursement on temporary residents	1,458.40
Pensions for retired teachers	160,000.00
Balance	795.50

\$ 2,107,369.51

For school superintendence (annual appropriation 1931)	\$ 185,000.00
For transfers, cash, etc. to school superintendence	2,403.99

\$ 187,403.99

Total No. II

\$ 2,294,773.50

III. *Amounts available from state for special educational activities, higher education, and educational institutions (annual appropriation 1931).*

For schools in unorganized townships	\$ 44,000.00
From taxes and transfers to unorganized townships	9,923.90
For teachers' meetings	3,500.00
For pensions for retired teachers	150,000.00

For transfers to pensions for retired teachers ...	1,200.44	
For interest on trust funds	590.00	
For normal and training schools	225,000.00	
For cash receipts	21,741.69	
For normal school extensions	40,000.00	
For balance brought forward year ending June 30, 1932	33,155.64	
For normal school upkeep	20,000.00	
For interest on lands reserved	42,000.00	
For transfer to lands reserved	1,012.75	
For training of rural teachers	31,000.00	
For vocational education (state)	20,000.00	
For transfers, also Federal grant to vocational education	4,145.64	
For aid to academies	105,000.00	
For registration of teachers	500.00	
For registration of teachers' membership fees ..	759.45	
Total No. III		\$ 753,529.51

IV. *Amounts available from state for state administrative purposes (annual appropriation 1931).*

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 \$12,494,769.01

Expenditures

I. *For activities supported wholly by amounts appropriated by towns (fiscal year 1931-1932).*

For school committee expense	\$ 52,034.00	
For rent and insurance	121,801.00	
For new buildings	349,607.00	
For compulsory education	12,300.00	
For medical inspection	33,969.00	
For redemption of bonds or interest on indebted- ness	586,953.00	
Total No. I		\$ 1,156,664.00

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

For elementary schools (fiscal year 1931-1932) ..	\$ 5,678,520.00
For textbooks and supplies	415,388.00
For repairs, apparatus, supplies, etc. 1931-1932 ..	570,298.00
	<hr/>
	\$ 6,664,206.00
For school superintendence by towns (fiscal year 1931-1932)	\$ 242,829.00
For school superintendence by state	187,403.99
	<hr/>
	\$ 430,232.99
For secondary education, direct support (fiscal year 1931-1932)	\$ 2,267,524.00
For secondary education, tuition for year ending June 30, 1932	542,282.00
	<hr/>
	\$ 2,809,806.00
For industrial education	\$ 345,829.55
For evening schools	32,637.00
For physical education	117,185.00
	<hr/>
	\$ 495,651.55
Total No. II	\$10,399,896.54

III. *For activities wholly supported or aided by accounts appropriated by state (year ending June 30, 1932).*

For industrial courses in academies	\$ 6,156.45
For schools in unorganized townships	53,923.90
For teachers' meetings	3,104.72
For teachers' pensions	151,200.44
For interest on lands reserved	43,012.75
For payment of interest on trust funds	590.00
For normal and training schools	246,741.69
For normal school extensions	78,994.44
For normal school repairs and equipment	24,286.30
For aid to academies	105,000.00
For training rural teachers	23,616.37
For vocational education	34,890.55
For registration of teachers	1,259.45
For Maine Teachers' Retirement Ass'n.	16,791.96
	<hr/>

Total No. III **\$ 789,569.02**

IV. *For state administration purposes from amounts appropriated by state (year ending June 30, 1932).*

For salaries and expenses of Commissioner of Education and office assistants	\$ 29,565.79	
For printing, postage, office expenses, etc.	14,998.12	
For state certification of teachers	87.41	
		<hr/>
Total No. IV		\$ 44,651.32
 Total expenditures from public funds and appropriations for current school expenses		\$12,390,780.88
Balance		\$ 103,988.13

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, 1930 and ending June 30, 1932, and gives a comparison with the year 1922.

PUPILS

PUPILS	1922	1931	1932
School census (5 to 21 years)	237,972	249,354	252,780
Total enrollment:			
Elementary	131,413	137,321	137,930
Secondary { High Schools	23,007	28,947	30,644
{ Academies	5,370	6,483	6,780
Total	159,790	172,751	175,354
Net enrollment:			
Elementary	119,974	126,630	128,258
Secondary { High Schools	22,512	28,572	30,363
{ Academies	5,313	6,103	6,679
Total	147,799	161,305	165,300
Urban distribution (elementary only)	54,510	59,260	59,113
Rural distribution (elementary only)	76,903	78,061	78,817
Conveyed at expense of town:			
Elementary	9,393	16,689	18,381
Secondary	482	861	1,065
Total	9,875	17,550	19,446
Aggregate attendance:			
Elementary	17,955,548	20,157,124	20,512,716
Secondary { High Schools	3,704,409	5,784,810	5,045,143
{ Academies	850,991	994,623	1,072,884
Total	22,510,948	26,936,557	26,630,743
Average daily attendance:			
Elementary	104,076	113,529	115,634
Secondary { High Schools	20,513	26,046	27,601
{ Academies	4,699	5,545	6,133
Total	129,288	145,120	149,368
Average length of school year:			
Elementary	173	178	177
Secondary { High Schools	181	183	182
{ Academies	173	179	175
Non-resident:			
Elementary	—	1,383	1,273
Secondary { High Schools	2,780	3,881	3,497
{ Academies	2,052	2,304	2,284
Total	4,832	7,568	7,054
Persons of compulsory school age not attending school regularly	907	281	366
Enrollment by years:			
Elementary—			
Kindergarten and sub-primary	5,589	8,667	9,738
Grade I	19,966	17,667	17,313
Grade II	15,706	15,256	15,450
Grade III	14,879	14,602	15,072
Grade IV	14,421	14,761	14,780
Grade V	13,916	14,637	14,592
Grade VI	13,330	13,499	14,186
Grade VII	11,533	11,909	11,886
Grade VIII	10,254	10,563	10,516
Grade IX	2,316	1,204	1,073
Ungraded or special	4,176	641	455

PUPILS	1922	1931	1932
Junior High School—			
Elementary grades	1,454	3,270	3,139
Secondary grades	1,711	1,223	1,106
Senior High School—			
Year I	7,029	8,199	8,788
Year II	5,619	7,749	8,049
Year III	4,935	6,451	6,754
Year IV	3,903	5,237	5,695
Special	112	214	377
Academies—			
Year I	1,603	1,719	1,861
Year II	1,350	1,478	1,700
Year III	1,172	1,405	1,446
Year IV	1,047	1,345	1,532
Special	178	193	144
Enrollment by courses:			
High Schools—			
English or general	7,335	9,117	10,326
College preparatory (classical)	5,899	7,428	7,167
College preparatory (scientific)	1,555	1,380	2,080
Commercial	6,668	7,875	8,421
Manual training	1,069	1,342	1,122
Home economics	844	557	647
Agricultural	285	248	319
Academies—			
English	1,971	2,491	2,564
College preparatory	1,919	2,247	2,526
Commercial	958	1,014	1,205
Manual training	29	28	73
Home economics	164	92	188
Agricultural	130	167	175
Teacher training	195	82	12
Promoted or graduated:			
Elementary	9,592	11,006	11,531
Senior high schools	3,646	4,861	5,309
Academies	963	1,128	1,362

TEACHERS

TEACHERS	1922	1931	1932
Positions for men:			
Elementary	288	322	354
Secondary			
High Schools	351	463	491
Academies	115	142	152
Total	754	927	997
Positions for women:			
Elementary	4,616	4,695	4,680
Secondary			
High Schools	644	795	797
Academies	194	208	218
Total	5,454	5,698	5,695
Different persons employed:			
Elementary	5,708	5,238	5,182
Secondary			
High Schools	1,226	1,300	1,323
Academies	335	370	381
Total	7,269	6,908	6,886

TEACHERS		1922	1931	1932
Average wages of men per week:				
Elementary		\$26.22	\$32.63	\$31.80
Secondary	{ High Schools	\$47.23	\$56.39	\$52.45
	{ Academies	\$48.24	\$51.40	\$52.07
Average wages of women per week:				
Elementary		\$21.92	\$24.51	\$24.26
Secondary	{ High Schools	\$32.52	\$36.14	\$35.39
	{ Academies	\$28.06	\$34.13	\$33.25
Average annual salaries of men:				
Elementary		\$906.20	\$1,167.17	\$1,134.37
Secondary	{ High Schools	\$1,740.90	\$1,938.16	\$1,918.93
	{ Academies	\$1,804.08	\$2,220.53	\$1,933.04
Average annual salaries of women:				
Elementary		\$755.34	\$877.58	\$876.74
Secondary	{ High Schools	\$1,185.36	\$1,324.87	\$1,307.85
	{ Academies	\$1,025.56	\$1,235.17	\$1,220.62
Average annual salaries of both:				
Elementary		\$764.20	\$896.17	\$894.86
Secondary	{ High Schools	\$1,386.10	\$1,550.59	\$1,540.80
	{ Academies	\$1,308.16	\$1,531.32	\$1,522.92

SCHOOLS

SCHOOLS		1922	1931	1932
Classification:				
Elementary	{ Town	4,747	4,858	4,821
	{ Unorganized township	41	29	31
	{ Total	4,788	4,887	4,852
High schools	{ Class A	168	184	182
	{ Six year (inc. in Class A)	—	29	30
	{ Class B	29	17	15
	{ Junior	25	26	26
	{ Total	222	227	223
Academies	{ Contract	33	34	35
	{ Non-contract	19	21	19
	{ Failing to report	4	3	4
	{ Total	56	58	58
Evening schools		—	11	11
Towns paying tuition		245	285	283
Unorganized townships for which school privileges were provided		68	81	93
Distribution of public schools:				
Urban		—	1,679	1,671
Rural		—	3,208	3,181
Number in one-room buildings		2,262	1,699	1,690
Number to which pupils are conveyed		1,451	2,077	2,176
Number discontinued during year		115	58	73
Number with school improvement leagues		1,096	1,062	1,015
Number with libraries		1,405	1,967	2,005

BUILDINGS

BUILDINGS	1922	1931	1932
Public school buildings used for—			
Elementary school purposes	2,705	2,379	2,332
Secondary school purposes	99	142	147
Elementary and secondary schools	159	101	105
Buildings not in active use	575	559	553
Buildings rented for school purposes	48	33	30
Seating capacity	182,427	192,294	193,524
Number of new buildings completed	34	24	29
Cost of new buildings	\$554,370	\$573,391	\$1,392,362
Estimated value of school property:			
Public schools	\$17,576,405	\$33,984,625	\$33,387,052
Academies	\$2,484,691	\$4,586,047	\$4,702,538

FINANCIAL

FINANCIAL	1922	1931	1932
<i>Resources:</i>			
Amount appropriated for maintenance*:			
Public schools	\$4,359,933	\$6,613,289	\$6,817,053
Academies	\$121,471	\$185,461	\$198,496
State aid toward maintenance:			
Public schools	\$1,741,822	\$1,821,927	\$1,728,402
Academies	\$83,943	\$124,035	\$110,840
Total resources for maintenance:			
Public schools	\$6,951,032	\$9,220,402	\$9,301,999
Academies	\$443,854	\$654,881	\$648,480
Total resources for all school purposes:			
Public schools	\$9,076,594	\$11,413,777	\$11,326,368
Academies	\$905,100	\$1,272,652	\$1,531,988
<i>Expenditures:</i>			
For instruction—			
Public schools { Elementary	\$3,548,410	\$4,209,923	\$4,232,085
{ Secondary	\$1,274,988	\$1,742,211	\$1,787,093
{ Total	\$4,823,398	\$5,952,134	\$6,019,173
Academies	\$350,344	\$505,478	\$505,104
For tuition—			
Public schools { Elementary	\$30,896	\$38,065	\$48,567
{ Secondary	\$312,134	\$517,821	\$542,282
{ Total	\$343,030	\$555,886	\$590,849
For fuel—			
Public schools { Elementary	\$405,780	\$357,733	\$329,013
{ Secondary	\$98,861	\$113,303	\$109,829
{ Total	\$504,641	\$471,036	\$438,842
Academies	\$56,014	\$61,512	\$56,148
For janitor service—			
Public schools { Elementary	\$296,937	\$401,973	\$396,477
{ Secondary	\$88,405	\$150,758	\$155,616
{ Total	\$385,342	\$552,731	\$552,163
Academies	\$37,496	\$54,779	\$56,650
For conveyance—			
Public schools { Elementary	\$384,550	\$660,336	\$658,753
{ Secondary	\$19,726	\$27,664	\$27,545
{ Total	\$404,276	\$688,000	\$686,298
For textbooks—			
Public schools { Elementary	\$271,635	\$224,839	\$204,368
{ Secondary	—	\$84,152	\$80,292
{ Total	\$271,635	\$308,991	\$284,660
Academies	—	\$16,480	\$15,664
For supplies—			
Public schools { Elementary	—	\$220,844	\$211,020
{ Secondary	—	\$95,920	\$107,079
{ Total	—	\$316,764	\$318,099
Academies	—	\$16,632	\$14,914
Total expenditures for maintenance—			
Public schools { Elementary	\$5,082,378	\$6,128,155	\$6,093,908
{ Secondary	\$1,818,701	\$2,731,829	\$2,809,806
{ Total	\$7,001,079	\$8,859,984	\$8,902,714
Academies	\$443,854	\$654,881	\$648,480

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

FINANCIAL,	1922	1931	1932
For supervision	\$207,950	\$241,712	\$242,829
For new lots and buildings	\$396,776	\$432,030	\$349,607
For repairs and permanent improvements ..	\$480,207	\$541,898	\$462,989
For equipment	\$235,559	\$118,805	\$107,309
For medical inspection	\$12,455	\$40,380	\$33,969
For physical education	\$35,997	\$119,427	\$117,185
For industrial education	\$170,974	\$262,211	\$291,341
For vocational education		\$61,908	\$60,645
For evening schools and Americanization ..	\$33,057	\$38,071	\$32,637
Total expenditures for all school purposes—			
Public schools	\$8,769,256	\$11,540,705	\$11,438,111
Academies	\$1,037,412	\$1,331,290	\$1,333,357
Per capita costs:			
On total enrollment and expenditure for maintenance—			
Elementary	\$38.67	\$44.63	\$44.18
Secondary	\$64.09	\$77.10	\$75.08
On total enrollment and total expenditure ..	\$54.88	\$66.81	\$65.23
On average attendance and expenditure for maintenance—			
Elementary	\$48.83	\$53.98	\$52.70
Secondary	\$72.14	\$86.47	\$83.29
On average attendance and total expenditure	\$67.83	\$79.53	\$76.58
On school census and total expenditure	\$36.85	\$46.28	\$45.25
On state census and total expenditure	\$11.42	\$14.47	\$14.34

STATE AID

STATE AID	1922	1931	1932
Toward public school maintenance	\$1,712,738	\$1,655,736	\$1,642,694
Toward academy maintenance	\$23,750	\$99,600	\$99,584
Toward equalization of expense	\$91,437	\$75,950	\$76,631
Toward physical education	\$17,194	\$45,385	\$45,691
Toward industrial education	\$87,278	\$124,802	\$119,184
Toward vocational education	\$28,592	\$34,998	\$38,362
Toward evening schools	\$8,622	\$8,545	\$8,781
Toward Americanization	\$6,390	\$6,940	\$6,798
Toward supervision	\$135,455	\$165,538	\$165,225

SUPERVISION

SUPERVISION	1922	1931	1932
Unions:			
Number of school unions	132	131	131
Total salaries paid	\$283,913	\$356,248	\$339,961
Average salary	\$2,151	\$2,719	\$2,595
Cities or towns:			
Number of cities or towns with more than fifty schools	8	9	9
Total salaries paid	\$28,950	\$37,600	\$36,137
Average salary	\$3,619	\$4,177	\$4,015
State agents:			
Number of towns supervised by state agents	4	8	8
Total salaries paid	\$1,555	\$3,875	\$3,875

SPECIAL SCHOOL ACTIVITIES

SPECIAL SCHOOL ACTIVITIES	1922	1931	1932
Evening Schools:			
Teaching positions	223	165	149
Enrollment	4,944	3,425	5,195
Cost of instruction	\$27,733	\$27,252	\$26,690
Kindergartens:			
Teaching positions	60	72	62
Enrollment	1,819	2,262	1,980
Cost of instruction	\$51,959	\$86,545	\$79,399
Music:			
Teaching positions	89	95	99
Enrollment	71,551	68,301	74,267
Cost of instruction	\$64,295	\$89,365	\$90,433
Drawing:			
Teaching positions	31	28	31
Enrollment	32,764	34,957	40,504
Cost of instruction	\$29,928	\$34,320	\$38,820
Manual training:			
Teaching positions	69	82	87
Enrollment	9,239	7,472	8,914
Cost of instruction	\$109,859	\$149,899	\$157,062
Agriculture:			
Teaching positions	19	15	14
Enrollment	335	627	670
Cost of instruction	\$31,379	\$30,885	\$29,992
Home economics:			
Teaching positions	75	90	92
Enrollment	10,997	8,796	9,251
Cost of instruction	\$79,281	\$121,772	\$122,675
Physical education:			
Teaching positions	43	72	80
Enrollment	29,848	50,769	55,863
Cost of instruction	\$48,084	\$103,816	\$115,571
Medical inspection:			
Number of school physicians	78	82	81
Number of school nurses	33	54	80
Cost of employment	\$30,712	\$54,337	\$50,011

THE FOLLOWING TABLE SHOWS CERTAIN ITEMS REGARDING SCHOOLS IN INDIVIDUAL TOWNS OF THE STATE OF MAINE FOR THE YEAR ENDING JUNE 30, 1932

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	Elementary	Secondary								
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	
Auburn	4,870	2,793	896	2,537	881	2,222	803	94	31	\$ 154,899	.0099	.036	\$ 28,266.23	—	\$ 146,164	\$ 186,817	\$ 279,605	
Durham	283	202	—	172	—	148	—	10	—	6,750	.009	.044	2,753.04	—	4,885	9,316	10,400	
Livermore Falls	923	518	227	493	225	441	195	18	11	31,357	.01297	.0485	5,883.91	—	30,623	41,391	53,484	
Greene	226	140	—	111	—	109	—	7	—	7,500	.01148	.043	2,260.75	—	4,690	10,095	13,470	
Leeds	211	128	7	122	7	111	6	9	1	7,250	.01351	.062	2,419.43	\$ 290	6,301	9,904	11,039	
Lewiston	9,849	3,233	985	2,884	975	2,481	891	100	38	185,153	.00617	.034	45,039.42	—	182,605	234,410	290,308	
Lisbon	1,186	615	245	585	245	536	224	27	10	35,500	.0078	.031	7,708.45	—	34,776	45,990	61,741	
Livermore	450	252	—	239	—	219	—	9	—	12,000	.01762	.058	3,117.74	324	6,583	14,817	16,276	
Mechanic Falls	571	364	165	338	164	312	149	10	6	14,300	.01203	.053	3,443.22	—	15,840	24,185	31,771	
Minot	174	108	—	88	—	82	—	6	—	4,700	.01164	.063	1,873.54	—	3,860	7,890	8,435	
Poland	401	319	—	289	—	267	—	16	—	13,000	.0101	.048	3,692.09	—	9,960	17,428	20,002	
Turner	369	253	71	238	71	218	61	11	6	14,800	.0126	.054	3,225.94	—	8,277	19,272	21,767	
Wales	142	93	—	82	—	73	—	5	—	4,150	.01312	.047	1,682.19	—	3,311	6,316	7,190	
Webster	335	167	43	158	43	140	37	6	3	8,300	.01357	.055	2,113.27	288	8,120	10,625	12,792	
Total	19,990	9,185	2,639	8,336	2,610	7,359	2,366	328	106	\$ 499,659			\$113,479.22	\$ 902	\$ 465,995	\$ 638,456	\$ 838,280	

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	126	85	—	75	—	63	—	3	—	\$ 2,195	.01426	.062	\$ 1,622.27	\$ 93	\$ 1,552	\$ 3,211	\$ 3,701	
Ashland	984	601	109	569	109	475	97	17	5	21,457	.02459	.069	5,868.76	1,000	18,397	27,873	31,474	
Bancroft	94	74	—	62	—	60	—	3	—	1,300	.00997	.063	1,042.63	—	1,866	3,312	3,544	
Benedicta	140	94	—	93	—	89	—	3	—	3,700	.02373	.057	788.30	—	3,391	4,559	4,811	
Blaine	387	282	57	267	57	224	50	8	6	9,650	.01899	.053	2,378.11	432	7,000	12,627	12,964	
Bridgewater	390	261	72	242	72	220	61	8	3	13,800	.01949	.055	2,481.19	504	6,375	15,723	17,011	
Caribou	2,922	1,618	516	1,475	515	1,371	470	41	19	67,300	.01767	.073	16,146.29	1,000	55,753	91,237	115,172	
Castle Hill	284	187	—	173	—	143	—	7	—	6,100	.01919	.064	2,361.18	287	3,758	8,676	9,816	
Chapman	192	125	—	117	—	88	—	5	—	4,200	.01952	.062	1,944.34	205	4,343	7,771	8,418	
Connor	289	194	—	180	—	137	—	4	—	3,975	.01966	.105	1,464.62	84	2,465	4,930	5,125	
Crystal	164	106	—	100	—	92	—	5	—	5,550	.02393	.074	1,861.96	255	3,641	7,586	8,188	
Dyer Brook	111	90	—	81	—	81	—	3	—	3,800	.0177	.067	1,691.40	114	2,203	5,963	6,701	
Eagle Lake	873	513	—	513	—	448	—	15	—	5,000	.01315	.077	4,998.15	480	9,093	12,183	13,125	
Easton	575	342	83	320	82	279	72	13	4	18,550	.01929	.056	3,795.20	840	17,696	23,569	28,471	
Fort Fairfield	2,051	1,156	327	1,093	327	1,010	287	38	13	65,700	.01605	.057	12,739.59	1,000	53,677	81,857	105,002	
Fort Kent	2,047	1,207	173	1,103	172	991	155	36	6	29,809	.02141	.068	11,549.66	1,000	30,420	41,026	47,106	
Frenchville	705	457	43	423	43	392	39	15	2	7,300	.01862	.06	5,192.68	722	6,302	10,737	12,364	
Grand Isle	645	409	—	397	—	374	—	14	—	6,560	.0262	.082	4,490.23	826	8,437	11,942	23,621	
Haynesville	109	70	—	66	—	59	—	3	—	2,300	.02467	.075	851.66	212	2,467	3,313	4,149	
Hersey	62	35	—	28	—	26	—	2	—	2,700	.01804	.054	705.64	68	1,402	3,635	3,818	

AROOSTOOK COUNTY—Continued

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
Hodgdon	416	269	77	252	77	227	63	9	4	10,150	.01716	.0645	2,814.32	592	8,711	12,429	13,889
Houlton	2,107	1,135	508	1,030	506	968	471	37	15	66,775	.01363	.055	12,407.40	1,000	59,416	83,147	98,521
Island Falls	558	419	95	388	94	346	84	10	5	12,128	.01743	.074	3,233.57	546	13,065	19,609	24,175
Limestone	802	536	96	496	96	452	85	16	4	26,614	.02271	.072	4,727.56	1,000	19,469	33,724	90,910
Linneus	278	210	—	204	—	183	—	7	—	6,025	.01772	.071	2,659.20	273	4,339	9,015	10,895
Littleton	370	228	—	210	—	187	—	9	—	11,500	.02268	.057	2,852.90	414	7,202	13,824	14,827
Ludlow	128	60	—	53	—	47	—	3	—	2,481	.01662	.07	1,516.22	108	1,948	5,223	5,404
Madawaska	1,461	891	71	866	71	764	66	33	3	22,280	.00727	.041	9,207.80	—	22,407	34,260	39,410
Mapleton	507	306	120	284	120	233	97	8	6	13,200	.01854	.052	3,062.60	510	14,434	21,560	25,634
Mars Hill	685	474	108	426	108	392	94	15	6	26,150	.02277	.065	4,422.19	1,000	13,989	27,724	30,499
Masardis	236	156	23	145	22	132	19	5	1	6,950	.02047	.063	2,319.28	301	5,233	10,119	11,119
Merrill	195	100	138	97	138	81	121	3	5	2,680	.01226	.087	1,142.51	—	8,221	11,782	13,825
Monticello	566	346	55	322	54	270	40	9	1	12,300	.01913	.068	3,597.61	462	8,140	14,791	27,448
New Limerick	149	91	—	90	—	77	—	4	—	3,700	.01805	.065	1,598.78	156	2,474	5,452	5,782
New Sweden	284	170	—	167	—	145	—	9	—	6,300	.01417	.058	2,551.76	270	5,541	9,239	10,255
Oakfield	433	217	61	212	61	193	51	8	5	9,000	.02707	.072	2,491.23	708	5,917	13,730	14,361
Orient	60	40	—	38	—	34	—	2	—	1,800	.01558	.075	666.41	70	1,224	2,954	3,128
Perham	262	162	—	156	—	136	—	5	—	4,000	.00989	.044	2,078.47	—	3,313	6,422	6,958
Portage Lake	356	233	20	224	20	214	16	6	1	7,000	.01852	.051	2,248.82	272	7,071	10,643	11,357
Presque Isle	2,296	1,535	411	1,411	410	1,237	367	44	17	61,752	.01419	.053	13,256.07	1,000	58,949	79,178	105,382
Saint Agatha	760	421	88	398	87	360	80	15	6	5,750	.01488	.055	4,257.65	532	10,433	11,940	12,263
Sherman	340	208	89	195	87	181	78	9	5	9,105	.01921	.07	2,429.18	504	10,238	15,776	18,342
Smyrna	164	108	—	93	—	86	—	4	—	5,830	.02279	.086	1,758.36	208	3,375	7,609	8,130
Stockholm	364	239	29	231	29	197	23	5	2	6,500	.01865	.058	2,693.67	342	6,314	10,593	11,225
Van Buren	2,008	1,507	219	1,438	218	1,339	199	46	12	38,514	.01859	.064	12,246.01	1,000	31,904	50,389	61,811
Wade	172	111	—	99	—	89	—	5	—	3,250	.01387	.06	1,646.02	140	3,448	5,637	6,242
Washburn	756	498	150	458	148	412	137	16	6	25,500	.02422	.073	4,442.52	1,000	21,493	33,213	41,066
Westfield	248	162	43	148	43	135	35	6	2	9,445	.01628	.05	1,667.86	—	7,296	11,769	13,329
Weston	114	61	—	56	—	51	—	4	—	2,900	.01817	.096	1,582.42	176	2,303	4,701	5,078
Woodland	437	323	—	301	—	247	—	13	—	8,150	.01573	.056	3,490.50	416	8,702	13,327	14,637
Plantations																	
Allagash	179	119	—	118	—	81	—	5	—	1,700	.00299	.037	1,244.06	—	3,488	4,570	4,751
Cary	115	78	—	66	—	56	—	3	—	1,850	.02165	.06125	1,300.27	135	1,558	3,107	3,447
Caswell	277	212	—	204	—	165	—	5	—	4,170	.02246	.09	1,930.44	135	3,311	6,127	6,632

AROOSTOOK COUNTY—Concluded

Name of Town	School Census (5 to 21 years)	Enrollment Total		Enrollment Net		Attendance Average Daily		Positions Teaching		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
Cyr	214	138	—	119	—	110	—	6	—	2,999	.01321	.048	1,651.19	—	2,380	4,997	5,205
E	44	30	—	27	—	23	—	1	—	870	.00976	.045	249.72	—	740	1,403	1,442
Garfield	34	22	—	20	—	19	—	1	—	1,150	.0097	.049	556.76	—	825	1,563	1,631
Glenwood	31	24	—	20	—	19	—	1	—	1,000	.00826	.055	341.05	—	735	1,520	1,607
Hamlin	234	100	—	92	—	80	—	3	—	2,685	.01467	.066	1,722.09	96	1,558	5,074	5,283
Hammond	27	15	—	15	—	13	—	1	—	600	.0032	.03	323.82	—	825	2,269	2,319
Macwahoc	54	44	4	44	3	39	2	1	1	1,600	.01406	.064	393.87	93	1,786	2,473	2,821
Moro	57	50	—	38	—	36	—	2	—	1,100	.01059	.053	835.46	—	1,192	2,615	2,750
Nashville	16	5	—	5	—	4	—	1	—	150	.00104	.057	387.74	—	560	1,174	1,272
New Canada	244	151	—	151	—	127	—	6	—	2,500	.01504	.057	1,698.71	192	3,537	5,116	5,274
Oxbow	70	39	—	36	—	34	—	2	—	1,000	.00833	.04	829.64	—	1,512	2,701	2,880
Reed	175	110	40	103	39	90	33	4	2	3,800	.01632	.08	1,157.56	266	4,650	6,552	8,100
Saint Francis	560	392	28	383	25	319	23	10	1	5,000	.01987	.09	3,352.45	552	6,368	8,989	9,615
Saint John	245	152	—	149	—	118	—	5	—	2,425	.0149	.062	1,522.63	165	3,600	4,705	5,365
Silver Ridge	78	52	—	50	—	37	—	2	—	1,450	.01623	.066	1,120.26	72	1,382	3,128	3,504
Wallgrass	563	379	—	379	—	314	—	13	—	4,300	.02083	.09	3,303.90	624	6,977	8,681	9,099
Westmanland	20	13	—	13	—	12	—	1	—	375	.00181	.0277	243.78	—	578	1,276	1,335
Winterville	169	121	—	121	—	88	—	4	—	400	.00329	.08	898.31	—	1,691	2,134	2,245
Total	34,068	21,368	3,853	20,018	3,833	17,821	3,415	685	168	\$ 749,799			\$224,106.46	\$24,452	\$ 668,060	\$1,051,683	\$1,307,060

CUMBERLAND COUNTY

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
Baldwin	207	137	—	118	—	111	—	8	—	\$ 7,400	.00989	.0414	\$ 2,106.23	—	\$ 5,041	\$ 10,029	\$ 11,685
Bridgton	720	491	127	461	125	417	114	18	6	27,000	.01351	.05	4,821.79	—	20,651	33,347	45,206
Brunswick	2,273	903	401	807	396	733	368	36	17	50,500	.00903	.042	12,925.53	—	52,078	69,998	85,221
Cape Elizabeth	546	353	84	320	82	303	77	10	5	29,000	.009	.0376	3,331.16	—	20,023	32,220	63,420
Casco	257	147	58	139	56	126	35	6	2	5,520	.01262	.06	1,811.84	—	6,815	9,697	12,387
Cumberland	348	205	45	183	45	171	39	10	4	10,300	.00772	.034	2,245.27	—	9,737	18,129	21,236
Falmouth	629	414	64	382	63	344	54	14	6	24,225	.00725	.034	4,584.52	—	18,390	31,170	67,749
Freeport	618	392	123	368	120	312	101	18	4	20,700	.01258	.043	4,241.38	—	19,245	26,303	33,204
Gorham	925	642	150	600	149	538	142	25	5	29,141	.01031	.037	5,370.15	—	27,494	36,688	47,608
Gray	346	216	61	202	61	180	52	10	4	9,550	.01119	.042	2,506.48	—	11,262	16,721	17,805
Harpwell	401	269	—	262	—	229	—	13	—	13,700	.01028	.045	3,368.61	—	9,456	16,016	19,540
Harrison	324	216	—	203	—	184	—	9	—	10,418	.01525	.048	2,812.56	—	7,170	14,139	15,062
Naples	184	120	—	112	—	94	—	4	—	6,925	.01474	.055	1,721.64	\$ 104	6,590	9,411	10,319
New Gloucester	364	215	63	187	61	165	61	12	3	11,650	.01129	.036	2,657.92	—	10,942	15,262	18,259
North Yarmouth	193	113	—	99	—	95	—	4	—	4,475	.01018	.047	1,752.38	—	3,116	7,222	7,790
Otisfield	162	78	—	78	—	70	—	6	—	5,675	.01322	.06	2,137.10	168	3,454	7,611	12,916
Portland	24,201	9,957	3,114	9,737	3,112	8,768	2,889	297	121	672,770	.00687	.0336	121,829.60	—	642,203	801,960	1,193,959
Pownal	172	110	—	94	—	88	—	5	—	5,350	.01752	.055	2,079.48	510	3,019	7,544	8,866
Raymond	133	75	—	74	—	71	—	3	—	3,075	.00661	.047	1,630.15	—	2,123	4,974	6,007
Scarborough	709	429	120	398	118	340	104	13	6	20,096	.00710	.042	4,361.18	—	17,510	24,735	42,342
Sebago	147	78	46	69	46	63	42	5	2	5,875	.01038	.042	1,183.86	—	7,247	9,771	10,515
South Portland	4,475	2,949	814	2,707	803	2,494	746	93	34	161,004	.01301	.046	27,883.34	—	160,237	193,337	262,623
Standish	428	265	87	244	87	212	77	12	4	18,500	.00953	.0396	3,294.15	—	14,716	22,804	30,726
Westbrook	3,142	1,431	436	1,330	434	1,214	402	47	16	79,200	.00759	.035	16,413.84	—	77,133	97,436	119,630
Windham	658	417	119	399	117	350	106	16	5	22,600	.00946	.0395	4,146.89	150	20,226	30,208	57,121
Yarmouth	613	394	119	365	119	339	108	17	8	21,000	.01373	.0506	4,279.13	—	16,716	27,798	35,581
Total	43,175	21,016	6,031	19,938	5,994	18,011	5,517	711	252	\$1,275,649			\$245,496.18	\$ 932	\$1,192,594	\$1,574,530	\$2,256,777

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	Elementary	Secondary								
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	
Avon	103	30	—	23	—	24	—	2	—	\$ 3,500	.01602	.056	\$ 1,325.65	\$ 68	\$ 1,027	\$ 5,498	\$ 5,592	
Carthage	94	67	—	66	—	52	—	3	—	2,100	.01045	.069	1,462.92	—	1,925	3,696	4,288	
Chesterville	175	122	—	115	—	101	—	6	—	4,450	.01223	.05	1,902.30	—	3,632	6,896	7,935	
Eustis	163	108	31	105	31	86	28	4	3	6,150	.01252	.0535	1,426.59	—	6,006	10,293	11,135	
Farmington	898	622	244	557	243	347	218	14	9	30,200	.0103	.044	5,303.03	—	27,381	39,857	43,427	
Freeman	62	37	—	35	—	34	—	3	—	3,100	.01675	.072	1,040.17	111	1,395	3,652	4,541	
Industry	88	68	—	58	—	51	—	3	—	2,125	.0117	.065	1,198.65	—	1,705	3,388	3,663	
Jay	1,184	539	142	511	141	484	131	23	6	29,500	.01068	.0396	6,809.72	—	28,263	37,123	41,661	
Kingfield	250	163	57	143	57	137	53	4	3	8,307	.01203	.055	1,542.82	—	7,730	9,939	10,625	
Madrid	65	42	—	42	—	38	—	2	—	2,220	.01001	.051	922.44	—	1,606	2,956	3,341	
New Sharon	269	176	49	158	49	146	42	8	3	7,500	.01773	.067	2,198.03	532	8,835	11,648	12,523	
New Vineyard	112	77	—	66	—	62	—	3	—	3,480	.01144	.048	1,746.83	—	2,051	5,462	5,812	
Phillips	298	241	69	229	68	213	64	11	3	10,400	.01478	.048	2,417.06	—	11,902	15,628	17,708	
Rangeley	467	316	110	310	110	265	93	11	6	19,226	.01066	.043	3,240.42	—	16,913	24,557	33,742	
Salem	31	37	—	30	—	22	—	2	—	1,485	.01106	.045	459.95	—	1,260	1,939	2,048	
Strong	235	154	54	148	54	140	49	4	3	7,000	.0116	.051	1,668.06	—	6,825	10,234	10,802	
Temple	95	74	—	60	—	67	—	4	—	3,300	.01327	.047	1,360.76	—	2,263	4,660	5,047	
Weld	135	76	20	75	20	65	17	3	2	5,300	.01144	.052	1,218.10	—	4,278	6,690	7,542	
Wilton	880	564	153	533	153	493	141	21	8	24,000	.01265	.05	6,097.11	—	14,713	32,423	36,432	

FRANKLIN COUNTY—Concluded

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
Plantations																	
Coplin	20	9	—	9	—	9	—	1	—	300	.00194	.053	473.89	—	900	2,166	2,312
Dallas	78	63	—	57	—	49	—	2	—	1,800	.0096	.047	618.84	—	1,564	2,475	2,824
Lang	36	29	—	11	—	19	—	2	—	1,400	.0127	.059	396.98	—	1,512	3,103	3,471
Rangleley	19	9	—	7	—	6	—	1	—	1,392	.00336	.029	556.73	—	1,113	4,095	4,653
Sandy River	16	9	—	8	—	8	—	1	—	—	—	.032	334.38	—	1,056	2,590	3,406
Total	5,773	3,632	929	3,356	926	2,918	836	138	46	\$ 178,235			\$ 45,721.43	\$ 711	\$ 155,855	\$ 250,968	\$ 284,530

HANCOCK COUNTY

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
Amherst	58	37	—	34	—	30	—	2	—	\$ 1,250	.01556	.074	\$ 924.71	\$ 70	\$ 1,221	\$ 2,141	\$ 2,325
Aurora	32	31	—	30	—	23	—	1	—	400	.0053	.06	272.02	—	620	812	911
Bar Harbor	1,321	743	241	674	238	608	220	27	12	54,900	.00756	.0455	8,278.66	—	46,522	64,890	95,255
Bluehill	472	239	77	221	77	191	69	13	4	15,200	.01114	.047	3,603.41	—	8,937	19,173	21,401
Brooklin	286	132	48	123	48	119	47	8	4	8,731	.01684	.0555	1,985.52	420	8,559	11,141	35,716
Brooksville	256	147	24	138	24	119	22	8	2	6,050	.01824	.073	1,969.33	492	6,636	8,567	10,443
Bucksport	810	650	42	565	42	503	36	18	2	23,500	.00929	.0685	5,395.85	—	14,881	31,940	38,243
Castine	185	117	57	101	57	102	52	5	3	8,480	.01058	.04	1,176.21	—	6,639	9,945	10,831
Cranberry Isles	147	59	—	56	—	46	—	4	—	3,406	.0084	.034	1,530.65	—	3,240	5,596	5,871
Dedham	78	46	—	39	—	36	—	2	—	2,600	.00402	.038	979.06	—	1,518	3,605	4,353
Deer Isle	385	238	45	229	45	206	41	15	3	10,322	.01777	.06645	3,338.83	760	11,217	14,637	16,388
Eastbrook	56	31	—	31	—	29	—	2	—	2,550	.02249	.085	967.28	102	1,210	3,306	3,608
Ellsworth	966	550	250	499	250	457	225	16	12	31,500	.00916	.05	6,385.49	—	23,224	39,868	57,418
Franklin	248	144	66	125	64	120	59	6	2	6,810	.0181	.06	1,901.68	380	6,666	9,455	10,285
Gouldsboro	342	205	—	185	—	183	—	10	—	8,800	.01604	.055	3,051.84	340	5,814	11,481	12,047
Hancock	224	136	25	114	25	110	23	6	1	6,000	.01459	.054	2,279.02	208	5,567	8,697	9,819
Lamoine	97	77	—	71	—	64	—	3	—	2,475	.01263	.0535	981.05	—	1,961	3,950	4,426
Mariaville	50	33	—	33	—	24	—	2	—	1,285	.01232	.065	654.92	—	1,042	2,238	2,305
Mount Desert	858	363	100	346	96	320	92	18	9	35,700	.00952	.053	5,383.00	—	28,119	41,004	61,012
Orland	257	190	—	166	—	144	—	6	—	6,000	.01475	.055	2,433.40	156	3,720	9,021	9,982

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	23	29	—	27	—	21	—	2	—	1,200	.01251	.053	510.61	—	1,090	1,842	1,961
Penobscot	199	106	27	94	27	82	24	6	2	6,060	.02206	.075	1,772.60	490	5,792	8,116	9,056
Sedgwick	237	118	24	114	23	104	21	8	2	5,775	.01896	.071	1,766.34	430	6,060	8,290	9,225
Sorrento	51	31	—	29	—	23	—	2	—	2,625	.00696	.042	924.27	—	1,758	3,476	3,622
Southwest Harbor	415	198	86	178	85	172	75	9	3	12,095	.00946	.0415	2,326.04	—	11,956	16,391	18,710
Stonington	429	249	108	226	108	210	103	8	4	10,900	.01568	.0588	2,720.41	480	11,163	14,380	15,995
Sullivan	260	165	52	159	51	144	47	7	3	7,950	.01784	.054	1,932.14	352	7,962	10,957	11,859
Surrv	135	69	—	62	—	56	—	3	—	3,581	.0115	.06	1,660.12	—	1,798	4,311	4,821
Swan's Island	184	117	—	104	—	114	—	6	—	4,375	.02311	.07	1,759.68	300	4,080	5,860	6,258
Tremont	485	230	—	215	—	200	—	9	—	7,250	.01426	.068	3,095.85	256	6,429	10,235	12,278
Trenton	107	56	—	53	—	51	—	3	—	2,050	.01167	.051	1,490.79	—	1,964	3,965	4,492
Verona	136	122	—	95	—	83	—	3	—	2,400	.03073	.066	1,163.18	180	1,813	3,221	7,714
Waltham	29	19	—	16	—	17	—	1	—	475	.0047	.055	199.24	—	480	649	697
Winter Harbor	167	70	67	70	67	66	61	3	2	5,500	.00988	.0465	1,030.42	—	5,850	8,211	8,928
Plantations																	
Long Island	35	21	—	20	—	18	—	1	—	700	.02059	.057	418.42	142	748	941	1,021
Osborn	12	7	—	7	—	6	—	1	—	120	.00155	.035	198.73	—	688	961	1,041
Number 33	13	8	—	6	—	6	—	1	—	420	.0054	.08143	255.72	—	480	636	989
Total	10,045	5,783	1,339	5,255	1,327	4,807	1,217	245	70	\$309,435			\$ 76,716.49	\$5,558	\$ 257,424	\$ 403,909	\$ 531,306

KENNEBEC COUNTY

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
Albion	345	205	47	204	47	200	40	8	3	\$ 10,125	.01962	.058	\$ 2,228.07	\$ 480	\$ 8,526	\$ 12,213	\$ 13,679
Augusta	4,611	2,245	707	2,060	699	1,812	639	72	26	119,245	.00925	.045	24,290.50	—	114,772	151,691	200,749
Belgrade	235	187	43	185	43	159	40	7	2	9,400	.01096	.053	2,291.56	—	7,369	12,519	15,937
Benton	415	246	—	230	—	190	—	8	—	9,478	.0125	.045	3,090.91	—	5,474	13,761	15,507
Chelsea	288	219	—	206	—	162	—	7	—	5,550	.01993	.058	2,454.57	294	3,865	8,074	8,560
China	349	223	41	200	41	180	33	7	4	9,200	.01368	.0526	2,372.30	264	4,775	11,333	12,555
Clinton	413	256	72	233	72	215	62	8	3	11,300	.01553	.059	2,629.86	798	10,227	14,791	16,280
Farmingdale	270	178	—	163	—	149	—	7	—	9,500	.01049	.039	2,224.21	—	5,721	12,139	12,804
Fayette	109	65	—	61	—	53	—	4	—	2,675	.01074	.06	1,583.62	—	1,860	4,037	4,347
Gardiner	1,591	973	457	894	457	816	416	36	18	46,668	.00894	.041	9,619.58	—	48,299	66,690	84,689
Hallowell	876	493	157	438	156	410	141	15	6	19,689	.0081	.047	5,035.14	—	18,452	25,475	28,764
Litchfield	246	159	41	144	41	121	37	9	2	5,700	.01184	.058	1,933.45	—	5,159	8,324	8,947
Manchester	180	124	—	116	—	88	—	4	—	4,400	.01086	.047	1,807.72	—	3,114	6,151	6,722
Monmouth	412	278	72	255	72	232	72	12	4	12,600	.01194	.0425	2,876.42	—	7,176	15,824	17,589
Mount Vernon	162	152	—	148	—	122	—	7	—	4,025	.0092	.05	2,188.88	—	3,870	5,880	6,576
Oakland	741	430	158	393	158	365	145	16	6	22,100	.01264	.053	4,366.11	—	18,872	29,130	34,909
Pittston	284	182	—	159	—	146	—	9	—	4,650	.01075	.042	2,482.05	—	4,084	7,261	7,847
Randolph	386	275	—	244	—	218	—	8	—	8,900	.02145	.058	2,725.12	322	6,140	12,690	13,007
Readfield	244	163	—	161	—	139	—	7	—	7,575	.01131	.041	2,334.30	—	4,528	10,490	11,283
Rome	126	96	—	77	—	71	—	5	—	3,200	.0066	.044	1,452.78	—	2,978	4,965	5,350
Sidney	268	227	—	203	—	177	—	10	—	7,900	.01583	.066	2,625.28	340	5,562	10,714	11,902
Vassalboro	546	381	—	355	—	315	—	12	—	21,100	.01467	.047	3,966.13	—	9,545	27,569	31,137
Vienna	73	51	—	48	—	37	—	3	—	1,675	.00994	.057	836.31	—	1,638	2,429	2,752
Waterville	4,664	2,005	681	1,867	674	1,726	593	76	18	122,603	.01028	.041	24,574.63	—	117,839	149,450	180,262
Wayne	135	89	—	73	—	77	—	4	—	6,475	.01807	.054	1,564.96	136	3,126	7,818	10,305
West Gardiner ..	214	149	—	120	—	108	—	5	—	7,200	.01675	.052	1,924.83	150	3,502	8,196	8,819
Windsor	214	160	—	137	—	121	—	7	—	4,500	.01098	.05	2,124.35	—	3,092	7,072	7,341
Winslow	1,607	765	245	718	243	664	221	26	7	41,000	.01203	.048	8,613.24	—	30,580	53,597	79,296
Winthrop	621	389	145	355	145	332	131	13	4	20,929	.0096	.0454	3,821.10	—	16,115	26,188	31,409
Unity Pl.	10	10	—	10	—	8	—	1	—	300	.00997	.05	135.46	—	394	444	497
Total	20,635	11,375	2,866	10,457	2,848	9,413	2,570	413	103	\$ 559,662			\$130,173.44	\$2,784	\$ 476,654	\$ 726,915	\$ 889,821

KNOX COUNTY

Name of Town	School Census (5 to 21 years)		Total Enrollment		Net Enrollment		Average Daily Attendance		Teaching Positions		Amount appropriated for school maintenance	Rate of taxation for school maintenance	Rate of taxation for municipal purposes	State aid for school maintenance	Equalization fund	Expenditure for instruction	Total expenditure for school maintenance	Total expenditure for all school purposes
	Elementary	Secondary	Elementary	Secondary	Elementary	Secondary	Elementary	Secondary	Elementary	Secondary								
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	
Appleton	169	100	28	94	26	92	23	4	2	\$ 3,600	.01297	.058	\$ 1,761.32	\$ 224	\$ 3,809	\$ 7,193	\$ 7,610	
Camden	833	518	227	499	226	458	202	22	9	36,051	.00839	.045	5,363.22	—	32,397	45,334	68,999	
Cushing	103	63	—	60	—	54	—	4	—	2,750	.01578	.053	1,324.62	112	2,204	4,064	4,484	
Friendship	181	124	14	122	13	112	12	4	2	6,405	.01427	.051	1,779.32	156	4,738	8,175	9,968	
Hope	149	102	—	92	—	91	—	5	—	2,950	.01024	.054	1,669.37	—	2,835	4,650	4,929	
Isle au Haut	17	16	—	16	—	14	—	1	—	1,025	.00793	.0385	350.49	—	617	1,311	1,502	
North Haven	115	59	38	53	38	47	34	5	2	5,525	.00695	.041	1,009.50	—	5,904	8,063	8,404	
Owl's Head	157	115	—	102	—	87	—	3	—	3,275	.00858	.047	1,537.75	—	2,243	4,538	5,460	
Rockland	2,088	1,537	417	1,416	417	1,295	366	45	18	63,206	.00885	.046	13,103.61	—	61,767	79,089	93,996	
Rockport	403	245	72	228	72	211	64	11	3	16,123	.01063	.05	2,517.04	—	11,777	18,353	20,181	
Saint George	555	343	63	325	61	285	53	12	2	12,600	.0177	.063	3,403.37	592	9,783	16,139	23,229	
South Thomaston	174	132	—	127	—	109	—	5	—	3,600	.01763	.056	1,801.85	180	3,090	5,900	6,388	
Thomaston	448	281	93	267	92	248	86	11	4	16,723	.00625	.046	2,702.24	—	14,920	19,967	24,110	
Union	291	161	73	158	71	143	64	8	3	6,800	.01127	.048	2,068.02	—	7,548	9,659	11,157	
Vinalhaven	503	299	78	297	78	272	75	11	3	13,300	.01474	.055	3,251.12	416	11,290	16,712	18,931	
Warren	345	201	53	192	53	174	47	8	2	9,825	.01301	.0535	2,580.49	264	7,098	11,909	13,079	
Washington Plantations	181	134	34	112	34	104	28	5	2	4,050	.01417	.067	1,453.35	224	4,412	6,079	6,700	
Matimicus Isle	43	32	—	31	—	29	—	1	—	1,082	.0205	.036	584.23	—	900	1,924	2,026	
Total	6,755	4,462	1,190	4,191	1,181	3,825	1,054	165	52	\$ 208,890			\$ 48,260.91	\$ 2,168	\$ 187,332	\$ 269,059	\$ 331,153	

LINCOLN COUNTY

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
Alna	77	57	—	43	—	39	—	3	—	\$ 1,450	.00759	.046	\$ 1,150.55	—	\$ 1,530	\$ 3,114	\$ 3,250
Boothbay	370	208	33	206	32	186	29	10	2	12,500	.01269	.0575	\$ 3,470.05	—	\$ 9,599	\$ 16,724	\$ 18,727
Boothbay Harbor	591	319	156	306	156	272	140	11	6	17,575	.00781	.042	\$ 3,695.97	—	\$ 18,979	\$ 24,249	\$ 27,260
Bremen	121	67	—	59	—	55	—	4	—	2,400	.01111	.062	\$ 1,281.25	—	\$ 2,276	\$ 3,610	\$ 3,944
Bristol	486	176	57	164	57	148	47	9	3	9,500	.01096	.05	\$ 2,865.99	—	\$ 9,862	\$ 13,433	\$ 16,014
Damariscotta	306	158	—	142	—	128	—	4	—	7,000	.00889	.0434	\$ 2,316.87	—	\$ 3,253	\$ 9,253	\$ 11,181
Dresden	168	112	29	100	29	80	27	6	3	2,875	.00848	.056	\$ 1,441.35	—	\$ 2,880	\$ 4,328	\$ 4,713
Edgecomb	94	63	—	57	—	46	—	4	—	2,275	.00807	.052	\$ 1,157.72	—	\$ 2,312	\$ 3,438	\$ 3,805
Jefferson	327	149	14	141	14	117	12	8	1	7,950	.01716	.066	\$ 2,673.38	\$ 380	\$ 6,190	\$ 10,053	\$ 12,143
Newcastle	293	176	—	152	—	149	—	8	—	7,400	.0099	.05	\$ 2,693.13	—	\$ 5,516	\$ 12,282	\$ 13,401
Nobleboro	189	97	—	79	—	89	—	6	—	4,200	.01218	.06	\$ 1,980.39	—	\$ 3,449	\$ 6,694	\$ 7,648
Somerville	86	55	—	50	—	45	—	3	—	1,460	.02035	.08	\$ 1,004.92	138	\$ 1,569	\$ 2,783	\$ 2,906
South Bristol	220	107	25	106	24	90	22	4	2	6,450	.00941	.046	\$ 1,346.26	—	\$ 5,273	\$ 8,055	\$ 8,877
Southport	112	75	—	73	—	67	—	4	—	4,000	.00357	.0405	\$ 1,587.43	—	\$ 2,910	\$ 5,384	\$ 6,148
Waldoboro	687	347	93	331	93	307	84	15	5	14,500	.01212	.053	\$ 4,559.29	—	\$ 14,228	\$ 20,178	\$ 21,876
Westport	33	16	—	13	—	12	—	1	—	600	.0034	.0374	\$ 422.82	—	\$ 612	\$ 972	\$ 1,061
Whitefield	318	184	25	156	25	151	21	8	1	5,200	.0107	.05	\$ 2,848.92	—	\$ 4,838	\$ 9,087	\$ 9,536
Wiscasset	420	178	73	170	73	145	61	8	4	8,950	.00781	.045	\$ 2,579.92	—	\$ 6,520	\$ 11,375	\$ 13,513
Monhegan Pl.	22	18	—	17	—	16	—	1	—	1,200	.0071	.0325	\$ 278.23	—	\$ 935	\$ 1,470	\$ 1,806
Total	4,920	2,562	505	2,365	503	2,142	443	117	27	\$ 117,435			\$ 39,354.44	\$ 518	\$ 102,731	\$ 166,482	\$ 187,809

OXFORD COUNTY

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
Albany	72	43	—	41	—	34	—	2	—	\$ 2,870	.01574	.067	\$ 925.77	\$ 68	\$ 1,431	\$ 3,609	\$ 3,765
Andover	231	143	44	138	43	127	41	6	2	8,600	.01287	.0505	\$ 2,259.17	—	\$ 7,483	\$ 10,949	\$ 11,884
Bethel	606	378	—	366	—	320	—	16	—	24,100	.01603	.049	\$ 4,535.16	—	\$ 11,957	\$ 28,998	\$ 32,687
Brownfield	189	125	32	123	32	98	24	6	2	6,275	.01672	.058	\$ 1,654.03	306	\$ 5,713	\$ 9,498	\$ 11,107
Buckfield	285	175	90	165	89	149	83	8	3	7,025	.01204	.048	\$ 1,950.18	—	\$ 9,074	\$ 11,636	\$ 12,905
Byron	36	22	—	18	—	17	—	1	—	1,650	.0083	.062	\$ 464.74	—	\$ 805	\$ 1,917	\$ 2,090
Canton	248	163	71	156	70	140	63	5	3	7,800	.01678	.074	\$ 1,644.68	407	\$ 8,612	\$ 12,409	\$ 14,586

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	110	68	24	65	24	59	21	3	2	5,000	.01256	.0517	1,156.06	—	4,264	7,108	8,094
Dixfield	417	248	100	233	98	218	94	7	3	12,845	.01322	.047	2,604.25	—	11,852	18,152	22,460
Fryeburg	432	277	—	269	—	235	—	12	—	17,694	.01402	.044	3,277.06	—	8,586	21,448	23,855
Gilead	59	31	—	25	—	25	—	1	—	1,800	.00699	.043	1,010.94	—	720	2,759	2,945
Greenwood	237	145	—	136	—	128	—	9	—	6,200	.01602	.058	2,411.13	306	5,427	9,363	10,100
Hanover	30	29	—	19	—	18	—	1	—	1,200	.00907	.04	467.05	—	775	1,584	1,675
Hartford	128	72	—	66	—	60	—	5	—	3,860	.01183	.053	1,774.32	—	2,536	5,558	5,994
Hebron	160	76	—	63	—	62	—	4	—	5,225	.01645	.067	1,818.23	144	3,154	7,281	7,899
Hiram	217	148	—	139	—	122	—	6	—	6,920	.01159	.052	1,934.27	—	3,649	9,938	10,463
Lovell	145	88	—	78	—	73	—	6	—	5,600	.00662	.035	1,788.27	—	3,614	8,168	8,976
Mason	18	14	—	14	—	12	—	1	—	540	.00778	.039	413.25	—	632	974	1,368
Mexico	1,702	721	262	666	256	630	238	23	9	29,600	.01967	.071	8,916.87	1,000	30,747	39,330	44,657
Newry	77	42	—	36	—	34	—	3	—	3,600	.0098	.047	1,458.39	—	1,837	4,225	4,644
Norway	1,006	530	191	485	187	464	180	19	10	31,900	.01567	.05	6,295.37	—	30,268	42,905	52,567
Oxford	426	214	57	203	55	182	52	10	2	9,900	.0148	.06	2,607.36	390	9,778	14,144	19,257
Paris	1,018	675	195	631	193	571	180	25	13	43,800	.01678	.05	7,261.76	—	36,537	54,241	63,103
Peru	267	159	—	150	—	138	—	6	—	5,900	.01146	.053	2,306.76	—	4,579	8,698	9,991
Porter	234	143	68	137	68	116	61	5	3	4,500	.01497	.067	1,792.73	340	6,387	9,082	10,475
Roxbury	98	80	—	65	—	53	—	3	—	3,360	.01734	.064	1,434.54	111	2,543	4,817	5,178

OXFORD COUNTY—Concluded

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
Rumford	3,670	1,555	520	1,458	517	1,374	490	55	19	99,100	.01267	.04325	18,956.77	—	91,772	124,929	205,537
Stoneham	60	45	—	45	—	39	—	3	—	1,500	.00874	.046	686.34	—	1,824	2,975	3,241
Stow	51	32	—	32	—	28	—	2	—	1,360	.00805	.06	540.73	—	1,476	2,024	2,296
Sumner	167	110	—	100	—	94	—	6	—	5,650	.01493	.058	1,987.79	192	3,448	7,547	8,244
Sweden	50	44	—	41	—	35	—	3	—	1,550	.00622	.057	808.98	—	1,416	2,799	2,981
Upton	40	23	3	23	3	22	2	1	1	2,450	.00711	.031	555.97	—	1,912	3,070	3,684
Waterford	300	151	—	132	—	117	—	9	—	10,050	.01837	.057	2,584.85	266	5,735	12,847	13,427
Woodstock	217	139	73	131	73	122	66	5	4	9,676	.01737	.056	1,740.98	516	8,659	13,925	16,759
Plantations																	
Lincoln	28	23	—	23	—	20	—	2	—	2,650	.00353	.024	299.82	—	1,623	2,591	3,002
Magalloway	34	24	—	24	—	23	—	2	—	2,650	.00574	.023	486.92	—	1,958	3,887	4,208
Milton	32	26	—	26	—	23	—	1	—	1,000	.01084	.062	280.92	—	739	1,089	1,140
Total	13,097	6,981	1,730	6,522	1,708	5,982	1,595	282	76	\$ 395,400			\$ 93,092.41	\$ 4 046	\$ 333,522	\$ 526,474	\$ 667,244

PENOBSCOT COUNTY

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
Alton	83	53	—	41	—	45	—	3	—	\$ 1,700	.0127	.053	\$ 849.82	—	\$ 1,368	\$ 2,868	\$ 3,335
Argyle	53	43	—	28	—	32	—	2	—	1,600	.0169	.105	526.32	\$ 84	1,368	2,258	2,476
Bangor	7,641	4,182	1,245	3,681	1,230	3,302	1,089	130	60	257,240	.0105	.0405	43,888.38	—	259,669	314,853	386,977
Bradford	208	145	31	143	31	126	25	6	2	6,325	.0191	.069	1,518.03	420	5,793	8,460	9,605
Bradley	219	133	—	129	—	121	—	6	—	6,030	.0165	.057	2,049.68	204	4,392	8,599	11,455
Brewer	1,932	1,086	491	997	485	925	446	35	22	56,598	.0107	.0426	11,398.25	—	52,495	74,457	85,218
Burlington	115	71	—	67	—	59	—	4	—	2,815	.01304	.042	1,487.97	—	2,301	4,026	4,637
Carmel	282	179	71	167	71	150	62	7	2	6,190	.0152	.063	2,050.65	363	6,674	9,595	11,359
Carroll	105	80	—	78	—	65	—	5	—	2,700	.0159	.07	1,379.85	180	2,736	4,520	5,027
Charleston	230	159	31	156	31	143	29	5	7	8,500	.0196	.058	1,535.25	320	4,076	10,650	12,820
Chester	105	70	—	63	—	60	—	3	—	2,000	.0146	.055	661.16	78	1,614	3,147	3,281
Clifton	43	27	—	27	—	21	—	2	—	800	.0081	.077	687.09	—	1,024	1,700	1,782
Corinna	471	299	55	274	55	247	48	13	3	12,600	.0152	.047	3,083.03	—	7,702	14,260	15,757

COMMISSIONER OF EDUCATION

PENOBSCOT COUNTY—Continued

Name of Town	School Census (5 to 21 years)	Total Enrollment		Net Enrollment		Average Daily Attendance		Teaching Positions		Amount appropriated for school maintenance	Rate of taxation for 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
Corinth	243	159	38	151	38	139	35	6	4	9,150	.01613	.056	1,642.36	340	4,203	11,167	11,883
Dexter	1,539	773	237	733	233	677	210	27	11	32,930	.0124	.0496	8,405.22	—	31,617	51,676	64,441
Dixmont	171	126	—	107	—	91	—	7	—	4,280	.0185	.066	2,025.69	280	3,542	6,349	6,816
Drew	28	12	—	12	—	11	—	1	—	1,000	.01	.045	472.53	—	704	1,538	1,825
East Millinocket	656	390	129	378	128	350	115	12	5	25,300	.0153	.052	3,849.69	532	22,518	30,635	35,987
Eddington	162	117	—	110	—	96	—	5	—	4,500	.0169	.058	1,726.36	180	3,087	6,316	6,938
Edinburg	19	10	—	10	—	9	—	1	—	400	.00613	.05	308.79	—	629	907	957
Enfield	348	220	—	201	—	194	—	8	—	7,970	.01405	.051	2,785.22	208	5,034	12,679	15,773
Etna	149	102	—	91	—	80	—	4	—	3,425	.0193	.064	1,608.41	164	2,324	5,066	5,247
Exeter	228	137	—	132	—	119	—	5	—	4,500	.0135	.065	1,960.10	145	3,204	7,954	8,851
Garland	214	137	19	133	19	115	14	7	1	6,020	.0175	.0585	1,595.67	324	5,006	7,541	8,179
Glenburn	134	78	—	76	—	68	—	3	—	2,650	.0128	.06	1,269.82	—	1,885	5,057	5,912
Greenbush	124	86	—	78	—	68	—	5	—	2,600	.0175	.077	1,450.19	200	2,614	4,476	4,755
Greenfield	29	20	—	18	—	17	—	1	—	1,125	.0069	.052	460.07	—	777	1,392	1,529
Hampden	713	474	116	434	116	393	98	17	5	16,700	.0185	.056	4,873.11	950	11,127	22,537	24,929
Hermon	423	294	59	242	59	233	55	11	2	8,000	.0147	.051	2,886.29	390	8,724	11,124	12,176
Holden	174	101	—	90	—	85	—	5	—	3,575	.0132	.062	1,888.19	145	3,020	5,922	6,511
Howland	475	318	130	302	125	284	121	8	6	8,500	.0051	.036	2,723.17	—	13,641	18,309	21,160
Hudson	122	98	—	87	—	78	—	3	—	2,800	.0172	.074	1,322.52	117	1,908	4,537	4,864

PENOBSCOT COUNTY—Concluded

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
Kenduskeag	122	109	—	98	—	85	—	3	—	3,450	.0186	.063	1,427.61	117	2,048	5,151	5,458
Kingman	174	106	—	103	—	89	—	3	—	2,800	.0158	.085	1,590.29	111	2,383	5,084	5,800
Lagrange	160	104	26	104	26	89	23	4	2	6,600	.0176	.061	1,266.61	296	5,231	7,848	8,606
Lee	233	146	52	113	52	113	47	6	5	6,700	.0261	.077	1,932.78	638	3,689	9,242	9,751
Levant	187	135	—	125	—	108	—	5	—	3,750	.0137	.055	1,840.39	120	3,068	6,029	6,524
Lincoln	1,019	647	161	612	161	555	153	22	6	26,450	.0143	.052	6,644.02	884	19,071	36,682	43,673
Lowell	57	45	—	35	—	34	—	2	—	1,125	.00768	.038	754.38	—	1,152	2,146	2,273
Mattawamkeag	134	96	42	72	41	68	38	4	2	7,000	.0161	.053	1,033.54	240	6,082	9,331	10,524
Maxfield	18	13	—	13	—	13	—	1	—	100	.00143	.044	342.69	—	620	815	999
Medway	206	159	—	148	—	119	—	6	—	4,750	.0104	.05	2,009.50	250	4,557	7,134	7,832
Milford	424	275	—	263	—	248	—	6	—	9,000	.012	.046	2,762.88	—	5,236	11,277	12,420
Millinocket	2,372	1,565	396	1,488	389	1,351	367	41	15	73,000	.0163	.054	13,629.83	1,000	62,399	87,932	171,307
Mount Chase	82	50	—	48	—	40	—	2	—	2,500	.01557	.059	776.82	64	1,970	3,443	3,924
Newburg	168	112	—	99	—	89	—	5	—	3,600	.0141	.053	1,866.40	130	2,934	5,239	5,581
Newport	519	348	103	322	103	268	88	11	7	13,000	.0106	.045	3,292.23	—	14,293	20,201	26,035
Old Town	2,329	1,234	483	1,140	481	1,083	444	32	16	54,283	.0098	.0514	12,659.98	—	55,706	75,793	92,557
Orono	988	493	174	473	174	434	161	15	7	31,166	.0118	.0444	5,591.19	—	25,532	37,577	41,982
Orrington	408	280	—	262	—	236	—	8	—	11,085	.0171	.053	3,300.24	256	5,597	14,578	35,552
Passadumkeag	104	64	—	52	—	53	—	2	—	1,875	.0129	.047	1,351.60	—	1,456	3,779	4,169
Patten	483	310	67	302	67	274	61	9	5	12,000	.0149	.0492	3,151.19	—	8,691	16,721	19,023
Plymouth	173	108	121	97	12	89	10	6	1	4,200	.0282	.067	1,543.43	420	4,132	5,981	6,775
Prentiss	135	82	—	74	—	62	—	4	—	3,050	.0173	.1	1,639.82	168	2,599	4,770	5,161
Springfield	167	100	33	96	33	90	26	3	3	4,800	.0235	.071	1,169.33	357	2,664	6,249	6,628
Stetson	159	90	38	89	38	72	32	4	2	3,800	.0188	.074	1,250.62	328	4,609	6,720	7,110
Veazie	177	116	—	105	—	100	—	5	—	7,180	.0121	.044	1,711.10	—	4,841	8,731	10,001
Winn	186	119	33	107	33	95	29	4	2	6,971	.0182	.055	1,352.84	272	5,769	8,973	10,271
Woodville	37	29	—	28	—	25	—	2	—	625	.0045	.048	332.68	—	1,360	1,968	2,567
Plantations																	
Grand Falls	25	21	—	20	—	19	—	1	—	555	.00805	.044	187.69	—	512	678	916
Lakeville	20	8	—	7	—	7	—	1	—	300	.00143	.019	499.73	—	720	1,780	1,855
Sebocis	9	5	—	5	—	4	—	1	—	—	.0248	.017	193.40	—	792	999	1,116
Stacyville	200	140	—	132	—	117	—	4	—	4,700	.0248	.078	1,785.84	216	3,692	6,585	7,621
Webster	36	24	—	22	—	17	—	1	—	525	.0071	.057	421.17	—	648	1,042	1,092
Total	28,949	17,312	4,272	15,890	4,231	14,449	3,826	580	203	\$ 821,463			\$193,680.70	\$11,491	\$ 740,829	\$1,095,368	\$1,377,565

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	178	104	29	104	28	95	25	6	2	\$ 6,350	.0322	.082	\$ 1,518.07	\$ 630	\$ 5,766	\$ 8,368	\$ 9,048
Atkinson	144	85	—	79	—	72	—	4	—	4,275	.0165	.054	1,584.54	120	2,425	6,276	7,039
Blanchard	26	12	—	12	—	8	—	1	—	825	.005	.042	534.62	—	636	1,284	1,392
Bowerbank	12	—	—	—	—	—	—	—	—	500	.0036	.035	248.50	—	—	895	989
Brownville	668	350	183	333	181	293	176	11	8	20,000	.0194	.047	4,340.77	—	19,115	25,182	27,705
Dover-Foxcroft ..	1,169	780	213	682	213	660	200	28	10	41,500	.01342	.04	7,882.46	—	23,258	51,453	60,799
Greenville	588	364	115	359	113	348	95	11	4	14,650	.0138	.045	3,432.20	—	13,973	20,719	24,392
Guilford	621	328	120	317	118	260	104	13	4	18,500	.0169	.045	3,935.28	—	16,360	24,978	32,259
Medford	77	45	—	45	—	41	—	3	—	2,500	.0128	.061	1,062.63	—	1,936	3,383	3,739
Milo	1,074	643	236	596	235	565	211	19	9	28,000	.0134	.0505	6,244.09	—	26,243	36,392	43,656
Monson	304	184	63	178	63	169	59	8	4	9,800	.0222	.06	2,255.58	644	10,043	12,930	14,476
Orneville	83	67	—	60	—	55	—	3	—	1,475	.00902	.051	669.67	25	1,440	2,499	2,836
Parkman	184	126	—	110	—	95	—	8	—	4,225	.01331	.059	2,019.77	196	4,331	6,457	7,188
Sangerville	454	258	55	243	54	228	51	15	3	13,700	.0195	.066	3,127.28	756	13,406	17,512	21,240
Sebec	106	68	—	57	—	51	—	4	—	3,200	.0104	.045	1,459.14	—	2,227	5,304	5,911
Shirley	75	44	—	44	—	43	—	2	—	1,650	.0107	.054	1,144.30	—	1,584	3,757	4,373
Wellington	145	85	—	74	—	61	—	4	—	3,100	.0163	.063	1,776.43	140	2,456	5,065	5,456
Williamsburg	37	19	—	16	—	14	—	1	—	650	.0069	.039	522.38	—	668	1,221	1,379
Willimantic	53	36	—	32	—	32	—	3	—	2,010	.0113	.061	909.83	—	1,981	2,959	3,224

PISCATAQUIS COUNTY—Concluded

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
Plantations																	
Barnard	17	10	—	10	—	9	—	1	—	650	.0053	.038	258.29	—	652	930	1,048
Chesuncook	20	15	—	15	—	13	—	1	—	1,300	.0068	.032	280.23	—	924	1,451	1,617
Elliottsville	18	11	—	9	—	10	—	2	—	1,200	.0051	.031	366.79	—	1,249	1,762	2,413
Kingsbury	13	16	—	12	—	11	—	1	—	775	.0051	.048	200.05	—	684	1,057	1,211
Lake View	18	14	—	13	—	13	—	1	—	—	.00001	.018	197.05	—	828	1,245	1,364
Total	6,084	3,664	1,014	3,400	1,005	3,146	921	150	44	\$ 180,835			\$ 45,969.95	\$2,511	\$ 152,185	\$ 243,079	\$ 284,754

SAGADAHOC COUNTY

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
Arrowsic	33	16	—	16	—	14	—	1	—	\$ 900	.0106	.049	\$ 448.47	—	\$ 640	\$ 1,288	\$ 1,362
Bath	2,613	1,546	512	1,369	507	1,207	495	52	16	77,618	.0076	.043	15,242.94	—	70,152	93,421	116,726
Bowdoin	216	147	—	140	—	125	—	8	—	5,000	.0166	.0615	2,342.59	\$ 280	4,016	6,865	7,510
Bowdoinham	197	113	39	99	39	93	34	7	2	7,900	.0126	.055	1,634.90	—	7,188	9,878	10,940
Georgetown	101	53	—	48	—	45	—	2	—	1,950	.0045	.037	830.28	—	1,596	3,042	3,229
Phippsburg	252	173	—	160	—	122	—	9	—	5,700	.0093	.048	2,535.40	—	5,180	8,262	9,422
Richmond	491	309	93	284	90	257	79	10	4	14,700	.0128	.057	3,520.14	—	12,615	18,226	26,243
Topsham	674	355	—	315	—	292	—	19	—	18,900	.0102	.0395	4,747.95	—	11,912	23,252	27,159
West Bath	74	46	—	45	—	31	—	2	—	2,041	.0079	.0435	897.87	—	1,481	2,717	2,881
Woolwich	200	132	—	113	—	98	—	6	—	4,800	.0136	.06	2,175.92	168	4,031	7,160	7,976
Total	4,851	2,890	644	2,589	636	2,284	608	116	22	\$ 139,509			\$ 34,376.46	\$ 448	\$ 118,811	\$ 174,111	\$ 213,448

SOMERSET COUNTY

Name of Town	School Census (5 to 21 years)	Enrollment Total		Enrollment Net		Attendance Average Daily		Positions Teaching		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	714	401	—	377	—	344	—	16	—	\$ 22,973	.01598	.064	\$ 4,725.57	\$ 910	\$ 11,544	\$ 28,295	\$ 31,110
Athens	243	197	19	176	19	153	16	7	3	6,000	.01661	.069	1,671.17	324	4,280	7,883	8,443
Bingham	273	183	73	170	72	151	68	6	4	9,778	.00846	.047	1,669.49	—	9,720	14,088	17,210
Cambridge	80	61	—	52	—	52	—	3	—	1,500	.00947	.054	889.04	—	1,538	2,382	2,620
Canaan	235	159	—	143	—	130	—	5	—	6,450	.01697	.059	2,003.90	530	3,986	8,464	9,071
Concord	62	36	—	35	—	31	—	3	—	2,500	.01192	.077	873.88	—	1,922	3,541	3,914
Cornville	168	88	—	79	—	72	—	4	—	5,000	.01457	.0625	1,659.49	124	3,220	8,006	8,306
Detroit	138	84	—	71	—	68	—	5	—	2,750	.01589	.048	1,560.40	—	2,368	4,345	4,738
Embden	149	99	—	91	—	85	—	5	—	3,900	.01089	.05	1,805.38	—	2,940	5,267	5,706
Fairfield	2,000	699	338	611	335	556	309	25	10	31,700	.01073	.05	9,680.20	—	30,201	44,572	68,844
Harmony	254	184	74	163	73	154	63	7	3	7,800	.01824	.065	1,852.27	429	7,424	11,120	11,734
Hartland	339	215	63	196	63	190	54	7	4	10,300	.01145	.044	2,133.43	—	5,718	13,743	17,310
Madison	1,441	824	330	770	327	705	295	27	13	44,650	.01113	.045	8,587.18	—	42,518	62,077	89,779
Mercer	121	98	—	85	—	80	—	6	—	3,000	.01652	.06	1,819.04	204	3,315	5,058	5,547
Moscow	136	95	—	90	—	74	—	4	—	1,500	.00063	.013	1,564.06	—	2,490	4,530	5,358
New Portland	250	170	50	158	49	148	44	8	3	9,000	.01936	.07	1,952.99	588	9,435	13,004	13,800
Norridgewock	343	245	135	218	129	196	121	6	6	11,310	.01393	.057	2,517.87	300	8,082	16,283	22,086
Palmyra	296	159	—	144	—	128	—	8	—	6,850	.01594	.06	2,480.57	238	4,660	10,570	11,074
Pittsfield	769	551	—	510	—	482	—	18	—	31,507	.01285	.051	5,477.13	—	16,927	37,660	40,108
Ripley	112	60	—	55	—	47	—	4	—	2,480	.01263	.072	1,385.54	—	1,765	4,004	4,351

SOMERSET COUNTY—Concluded

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
Saint Albans	339	205	—	199	—	186	—	8	—	7,000	.01465	.053	2,847.94	208	4,680	8,899	9,852
Skowhegan	2,045	909	329	840	325	772	295	35	11	58,700	.01011	.04	11,619.83	—	47,502	71,324	100,071
Smithfield	98	79	—	54	—	56	—	5	—	3,500	.01199	.06	1,637.37	—	2,700	5,246	5,737
Solon	250	160	43	141	43	136	42	6	2	7,500	.01265	.048	1,731.21	—	7,039	10,104	11,170
Starks	148	97	—	90	—	71	—	4	—	4,800	.0185	.077	1,893.55	168	2,140	6,122	6,315
Plantations																	
Bigelow	9	—	—	—	—	—	—	—	—	35	.00039	.051	27.00	—	—	684	771
Brighton67	47	—	44	—	38	—	3	—	1,500	.01031	.058	717.00	—	1,543	2,523	2,883
Caratunk	61	33	17	33	17	28	16	2	1	2,556	.00622	.033	509.92	—	2,998	4,150	4,424
Dead River	23	10	—	10	—	10	—	1	—	1,100	.00499	.05	699.77	—	892	2,453	2,702
Dennistown	10	5	—	5	—	4	—	1	—	100	.00047	.0205	136.40	—	704	1,176	1,321
Flagstaff	57	49	9	44	8	42	6	2	1	3,504	.01574	.057	477.40	128	2,928	4,828	5,194
Highland	25	13	—	13	—	10	—	1	—	600	.00604	.055	374.22	—	661	1,337	1,488
Jackman	268	88	39	86	39	84	36	3	2	5,850	.00936	.038	1,307.10	—	6,121	9,133	10,175
Lexington	37	24	—	22	—	20	—	2	—	2,000	.01602	.071	637.32	74	1,224	2,154	2,600
Mayfield	0	4	—	1	—	1	—	1	—	400	.0038	.04	85.75	—	—	252	332
Moose River	98	57	—	56	—	54	—	3	—	2,000	.00785	.038	1,335.69	—	2,367	4,786	5,462
Pleasant Ridge	33	26	—	26	—	22	—	2	—	2,500	.00011	.0134	336.65	—	802	3,053	7,255
The Forks	51	31	—	31	—	28	—	2	—	700	.00352	.032	709.67	—	1,616	3,073	3,506
West Forks	35	19	11	19	11	17	7	1	1	1,550	.00438	.0315	242.55	—	2,400	3,048	5,096
Total	11,777	6,464	1,530	5,908	1,510	5,425	1,371	256	64	\$ 326,843			\$ 83,634.94	\$4,225	\$ 262,370	\$ 449,237	\$ 567,463

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	1,557	887	351	775	339	704	323	27	11	\$ 36,706	.00970	.055	\$ 8,565.72	—	\$ 36,984	\$ 49,204	\$ 59,052
Belmont	66	39	—	29	—	27	—	2	—	1,675	.01388	.059	789.86	\$ 56	1,034	2,420	2,652
Brooks	236	118	76	118	76	105	64	4	3	7,450	.01921	.054	1,546.54	252	6,320	11,073	11,725
Burnham	227	131	—	131	—	122	—	6	—	6,000	.02031	.078	2,064.27	276	3,115	8,092	8,530
Frankfort	174	113	31	110	29	83	26	4	2	4,700	.01906	.058	1,300.99	455	4,194	6,117	7,376
Freedom	135	98	—	86	—	77	—	3	—	2,800	.01414	.069	1,488.06	96	1,946	4,548	4,758
Islesboro	206	132	45	119	45	111	42	5	3	12,700	.00892	.046	1,636.58	—	10,310	14,475	15,750
Jackson	114	62	—	62	—	54	—	3	—	1,875	.01173	.051	1,378.86	—	1,492	3,847	4,309
Knox	175	126	—	109	—	90	—	4	—	3,800	.01762	.065	2,086.48	148	2,092	6,319	6,582
Liberty	163	109	40	101	38	99	35	4	2	3,350	.01355	.056	1,421.24	168	3,520	5,269	5,634
Lincolnton	238	162	—	149	—	128	—	6	—	6,150	.01304	.055	2,101.80	144	3,299	8,575	9,298
Monroe	250	125	41	125	41	97	34	8	3	6,450	.02291	.063	2,006.99	637	6,718	9,101	9,744
Montville	202	110	—	106	—	87	—	5	—	3,800	.01328	.07	1,865.16	150	2,541	6,382	6,643
Morrill	85	50	—	49	—	19	—	3	—	2,250	.01431	.048	1,267.33	—	1,598	3,342	3,424
Northport	120	79	—	68	—	57	—	6	—	1,950	.00332	.034	1,500.99	—	2,235	4,829	5,174
Palermo	141	95	—	77	—	76	—	4	—	3,100	.01093	.072	1,828.76	—	2,016	5,071	5,335
Prospect	142	88	—	77	—	71	—	3	—	3,125	.01746	.047	1,479.85	—	1,835	5,070	5,425
Searsmont	179	120	27	119	27	102	26	6	2	4,100	.01232	.065	1,528.72	—	4,497	5,617	6,004
Searsport	480	257	73	225	71	208	63	9	3	11,800	.0132	.05	2,847.52	—	9,544	14,127	17,980
Stockton Springs	266	168	65	152	65	138	57	4	3	7,200	.01228	.052	1,870.82	—	6,108	10,693	14,034

WALDO COUNTY—Concluded

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
Swanville	151	81	—	81	—	68	—	5	—	2,050	.01061	.0618	1,533.15	—	2,479	4,116	4,526
Thorndike	148	92	—	86	—	75	—	6	—	3,800	.01234	.06	1,798.23	—	3,257	5,941	6,823
Troy	246	138	—	138	—	130	—	6	—	4,500	.01438	.0565	2,126.73	180	3,008	6,559	6,973
Unity	327	149	65	149	65	140	60	6	3	6,750	.01217	.056	1,953.19	—	7,150	10,699	13,414
Waldo	143	76	—	76	—	62	—	3	—	2,650	.01546	.058	1,471.59	96	1,627	3,922	4,218
Winterport	430	255	61	234	59	204	60	7	3	9,500	.01549	.075	2,687.58	805	8,679	12,910	14,390
Total	6,601	3,860	875	3,551	855	3,134	790	147	38	\$ 160,231			\$ 52,147.01	\$ 3,463	\$ 137,598	\$ 228,318	\$ 259,773

WASHINGTON COUNTY

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
Addison	264	154	41	133	41	125	34	7	2	\$ 6,300	.02169	.084	\$ 2,104.49	\$ 539	\$ 6,106	\$ 9,277	\$ 9,951
Alexander	117	59	—	55	—	53	—	3	—	2,342	.01888	.06	980.62	114	1,783	3,820	3,998
Baileyville	874	421	190	421	190	407	169	19	7	32,492	.0131	.041	5,190.66	—	28,452	37,365	47,647
Baring	72	47	—	46	—	44	—	2	—	1,100	.00825	.0625	1,368	—	2,092	2,338	—
Beals	199	113	29	107	28	104	26	5	2	4,800	.03371	.067	1,389.36	540	5,128	6,897	7,530
Beddington	4	—	—	—	—	—	—	—	—	200	.00504	.051	112.00	—	198	298	314
Brookton	83	56	—	54	—	44	—	2	—	1,175	.00901	.044	689.95	—	1,342	2,025	2,208
Calais	1,907	816	282	816	282	731	272	29	8	33,217	.00983	.051	9,906.46	—	32,473	47,703	59,377
Centerville	25	15	—	12	—	9	—	1	—	645	.00517	.04	208.34	—	640	1,093	1,350
Charlotte	80	54	—	54	—	44	—	4	—	2,050	.01686	.063	976.97	140	2,048	3,357	3,564
Cherryfield	363	180	72	163	72	157	67	7	3	7,700	.01686	.057	2,353.44	442	4,462	10,916	12,168
Columbia	170	115	—	105	—	94	—	6	—	3,574	.01975	.066	1,873.97	252	3,330	5,631	6,339
Columbia Falls	220	134	50	129	50	116	47	7	2	4,650	.016	.056	1,585.13	340	5,803	6,953	8,048
Cooper	59	35	—	35	—	31	—	2	—	1,350	.01238	.064	679.17	—	1,044	1,933	2,045
Crawford	46	25	—	25	—	21	—	1	—	1,351	.00759	.0436	547.35	—	925	1,845	1,920
Cutler	145	87	—	83	—	73	—	5	—	3,200	.01953	.059	1,688.40	200	2,846	5,213	5,721
Danforth	467	318	104	305	104	276	85	9	6	13,550	.01888	.06	3,066.92	570	13,100	18,371	20,558
Deblois	10	8	—	7	—	6	—	1	—	410	.01022	.043	216.40	—	384	572	621
Dennysville	130	72	68	67	68	62	59	3	3	4,350	.02812	.07	933.25	420	6,133	7,756	8,304
East Machias	397	244	—	226	—	219	—	9	—	9,000	.01537	.057	2,950.37	288	5,504	13,164	13,859

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	1,031	618	231	597	230	560	212	19	8	24,282	.01444	.048	6,457.80	—	25,334	34,257	42,221
Edmunds	135	78	—	66	—	64	—	4	—	3,150	.02609	.093	1,754.40	240	2,617	5,509	6,391
Harrington	263	178	43	174	43	157	39	6	2	6,350	.01819	.057	1,719.00	304	6,264	9,114	12,505
Jonesboro	173	105	27	98	27	93	23	4	2	3,850	.02166	.075	1,277.84	376	4,659	5,726	6,502
Jonesport	617	359	87	334	86	316	80	12	4	12,300	.01938	.064	3,819.66	820	13,418	17,695	20,331
Lubec	963	628	160	590	160	542	132	23	6	23,925	.01710	.049	6,198.21	—	26,468	32,057	37,386
Machias	612	362	191	340	190	324	176	14	6	12,460	.01472	.055	3,471.09	442	15,203	18,886	20,523
Machiasport	257	149	—	143	—	127	—	9	—	6,613	.02408	.062	2,470.07	459	5,949	9,600	10,169
Marion	27	13	—	8	—	11	—	1	—	900	.01219	.098	202.99	—	630	1,243	1,296
Marshfield	70	36	—	36	—	32	—	2	—	1,490	.02014	.0584	1,134.00	84	1,260	2,722	2,854
Meddybemps	31	21	—	20	—	20	—	1	—	540	.00862	.067	206.95	—	640	777	834
Milbridge	413	247	54	238	54	236	51	8	2	7,234	.01787	.049	2,438.63	—	7,085	10,313	11,945
Northfield	32	18	—	18	—	16	—	2	—	1,325	.01339	.0535	484.72	48	1,332	1,946	2,008
Pembroke	316	196	66	185	63	175	58	7	2	7,400	.02013	.06	2,101.13	487	6,136	11,965	15,251
Perry	244	136	—	125	—	121	—	6	—	5,648	.02157	.061	2,220.35	270	4,149	8,226	9,429
Princeton	332	195	80	190	79	180	72	8	3	8,275	.01544	.055	2,240.98	364	9,925	11,944	12,849
Robbinston	177	108	—	98	—	86	—	4	—	3,475	.01567	.057	1,395.52	128	3,219	4,843	5,278
Roque Bluffs	44	30	—	28	—	26	—	1	—	850	.0159	.0573	369.45	34	576	1,204	1,413
Steuben	225	134	43	130	43	116	39	8	2	6,102	.01867	.067	1,812.73	400	6,159	8,198	9,146
Talmadge	14	—	—	—	—	—	—	—	—	600	.00819	.04	118.25	—	234	655	722

WASHINGTON COUNTY—Concluded

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
Topsfield	90	52	—	48	—	41	—	2	—	1,075	.00703	.077	1,081.72	—	1,440	2,686	2,935
Trescott	119	82	—	78	—	64	—	5	—	2,500	.02489	.09	1,239.76	280	2,836	4,069	4,245
Vanceboro	247	154	49	149	48	138	40	4	2	5,600	.01702	.053	1,509.46	256	5,760	7,966	10,249
Waite	56	34	—	33	—	30	—	2	—	1,400	.01284	.047	821.13	—	1,420	2,714	2,899
Wesley	65	45	—	42	—	38	—	3	—	1,500	.01333	.0597	562.88	84	1,746	2,259	2,670
Whiting	118	85	—	80	—	74	—	5	—	3,350	.0168	.048	1,608.49	—	3,110	5,243	5,719
Whitneyville	79	52	—	51	—	48	—	2	—	1,450	.01545	.067	963.69	68	1,368	2,434	2,718
Plantations																	
Codyville	41	24	—	24	—	21	—	2	—	80	.00068	.052	237.91	—	680	819	891
Grand Lake Stream	76	42	8	40	8	39	7	1	1	1,750	.01068	.045	803.47	—	2,712	3,434	3,808
Number 14	31	17	—	17	—	16	—	1	—	435	.0049	.05	384.00	—	760	1,748	1,815
Number 21	42	18	—	18	—	15	—	1	—	700	.00704	.035	487.34	—	740	1,247	1,299
Total	12,572	7,169	1,875	6,841	1,866	6,342	1,688	290	73	\$ 290,065			\$ 89,577.35	\$8,989	\$ 286,898	\$ 417,780	\$ 486,161

YORK COUNTY

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
Acton	121	70	—	67	—	61	—	5	—	\$ 4,200	.0107	.052	\$ 1,789.88	—	\$ 3,379	\$ 6,226	\$ 6,661
Alfred	268	182	35	164	35	147	30	5	2	9,700	.0171	.052	1,725.18	\$ 256	6,432	11,755	12,280
Berwick	595	296	81	288	81	255	73	13	6	16,020	.0137	.06	3,756.44	532	14,053	20,177	26,572
Biddeford	5,845	1,045	321	968	321	837	292	45	14	58,419	.0041	.045	23,963.27	—	64,819	87,624	114,504
Buxton	492	308	66	288	65	243	58	13	3	14,400	.0083	.04	3,301.34	—	12,560	17,234	21,838
Cornish	195	114	49	108	45	98	42	5	4	5,700	.0134	.053	1,254.19	168	6,149	8,696	10,523
Dayton	115	55	—	55	—	49	—	4	—	3,250	.0096	.035	1,479.77	—	2,816	5,461	5,751
Eliot	438	262	81	253	81	230	77	11	6	14,250	.0074	.031	3,039.40	—	12,953	16,771	19,938
Hollis	283	202	41	180	41	166	37	9	2	10,072	.0088	.038	2,052.15	—	9,124	12,255	13,836
Kennebunk	851	570	105	525	104	479	93	20	4	34,200	.0102	.044	5,353.20	—	27,217	38,271	43,311
Kennebunkport ..	339	230	61	221	61	191	56	13	4	24,450	.0097	.0472	2,885.79	—	19,740	28,064	30,199
Kittery	1,015	691	212	629	212	579	192	22	8	31,700	.0147	.05225	6,543.15	936	16,983	33,484	45,474

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								
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
Lebanon	336	235	—	215	—	183	—	10	—	10,650	.0131	.048	2,964.50	—	7,306	15,293	16,536
Limerick	339	210	32	200	31	173	28	7	2	9,809	.0134	.051	2,156.41	240	7,536	11,695	15,779
Limington	230	128	40	117	40	102	35	7	3	7,450	.01487	.059	1,584.86	300	6,846	8,746	9,594
Lyman	99	59	—	55	—	50	—	4	—	4,300	.0099	.042	1,535.85	—	2,772	5,989	6,448
Newfield	108	62	20	59	20	53	17	3	2	4,480	.0173	.065	1,031.47	259	4,393	6,592	7,242
North Berwick	391	203	86	197	86	178	80	9	3	13,620	.014	.057	2,411.78	390	10,675	17,400	20,606
N. Kennebunkport	149	95	—	86	—	75	—	5	—	3,525	.0088	.052	1,402.08	—	3,106	5,050	5,715
Old Orchard Beach	368	271	60	250	59	195	49	7	6	14,875	.00386	.02775	2,387.84	—	13,468	18,134	27,489
Parsonsfield	249	143	28	137	28	125	24	6	3	5,475	.01165	.06	2,068.74	—	3,944	7,957	9,809
Saco	2,030	1,142	290	1,067	290	963	274	40	16	76,008	.00937	.051	12,005.36	—	39,937	85,562	105,329
Sanford	5,205	1,582	462	1,572	461	1,451	410	51	22	88,500	.00746	.0408	23,412.41	—	94,533	121,559	192,077
Shapleigh	130	100	11	97	10	86	9	5	1	3,350	.00715	.054	1,242.97	—	4,214	5,484	6,168
South Berwick	569	328	116	317	116	289	112	13	6	18,300	.01265	.054	4,064.61	—	9,379	22,892	29,058
Waterboro	265	162	46	152	46	122	45	7	2	10,300	.01496	.059	1,919.07	352	7,840	12,653	15,847
Wells	667	434	103	397	98	349	83	17	4	25,815	.00897	.051	4,433.36	—	19,702	30,884	35,289
York	685	436	141	419	134	373	132	22	6	32,500	.00717	.048	5,141.90	—	26,315	38,211	44,729
Total	22,377	9,615	2,487	9,083	2,465	8,102	2,248	378	129	\$ 555,318			\$126,906.97	\$3,433	\$ 458,191	\$ 700,119	\$ 898,602

SUMMARY BY COUNTIES

Name of Town	School Census (5 to 21 years)	Total Enrollment		Net Enrollment		Average Daily Attendance		Teaching Positions		Amount appropriated for school maintenance	State aid for school maintenance	Equalization fund	Expenditure for instruction	Total expenditure for school maintenance	Total expenditure for all school purposes
		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	19,990	9,185	2,639	8,336	2,610	7,359	2,366	328	106	\$ 499,659	\$ 113,479.22	\$ 902	\$ 465,995	\$ 638,456	\$ 838,280
Aroostook	34,068	21,368	3,853	20,018	3,833	17,821	3,415	685	168	749,799	224,106.46	24,452	668,060	1,051,683	1,307,060
Cumberland	43,175	21,016	6,031	19,938	5,994	18,011	5,517	711	252	1,275,649	245,496.18	932	1,192,594	1,574,530	2,256,777
Franklin	5,773	3,632	929	3,356	926	2,918	836	138	46	178,235	45,721.43	711	155,855	250,968	284,530
Hancock	10,045	5,783	1,339	5,255	1,327	4,807	1,217	245	70	309,435	76,716.49	5,558	257,424	403,909	531,306
Kennebec	20,635	11,375	2,866	10,457	2,848	9,413	2,570	413	103	559,662	130,173.44	2,784	476,654	726,915	889,821
Knox	6,755	4,462	1,190	4,191	1,181	3,825	1,054	165	52	208,890	48,260.91	2,168	187,332	269,059	331,153
Lincoln	4,920	2,562	505	2,365	503	2,142	443	117	27	117,435	39,354.44	518	102,731	166,482	187,839
Oxford	13,097	6,981	1,730	6,522	1,708	5,982	1,595	282	76	395,400	93,092.41	4,046	333,522	526,474	667,244
Penobscot	28,949	17,312	4,272	15,890	4,231	14,449	3,826	580	203	821,463	193,680.70	11,491	740,829	1,095,368	1,377,565
Piscataquis	6,084	3,664	1,014	3,400	1,005	3,146	921	150	44	180,835	45,969.95	2,511	152,185	243,079	284,754
Sagadahoc	4,851	2,890	644	2,589	636	2,284	608	116	22	139,509	34,376.46	448	118,811	174,111	213,448
Somerset	11,777	6,464	1,530	5,908	1,510	5,425	1,371	256	64	326,843	83,634.94	4,225	262,370	449,237	567,463
Waldo	6,601	3,860	875	3,551	855	3,134	790	147	38	160,231	52,147.01	3,463	137,598	228,318	259,773
Washington	12,572	7,169	1,875	6,841	1,866	6,342	1,688	290	73	290,065	89,577.35	8,989	286,898	417,780	486,161
York	22,377	9,615	2,487	9,083	2,465	8,102	2,248	378	129	555,318	127,106.97	3,433	458,191	700,119	898,602
Unorganized Territory	1,111	592	—	558	—	474	—	31	—	48,625	—	—	22,129	50,024	56,365
Total	252,780	137,930	33,779	128,258	33,498	115,634	30,465	5,032	1,473	\$6,817,053	\$1,642,694.36	\$76,631	\$6,019,178	\$8,966,512	\$11,438,111