

MAINE STATE LEGISLATURE

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MAINE PUBLIC DOCUMENTS

July 1, 1934 - June 30, 1936

REPORT

OF THE

**Commissioner of
Education**

OF THE

STATE OF MAINE

FOR THE

SCHOOL BIENNIUM

ENDING

June 30, 1936

STATE OF MAINE

Department of Education,
Augusta, July 1, 1936

*To His Excellency, Louis J. Brann, Governor of Maine
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, 1934, and closing June 30, 1936.

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

Respectfully submitted,

BERTRAM E. PACKARD,
Commissioner of Education.

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CHAPTER I

INTRODUCTION

I am pleased to submit herewith a report of the public schools of Maine for the biennial period ending June 30, 1936. During this period there have been few changes in the personnel of the office force. Because of this fact our work has proceeded efficiently and without interruption. There has been no radical change or departure from established policies. It is my purpose to make this report very brief and emphasize only certain changes which have taken place during the biennium and specifically mention certain changes relative to the financial support of education on the part of the state which must be brought about in the very near future for a decent minimum standard of educational opportunity to be maintained in the poorer towns of the state.

RESPONSIBILITY OF THE STATE

There can be no question in the minds of thinking citizens but that the state has a definite responsibility in the matter of the education of those who are to be within a few years its active citizens. Many years ago the state accepted the responsibility of caring for the insane. Later responsibility was accepted by the state for the care of the feeble-minded. Within the past twenty years the state has accepted in full measure the responsibility for a network of fine highways extending throughout the length and breadth of the state. We seem now to be well on the road toward accepting responsibility of caring for all those needy and unfortunate persons who cannot care for themselves.

I would not minimize the importance of any one or all of these activities so essential for the well-being of our people but I believe all fair-minded and thinking citizens will agree with me that important as these activities are they pale into insignificance as compared with the lasting values to be secured through public education. The founders of New England had a dim perception of the ideal of a free state and being themselves fortunately possessed of a high degree of educational attainment they clearly

saw that free government could only be successful through an enlightened and educated citizenship. Hence, they early made provision for the establishment of free schools to the end that our youth through education might be prepared for the active duties of citizenship and of life. There can be no sound denial of the principle that in the final analysis the state must and rightly should accept the responsibility of guaranteeing to all its youth at least that minimum program of educational opportunity which the state expects of its future citizenry. When Maine was organized as a state in 1820, as a direct inheritance from existing statutes in the parent state of Massachusetts, the first Legislature enacted laws providing that each township must be responsible for the support of public education. Inasmuch as about the only things which a township could tax were houses and lands the property tax became the chief support of public education.

Possibly up to a half century ago the townships in Maine could from their own tax resources maintain a type of educational opportunity consistent with the standards of that day, but during the past half century tremendous changes have taken place in our economic and social life. It has been a remarkable period of inventive genius and development. Fifty years ago we knew nothing about the convenience of modern electrical appliances. The automobile and airplane were unknown. Very few homes knew the convenience and comfort of modern heat and sanitation. Our homes knew nothing of the convenience of the telephone or rural free delivery. In other words, those comforts and conveniences which we today consider as almost necessities were unknown a half century ago.

It has been a period of remarkable inventive genius in the matter of labor-saving machinery. On the farm, in the counting house, in factory and mill we witness the sight of efficient, swiftly-moving, up-to-date machinery performing the work that was once performed by hand labor. As a result of this development of labor-saving machinery there has been far less demand for the employment of youth. Humanitarian influence and industrial conditions have resulted in the placing of laws upon our statute books which forbid employment of youth in mill or factory under the age of sixteen and an amendment to the Federal Constitution is well on its way to enactment which forbids the employment of any youth under the age of eighteen.

This situation coupled with the desire of parents for a better educational opportunity for their children has resulted in nearly all the American youth attending the public high school or an institution of similar type. A half century ago our only problem was that of affording educational privileges of an elementary type at public expense. Today we see the program expanded so as to include four and five additional years of educational opportunity and the end is not in sight.

During such a period education could not remain stationary. It must, to be of value, advance to meet the needs of a swiftly-changing social order. During the same period there has been a tremendous change in the tax ability of many of our towns. There has been a constant tendency for the rural population to move to urban centers. Many towns which could have been rated as being possessed of fair tax ability a half century ago are now poor and find themselves unable to meet the tax demands imposed upon them by modern civilization.

Under our statutory set-up each township is responsible for the education of youth residing within its borders. A township in Maine is usually an area about six miles square. It can readily be seen that under such a system there must be tremendous inequalities in the type of education offered. In the abler towns splendid educational privileges are available for youth at comparatively low tax rates. In towns of average ability and wealth through local initiative and the desire of citizens for better educational opportunities excellent schools are provided at fairly high tax rates; in at least one half of the five hundred townships in Maine even with impossibly high tax rates schools approaching any decent educational standard cannot be maintained but boys and girls reside in these towns who within a few years are to be active citizens of the state. The towns are helpless in this situation and cannot in any way remedy the difficulty.

Despite the fact that the property in the township through taxation must be responsible for the costs of public education the Legislature has from time to time enacted laws imposing additional burdens upon the township. For example, laws have been enacted requiring that free textbooks, equipment and supplies shall be furnished all pupils. Laws have been enacted increasing the length of the school year. Laws have been enacted requiring the conveyance of pupils living at an unreasonable

walking distance from school. Laws have been enacted that school buildings should comply with minimum requirements as to light, heat and sanitation and finally laws have been enacted requiring that every township must maintain a free high school or if not maintaining a free high school pay tuition for its pupils in those towns which do maintain such schools.

The time has come when at least half our towns cannot comply with these statutory requirements without impossibly high tax rates and unless the Legislature steps in and makes a change in the laws relating to the support of public education there must inevitably be a breakdown in the character and quality of educational opportunity in the poorer towns.

THE STATE'S ABILITY

Many of our citizens have the erroneous belief that Maine is a poor state as compared with other states. It is true that Maine is not a wealthy state as compared with states like New York, California, Pennsylvania, Massachusetts; neither is it a poor state as compared with states like Arkansas, Mississippi, Alabama and Georgia, but according to impartial federal statistics Maine ranks as of about average ability of the forty-eight states. Actually as to per capita wealth of her citizens she has a rank of twenty-fourth among the forty-eight states.

The wealth of a state may be measured to a certain extent by the expenditures of its citizens for various items. Measured by this standard we find according to reliable statistics that the citizens of Maine expend for automobiles, life insurance premiums, retail sales, non-necessities like amusements, tobacco, soft drinks, cosmetics, liquor, etc., about the same as do the states of like ability and yet we find that in expenditures per capita for public education Maine ranks thirty-fifth among the forty-eight states and that in no state north of the Mason-Dixon line are expenditures so low for per capita public education as in the State of Maine.

One might easily conclude from these statistics that Maine cared more for the material things of life than for the values of public education. I would take a more charitable view of the situation and state that in my opinion the reason why Maine rates so low among the other states in per capita expenditures for public education is because of the fact that our citizens are

not fully informed as to the actual situation. They do not fully realize the poverty-stricken condition that exists in many of our poorer communities in respect to available funds for the support of public schools. As to financial ability to support public education Maine ranks slightly below New Hampshire and slightly higher than Vermont, states much like Maine in respect to industrial and agricultural conditions, yet we are something like 50% below New Hampshire in per capita expenses for public education and at least 25% below Vermont. In the final analysis the support of public education rests in the hands of the citizens of the state. The public schools belong to the citizens and they will be good, bad or indifferent dependent upon the desire of the citizens in respect to funds allocated for public education. Of this we may be sure, education is not in any sense on the bargain counter. In education like any other type of public service we secure as a rule results commensurate with the amounts we expend for the same.

During the past five years the teachers of Maine have made tremendous and unparalleled personal sacrifices in order to keep the schools open and to give our pupils, to the best of their ability, educational opportunities. In the majority of cases they have suffered inequitable reductions in salaries and in many instances their low salaries have not been forthcoming in cash payments. At least 25% of our teachers have received salaries of less than \$500 per year and at least 10% have received salaries lower than the wages paid to unskilled labor on relief. Many schools would have been closed in Maine had it not been for the sacrificial spirit on the part of teachers to keep them open.

We might as well face the fact that depression conditions are over and with a return to a normal condition of prosperity the day is past when teachers will be able to continue their work at the prevailing low rate of salaries. As a matter of fact, we are facing a shortage of trained teachers at the present time. The main factor contributing to this shortage is that prospective teachers are unwilling to incur the expense of preparation for teaching when without this preparation they can receive higher wages in other lines of industrial activity. Unless this situation is remedied we face the possibility of the closing of schools in the poorer areas because of the fact that they will be unable to secure properly trained teachers.

THE REMEDY

The only remedy for the existing situation lies in legislative action. Twenty years ago nearly 40% of the state's tax dollar was devoted to public education. We have been gradually decreasing this percentage until at the present time only slightly over 10% of the state's tax dollar is available for public education. The towns have very narrow tax powers and about the only thing they can tax for the support of education is visible property like houses and lands. Inasmuch as the state school fund so-called is derived chiefly from this same type of taxation we find that at the present time approximately 99% of the cost of public education in Maine is derived from the so-called property tax. Because the support of education has been dependent to so large an extent upon this type of tax and, because of the breakdown of property tax in the inability of our citizens to pay this tax there has been a breakdown in the support of public education in many of our poorer towns and, as a result, thousands of boys and girls in Maine have been deprived of the educational opportunity which was rightfully theirs.

All thinking citizens agree that education should be placed upon so stable a basis that in periods of depression the educational opportunities available for our children should not be curtailed or diminished. Public education is one activity which must be maintained upon a fairly stable basis in periods of depression as well as in periods of prosperity.

The Legislature has broad powers in respect to taxation and can revise its tax system and broaden the tax base through bringing in other types of taxation beside the property tax so as to ensure a more stable source of support for the public schools. The so-called gas tax which under our laws is devoted to the construction and maintenance of bridges and highways affords an excellent illustration of the point I am making. Despite the depression the income from the gas tax has been fairly stable and has in no way suffered so great a fluctuation as has been the case with the property tax. As a result the funds available for highways have been fairly stable and the program of construction and maintenance of highways and bridges has in no way suffered as has the program for the support of public schools. We would not in any sense diminish the importance of good

highways. We believe they are essential to the prosperity of the state and the program of better highways must be a continuing one in every section of the state. The point I am making is that through some type of taxation which possesses more stability than the property tax a situation may be brought about whereby public schools may be ensured of some adequate and permanent support.

The Legislature as well as the majority of citizens of Maine are familiar with the enlightening and comprehensive report made by the Public School Finance Commission created by an order of the Legislature of 1933. This report and its recommendations were presented to the Legislature in 1935. A substantial majority of the Legislature was in agreement with the recommendations of the Commission but because of our traditional idea of clinging to the property tax for the support of schools the Legislature could not see its way clear to revise its tax laws in order to provide the funds necessary to put into effect the recommendations of the Commission.

Committees of Maine teachers and superintendents have been working on a new bill which will be presented to the Legislature in 1937. This bill, while utilizing the same conclusions as those set forth by the Commission, has been modified and simplified to such an extent that it is believed it will work out more efficiently than the bill presented to the Legislature in 1935. Briefly the proposed bill provides that the state guarantee one half the support of a minimum program of education for the support of elementary and secondary schools, conveyance and high school tuition and at the same time provides that an equalization fund shall be established which will guarantee to poorer towns, which cannot from an eleven mill tax on their assessed valuation as determined by the State Tax Assessor comply with these minimum standards, additional funds so that these minimum standards may be met. Because of the fact that the major portion of the support of education at the present time comes from a property tax the proposed bill presupposes that the additional necessary funds must come from other types of taxation.

This bill is actively supported by the Maine Teachers' Association and the Friends of Education, a group of public-spirited organizations interested in a better support for public education. It is confidently believed that if this bill should be enacted into

law a more stable support will be ensured for public education and as a result our public schools will be maintained with a much higher degree of efficiency than they are at the present time.

RURAL EDUCATION

At the present time, in accordance with the law enacted in 1933, three Field Agents in Rural Education are actively engaged in visiting rural schools in every section of the state. These agents have in mind only one objective, namely, to visit rural schools, to assist teachers through conference and demonstration, to hold frequent conferences with groups of teachers and to encourage and assist in every way possible our teachers to the end that rural schools may become more efficient. They actively cooperate with the superintendents of schools in the unions of the state. The plan has justified in every way our expectation and a distinct improvement in the condition of schools in our rural communities has been noted. Inasmuch as the state is large in area and our rural communities widely scattered it seems advisable that, in accordance with the provisions of the law, a fourth agent be appointed in the near future.

CONSOLIDATION OF SUPERVISORY UNIONS

The Legislature of 1935 extended for one year the law enacted in 1933 to the effect that during a four-year period there should be a consolidation of supervisory unions in Maine. The law has operated efficiently and with very little friction. In practically all instances where regrouping has taken place the citizens in general are well satisfied and there is no doubt but that the work of supervision is being carried on efficiently. At the present time regrouping has been accomplished to the extent of decreasing the total number of unions by ten. There is no doubt but that because of improved travel conditions the number of school unions in the state may be decreased from twenty to twenty-five in number.

NORMAL SCHOOLS

Inasmuch as the Normal Schools are treated in a separate section of this report it is not necessary for me to comment upon the matter to any extent. The work has been progressing in a

satisfactory manner. A three-year course required for graduation is now being maintained in all our Normal Schools. Because of higher standards required for teaching in New England as well as in other sections of the country it may be advisable in the comparatively near future to extend the course to at least four years in possibly two of our schools. The trustees have authority under the law to maintain four-year courses and grant appropriate degrees. They are carefully studying the matter but owing to the fact that we are facing a shortage of teachers and until a better measure of state support is provided for education it hardly seems advisable to immediately extend the length of the courses to four years. Other details as to the work of the Normal Schools will be found in Chapter VIII of this report.

PHYSICAL EDUCATION

In my last report I commented upon the fact that a Physical Director had been appointed in this important field of work. Believing in the importance of special training for all prospective teachers in this particular type of work it has been felt that half the time of a director should be devoted to the work of supervising the training of teachers and half the time to active supervision in the field. The results secured in the two-year period have entirely justified our expectations. A much greater interest is being evidenced in all our schools in this important line of activity. Certainly no phase of school work is of greater importance than that which concerns the health and well-being of our school children. This can only be accomplished through having a broad and comprehensive program of health and physical education in all the public schools of the state.

SAFETY EDUCATION

Realizing the serious situation owing to increased travel on the highways and the resulting increase in the number of automobile accidents and fatalities, this Department has been actively coöperating in the campaign during the past year for greater safety on the highways. In our State Elementary School Curriculum an entire chapter is devoted to safety education. During the past year a syllabus on safety education has been prepared for use in our secondary schools. The supervision of the safety

program is under the direction of the Director of Health and Physical Education. Much benefit has been derived through this work in our public schools and we realize that an increasing amount of time in the future must be devoted to this important field of safety education. It is the desire of the Department to cooperate in all ways possible with all agencies in the state in this important line of endeavor.

TEMPERANCE EDUCATION

Because of a long-felt need on the part of our teachers, superintendents and interested citizens for a course of study in the field of temperance a committee was appointed some two years ago to prepare such a course. The committee did a very competent and efficient piece of work which is embodied in the publication of a comprehensive Course of Study in Temperance. This outline is available for all teachers in our elementary schools and we feel that a careful study of this important subject by all our pupils will result in a saner and more constructive attitude toward the problem of temperance in all of its numerous phases.

WORKS PROGRESS ADMINISTRATION PROGRAM IN EDUCATION

During the past two years substantial funds have been provided by the Federal Government through the Works Progress Administration for work in nursery schools and in adult and parent education. The work in Maine has taken largely the form of evening schools either for illiterates or for adults who wish to pursue subjects which might supplement the education they have received in the public schools and might better prepare them for the duties of citizenship. A substantial number of needy and unemployed teachers have been engaged in this work and many students have been enrolled in adult evening classes. This Department has actively sponsored these programs and has cooperated in every way possible with the Director of the Educational Program of the Works Progress Administration. The Department has also actively cooperated with the National Youth Administration Program which has been of great benefit in providing necessary work to assist students in our colleges, normal schools and secondary schools. There is no doubt but

that many students in college and normal school would have been unable to have continued their work had it not been for this assistance. I feel that both the Adult Education and the National Youth Administration Programs have been efficiently and wisely administered in this state. The Department stands ready at all times to coöperate with all agencies working for the betterment of our citizens along educational lines.

CONCLUSION

I have merely conceived it to be my duty to present to the Governor and Council and through that body to the Legislature the actual facts pertaining to the public schools of Maine. In the final analysis the only agency which can correct the existing inequalities in our public school system is the Legislature. I have not believed it wise to gloss over the situation in any way but rather to state the facts as they are and to point out in every way possible and upon every occasion the glaring deficiencies which exist in our public school system. Public education cannot greatly improve until a more adequate and stable financial support is provided on the part of the state. In at least one half the townships of Maine existing revenues will not provide even a decent minimum standard of educational opportunity for our boys and girls. Education is a most important function of the state. It is only through a higher standard of educational opportunity in our public schools that our future citizens may be prepared to cope with the difficult problems of the complex civilization in which we live. Public education is the corner stone of free government and it is only through an enlightened citizenship that democracy can hope to survive. It is my confident hope and belief that the Legislature may fully realize the seriousness of the situation and recognize the responsibility of the state to ensure to its future citizens that type of educational opportunity that is reasonable for its citizenry to have.

Respectfully submitted,

BERTRAM E. PACKARD,
Commissioner of Education.

CHAPTER II**SCHOOLING IN THE UNORGANIZED TERRITORY**

*To the Commissioner of Education,
Augusta, Maine*

Dear Sir:

School privileges were provided during the biennial period ending June 30, 1936, in one hundred and five, or nearly one-fourth, of the more than four hundred unorganized units in the state known collectively as the Unorganized Territory. These unorganized units, consisting of regular townships, coast islands, and government reservations of various kinds, are located in fourteen of the sixteen counties of the state, only Androscoggin and Waldo Counties not being represented. School privileges were provided either by maintaining schools, by conveyance, or by board of pupils, mentioned in detail later in this report.

During the session of the Legislature of 1935 such a large number of acts were introduced or in prospect of introduction to disorganize towns and plantations that it appeared at one time there would be a substantial addition to the unorganized territory school system. This action was brought about largely by the financial difficulties of these municipalities during the long continued period of economic stress and not because of any loss of interest or pride in local self-government. The net result, fortunately, was the disorganization of but two of these municipalities, the town of Mason, a large portion of which had been taken over by the United States Government as a reservation and consequently was no longer available for taxation purposes, and the plantation of Lang, where a one-time flourishing lumber mill had become permanently closed and the efficiency of the local government was in serious question. The towns of Concord and Mount Chase were also disorganized but later reorganized as plantations. The town of Kingman was disorganized under an emergency act in March, 1935. Its school affairs were

immediately taken over for administration under the unorganized territory system for the spring term of that year, the town, however, after this brief period being reorganized as a plantation. The cost of schooling in Kingman for the one term was paid from the appropriation for schooling in unorganized territory, but later assessed upon the plantation as an addition to the regular state tax, this being in accordance with the provisions of the statutes.

The comprehensive act for schooling of children in unorganized territory proved adequate for all such emergencies. This was fortunate, especially during such difficult conditions as have been recently experienced. It is hoped, however, that this period is passing and the future will see only the normal interchange between the Unorganized Territory and the organized portion of the state. This means the occasional organization of a large township into a plantation or a town, and the disorganizing from time to time of small towns or plantations where because of changed conditions this seems for the best interests of the inhabitants.

The standard of the schools in the Unorganized Territory was well maintained and the usual gradual improvement made during the past two years. The number of these schools is comparatively small, a proportionately large number of the pupils of the Unorganized Territory being conveyed or boarded. There are at present twenty-three schools which may be considered of a permanent nature and nine others which may be classified as temporary. One school was added when the town of Mason became a part of the Unorganized Territory and this is being continued for the present, although conveyance is contemplated. A new school of nearly forty pupils was established at Arnold Pond where a large lumber operation recently begun promises to continue for a period of years. Another new school was established at Nine Mile on the St. John River for the children of fire and game wardens employed by the state in that section, and the private school of more than thirty pupils which had been maintained at Churchill Lake by the Canadian residents of that place for a period of years was taken over, at their request, under the unorganized township system.

The establishing of new schools always involves interesting and sometimes difficult problems in providing on short notice

school buildings, furniture and equipment. The new school at Arnold Pond was opened in a rented building built over for the purpose and furniture was brought by automobile truck more than a hundred miles from another unorganized township school where it was no longer needed. It is expected that a new school building will be erected in this community through coöperation between the state and the lumber operators, as is customary in such cases. At Nine Mile the school was housed in a log cabin owned by the State Forestry Department and loaned temporarily for this purpose. The furniture for this school was also transported by automobile truck more than a hundred miles from another unorganized township school, the greater part of this distance through Canada. The future of this school is very uncertain and for this reason no expenditure for a school building will probably be warranted. At Churchill Lake the school was continued in the building which had been provided by the lumber company operating at that place and with some changes in lighting and with new furniture it will serve the purpose fairly well.

Teachers in the Unorganized Territory are all normal trained or of long successful experience. To be most successful in the Unorganized Territory a type of teacher is required who is dependable, resourceful, able to follow written instructions intelligently and to teach efficiently with a minimum of direct supervision. We are fortunate to have teachers of this type almost without exception, all of whom manifest an excellent professional spirit and a conscientious devotion to their work. During the teacher shortage of a decade ago it was extremely difficult to maintain a satisfactory teaching personnel in the Unorganized Territory but in recent years this difficulty has not been apparent until the past year, when there began again to be signs of a teacher shortage. The tenure of teachers in the Unorganized Territory is constantly increasing, the number of changes from year to year having recently been small as compared with the relatively high percentage of change in former years. A certain number of teachers may be considered as permanently employed but occasionally change from one position to another within the system. One teacher has taught in the Unorganized Territory nineteen years, another fifteen years and others twelve, eleven and eight years, respectively. During the past year there have

been graduates teaching in the system from every normal school in the state.

Improved highways have made possible the maintenance of an increasing number of conveyance routes with in most cases satisfactory service. Although it may be the general impression that most of the unorganized townships are in isolated localities, this is not now true. A large proportion may be reached by automobile over improved and in many cases black surfaced roads. This has resulted in considerable school consolidation and more is in prospect.

A good example of the possibilities of conveyance was in the case of the former plantation of Lang, where two small and not highly efficient schools were maintained with considerable additional expense for conveyance. When the school affairs were taken over by the state these schools were closed and the pupils conveyed directly from their homes in a modern state-owned school bus from nine to twelve miles to the village of Stratton, for the most part over an improved state highway with snow removal in winter. These children now enjoy the advantages of a four-room elementary school and a Class A high school. All high school pupils are also conveyed, thus giving every eligible boy and girl in the township the privilege of high school attendance, which formerly was possible only for those whose parents could afford payment for board or conveyance. The total expense of this arrangement for conveyance and tuition is considerably less than the cost of the school system maintained by the plantation, this resulting in less expense to the state and at the same time giving the town of Eustis a substantial income from tuition. Most important of all, however, is the fact that superior school privileges are provided. The usual and almost inherent objection to conveyance was at first experienced but, as has been found in nearly all such cases, the people were soon won over to the plan and would now doubtless object strenuously to a return to the former plan of maintaining small schools in the township.

It has been the policy in the past not to provide state-owned school busses in the Unorganized Territory, but to engage responsible parties with privately owned automobiles or busses for transportation routes. This plan has worked out in most cases satisfactorily, but the experience in providing a state-owned bus

in Lang township for the past year has demonstrated that this can be done successfully and to good advantage. The two chief requisites for success in this arrangement are an efficient school agent and a reliable bus driver. A detailed weekly report is required of drivers which assists in maintaining close supervision from the state office. Without doubt additional busses will be purchased in the future by the state from time to time as new conveyance routes of importance are established. Several are now contemplated which will mean the closing of comparatively large schools and the conveyance of the pupils to near-by towns. This action will await the completion of state-aid highways and the permanent establishing of snow removal in winter.

A large number of pupils were boarded for attendance at school during the past two years. The resumption of pulpwood operations has added a considerable number of pupils to this class. Quite a number of cases were also represented by the children of sporting camp proprietors and caretakers. The expense is always comparatively large and as a method of schooling it is authorized only in case conveyance is not practicable. Formerly small schools were established in such cases, sometimes of the one-family type, so-called, but this practice is not now being followed to any extent. The plan of boarding lighthouse children for attendance at school was continued with the same successful results as for a period in the past. During the year ending June 30, 1935, forty-one pupils from light stations were boarded at an expense of \$2,868.65; and during the year ending June 30, 1936, the same number of pupils were boarded at an expense of \$2,962.66. These children came from the following light stations: Baker Island, Bear Island, Boone Island, The Cuckolds, Deer Island Thoroughfare, Eagle Island, Great Duck Island, Libby Islands, Little River, Matinicus Rock, Moose Peak, Nash Island, Petit Manan, Ram Island, Seguin, Two Bush Island and White Head.

For some time there has been a demand on the part of town officials that the state pay tuition for children attending public schools from certain United States Government reservations. As a result an agreement has been made whereby the state now pays from the unorganized township appropriation the sum of \$27 per year for each elementary pupil, but no tuition is paid for high school pupils. The Government reservations

affected by this agreement include Fort Preble at South Portland, Fort Williams at Cape Elizabeth, the United States Navy Yard at Kittery, the United States Naval Radio Station at Schoodic Point near Winter Harbor, the Veterans' Administration Home at Togus, and probably the Quoddy reservation at Eastport will be included. It is provided by statute that children of United States light stations, fog warning stations and lifesaving stations shall have the privilege of attending public schools, elementary or secondary, in any town or city of the state without payment of tuition.

The expense for tuition of elementary and secondary school pupils attending town schools from the Unorganized Territory amounts to a considerable sum each year, this now being approximately \$10,000 annually. For the year ending June 30, 1936, children attended elementary schools in thirty-two different towns, and secondary school students were enrolled in forty-one high schools and private academies. In some cases the elementary pupils were conveyed by state conveyance and in others by conveyance of a town under special arrangement. In a few cases pupils were within walking distance of town schools. The secondary school students are usually boarded by the parents but occasionally are conveyed with the elementary pupils on established conveyance routes.

No new school buildings have been erected during the past two years and it now appears that additional or enlarged buildings will not be required in the immediate future. At Guerette and Sinclair in Aroostook County and Holeb in Somerset County, where it appeared two years ago that some provision should be made for enlarged or additional buildings, it now seems, because of reduced enrollments and changed conditions, that immediate action would probably be unwise. In several other communities where the school buildings are not satisfactory, school consolidation is contemplated as soon as highway conditions permit and hence no expense of any amount would be warranted for school building improvement. The usual repairs required for the maintenance of school buildings have been made together with some minor improvements. A considerable amount of exterior painting has been done. The buildings in general may be considered in an excellent state of repair. The maintenance of school buildings scattered throughout the Unorganized Territory involves

a considerable amount of supervision each year and the renewal of equipment, together with the necessary purchase orders, certification of receipt of orders and approval of bills, requires a large amount of detailed correspondence with local school agents.

The schools of this system are very generously provided with textbooks and school supplies, thereby adding to their efficiency. A uniform list of textbooks is used throughout the Unorganized Territory. New adoptions are very carefully considered and changes probably made less frequently than in most school systems. The school supplies include all of the usual items and are standardized so far as possible. During the past two years a number of new adoptions in textbooks have been made, the texts in several subjects having been in use for a rather long period of years. The expenditure for textbooks has consequently been somewhat larger than usual. Advantage of exchange rates has been taken whenever practicable, which has reduced substantially the extra expense. In some cases, however, old books are worth more for supplementary use than the amount offered in exchange. A complete supply of all approved books and school materials is kept on hand in the storehouse at Augusta, where orders upon requisition of teachers are filled and sent out by parcel post or express.

The successful operation of the unorganized township system is dependent to a degree upon efficient and reliable local school agents. In the larger townships this is a position of considerable responsibility and the compensation is commensurate with the amount of service performed. In some of the smaller townships the duties are simple and parents or other persons interested are willing to serve without recompense. In many townships persons have served in this capacity satisfactorily for a long period of years, but in others it has been found extremely difficult to secure an agent of the right type. A small number of changes in agents is made each year with an endeavor to improve the service. There are at present fifty-one local agents, in some cases an agent serving for several townships. The principal duties of these agents are to make the annual returns as of April 1, which include a general statement of school conditions, an estimate of expenditures required for the year, the school census, assessment of the school tax and other information, to look after local business matters in connection with the school, to collect

the school tax, to act as attendance officer and to perform other duties which may be required. These agents have, however, no authority for the contracting of bills except as delegated to them, and have nothing to do with the engaging of teachers or supervision of schools.

The coöperation of officials of several state departments has been of great assistance during the past several years, and the General Agent is pleased to make acknowledgment of this helpful service. The making available by the Commissioner of Sea and Shore Fisheries of a state boat for trips to coast islands, more particularly Criehaven, located twenty miles out to sea from Rockland, has meant the saving of considerable time and expense. Likewise the use of state boats of the Forestry Department on some of the large lakes and entertainment at Forestry Department camps have made inland trips in the forestry sections shorter and more comfortable. This department has also assisted by loaning a building for temporary use for a school in a small forest community. Excellent coöperation has been received from the officials of the Department of Health and Welfare in solving some difficult problems of schooling the children of parents located in isolated sections of the Unorganized Territory and receiving state aid. This has meant a substantial saving in expense to the state for schooling such children.

Another coöperative service which has meant in the aggregate a large saving in expense of schooling children of the Unorganized Territory has been that of lumber operators and wild-land owners in discouraging the former practice of parents with children of school age from taking up residence under primitive conditions in sections of the Unorganized Territory remote from school privileges. It has been found through experience in many cases that such residence is not often necessary or conducive to the welfare of such families. The chief difficulty now being experienced is that with small pulpwood operators who apparently find some advantage in bringing families to live near their operations. The number of such cases, however, is comparatively small and it is hoped may be entirely eliminated in time. Mention should also be made of the coöperation received from the management of the Bangor & Aroostook and Canadian Pacific railroads in various ways in the schooling of children, including transportation of children of employees by train and special

arrangements for the transportation of teachers, supervisors and the General Agent to and from small railroad communities.

The past two years have furnished further convincing proof of the impracticability and injustice of the school tax of \$3.00 assessed upon all male residents of the Unorganized Territory who have become twenty-one years of age. This tax has been increasingly difficult to collect during the past few years. A relatively large number of abatements has been necessary and in some cases in Aroostook townships a very large proportion of the taxes assessed has been abated because of the fact that aid as state dependents was being received. The net revenue of this tax, taking the cost of collection into consideration, is comparatively small and would be negligible if bonded collectors were required, which should be the case. One strong objection to this tax is that it does not give the privilege of suffrage. While it is distinctly a school tax and not a poll tax, it is confused with the latter and much dissatisfaction is caused when an extra tax of \$3.00 in a near-by town has to be paid for the privilege of voting. Another objection is the fact that it does not meet, when paid, the requirement for payment of a poll tax before the registration of motor vehicles. All these facts being taken into consideration, it would seem that this provision of the unorganized township act should be repealed and if any new tax is substituted it should be collected by the office of the State Tax Commissioner instead of by the State Department of Education which is not a tax-collecting agency.

Reference to the appended Comparative Summary of Statistics indicates the continuance of a gradual growth in the unorganized territory school system, both in the number of units represented and the school population, together with increases in school enrollment, aggregate attendance, average attendance, number of pupils boarded and conveyed, and number attending schools outside the Unorganized Territory, both elementary and secondary. The figures in these statistics in most items which are higher for 1935 than for 1936 are accounted for by the temporary inclusion of the former town of Kingman in the unorganized territory system. The decrease in the average length of the school year for 1935 is also accounted for by the very short time schools were maintained in Kingman as an unorganized township that year. The school year of the regular unorganized

township schools was as usual for thirty-six weeks, with the average length of the school year somewhat less than one hundred and eighty days. Attention is called particularly to the marked increase in secondary school students, a pleasing indication of educational advancement in the Unorganized Territory.

As usual, a comparison of the financial statistics is somewhat complicated and to be fully explained would require extended comment. There is, however, only a normal variation in most of these items of expenditure. The small expenditure for tuition for the year 1935 and likewise the decreased total expenditure for that year is accounted for by the payment, funds having been available, of most of the tuition that would ordinarily have been paid that year from the 1934 appropriation. The large increase in expenditure for conveyance was caused by the purchase of two school busses which were charged to that account and the depreciation of which will in turn be included for a period of years in the cost of conveyance in the unorganized township where used.

An appropriation of \$50,000 annually for the next two fiscal years should meet the requirements of the unorganized township school system unless there should be during this period an unexpected increase in the size of the system or a change in the administration policies involving extra expense.

Respectfully submitted,

ADELBERT W. GORDON,
General Agent for Unorganized Territory

COMPARATIVE SUMMARY OF STATISTICS FOR THE UNORGANIZED TERRITORY

For the Years Ending June 30, 1934, 1935, and 1936

	1934	1935	1936
Number of townships in which school privileges were provided	92	95	96
School population, 5 to 21 years of age	1,234	1,416	1,357
Number of schools maintained	32	34	32
School enrollment	645	741	701
Aggregate attendance	92,465	92,052	95,449
Average attendance	533	605	550
Number of pupils transported and boarded	277	283	269
Length in days of the school year	174	152	174
Number of pupils attending public elementary schools outside the townships	230	297	306
Number of pupils attending private elementary schools outside the townships	3	4	5
Number of pupils attending public secondary schools outside the townships	58	86	77
Number of pupils attending private secondary schools outside the townships	22	26	25
Teachers' wages and board	\$18,702.73	\$19,104.99	\$19,477.00
Fuel	1,392.52	1,413.21	1,506.24
Janitor service	845.50	966.95	989.21
Conveyance	6,135.99	5,429.13	8,592.65
Board of pupils	6,359.30	5,934.10	6,082.06
Elementary school tuition,	*5,136.07	401.94	5,713.77
Secondary school tuition,	4,050.21		
	*4,537.20	1,221.35	4,454.07
	3,513.98		
New lots and buildings	1,870.59		
Repairs	1,740.53	1,103.24	1,011.09
Apparatus and equipment	651.84	200.26	184.04
Textbooks	1,537.21	1,944.93	2,057.49
Supplies	697.81	974.41	888.77
Agents	713.89	645.05	753.10
Rent and Insurance	66.00	351.38	121.00
	*For 1933		
	\$57,951.37	\$39,690.94	\$51,830.49

CHAPTER III

RURAL EDUCATION

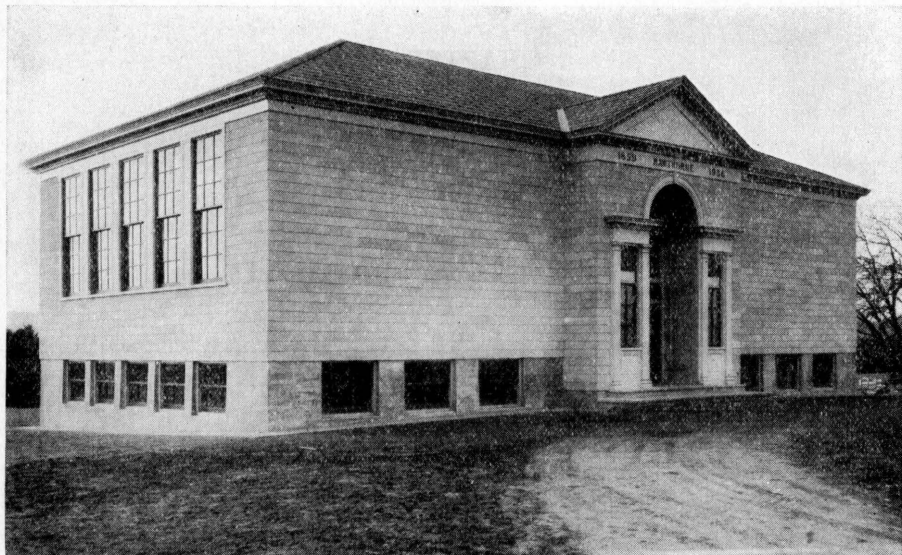
*To the Commissioner of Education,
Augusta, Maine*

Dear Sir:

During the biennium many of the rural towns have availed themselves of the funds available through E. R. A. and P. W. A. projects to improve the physical conditions in the school buildings, so that on the whole the rural school buildings of the state are in better condition than they have been at any time for many years. These projects have included all types of repairs and the erection of several new buildings.

The teaching force is on the whole stronger than in previous years. The proportion of professionally trained teachers is greater than at any time in our history due partly to the standards for certification and partly to the oversupply of trained teachers. During the last year evidences of a decrease in this oversupply have been marked due to the fact that with improving business conditions opportunities for employment have been found by many of the recent graduates from our normal schools and colleges at an annual salary considerably better than the average salaries paid in the rural schools, so that it is not only possible but probable that in the near future instead of an oversupply of qualified teachers for our schools even at the low salaries paid, there will be a definite shortage unless the towns are able to offer more adequate inducements for young people to follow the profession of teaching.

The passage of the two following laws has greatly improved the condition of conveyance of school children in the State: First, the setting up of standards for school conveyances and the limiting of the number of pupils who may be conveyed in any conveyance of a given size and type. Second, the requirement that all school conveyances hired by towns must carry adequate insurance of both the liability and property damage type. The closing of small schools has continued through this period at



Hawthorne Two-room Rural School Building, South Sanford, Maine



Interior View of Hawthorne Two-room Rural School Building,
South Sanford, Maine

about the same rate as in past years. As highway conditions improve, making the use of motor transportation feasible throughout the year, towns have seen fit to close schools in order that the children may have better facilities for education in the larger schools, and also that the cost of education to the town may be reduced.

There is still a marked lack of the materials of instruction in many of our schools. We very frequently find competent teachers working in fairly good buildings, who are greatly handicapped in their work by the lack of adequate textbooks and supplies. We are pleased to note, however, that for the school year 1935-36 more adequate provision for these necessities was made than in 1933-34.

The work of this department during the biennium has been very largely confined to visitation of the rural schools with a view to improving the administration and instruction. We have been fortunate in continuing to have the services of the two field agents, who have spent their time in the rural schools, and have endeavored to bring to these teachers modern ideas of instruction and school management. Several forms, specimen teaching units and lessons have been worked out for the organization of the school program, and are available to teachers and superintendents upon application. The agents are always ready to give demonstration lessons in any of the grades, and in any subject. The procedure on visiting a town is to spend at least one half a session in each school; to talk over with the teacher the work in that particular school; to discover any difficulties which she may be having; upon request of the teacher, to give a demonstration with the class which presents the greatest problem; and to leave with this teacher such material as will be most useful to her. After the schools have been visited and the agent has an idea of the strength and weakness of the schools in this town, if desired by the superintendent, a meeting of all the teachers is called, and the agent goes over the situation with the group, again giving demonstrations with classes of pupils.

The detailed reports submitted by the field agents follows and is incorporated as a part of the report of this department.

Respectfully submitted,

RICHARD J. LIBBY,
Agent for Rural Education.

*To the Commissioner of Education,
Augusta, Maine*

Dear Sir:

This report marks the completion of five years of work. The aim has been, and still is, to help teachers. This help includes everything that comes under school teaching: daily program organization, improved methods of teaching, housekeeping, discipline, retarded and accelerated pupils, professional improvement, and the many other things that are included in a well-organized school.

From July 1, 1934, to July 1, 1936, eighty school unions were visited, which included visits to nine hundred seventy individual teachers. During each one of these visits, the problems of the particular school visited were discussed in detail, and suggestions made for improving the difficulties. As an aid toward solving the difficulties, the agent usually demonstrated with the class which the teacher found most difficult to teach.

The work also includes group meetings of teachers, at which demonstrations of actual classroom procedures are given, with a discussion period following the demonstration. These meetings are valuable because all the teachers of the union attend, and because they do introduce to the group some of the ways in which the agent will try to help each one with her personal difficulties. It is necessary, however, to follow this group meeting with a visit to each school that the individual problems may be met, and discussed in their own setting and specific rather than general help suggested.

Because of the fine spirit shown by the teachers and superintendents, the work has grown in scope and in value during these years. To these same teachers and superintendents, I wish to express my keenest appreciation for all the kindness and cooperation that have been shown to me both as a friend and as an adviser.

Respectfully submitted,

GLADYS SPEARIN PATRICK,
Field Agent for Rural Education.

*To the Commissioner of Education,
Augusta, Maine*

Dear Sir:

During the biennium ending June 30, 1936, my work as a field agent in rural education has continued to be an endeavor to aid in the improvement and progress of educational practices in the rural schools through the coöperation of the school superintendents and teachers of the state. This work has been carried on in a manner similar to that described in my previous report.

One day in the rural field provides an opportunity to visit an average of four rural schools. During these visits the various problems of school instruction and organization are discussed with the teacher and an attempt is made to coöperate in their solution. Observations, demonstration lessons, and diagnostic work with individual pupils constitute the majority of work accomplished during the regular school hours. Many meetings are held with groups of teachers for the purpose of introducing, discussing, or summarizing the work emphasized in the particular school union.

The psychological importance of a proper approach, presentation, assignment and drill in all general teaching methods has been stressed. The goal has been thoroughness of teaching and accuracy of learning rather than a regular promotion, or the amount of subject matter presented during the year.

From July 1, 1934, to July 1, 1936, a total of seventy-eight supervisory unions were visited, which number includes the return visits made to several unions. In the spring of 1936 two visits were made to the teacher-training department of Eastern State Normal School for the purpose of giving assistance in methods of teaching reading. Twenty-six different schools in the unorganized territory of the state were visited for the purpose of helping the teachers in methods of instruction, arrangement of the daily program, acquaintance with a new yearly outline of work, and various routine matters peculiar to the organization of these schools. A second and third visit was made to several of the schools.

The Stanford Revision of the Binet-Simon Individual Intelligence Test has been administered to fifty-three problem children in two supervisory unions. The task is only started when the

results of the test have been obtained. The majority of the children who are tested require a different type of training than that provided by our traditional school program in order to so equip them that they may become self-supporting members of our social order. Teachers are now being trained to recognize individual differences among their pupils and to realize the importance of classroom provisions for these differences. However, satisfactory adaptations cannot be made in the majority of our rural schools because of the lack of construction materials, school libraries, supplementary textbooks, maps, tools, and a space for accommodating these things. Many teachers are making good adjustments considering the dearth of material with which they have to work.

The rural teachers in the state as a group, despite the lack of modern buildings and equipment, the crowded condition of many classrooms, and the very low salary scale, are maintaining a most excellent attitude toward their school work. A very marked improvement in teaching methods has been noted during the past two years which proves that both the teachers and the superintendents are working to place the schools of the state on a higher educational plane. With a continuation of such loyalty to the profession, the rural schools will most certainly become more adequate institutions in the future.

Respectfully submitted,

ZETA I. BROWN,
Field Agent for Rural Education.

CHAPTER IV

VOCATIONAL EDUCATION
INDUSTRIAL EDUCATION
EVENING SCHOOLS

*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

Average potato prices have been fairly good in Aroostook County. This has relieved the situation there somewhat. Several years of good prices are needed to restore prosperity to this county. Outside of Aroostook, there has been only a slight increase in prices received for eggs, butter, milk, etc. A marked increase in tourist business has increased somewhat the demand for farm products. Extremely low salaries for teachers of agriculture make it extremely difficult to persuade young men to prepare themselves for the profession. Unless salaries can be increased it will be difficult to continue several departments due to lack of teachers willing to work for the low wages offered.

The work of the State Supervisor at the present time is limited largely to repeating and perfecting work started in previous years. His teacher-training duties have been increased so that he has three two-hour courses each semester at the University of Maine.

A special effort was made to increase the number of part-time and evening schools. A fair start was made with practically every teacher doing something along these lines.

PRODUCTIVE ENTERPRISE PROJECTS FOR 1936

	No.	Unit	Scope Total
Potatoes	283	Acres	308 $\frac{3}{4}$
Chix	65	Chix	12,225
Hens	32	Hens	1,900
Beans	57	Acres	40 $\frac{1}{4}$
Corn	32	Acres	29 $\frac{1}{2}$
Garden	62	Acres	18 $\frac{1}{2}$
Swine	28	Head	58
Sheep	7	Head	30
Peas	7	Acres	2 $\frac{1}{2}$
Beef	6	Head	7
Bees	3	Colonies	16
Rabbits	1	Head	5
Calves	10	Head	18
Dairy Cows	18	Head	38
Turkeys	4	Head	200
Strawberries	26	Acres	8 $\frac{1}{4}$
Cabbage	2	Acres	$\frac{1}{2}$
Clover	8	Acres	10
Small grains	10	Acres	17
Millet	2	Acres	1 $\frac{1}{4}$
Onions	2	Acres	$\frac{5}{16}$
Tomatoes	1	Plants	1000
Cucumbers	1	Acres	$\frac{1}{2}$
Orchard	2	Trees	78
Lettuce	5	Acres	1 $\frac{1}{4}$

TRADE AND INDUSTRIAL EDUCATION

The apprentice course at Biddeford has stimulated considerable interest among textile leaders in the state, and there is some prospect that we may have a demand for in-service training as well as apprentice training for certain types of workers in the textile field.

Considerable interest is shown by the executives in the Bath Iron Works for apprentice courses all along the line.

The coöperative textile course at Sanford is fast assuming a much more satisfactory status. The mill executives are making a great effort to live up to their part of the agreement and furnish plenty of work for the coöperative students.

A demand for enrollment in classes at the Westbrook school has reached far beyond the accommodations, and the local director is seeking relief in some form of coöperative work with the industries in the city.

In evening school classes five women received instruction in mechanical drawing, nine electrical workers received extension service and eleven housekeepers were given a course in carpentry in the home.

VOCATIONAL HOME ECONOMICS

There have been many requests regarding Vocational Home Economics programs, and four new departments have been developed and approved the past two years at Farmington High School, Pennell Institute, Windham High School and Parsonsfield Seminary. There has been a steady increase in this type of program. At present, there are thirteen vocational teachers in twelve centers.

Curriculum revision at the two vocational teacher-training institutions, Farmington State Normal School and the University of Maine, and the development of a four-year teacher-training program at Nasson College have improved practice-teaching facilities and adjusted them to present-day needs of students.

The Supervisor has coöperated with the Works Progress Administration in the development of W.P.A. adult homemaking classes and W.P.A. nursery schools.

Itinerant teacher training with teachers in service has been stressed through a series of six regional conferences one half day in length, and one full day for the state conference. Miss Louise Norton, State Supervisor of Home Economics in New Hampshire, was with us for our state conference in 1935. Short units in state policies and first-year teaching problems have been carried on by the Supervisor at each teacher-training institution.

The outstanding developments and activities of the State Supervisor have been:

1. Development of new, day-vocational schools.
2. Evaluation teaching methods and preparing suggestive teaching material.

3. Active participation in a homemaking course for normal schools in connection with the revision of the normal school curriculum.
4. Teacher training with student teachers and teachers in service.
5. Re-evaluation of home projects and the preparation of a new form of checking and reporting projects. This was prepared by the vocational home economics teachers in coöperation with the Supervisor.
6. Coöperation in equipping home economics departments.
7. Contributing Supervisor of W.P.A. adult homemaking and nursery schools.
8. Development of several home economics courses for boys.
9. Active coöperation with State Congress of Parents and Teachers as a vice president and committee chairman.
10. Radio talks on *Education-on-the-Air* programs.
11. Coöperation with Farm and Home Week program, and State Child Health Institute through the planning of the program for the education section.
12. Collaborated in the preparation of a classified book list on home and personal problems to develop home economics education through libraries.

Reports of vocational home economics teachers show the following developments:

1. Improved equipment through pupil effort.
2. Coöperation with the American Red Cross and American Legion in flood-relief work.
3. Club work in personality development.
4. Continued coöperative activities with school and community groups.
5. Students prize winners in Dressmaking Contest.
6. Improved teaching methods and pupil results.
7. Coöperative course in burling and mending at the Goodall Worsted Mill.
8. Week's exchange of classes with agricultural teacher.
9. Temporary and permanent job placement of graduates of boy's vocational home economics courses.
10. Improved home visits with increased home and school coöperation.

VOCATIONAL EDUCATION ENROLLMENTS

Town	Agri- culture	Trade and Industry	Home Economics	Teachers
Anson	19			1
Aroostook Central Institute	49			1
Ashland	19			1
Bath			79	1
Biddeford		50		2
Buckfield	38			1
Caribou	70		52	2
East Corinth Academy	31			1
Farmington			39	1
Fort Fairfield	52			1
Freeport			19	1
Gorham	36			1
Greely Institute	14		17	2
Hampden Academy	20			1
Houlton	40			1
Leavitt Institute	35			1
Lee Academy	16			1
Limestone	33			1
Limington Academy	12			1
Machias	50			1
Mapleton	23			1
Merrill	22			1
Monmouth Academy	26			1
New Gloucester	25			1
Newport	16			1
Norway	26		37	2
No. Yarmouth Academy	24			1
Oakfield	10			1
Parsonsfield Seminary			9	1
Patten Academy	20			1
Pennell Institute			27	1
Presque Isle	42			1
Rumford	21	60		2
Sanford		23	109	3
Scarborough			21	1
Sherman	30			1
Thornton Academy			61	1
Unity	30			1
Washburn	35			1
Westbrook		55		2
Wilton Academy	17			1
Windham	40		42	2
Unit Courses	62			2

INDUSTRIAL EDUCATION

There continues to be an increasing demand for this type of work, particularly in the secondary schools, as school administrators are realizing more fully the need presented by the increased numbers of pupils, a large majority of whom are unable to satisfactorily pursue the long established classical courses.

GENERAL HOME ECONOMICS

New general home economics courses have been added at Buckfield, Greenville, Rockland, Fort Fairfield, Lisbon and Van Buren. There are now 112 high schools and academy departments and 60 elementary centers. Although the number of secondary departments has nearly doubled in the last eight years, there are still 120 high schools offering no home economics work to their students. It is the hope of this department that more schools may provide this opportunity.

There has been a large teacher turnover this year. The raising of teacher qualifications has in turn raised the standard of work in local communities. The University of Maine with the coöperation of the State Department of Education conducts summer courses for home economics teachers each year.

The work of the Supervisor has been given to issuing teaching helps, inspection of departments receiving state aid, conferences with superintendents, school boards, teachers and community groups, recommending equipment, speaking to school groups and community organizations, itinerant teacher training, conducting unit courses and assisting in organizing and building up courses and departments.

ESTABLISHED COURSES IN INDUSTRIAL EDUCATION

Town	Manual Arts				General Home Economics			
	Elem. T'chers	Sec. T'chers	Elem. Enroll.	Sec. Enroll.	Elem. T'chers	Sec. T'chers	Elem. Enroll.	Sec. Enroll.
Anson					1		13	20
Ashland						1	27	33
Auburn	2	2	336	286	2	2	326	168
Augusta	1	2	206	127	1	1	199	112
Baileyville	1		51	30	1		50	24
Bangor	2	5	359	202	3	1	504	111
Bar Harbor		1	46	64		1	43	69
Bath		2		133				
Belfast					1		84	29
Biddeford	1		147	34	1		184	31
Bingham		1	22	21	1		18	21
Brewer	1	1	116	185	1		106	75
Bridgton		1	64	44		1	85	9
Brunswick	1		78	21	1	1	92	105
Buckfield					1	1		41
Bucksport	1		45	23	1	1	40	29
Calais	1		89	46	1		116	54
Camden	1		49	48		1	66	16
Cape Elizabeth	1		35	33	1		38	25
Caribou						1		66
Cornish						1	14	4
Cumberland		1	15	30	1		17	
Dexter		1	97	49	1		94	21
Ellsworth	1		61	31	1		39	27
Erskine Academy						1		33
Eustis						1	26	35
Fairfield	1		52	64	1		71	70
Falmouth		1	37	20		1	64	24
Fort Fairfield						1		50
Freeport		1	51	31	1		35	
Friendship	1		25	9				
Fryeburg Academy		1		55				
Gardiner	1		97	32	1		91	44
Gould Academy		2		55		1		46
Gray		1	24	24	1		28	
Greenville		1		42		1		48
Guilford	1		32	31				
Higgins Institute						1		20
Houlton	1		128	23	1		114	13
Jay						1		54
Kennebunk					1		57	19
Kennebunkport		1	21	23				
Leavitt Institute						1		44
Lewiston	2	2	374	116	2	2	321	181
Lisbon	1	1	62	89	1	1	54	82
Livermore Falls		1	42	61	1	1	33	40
Madison		1	75	30		1	58	28
Maine Central Institute						1		44
Mapleton					1		18	43
Millinocket								42
Milo	1		69	30	1	1	64	47
Mt. Desert		1	50	21	1		53	16
Newport						1		24
Norridgewock		1	34	41	1		22	36
North Berwick		1	38	15				
No. Yarmouth Acad.						1		45
Norway					1		69	
Oakland	1		52	22		1	41	28
Old Orchard Beach		1	44	20		1	39	8
Portland	6	10	1413	757	5	9	1025	694
Rangeley						1	28	34
Rockland		1		84		1		97
Rumford	1		191	35	1		188	80
Saco	1		171		1		141	
Sanford	1	1	167	82	1		188	
Scarborough		1	42	23	1		32	
Skowhegan	1		195	25	1		198	27
Somerset Academy						1		17
South Portland	1	2	316	128	1	2	325	141
Southwest Harbor						1	25	14
Thornton Academy		1		50				
Topsham	1		34		1		28	
Van Buren						1		120
Washburn						1		59
Waterville	2		318	65	2		350	87
Wells						1		25
Westbrook	2	1	247	78	1		219	34
Wilton Academy						1		45
Winslow	1		76	16	1		69	20
Winthrop		1	52	69				
Yarmouth	1		47	13	1		33	6
York	1		82	34	1		67	14

EVENING SCHOOLS

The evening-school program is slowly recovering from curtailments in appropriations for the past few years. We have a larger enrollment this year but no new schools have been established.

Many adults are sincerely seeking a means to improve and continue their education and considering the liberal aid granted by the state for evening school work, it is rather deplorable that more towns do not maintain evening-school classes.

The following towns and cities offered courses during the past year: Augusta, Bangor, Bath, Portland, Rumford, Sanford and Winslow.

Respectfully submitted,

S. E. PATRICK, *Director.*

H. S. HILL, *Agricultural Supervisor.*

FLORENCE L. JENKINS,

Home Economics Supervisor.

CHAPTER V

VOCATIONAL REHABILITATION

*To the Commissioner of Education,
Augusta, Maine*

Dear Sir:

In accordance with established practice we respectfully submit herewith our report of the work done in the field of vocational rehabilitation during the biennial period just closed.

We do not know of any phase of educational activity which holds out greater personal satisfaction to all who are concerned than does that of rehabilitation. The re-education of the physically handicapped individual who through accident or disease has been compelled to change his occupation or become a dependent upon society means more to the individual than one would at first suppose. The nature of one's infirmity frequently makes it impossible to continue in the vocation of his first choice. To many such, the possibility of obtaining a type of training in keeping with the individual's physical condition means an open door which leads to a gainful occupation and ultimate independence.

Due to the large number of thoroughly trained, experienced and physically sound men and women who have been unable to find employment during the depression, it has not been an easy matter to place all rehabilitated cases. A large number, however, have gone into businesses of their own and in numerous instances the income after rehabilitation far exceeds that of earlier years prior to the misfortune which made re-education necessary.

The type of training offered through this division quite naturally depends upon the nature of the individual's infirmity, age, natural aptitudes and educational background. The Department of Vocational Rehabilitation never over urges an individual to pursue a course of training contrary to his desire. This does not mean, however, that the Department does not reserve judg-

ment relative to the feasibility of allowing the applicant to pursue the course of his choice.

Following is a statistical summary covering the nature of the work done and results obtained during the period from July 1, 1934 to June 30, 1936:

LIVE ROLL OF CASES AS OF JUNE 30, 1936

	<i>Number</i>	<i>Per Cent</i>
1. Eligible and feasible, under advisement.....	53	27
2. In training.....	48	25
3. Undergoing physical restoration or being fitted with appliances.....	10	5
4. Training interrupted.....	7	4
5. Awaiting placement after training.....	27	14
6. Awaiting placement after physical restoration or fitting of appliance.....	2	1
7. Awaiting placement without other rehabilitation service.....	4	2
8. In employment, under supervision.....	44	22
	195	100

REGISTRATION OF CASES
FOR THE PERIOD FROM JULY 1, 1934 TO JUNE 30, 1936

1. *By Nature of Disability of Cases*

	<i>Female</i>	<i>Male</i>	<i>Total</i>	<i>Per Cent</i>
Hand.....	1	7	8	5
Arm.....	1	18	19	11
Arms.....	0	0	0	0
Leg.....	5	64	69	41
Legs.....	2	13	15	9
Hand-Arm.....	0	0	0	0
Hand-Leg.....	0	0	0	0
Arm-Leg.....	1	4	5	3
Multiple.....	1	5	6	4
Vision.....	0	7	7	4
Hearing.....	1	5	6	4
General debility.....	2	5	7	4
Miscellaneous.....	2	24	26	15
	16	152	168	100

II. *By Origin of Disability*

Employment accident.....	0	63	63	38
Public accident.....	2	32	34	20
Disease.....	12	55	67	40
Congenital.....	2	2	4	2
	16	152	168	100

III. *By Schooling*

None.....	0	1	1	1
Grades 1-6 completed.....	0	13	13	8
Grades 7-9 completed.....	3	73	76	45
Grades 10-12 completed.....	10	59	69	41
Other.....	3	6	9	5
	<hr/>	<hr/>	<hr/>	<hr/>
	16	152	168	100

IV. *By Age*

Under 21 years.....	7	37	44	26
21-30 years.....	6	37	43	26
31-40 years.....	3	39	42	25
41-50 years.....	0	22	22	13
51-over.....	0	17	17	10
	<hr/>	<hr/>	<hr/>	<hr/>
	16	152	168	100

		<i>Female</i>	<i>Male</i>	<i>Total</i>
Cases registered, year 1934-35.....		7	84	91
Cases registered, year 1935-36.....		9	68	77

THE ANALYSIS OF CASES CLOSED DURING THE PERIOD
JULY 1, 1934-JUNE 30, 1936

<i>Rehabilitated Cases</i>	<i>Number</i>	<i>Per Cent</i>
1. School training.....	33	30
2. Employment training.....	41	37
3. Placement.....	37	33
	<hr/>	<hr/>
Total rehabilitated cases.....	111	100
<i>Other Closures</i>		
1. Died.....	4	5
2. Married.....	0	0
3. Left state.....	2	2
4. Lost contact.....	7	9
5. Not feasible.....	12	15
6. Not co-operative.....	29	35
7. Other.....	28	34
	<hr/>	<hr/>
Totals, other closures.....	82	100
<i>Summary of Closed Cases</i>		
1. Total rehabilitated cases.....	111	58
2. Total other closures.....	82	42
	<hr/>	<hr/>
Total closures.....	193	100

Cost of rehabilitation of 111 cases (years 1934-36).....	\$26,860.60
Average cost per case rehabilitated.....	241.99
Annual income of rehabilitated cases.....	92,765.92
Average wage earning per person per year.....	835.73
Average wage earning per person per week.....	16.07

SUMMARY OF RECEIPTS AND EXPENDITURES OF
CIVILIAN REHABILITATION DEPARTMENT
FOR YEAR ENDING JUNE 30, 1935

<i>Receipts</i>			
<i>Federal Funds</i>	<i>Federal</i>	<i>State</i>	<i>Local Contributions</i>
Federal appropriations	\$10,000.00		
<i>State Funds</i>			
State Vocational Education		\$9,998.76	
<i>Local Contributions</i>			
Balance of funds contributed by readers of Bangor Daily News for the year 1933-34			\$795.16
 <i>Expenditures</i>			
<i>Administration</i>			
1. Salary of director	\$400.00		
2. Salary of supervisor	672.05	\$221.81	
3. Salaries of clerical assistants	499.60	160.60	
4. Travel of director and supervisor	180.50	41.53	
5. Printing	2.35	10.72	
6. Supplies—administrative	47.60	1.00	
<i>Case Production Service</i>			
1. Salaries of supervisor and rehabilitation agents	1,345.49	442.51	\$200.00
2. Travel of supervisor and rehabilitation agents	382.04	83.11	
3. Tuition, educational institutions	1,176.65	1,866.75	
4. Tuition, commercial and industrial	1,638.00	1,754.67	112.50
5. Tuition, correspondence	16.00	47.00	
6. Instructional supplies and equipment	1,964.13	3,072.75	221.16
7. Travel of trainees	675.91	969.80	46.00
8. Artificial appliances	989.60	1,320.66	181.50
9. Physical examinations		1.50	
10. Other case production expenditures	8.84	4.35	34.00
	\$9,998.76	\$9,998.76	\$795.16

Balance on hand as of July 1, 1935, \$1.24 (Federal Funds)

SUMMARY OF RECEIPTS AND EXPENDITURES OF
 CIVILIAN REHABILITATION DEPARTMENT
 FOR YEAR ENDING JUNE 30, 1936

<i>Receipts</i>		
<i>Federal Funds</i>	<i>Federal</i>	<i>State</i>
Federal appropriations	\$10,000.00	
 <i>State Funds</i>		
State Vocational Education		\$10,931.03
<i>Expenditures</i>		
<i>Administration</i>		
1. Salary of director	\$200.00	\$200.00
2. Salary of supervisor	908.46	37.08
3. Salaries of clerical assistants	982.00	44.00
4. Travel of director and supervisor	119.47	100.96
5. Supplies—administrative	23.86	97.10
 <i>Case Production Service</i>		
1. Salaries of supervisor and rehabilitation agents	2,487.75	109.16
2. Travel of supervisor and rehabilitation agents	289.91	299.68
3. Tuition, educational institutions	833.10	1,675.70
4. Tuition, commercial and industrial	1,263.92	1,341.71
5. Tuition, correspondence		64.00
6. Instructional supplies and equipment	1,558.52	3,316.94
7. Travel of trainees	662.19	1,718.84
8. Artificial appliances	663.75	1,811.10
9. Physical examinations		8.00
10. Other case production expenditures	7.07	106.76
	\$10,000.00	\$10,931.03

Respectfully submitted,

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

CHAPTER VI**TEACHERS' ASSOCIATIONS****STATE ASSOCIATION**

*To the Commissioner of Education,
Augusta, Maine*

Dear Sir:

This report covers the calendar years 1934 and 1935, the calendar year being the official year of the Maine Teachers' Association.

1934

Over five thousand teachers assembled at Portland for the Thirty-second Annual Convention of the Association on October 25 and 26, 1934, proving beyond question that the professional spirit and enthusiasm of Maine teachers had lessened in no degree during the past several years of educational retrenchment. The attendance was the third highest in the history of the Association, only exceeded by that of the 1929 and 1931 conventions in the same city. The program of high professional merit was carried out to the apparent satisfaction of the membership.

The sixth annual meeting of the Representative Assembly was attended by about the usual number of eligible delegates. The report of the Welfare Committee, with its presentation of a platform for the Association, was of especial interest. For the first time in many years there was no contest for the honor of entertaining the next convention, the only invitation being extended from Bangor, which was accepted.

The Association sent the usual delegation to the annual meeting of the National Education Association, which was held in Washington, D. C., July 1 to July 5, 1934. The comparatively large attendance of Maine school people at this important annual meeting of the teaching profession has continued through the depression period. The practice of sending delegates, aside from providing desirable representation for the state, is most valuable

as a broadening experience for school people. Under normal conditions, with the convention city not too far distant, the number attending this convention is quite certain to increase from year to year. The official delegates of the Maine Teachers' Association were: Prin. William M. Cullen, Lewiston; Mrs. Mabel F. Dennett, Bangor; Supt. William C. McCue, Berwick; Supt. Robie D. Marriner, Guilford; Supt. Kermit S. Nickerson, Winterport; Supt. Carolyn S. Orcutt, Amherst; Prin. Elmer B. Williams, Old Town; and Miss Effie Wright, Bath.

The Maine Teachers' Association made a very substantial contribution to the intensive publicity campaign carried on during the closing months of the year 1934 in the interests of the bill proposed for introduction in the Legislature of 1935 as a result of the report of the Maine Public School Finance Commission. This publicity campaign doubtless caused the people of Maine, both urban and rural, to become education conscious to a greater degree than ever before. They were brought to the realization of the marked inequality of educational opportunities in the various municipalities of the state and the relatively low standing of Maine among the states of the nation in the quality of educational privileges provided its youth.

A state-wide essay contest was sponsored by the Association during the spring months of the year on the subject, "Maine Education and Its Needs." More than six thousand essays were submitted by students of one hundred and seventy-four secondary schools in the state. Prizes of \$5 were awarded to the sixteen county winners and of \$25, \$15 and \$10 respectively to the winners of the first, second and third state honors. The state winners broadcasted their essays from Bangor and Portland radio stations under the direction of President Kimball and Vice President Hull. The contest was most successful and it is believed accomplished the purpose of stimulating interest among the students of the secondary schools, as well as many citizens, in the educational conditions now existent in the state.

A Journal of Proceedings was published as usual, this being the twelfth annual number. It consisted of 256 pages and contained the usual reports, abstracts of addresses at the annual convention and statistical data. The net cost of publication to the Association was less than \$200, the greater part of the expense being paid as usual through advertising.

It is pleasing to be able again to report an increase in membership. The total enrollment for the year 1934 was 6,413, or an increase of approximately four hundred over the previous year.

The officers for the year 1934 were: President, Prin. Philip H. Kimball, Machias; First Vice President, Supt. Harry C. Hull, Saco; Second Vice President, Supt. Charles L. Clement, Milo; Secretary, Mr. Adelbert W. Gordon, Augusta; Treasurer, Supt. Walter J. Rideout, Hartland; Executive Committee, The President, First Vice President, Secretary, Treasurer, Miss Mary L. Hastings of Gorham, 1932-1934, Supt. William B. Woodbury of Skowhegan, 1933-1935, and Prin. Milton B. Lambert of Houlton, 1934-1936.

1935

Not many years ago the chief interest of the Maine Teachers' Association was confined to holding the annual convention, the organization very largely devoting its activities to those of a purely professional nature. Occasionally direct support was given to some legislative measure of particular interest to the profession and indirectly the influence of the organization was felt in the promotion of desirable educational legislation, but this was not a part of the regular program of activities. In more recent years the Association has been increasingly active in the support of a stronger educational program for the state and in measures affecting the welfare of the profession.

During the session of the Eighty-seventh Legislature in the winter months of 1935, the Maine Teachers' Association was an influential factor in supporting the educational program of the State Department of Education. This support took various forms. First, the Legislative Committee, of the usual able personnel, was unusually active and gave strong support to the various educational measures introduced, especially Legislative Document No. 56, which embodied the results of the Survey of the Maine Public School Finance Commission. Second, a publicity agent was engaged and was responsible to a considerable degree in acquainting the public with the need, nature and advantages of this measure. Third, a legislative agent was employed for the first time and registered in accordance with the provisions of the statutes as the agent of the Maine Teachers' Association. This was considered of advantage and the employment of such an agent in the next Legislature may be considered

advisable. Fourth, the Association gave substantial financial assistance in carrying out a radio program for publicity purposes, this being mentioned in more detail in the following paragraph. Fifth, the officials of the Association, through the aid of the school executives of the state, were responsible for securing a record number of petitions in favor of Legislative Document No. 56, the signatures to these petitions from all sections of the state approximating 30,000 names and probably comprising the largest number ever received by any Legislature in favor of the enactment of a proposed law. This in itself indicates impressively what may be accomplished by the coöperative action of the Maine school people. Sixth, financial assistance was given in organizing "The Friends of Education," an organization which promises to wield strong influence in favor of a proper educational program for the state.

The total financial expenditure by the Association in the advancement of the educational program was approximately \$3,000 for the years 1934 and 1935. It was of particular interest to note that whenever funds were needed the Maine Teachers' Association was always called upon, and it was gratifying that any proper request could be met without financial embarrassment. Although the efforts for the passage of Legislative Document No. 56, the most important educational measure introduced, were not successful, the groundwork was laid for success in the next Legislature, and the experience demonstrated the many possibilities for effective service by the Association in furthering the educational program of the state.

The splendid radio program, known as "Maine Schools on the Air," was broadcasted through stations WCSH, WRDO and WLBZ, beginning November 22, 1934, and continuing weekly until March 22, 1935, with several additional programs during the months of April and May. Many persons prominent in the official, professional and business life of the state spoke on these programs, which were organized and directed under the efficient management of Mr. Harrison C. Lyseth of the State Department of Education. All expenses of the broadcasts were met by the Maine Teachers' Association.

The Thirty-third Annual Convention of the Association at Bangor on October 24 and 25 was outstanding in all respects. The program met with the highest approval of the membership,

which attended in record numbers for a Bangor meeting. The continued success of this great annual convention, despite the adverse conditions, is truly remarkable and an index of the high professional character of the men and women engaged in the teaching profession in the State of Maine. The official attendance at this meeting was 4,751, exceeding by exactly 200 the previous high attendance in this city of 4,551 in 1930.

The Seventh Annual Meeting of the Representative Assembly, considering the keen interest shown and the large amount of debate, was one of the most successful yet held. The report of the Committee on Welfare was the outstanding matter of interest and was debated at considerable length by a record number of members to take part in such a discussion. The Assembly voted unanimously to hold the 1936 convention in Lewiston.

The summer meeting of the National Education Association, which was held in Denver, June 30 to July 5, 1935, was attended by a comparatively large number from Maine, considering the distance. There appears to be no abatement of the interest of Maine teachers in these meetings. The practice of sending delegates by the Maine Teachers' Association, the county teachers' associations and local associations has been continued without respect to the unfavorable economic conditions. As usual, some travelled by railroad, but more by automobile and sight-seeing was made an important feature of the trip. In truth, many Maine teachers have been broadened and enlightened in recent years by attendance at this great annual meeting of American teachers. The official delegates from the Maine Teachers' Association were Prin. Cecil J. Cutts, Hartland; Mrs. Grace F. Dodge, Boothbay; Mr. Levi G. Durepo, Rumford; Prin. Gilbert L. Earle, Brownville Junction; Mrs. Jennie G. Harding, Stockton Springs; Miss Helen McCobb, Camden; and Miss Charlotte T. Smith, Portland.

The Maine Teachers' Association was fortunate to be represented at the Sixth Biennial Conference of the World Federation of Education Associations, which was held in Oxford, England, August 10 to 17, 1935. Supt. John T. Gyger, who served as delegate, made the trip at his own expense, and he is to be highly commended for his personal interest and effort to be present at that conference. His interesting report is found in the Journal of Proceedings of the Association for 1935.

The thirteenth annual number of the Journal of Proceedings was published, consisting of 304 pages, and contained as usual a very complete report of the activities of the Association, as well as related educational information. These thirteen annual issues of the Journal of Proceedings comprise approximately 3,000 pages of reports, abstracts of convention addresses, educational statistics and related information. They not only record in detail the activities of the Association during the period from 1923 to 1935, but also reflect current educational thought and portray general educational conditions—state and nation-wide. Bound volumes are placed from time to time in the State Library and the several college libraries of Maine.

The official membership for the year 1935 was 6,246, a slight decrease from the previous year, accounted for by the larger number of associate members who enroll at Portland than at Bangor meetings.

The officers of the Association for 1935 were: President, Supt. William B. Woodbury, Skowhegan; First Vice President, Prin. Roland E. Stevens, Portland; Second Vice President, Prin. Charles E. Taylor, Bangor; Secretary, Mr. Adelbert W. Gordon, Augusta; Treasurer, Prin. Joseph E. Blaisdell, Rockland; Executive Committee—President, First Vice President, Secretary, Treasurer, Supt. Harold B. Clifford, Boothbay Harbor, 1934-1935, Prin. Milton B. Lambert, Houlton, 1934-1936, and Miss Agnes P. Mantor, Farmington, 1935-1937.

Respectfully submitted,

ADELBERT W. GORDON,
Secretary.

COUNTY TEACHERS' MEETINGS

*To the Commissioner of Education,
Augusta, Maine*

Dear Sir:

Thirteen meetings were held in 1934 and thirteen in 1935, no meeting of the Cumberland and York County Association being held in 1934 due to the fact that the meeting of the Maine Teachers' Association was held in Portland that year. No meeting was held in Penobscot County either in 1934 or 1935. Because of the financial situation in Aroostook County, no meeting was held in 1935.

The meetings were well attended, and the programs were uniformly excellent.

TABLE OF ATTENDANCE AT THE SEVERAL COUNTY
MEETINGS FOR THE SCHOOL YEARS 1934-35
AND 1935-36

<i>County</i>	1934-35	1935-36
Androscoggin	432	461
Aroostook	575	*
Cumberland and York	*	1237
Franklin	202	213
Hancock	280	289
Kennebec	497	434
Knox	179	186
Lincoln-Sagadahoc	202	239
Oxford	323	304
Penobscot	*	*
Piscataquis	175	192
Saco Valley	118	123
Somerset	314	309
Waldo	191	169
Washington	352	337

*No Meeting

Respectfully submitted,

RICHARD J. LIBBY,
Director of County Meetings.

CHAPTER VII

SECONDARY SCHOOLS OF MAINE

*To the Commissioner of Education,
Augusta, Maine*

Dear Sir:

I herewith submit the subjoined report as State Director of Secondary Education:

PRESENT CONDITIONS OF SECONDARY EDUCATION

The secondary schools of Maine have shown unprecedented growth in the last decade and the last biennium shows no great exception to this condition. Boys and girls who would have found work in factories or on farms are now in the high schools and academies of Maine. They are seeking an education so that they may well meet the growing complexities of social and civic life in our changing civilization. A glance at the chart *Progress of Pupils through Secondary Schools of Maine* will show that there is some increase in enrollment in the eighth grade. The growth is also shown in the high school grades, especially in the eleventh grade, and in the number actually graduating. This is really a commendable condition. The fact that these boys and girls are seeking a better education points to an attitude of youth well worth studying.

The secondary schools of Maine from the early days of Fryeburg and Hallowell Academies in 1791 have had a formal attitude toward education in which the scholarly minded student received a maximum of attention. The major aim in most secondary schools has been preparation for college. Only recently through the coöperation of the Maine colleges themselves has there been any retreat from this attitude. The college requirements until a few years ago were such that our small Maine schools could do little more than offer those subjects required for college entrance.

Today the programs of studies of these schools are in a state of change. Each subject offering is challenged as to whether or not it meets the desired objectives of the students enrolled in the school. Some of the traditional subjects are being dropped from the program and new subjects are being added. It is encouraging to state that perhaps for the first time a general trend throughout the state is in effect to vitalize the offerings of the secondary school by using administrative devices giving more time to individual subjects, by actually using modern teaching methods, by enriching the program of studies, by fostering a progressive spirit of professional education on the part of teachers, by studying the issues of secondary education and by coöperatively attempting to adopt a type of education best suited for the secondary schools of Maine.

SECONDARY SCHOOL ENROLLMENT

The biennial period shows again an increase in enrollment. The increase was not wholly unexpected because previous years have shown the trend. There are still many boys and girls in rural regions who live so far from a secondary school that attendance is impossible because of the expense. It is true that tuition is free to every boy and girl in Maine, but under existing laws neither transportation nor living expenses are furnished except in a few cases. In other words it is not mandatory for towns to furnish transportation or other expenses. Until this is done education at the secondary level will never be available to every Maine boy and girl.

The following chart contains statistics for the enrollments in the secondary schools taken from the Directories of Secondary Schools. The figures include enrollments in Class A high schools, four- and six-year schools, Class B schools, academies and junior high schools.

CHART I

STUDENTS IN SECONDARY SCHOOLS

1922-23	28,680	1932-33	44,416
1928-29	36,443	1933-34	45,150
1929-30	37,569	1934-35	45,895
1930-31	39,573	1935-36	47,000
1931-32	42,006	1936-37	47,208

TYPES OF SCHOOLS

There has been some change in the number and type of secondary schools also. The junior high school, for example, is now, as accredited, a school offering a differentiated course of study. There are now only eleven of these junior high schools but all of them are endeavoring to operate as real junior high schools. In general they are in the larger cities, but in fact Maine has never been a state of junior high schools. The unified six-year high school is better fitted to the type and size of the communities in Maine. There are forty-one of these schools in which the junior high school idea is carried out to some extent, but which are organized as a single unit. This type of organization has proved since the first one was organized in 1921 to be most efficient and economical, educationally and financially.

Several new high schools have been recently accredited, namely: Exeter High School, Bucksport High School (formerly East Maine Conference Seminary), Falmouth High School, Flagstaff High School (formerly a Class B school), Madawaska High School (also formerly a Class B school), Medway High School, Oakfield Community High School, Shapleigh High School, Van Buren Boys' High School.

There are also several academies that have been added to the accredited list, namely: Academy of St. Joseph at South Berwick, Holy Rosary High School at Frenchville, Notre Dame Institute at Alfred, St. Louis High School at Biddeford.

In the field of higher education Nasson Institute at Springvale has become a college and now as Nasson College offers courses in secretarial and homemaking work. Westbrook Seminary in Portland is now Westbrook Junior College offering courses at the junior college level. Ricker Classical Institute at Houlton has a large junior college department and Kents Hill School at Readfield also does junior college work.

GRADUATES OF SECONDARY SCHOOLS

The secondary schools are still successful in holding most of their pupils through the entire course. The following table shows the large number of students who actually are graduated. The arrangement of the table makes it possible to follow the classes through their course from the eighth grade to actual graduation.

CHART II
 PROGRESS OF PUPILS THROUGH THE SECONDARY
 SCHOOLS OF MAINE

Class of ---	1925-26	1926-27	1927-28	1928-29	1929-30	1930-31	1931-32	1932-33	1933-34	1934-35
Grade VIII	11,032	11,287	11,792	11,673	11,843	11,949	11,933	12,433	13,744	13,951
Grade IX	9,993 100%	10,299 100%	10,789 100%	10,992 100%	11,169 100%	11,070 100%	11,595 100%	12,388 100%	12,619 100%	13,703 100%
Grade X	8,103	8,029	8,294	9,672	8,755	9,279	9,749	10,457	11,558	11,188
Grade XI	6,769	6,592	6,756	6,925	7,025	7,875	8,200	8,842	10,025	9,568
Grade XII	5,945	5,948	5,903	5,854	6,031	6,582	7,127	7,570	8,473	8,701
Graduates	5,438	5,581 54.8%	5,456 53.2%	5,457 54.6%	5,724 55.5%	5,989 55.5%	6,671 60.6%	7,168 64.1%	7,924 62.9%	8,136 59.3%

CURRICULUM CHANGES

The Maine high school is adapting its program to meet the changing personnel of its enrollment in a variety of ways. The following curriculums are typical of small school changes:

CHART III

FORMAL PROGRAM FOR TWO TEACHER HIGH SCHOOL

Subject Offerings of Program

<i>Even Years</i>	<i>Odd Years</i>
English I, English II, English III	English I, English II, English IV
Latin I	Latin II
French II	French I
Mathematics I, Mathematics II, Geometry	Mathematics I, Mathematics II, Mathematics III
General Science, Chemistry	Biology, Physics
Civics, American History	World History, Social Problems

Daily Schedule of Studies—Even Years

Time	Teacher A	Teacher B
8.30- 9.30	English I	American History
9.30-10.30	English III	Mathematics I
10.30-11.00	Activities, Music, Health, and Assembly	
11.00-12.00	English II	Chemistry
1.00- 1.45	Latin I (Freshmen & Sophomores)	General Science
1.45- 2.30	French II (Juniors & Seniors)	Mathematics II
2.30- 3.15	Civics and Occupations	Geometry

Daily Schedule of Studies—Odd Years

Time	Teacher A	Teacher B
8.30- 9.30	English I	Social Problems
9.30-10.30	English IV	Mathematics I
10.30-11.00	Activities, Music, Health, and Assembly	
11.00-12.00	English II	Physics
1.00- 1.45	Latin II (Juniors & Seniors)	Biology
1.45- 2.30	French I (Freshmen & Sophomores)	Mathematics II
2.30- 3.15	World History	Mathematics III

Notes on Program: 1. The formal program prepares for college and has some citizenship and general educational subjects. Four subjects each year are taken by each student.

2. A maximum of alternations is necessary, yet because the school can never be larger than sixty pupils there can be no large classes.

3. The program has one defect in that the foreign language offering in one year will be separated from the second year in one of the two languages. The sequence of foreign language must be either Latin I, French I, French II and Latin II, or French I, Latin I, Latin II, and French II. No other sequence is possible. It is obvious that a two teacher program is a minimum program and such defects are unavoidable, and the foreign language program is defensible.

4. The activities period is devoted to club activities, health activities, assembly, music, and the like. A typical program follows:

<i>Monday</i>	<i>Tuesday</i>	<i>Wednesday</i>	<i>Thursday</i>	<i>Friday</i> (Alternate weeks)
School Assembly	Health (Boys)	Music	Health (Girls)	Student Council Stamp Club
	Girls' Club	Art Club or Nature Club	Boys' Club	Publications Athletics Club

CHART IV

CIVIC PROGRAM FOR TWO TEACHER HIGH SCHOOL

Suggested Organization of Subjects

<i>Teacher A</i>	<i>Teacher B</i>
Elementary Science (or Health)	English I
Biology (or Chemistry)	English II
High School Geography (or Economics and Law)	English III (or English IV)
Business Training (or General Mathematics)	Foreign Language I
Geometry (or General Bookkeeping)	Foreign Language II (or Foreign Language III)
American History (or Social Problems)	Civics and Occupations (or World History)

Daily Schedule of Studies—Even Years

Time	Teacher A	Teacher B
8.30- 9.30	American History Biology	English I
9.30-10.30		Civics and Occupations
10.30-11.00	Activities, Music, Health, and Assembly	
11.00-12.00	Elementary Science High School Geography Geometry Business Training	English III
1.00- 1.45		English II
1.45- 2.30		Foreign Language I
2.30- 3.15		Foreign Language II

Daily Schedule of Studies—Odd Years

Time	Teacher A	Teacher B
8.30- 9.30	Social Problems	English I
9.30-10.30	Chemistry	World History
10.30-11.00	Activities, Music, Health, and Assembly	
11.00-12.00	Health	English IV
1.00- 1.45	Economics and Law	English II
1.45- 2.30	General Bookkeeping	Foreign Language I
2.30- 3.15	General Mathematics	Foreign Language III

These two small school programs are of interest to show the trend towards subjects that attempt to develop a practical side of affairs, citizenship, and like objectives. Memory training in itself is still emphasized but indications show that the new curriculums try to develop the thinking powers of the secondary school students.

Skill in directing the small high school is as essential as in the large city high school. The small school program of work must be efficiently laid out in order that a maximum of use may be made of it. Administrative devices such as offering subjects in alternate years, are very much used in the efficient small schools. The daily schedules are much different than in the traditional school, the periods have a tendency to be longer, and it is not unusual to find morning periods longer than afternoon periods.

Another interesting device to attain longer class periods without lengthening the school day is the rotated schedule. This plan, with various adaptations, is in use already in about twenty-five per cent of the schools. Its significance lies in the fact that a satisfactory use of the hour period requires expert professional treatment. Consequently the schools are seriously engaged in effective assignment practices, motivation of work, direction of learning procedures, and a real interest in the ultimate objectives of secondary education. These schools pay much more attention to school study periods, some of them even giving units of work in learning how to study efficiently, remedial reading, and the like.

INTEREST IN THE EXTRA-CURRICULUM

In the early days of the depression there was much said about "fads and frills of education." Usually those activities found outside the traditional curriculum came in for criticism. Such things as music, art and even athletics were declared wasteful and deleterious. A more sane attitude on the part of the critics today is making for enriched curriculums. One tendency seems to link the curriculum more closely to these extra-curricular activities, with these activities pointed more directly at the objectives of secondary education.

In certain endeavors, such as music, the following data are most interesting. There are in the 276 schools reporting a total of forty-nine school bands. Many of these bands are of considerable size, often having seventy-five or more players. Perhaps the interest in school orchestras is highest. There are 133 of these groups of young musicians. Vocal music is taught in 133 schools, with 131 choruses and an equal number of glee clubs.

Art is not as well advanced as music, although it is found in forty-one secondary schools. Some of the larger schools have unusually attractive and valuable courses. It is well worth a visit to the art departments of such schools as Waterville Senior High, Deering High, Portland High, Lewiston High, South Portland High, or several other of the larger schools.

Other clubs are quite numerous and their work adds much to school enjoyment, motivating the regular curricular work. High school principals are careful that school clubs are justified and that they pay educational dividends.

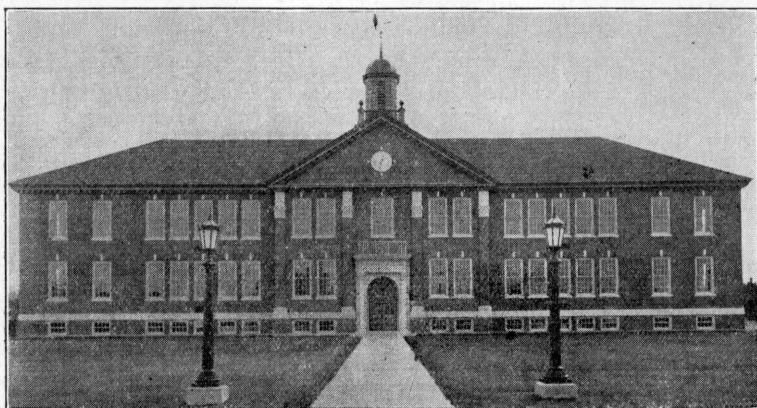
VISUAL AND RADIO EDUCATION

These two new phases of education are playing a more important part in learning procedures than heretofore. It is well known that some learn easier through seeing, than through hearing. Actually, much teaching has been of a modified lecture form in which a learner must listen to what the teacher or a reciting pupil has to say. The various types of visual education include blackboard drawings, cards, photographs and displays of various sorts.

In addition, there is being brought into use the projection device. Sixty secondary schools report a stereopticon machine

for the projection of still pictures. Sixty-one secondary schools have motion picture machines, and three have sound projectors. The tendency at the present time seems to be towards the use of the sound projector operating on the 16 m.m. size film. Reports from users of projectors state that the learning results are favorable.

Another type of education is that produced by radio. Although many of the radio programs are of a recreational character, there are some uses to which it is put that may be considered educational. Some schools use it for French instruction by tuning in a Montreal station broadcasting in French. Others use



GREENVILLE CONSOLIDATED SCHOOL

This building was erected and presented to the town of Greenville by Mr. Louis Oakes, a citizen of that town. It was officially opened September 3, 1935. The school houses all of the 522 pupils of Greenville from the sub-primary grade through the senior high school. Besides the usual classrooms the building contains a large auditorium, excellent gymnasium, sound motion picture machine, radio and telephone installation, complete equipment in home economics, manual arts and commercial courses as well as excellent physical education facilities.

it for music appreciation and general recreation. There are seventy-two schools that are equipped with radio. The majority of these schools have standard radio sets.

Several schools are equipped with more elaborate installations, public address systems, and loud-speakers in each room. Such radio equipment is installed in Lewiston High School, Greenville Consolidated School, Walton Junior High School in Auburn, and other locations.

EQUIPMENT OF BUILDINGS

Elsewhere in this report a list of new schools appears. Many schools have made renovations, built additions and have been reconstructed to meet the increasing demand for school space. Such cities as South Portland, Westbrook and Waterville have built large additions. Other notable improvements will be found in new construction at Brunswick, Bucksport, Greenville, Kingfield, Liberty, Medway, Old Orchard Beach, Waldoboro and Auburn, with reconstruction and additions at South Bristol, Farmington, Mapleton, Norridgewock and Stockton Springs.

INSTRUCTION

The teaching staff of the secondary schools is steadily improving in professional ability and spirit. Each year more and more secondary school teachers are leaving for better paid positions in other states. This is to be expected, however, and until salaries in this state are about equal with those in neighboring states, we will continue to act as a training school for the other New England states.

Many of our teachers are taking advantage of summer school courses offered at Bates College and the University of Maine. Many others attend summer schools outside the state for instruction.

That this continued professional training is having its beneficial effects on our secondary teachers is evident. The increased interest in problems of education and professional interest are noticeable in our schools. This spirit of service must continue and too much can hardly be said for the courage and energy of our teachers. Many of them have worked for the past two years for small wages. Often these wages were in the form of town orders discounted at twenty or thirty per cent.

The secondary education of boys and girls of Maine depends on the quality of the teaching staff. For the present, in the main we have little to fear. For the future, citizens of Maine will care for secondary education, realizing that education and democracy are essential in any civilization.

Respectfully submitted,

HARRISON C. LYSETH,
Director of Secondary Education.

CHAPTER VIII

NORMAL SCHOOLS

*To the Commissioner of Education,
Augusta, Maine*

Dear Sir:

Maine has six teacher-preparation institutions which are under public management and control. These normal schools, as they are more commonly known, offer courses designed to fit teachers for service in the elementary, junior high and vocational fields. Three years of professional preparation, subsequent to graduation from a standard secondary school, are now required to fulfil the requirements for the regular normal school diploma. All but one institution, Madawaska Training School located at Fort Kent, offer the regular three-year course. Graduates of the Training School are required to spend their third year of training in one of the other institutions before it is possible for them to qualify for the regular Maine normal school diploma.

Teacher-training and certification requirements parallel each other. Applicants for elementary teacher certification who have completed two years of the regular three-year course are granted nonprofessional certification valid for a period of two years and renewable upon evidence of further professional training until the third year of work has been fully completed. Inasmuch as certification requirements are not retroactive the above does not apply except in the case of certification subsequent to date when three years of normal school training were set as a requirement for a diploma.

The opportunity of fulfilling certification requirements by progressive steps has meant much to students who have found it difficult to finance themselves through a complete normal school course without a break. The economic and industrial depression through which we are passing and the action of the legislature calling for a tuition fee for the first time in the history of teacher training in Maine would have, but for this provision, barred many desirable prospective teachers.

It is preferable for one to complete the entire course without interruption. However, much may be said in favor of an early orientation to the service, thereby making the balance of training more purposeful and valuable from the standpoint of the student who discovers his particular teaching weaknesses before faulty practices have become thoroughly fixed.

Maine requirements for graduation are still below those of most of our neighboring eastern states. The majority of these states now require four years of preparation to teach in the elementary field. It is generally conceded that the art of teaching in the elementary field is quite as difficult, if not more so, as that of teaching in the secondary field. Consequently, the period of preparation should not be less. Four years of training and the degree of Bachelor of Science in Elementary Education is rapidly becoming the accepted practice and in fact is a requirement if one is to teach in many municipalities.

There is already a demand for teachers who have had this amount of intensive training in this state. It is safe to say that for the present, at least, one or possibly two of our normal schools should offer this advanced work. Several of our larger municipalities could absorb the output of possibly two such institutions in their supervisory (elementary) fields.

The departments of education in our several colleges and the School of Education at the State University are confining their course offerings to the need of the secondary school field. These institutions have been able to adequately supply the demand. Nearly all provide opportunity for practice teaching in local or neighboring secondary schools. Until these institutions fail in meeting the demand for secondary school teachers there seems to be no justification for our normal schools to enter this field of teacher preparation at state expense even though four years of work were made a requirement for graduation.

AUDIT

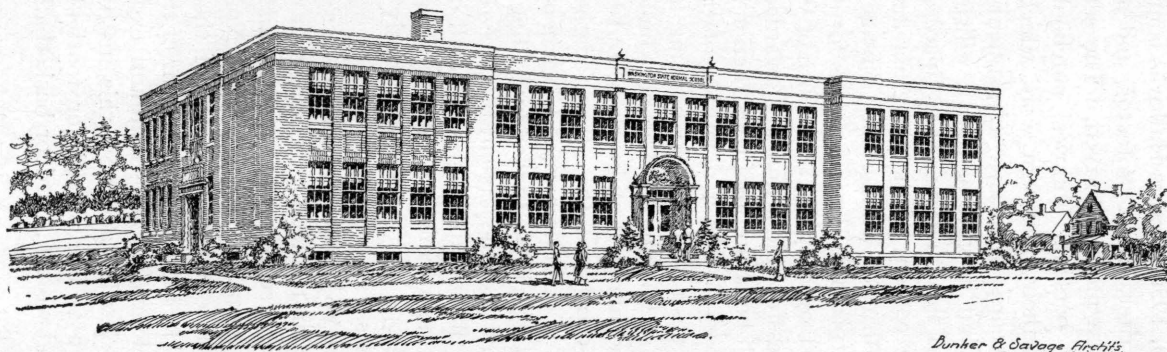
The legislature authorized an audit of the accounts of our state-controlled institutions. The State Auditor and his staff have installed uniform accounting systems in all normal schools. The results thus far justify this action. It is now possible to determine almost instantly the financial status of each and all institutions and to check accurately the various departments of the entire teacher-training program.

WASHINGTON STATE NORMAL SCHOOL

On February 10, 1936, Powers Hall was completely destroyed by fire. A typewriter, check protector, and a record file were the only pieces of equipment saved. The several instructors, too, lost valuable personal libraries, notebooks and reference materials used in their classroom work which they had been accumulating for years. Insurance adjustments were considered to be satisfactory but in spite of that it will not make possible a full restoration of this building. The Board of Normal School Trustees, with the consent of the Governor and Council, voted to rebuild. The firm of Bunker and Savage, architects, was employed to draw plans and specifications for a new building to replace the one destroyed by fire. The firm of Walter V. Mitton, Inc., was the successful bidder and was awarded the contract.

The building will be of fireproof construction throughout, thus minimizing the possibility of a repetition of the disastrous fire which completely destroyed the old building and, incidentally, reducing the cost of insurance. The new building will have a combination gymnasium and auditorium, and two libraries, one for the training school and the other for the normal school, separated only by an open archway. Classrooms in the training section of the building will be divided by folding partitions which will allow for flexibility of the student practice-teaching program. These partitions will make possible two small classrooms out of each large room, thus permitting freedom of speech and action of at least two groups reciting simultaneously under the critic and student teachers.

In recent years there has been a marked increase in the enrollment of men who plan to take up teaching as a profession. Consequently, our several schools have been required to expand the men's athletic program. At Washington Normal an athletic field was one of the outstanding needs of the school. Ample grounds owned by the state and at the rear of the buildings were available for development. At minimum expense these were under-drained and leveled and now this institution has a fine athletic field which is being used for football, baseball, field hockey for men and women, outdoor basketball and track.



*Dunker & Savage Architects
Augusta Maine, 1926*

SELECTIVE ADMISSIONS

A system of selective admissions has been developed during the past few years. There is no valid reason which would justify the training of all applicants for admission to normal school regardless of their mental and physical fitness to teach. At present only those who give promise of developing into good teachers are admitted to training. The result has been a higher grade of students and a pronounced improvement in the quality of work done.

TEACHER SHORTAGE

For the first time in several years we are experiencing a teacher shortage. This is in part due to the economic and industrial depression through which we have been passing, making it impossible for many students to finance a program of higher education; to a tuition charge never before made of students planning to enter public service; to the difficulty of finding teaching positions upon completion of the period of training; to increased teacher certification regulations, and to lengthening the period of preparation. This shortage will have a wholesome effect upon the present salary schedules which are now unreasonably low. Supply and demand have a tendency to regulate the price of any commodity. Since labor may be regarded as a commodity a shortage in this particular type of skilled service should enhance its value and this in turn is expected to attract more desirable candidates.

UNIFIED CURRICULUM

The normal school faculties are making rapid progress in the development of a unified curriculum. It is doubtful if any other type of coöperative activity could have been productive of as much good to individual members as well as to the entire system. Faculty members no longer look upon their respective departments as the one upon which all others hinge. An entirely new concept of teacher preparation has been developed through this study.

In conclusion, I believe it may be said without fear of contradiction that more definite progress has been made during the biennial period just ended in the field of teacher preparation in Maine than during any other similar period in normal school history.

Respectfully submitted,

EDWARD E. RODERICK,
Director of Teacher Training.

AROOSTOOK STATE NORMAL SCHOOL

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 1934-35 and 1935-36:

FACULTY 1934-1935

San Lorenzo Merriman, A. B., A. M., <i>Principal</i>	<i>Psychology, Science</i>
Sanford E. Preble, C. E., <i>Vice Principal</i>	<i>Education, Mathematics</i>
Ardelle M. Tozier	<i>English, Librarian</i>
Ida M. Folsom	<i>Natural Science, Expression</i>
Marguerite A. Pullen	<i>Health, Social Ethics</i>
Virginia W. Ames, A. B.	<i>History, Physical Education</i>
Priscilla B. Peckham, B. S.	<i>Art</i>
Katherine S. Dow	<i>Music</i>
Nellie T. Dunning	<i>Secretary, Penmanship</i>

Training School

Margaret J. Preble	<i>Director of Training</i>
Edith Clifford	<i>Grade 1</i>
Anna Smith	<i>Grade 2</i>
Alice Higgins	<i>Grade 3</i>
Pearle Coulthard	<i>Grade 4</i>
Cecilia Moreau	<i>Grade 5</i>
Ernestine McKay	<i>Grade 6</i>
Evangeline Farnham	<i>Grade 7</i>
Cecelia Campbell	<i>Grade 8</i>

FACULTY 1935-1936

San Lorenzo Merriman, A. B., A. M., <i>Principal</i>	<i>Psychology, Chemistry</i>
Sanford E. Preble, C. E., <i>Vice Principal</i>	<i>Education, Mathematics</i>
Jasper F. Crouse, A. B., A. M.	<i>Science</i>
Gertrude B. Mattoon, A. B., A. M.	<i>English, Expression</i>
Marguerite A. Pullen	<i>Health, Social Ethics</i>
Virginia W. Ames, A. B.	<i>History, Physical Education</i>
Priscilla B. Peckham, B. S.	<i>Art</i>
Evangeline Tubbs, A. B., B. S.	<i>Music</i>
Nellie T. Dunning	<i>Secretary, Penmanship</i>

Training School

Margaret J. Preble	<i>Director of Training</i>
Ruth Skinner, A. B., A. M.	<i>Grade 1</i>
Anna Smith	<i>Grade 2</i>
Erma Robertson	<i>Grade 3</i>
Pearle Coulthard	<i>Grade 4</i>
Cecilia Moreau	<i>Grade 5</i>
Ernestine McKay	<i>Grade 6</i>
Evangeline Farnham	<i>Grade 7</i>
Cecelia Campbell	<i>Grade 8</i>

SUMMER SESSION 1936

The twenty-fifth annual summer term of the Aroostook State Normal School opened Monday, June 29, 1936, and continued for six weeks, closing August 7, 1936.

The registration of 188 was unusually large for this section. The term was very profitable and enjoyable for both the faculty and the student body. The interest shown was remarkable and good attendance was maintained throughout the entire term.

Members of the faculty were: San Lorenzo Merriman, A. B., A. M., Director; Principal Roland E. Stevens of the Lincoln Junior High School, Portland; Supt. Harry C. Hull, Saco; Miss Lou Buker, Elementary Supervisor, Augusta; C. Harry Edwards, State Director of Physical Education, Augusta; Miss Anne Cupples, Washington State Normal School, Machias; Ermo H. Scott, Eastern State Normal School, Castine; Miss Priscilla B. Peckham, Aroostook State Normal School, Presque Isle; Dr. L. M. Thompson, Washington, D. C.; Jasper F. Crouse, Aroostook State Normal School, Presque Isle; Mrs. Ruth Crouse, Presque Isle; Miss Nellie T. Dunning, Aroostook State Normal School, Presque Isle.

Courses offered were: Junior High Methods, Management, and Administration; Extra-Curricular Activities and Assembly; Current History; Guidance and Orientation; Social and Economic Adjustments; Units of Work in Geography and History; Primary Methods; Physical Education; Art; Industrial Arts; Laboratory School and Directed Observation; Psychology; Mental Hygiene; Diagnostic Testing and Remedial Teaching; First Aid; Grade Literature; Penmanship; Science; Music.

Miss Ardelle M. Tozier and Miss Ida M. Folsom retired at the end of the year 1935. Miss Folsom's place was taken by Jasper Crouse, a graduate of Aurora College, with an A. M. degree from Bates College. Miss Tozier's place was filled by Mrs. Gertrude B. Mattoon, a graduate of New Hampshire State University with an A. M. degree. Mrs. Katherine Dow, music teacher, was retired and was replaced by Miss Evangeline Tubbs, a graduate of Bates College, with a B. S. degree in Music Education from the University of Illinois.

There are some things that should be done during the coming season. During the fall a line of shower baths should be installed

to meet the needs of the boys who take part in football, basketball and baseball. A coal pocket, preferably concrete, will have to be installed in the near future. The roof on the new dormitory should have a coat of tar as the felting is now exposed in many places. The administration building needs to be redecorated. Particularly is this true with reference to the main auditorium. The plastering in this section of the building has never been painted and now has lost its attractiveness.

Respectfully submitted,

SAN LORENZO MERRIMAN,
Principal.

EASTERN STATE NORMAL SCHOOL

*To the Commissioner of Education,
Augusta, Maine*

Dear Sir:

I submit herewith the report of the Eastern State Normal School for the biennial period ending June 30, 1936.

Although the two years just closed have brought forward problems involving school finance and student registration that have not been usual, the general conditions that mark the work of a state teacher-training institution have been decidedly improved. Through the development of existing services and the initiation of newer ones; the addition of the third year of elementary teacher training, and the institution of such devices as the state-approved system of accounting, it may be clearly seen that the institution has not been marking time in these days of rapid educational progress.

The following changes in staff membership have taken place during this time. Miss Emma C. McCullough, for six years matron at East Maine Conference Seminary in Bucksport and a real friend of young people, replaced Matron Nellie A. Gardiner who resigned after completing thirteen years as matron at Richardson Hall. Miss McCullough began her services in September, 1935. Miss Kathleen Wardwell, school secretary for eleven years, resigned in July, 1934, and was succeeded by Miss Susan Sadler.

With the resignation of Miss Nellie F. Harvey at the close of her forty-seventh year of continuous service at Eastern State Normal School, the school suffered a severe loss. She had become a part of the institution itself and it will be long before her place can be filled in the life and activities of the school. Mrs. Ethel L. Wardwell came to the staff in November, 1934, from ten years of work as a public school music supervisor in Maine and well equipped to carry on a most practical program of work with the needs of the rural areas in mind. In September, 1934, Mr. Ermo H. Scott was promoted to the position of vice principal of the school.

FACULTY 1934-1935

William D. Hall, B. S.,	<i>Principal</i>	<i>Education, Nature Study</i>
Ermo H. Scott, A. B.,	<i>Vice Principal</i>	<i>Sociology, Psychology,</i> <i>Educational Measurements, History of Education</i>
Helen M. Gilman, B. S.	<i>in Education</i>	<i>English, Reading, Literature</i>
Gladys E. Milliken, A. B.		<i>Hygiene, Physical Education</i>
Everett H. Nason		<i>Industrial and Fine Arts, Mathematics</i>
Orett F. Robinson, B. S.	<i>in Ed.</i>	<i>Science, School Law, Civics, History</i>
Grace H. Slocum		<i>Librarian, Library Science, Children's Literature,</i> <i>Penmanship, Geography, Social Science Methods</i>
Ethel L. Wardwell		<i>Music</i>
	<i>Training School</i>	
Mary B. Bills		<i>Director of Training</i>
Nina P. Armstrong		<i>Grades 1 and 2</i>
Susie H. Nason		<i>Grades 3 and 4</i>
Ethel L. Friend		<i>Grades 5 and 6</i>
Edna C. Harquail		<i>Grades 7 and 8</i>
Una B. Grey		<i>Rural Training School</i>
	<i>Other Officers</i>	
Nellie A. Gardiner		<i>Matron, Richardson Hall</i>
Susan Sadler		<i>Secretary</i>
James Hatch		<i>Janitor</i>
Bernard Sawyer		<i>Janitor</i>

FACULTY 1935-1936

William D. Hall, B. S.,	<i>Principal</i>	<i>Education, Nature Study</i>
Ermo H. Scott, A. B.,	<i>Vice Principal</i>	<i>Sociology, Psychology,</i> <i>Educational Measurements, History of Education</i>
Grace S. Bowden		<i>Librarian, Library Science, Children's Literature,</i> <i>Penmanship, Geography, Social Science Methods</i>
Helen M. Gilman, B. S.	<i>in Education</i>	<i>English, Reading, Literature</i>
Gladys E. Milliken, A. B.		<i>Hygiene, Physical Education</i>
Everett H. Nason		<i>Industrial and Fine Arts, Mathematics</i>
Orett F. Robinson, B. S.	<i>in Ed.</i>	<i>Science, School Law, Civics, History</i>
Ethel L. Wardwell		<i>Music</i>

Training School

Mary B. Bills	<i>Director of Training</i>
Nina A. Adams	<i>Grades 1 and 2</i>
Susie H. Nason	<i>Grades 3 and 4</i>
Ethel L. Friend	<i>Grades 5 and 6</i>
Edna C. Harquail	<i>Grades 7 and 8</i>
Una B. Grey	<i>Rural Training School</i>
<i>Other Officers</i>	
Emma C. McCullough	<i>Matron, Richardson Hall</i>
Susan Sadler	<i>Secretary</i>
James Hatch	<i>Janitor</i>
Bernard Sawyer	<i>Janitor</i>

During the summer of 1934 two members of the faculty were on summer session staffs. In 1935 four of the instructors did summer work; one spent the vacation period in transcontinental travel, and another received a Master of Arts degree in Education.

The extension of school services to areas immediately surrounding the campus has been particularly important during the past two years. The annual secondary-school Play Day has become a permanent part of the yearly program, as have the regular local superintendents' visitation days, the summer meeting of superintendents, and the Maine Band and Orchestra unit. In addition, the following services were instituted: the use of the school facilities for the annual county Bestocca all-day program; the visitation of local high schools with a dramatic presentation which culminated in the first secondary school one-act play contest on the campus in 1936; the opening of an annual elementary teachers' meeting which included the three supervisory unions, numbers 78, 91 and 93, and the entertainment of the Methodist Young People's Summer Institute during one week in June.

Perhaps the most outstanding single activity developed during this period has been the organization of the in-service teacher exchange plan. This plan, so far as we know, has never before been operated in a teacher-training institution or elsewhere. The arrangement offers an opportunity for rural school teachers with a minimum amount of professional training to do work of this nature during the regular school year without loss of salary. The teachers provide boarding places near their schools for upperclassmen from the campus who substitute for them during their six weeks of resident study. The students, in turn, continue

to pay their campus fees as if they were in residence. In short, the teachers and students simply exchange situations, the teachers receiving the equivalent of summer-session credit for their work and the students experiencing six weeks of actual field work. Supervision of the students is cared for by the local superintendent and the director of training. In the past two annual sessions, eighteen rural teachers have been taken in on exchange. The results as measured by the progress and responses of teachers, students, superintendents and local school committees have been extremely gratifying. Detailed reports have already been made to the Department of Education.

Through the employment of students receiving aid through the National Youth Administration, the former science room was remodeled in the spring of 1936 as a *Little Theatre* project. This will extend considerably the plant's facilities in caring for that type of important activity. The small auditorium will now seat approximately 125. The Maine Superintendents' Association has recently given the school a sum of money to be used in the promotion of this project.

The decrease in attendance for the school year ending June 30, 1936, was due largely to unfavorable economic conditions in general and to an increase in requirements for graduation, together with low salaries, particularly for teachers in rural schools. Since the requirement of three years for graduation was not effective at our institution until the fall of 1934 our school had no regular graduating class. With the addition of this class in the fall of 1936 and the very evident shortage of well-prepared teachers, we definitely expect the enrollment for the school year ending June, 1937, to show an increase of at least twenty-five per cent.

We respectfully recommend to the State Board of Normal School Trustees that during the next two years the following improvements be made in addition to necessary repairs and re-finishing: restoration of rural training-school facilities; addition of a sub-primary grade; improvement of artificial lighting in the grade rooms; movable seats and desks in grades one and two; provision for a teachers' rest room in the administration building; improvement of the lighting and heating arrangements in the old home economics room in the training-school building basement. This room must now be used as a science laboratory

and recitation room due to the fact that grades seven and eight now occupy the former science room. Other improvements such as cement walks, improved toilet facilities and new living-room furniture for the girls' dormitory are highly desirable.

Respectfully submitted,

WILLIAM D. HALL,
Principal.

FARMINGTON STATE NORMAL SCHOOL

*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 period ending June 30, 1936. The statistics of the school, having been submitted to you in annual reports, are omitted from this report.

The particular activities of the school which are not of routine occurrence include, in the first place, our effort to provide improved library facilities. This purpose has been mentioned in a former report. This endeavor has met with gratifying interest and marked success. A former student of the school, whose family has been for over fifty years an integral part of the administrative and teaching strength of the school, donated from his private library valuable volumes of general literature to the number of one hundred seventy. The Massachusetts Alumni contributed a set of the recently revised Encyclopedia Britannica. Many other groups and individuals have made numerous and valuable gifts of books.

The administration of the school has been greatly modified by the plans put into operation under your direction by the State Department of Audit. The new system assures a more careful accounting of all receipts and expenditures. It collects into a single office the financial transactions of the school. At the present time this work is being performed by the school secretary, but we are giving the matter careful attention and it now appears that our library duties and the school correspon-

dence will require an addition to our administrative staff for at least nine months of the calendar year.

The training opportunities for practice teaching have been increased by the coöperation of nearby school superintendents and their school committees. The experiment, however, of sending small groups to distant towns was not wholly satisfactory, and has been virtually discontinued. It appears that practice teaching in places which afford little contact with the training school may lack qualities which are essential to satisfactory work and may include features undesirable in sustained professional growth. Worthy of note is the extension of practice-teaching facilities in home economics to high school work. This is made possible by the employment of a teacher in home economics by Farmington, with which enterprise the Federal government coöperates in accepting her for critic-teacher work. This work is adequately housed in the new training-school building.

The usefulness of the school has been greatly enhanced by the aid afforded through the National Youth Administration. This financial assistance has enabled many students to come to school who could not have come otherwise. The present scarcity of good teachers will be partly met by continuance in school and final graduation of earnest students who have found it necessary to take advantage of this aid in order to continue their preparation for the teaching profession.

Respectfully submitted,

W. G. MALLEY,
Principal.

MADAWASKA TRAINING SCHOOL

*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, 1936.

FACULTY 1934-1935

Richard F. Crocker, <i>Principal</i>	<i>Biology, Elementary Science, Psychology, School Law Director of Training</i>
Edith M. Hawes	<i>French</i>
Antoinette Page	<i>Mathematics, Social Science</i>
Angeline M. Michaud	<i>Music, Civics</i>
Gladys E. Sylvester	<i>Domestic Science</i>
Rilla S. Dow	<i>Domestic Science</i>
Katherine Ranney	<i>English, Health, Physical Education</i>
Irma P. Painter	<i>Latin, English, Library Science</i>
Waneta Blake	<i>Grades 1 and 2</i>
Yvonne Daigle	<i>Grades 3 and 4</i>
Marion Pinette	<i>Grades 5 and 6</i>
Loretta Michaud	<i>Grades 7 and 8</i>
Catherine Ouellette	
	<i>Other Officers</i>
Belle B. Downes	<i>House Mother</i>
Grace A. Theriault	<i>Secretary</i>
Jean O. Cyr	<i>Engineer</i>

FACULTY 1935-1936

Richard F. Crocker, <i>Principal</i>	<i>Biology, Elementary Science, Psychology, School Law, Director of Training</i>
Antoinette Page	<i>French</i>
Angeline M. Michaud	<i>Mathematics, Social Science</i>
Gladys T. Sylvester	<i>Music, Civics</i>
Rilla S. Dow	<i>Domestic Science</i>
Katherine Ranney	<i>Domestic Science</i>
Irma P. Painter	<i>English, Health, Physical Education</i>
Waneta Blake	<i>Latin, English, Library Science</i>
Yvonne Daigle	<i>Grades 1 and 2</i>
Marion Pinette	<i>Grades 3 and 4</i>
Loretta Michaud	<i>Grades 5 and 6</i>
Catherine Ouellette	<i>Grades 7 and 8</i>
	<i>Other Officers</i>
Belle B. Downes	<i>House Mother</i>
Grace A. Theriault	<i>Secretary</i>
Jean O. Cyr	<i>Engineer</i>

During this period the first two classes with two full years of normal training have been graduated. The class of 1936 numbered thirty-nine. Several are continuing their studies and all of the others have secured positions. In fact, several positions could not be filled because of a shortage of teachers in the Territory. We feel that the demand both within and outside of the Territory is distinctly encouraging.

During the past two years we have attempted to raise the standards of the school in all respects and I believe that much success has attended our efforts. We believe that such policies are in accord with the desires of the State Department of Education and the needs of Madawaska Territory.

The faculty members, with very few exceptions, have improved themselves professionally through summer-school attendance, extension courses or resident study. Miss Catherine Hocter has been on leave of absence for two years of professional study. She has returned to the institution and has taken up her duties as director of training, for which her previous training and experience peculiarly fit her. Miss Yvonne Daigle has been granted a similar two-year leave of absence for professional study at the University of Maine. Due to this coöperation and enthusiasm, the rating and efficiency of the faculty are being raised as rapidly as could be hoped for under present conditions.

I feel at this time that it is my duty to point out the need of increased salaries as our schedule is in the lowest group in the state. We can hardly expect the improvement mentioned above to continue without some recognition in the way of better remuneration. I am satisfied that the time has come when it would be unfair to the faculty members and to the institution to ignore this situation.

The school also needs an increased budget for textbooks and supplies. The size and needs of the institution have increased during recent years to the point where the present sum is not sufficient. Library and laboratory facilities are entirely inadequate and should be considered as two of our problems that need immediate consideration. The efficiency of the school cannot be raised through improvement of the professional standing of faculty members alone. We are at present greatly handicapped through lack of facilities and equipment. I am not unappreciative of some of the difficulties and problems which may attend some of the hopes for improvement but I am certain that our needs justify the requests.

I am extremely grateful for the splendid coöperation of all those interested in or connected with the institution in any capacity, and feel confident that our problems will receive sympathetic and careful consideration.

Respectfully submitted,

RICHARD F. CROCKER,
Principal.

WASHINGTON STATE NORMAL SCHOOL

To the Commissioner of Education,
Augusta, Maine

Dear Sir:

I beg to submit herewith the report of the Principal of Washington State Normal School for the biennial period ending June 30, 1936.

FACULTY 1934-1935

Philip H. Kimball, <i>Principal</i>	<i>Psychology, Tests and Measurements</i>
Earle D. Merrill, <i>Vice Principal</i>	<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>
E. Marion Dorward	<i>Music</i>
Lincoln A. Sennett	<i>History, Civics</i>
Drew T. Harthorn	<i>Education</i>
Marjorie Morrell	<i>Physical Education</i>
Esther Barlow	<i>English</i>

Training School

Katherine Longley	<i>Grades 1 and 2</i>
Irma Grant	<i>Grades 3 and 4</i>
Evelyn Lovejoy	<i>Grades 5 and 6</i>
Rita Torrey	<i>Grades 7 and 8</i>
Adelaide McDonald	<i>Opportunity Room</i>
Julia Bucknam	<i>Rural School</i>

Other Officers

Mrs. Harry B. Sawyer	<i>Matron, Girls' Dormitory</i>
Anne Wright	<i>Secretary</i>
Oliver Johnson	<i>Janitor</i>
Clifford DeShon	<i>Janitor</i>

FACULTY 1935-1936

Philip H. Kimball, <i>Principal</i>	<i>Psychology, Tests and Measurements</i>
Earle D. Merrill, <i>Vice Principal</i>	<i>Junior High Subjects</i>
Samuel Brocato	<i>Art</i>
Frank M. Kilburn	<i>Science</i>
Mrs. Lelia K. Tripp	<i>Director of Training</i>
Lincoln A. Sennett	<i>History, Social Science</i>
Drew T. Harthorn	<i>Education, Social Science</i>
Esther Barlow	<i>English</i>
Marjorie Morrell	<i>Physical Education, Health</i>
E. Marion Dorward	<i>Music</i>

Training School

Mildred McAlister	<i>Grades 1 and 2</i>
Ann Cupples	<i>Grades 3 and 4</i>
Evelyn Lovejoy	<i>Grades 5 and 6</i>
Rita Torrey	<i>Grades 7 and 8</i>
Adelaide McDonald	<i>Opportunity Room</i>
Louise Tolman (19 weeks)	
Hilja Kulju (19 weeks)	<i>Rural School</i>

Other Officers

Mrs. Harry B. Sawyer	<i>Matron, Girls' Dormitory</i>
Anne Wright	<i>Secretary</i>
Oliver Johnson	<i>Janitor</i>
Clifford DeShon	<i>Janitor</i>

SUMMER SESSION FACULTY 1935

Philip H. Kimball, <i>Director</i>	<i>Sociology</i>
Drew T. Harthorn	<i>Education</i>
Frank M. Kilburn	<i>Science</i>
Roland E. Stevens	<i>Junior High Subjects</i>
E. Marion Dorward	<i>Music</i>
Lincoln A. Sennett	<i>History, Government</i>
Gladys J. Spearin	<i>Reading, Methods</i>
Julia Richards	<i>Rural Demonstration School</i>
Lou M. Buker	<i>Primary Methods, Character Training</i>
Edward E. Roderick	} two weeks each <i>Rural Administration</i>
Richard J. Libby	
C. Harry Edwards	

The work of the faculty for the past two years has been of a high order. Of the ten academic members, one holds a Doctorate degree; four hold Master's degrees, and the remainder are working each summer on degree advancement. One of those holding a Master's degree has partially completed his Doctorate. In the training-school faculty of seven members, one holds partial Master's degree credit and the others are attending summer school annually.

I cannot commend too highly the spirit of the faculty, especially since the February fire. Under the trying conditions of makeshift accommodations it is my impression that each member is doing better work than he has ever done before and the standard of accomplishment of the group as a whole is of a particularly high order.

BUILDINGS AND GROUNDS

During the first year and a half of this two-year period most of the money for repairs allocated to this school was spent on Powers Hall. The fire on February 10, 1936, completely destroyed this building and has resulted in the erection of a modern, fireproof structure.

The athletic-field grading has now been completed and its grass surface has been developed satisfactorily. The lawns and gardens are in excellent condition as are the tennis courts.

The girls' dormitory parapet wall needs to be rebuilt and repairs are also needed on the outer walls. A few of the rooms need to be plastered as a result of leaks through defective roofing and flashing.

FUTURE NEEDS

A steadily increasing percentage of men students in this institution, because of the fact that these students are becoming more mature each year, emphasizes the real need of a man's dormitory as a part of the school's equipment. While some of the private homes to which boys are assigned are very satisfactory, the majority of houses available are inadequate in equipment and tend to lower the morale of the men students. A recreation center for men as a part of this dormitory would add materially to the social and physical welfare of this group.

A new cement walk from the girls' dormitory to the main highway and a fence for the athletic field constitute minor but important needed additions.

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

Respectfully submitted,

PHILIP H. KIMBALL,
Principal.

WESTERN STATE NORMAL SCHOOL

*To the Commissioner of Education,
Augusta, Maine*

Dear Sir:

I have the honor to submit the report of Western State Normal School for the biennium closing June 30, 1936.

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

The students who entered the school in 1934 and 1935 for the most part represented the upper half of their several secondary-school classes in point of scholarship. A considerable number of these were valedictorians and salutatorians. About sixty per cent of these students were residents of Cumberland and York counties. The other forty per cent represented all the other counties in Maine and four other New England states.

A summer session was held at Western State Normal School in 1934. The attendance was two hundred and nineteen. Most of the students were normal school or college graduates with teaching experience ranging from one to more than thirty years each. A feature of this summer session was the demonstration rural school conducted by Miss Amy Mayo of Cobleskill, New York.

During this biennium there has been an increased demand for practice-teaching opportunities in rural schools. As a result of this demand forty pupils each year have had nine weeks' teaching in one-teacher rural schools. The other nine weeks of practice teaching for each of these students is done in some one grade school.

Our library has been growing steadily. Hundreds of new books are added each year. Our librarian gives courses in Library Management to freshmen classes. The library is open from eight to five each school day and Saturday forenoon. The librarian has some part-time student helpers.

Each year this institution sponsors a basketball tournament for the smaller high schools of Cumberland and York counties. This is for boys and is held early in March at the end of the high-school basketball season. Much of the work in managing this tournament is done by our men students.

There has been a marked improvement during the past score of years in the quality of service the teacher-training institutions of the United States have rendered the schools. The median training and education of the faculty members has been greatly extended. The preadmission qualifications of the students have been raised and the training courses have been increased in length and improved in organization. The State of Maine has attempted to keep step with the advances made elsewhere, yet is still behind not only the other New England states but also most of the other states of the union. This is the only New England state that does not offer a four-year course for elementary teachers in one or more of its teacher-training institutions. In one or more of the schools of Maine such a course could be set up without greatly increasing the financial burden.

Respectfully submitted,

WALTER E. RUSSELL,
Principal.

COMPARATIVE STATEMENT OF NORMAL AND TRAINING SCHOOLS

School Year 1935-1936

	Average No. Registered	Enrollment by Classes								No. Graduated*
		1st Year		2nd Year		3rd Year†		4th Year		
		Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	
Aroostook State Normal School . . .	99	27	41	9	33		3			3
Eastern State Normal School	55	3	24	7	21	3	2			1
Washington State Normal School . .	59.5	7	14	8	15	8	9			17
Farmington State Normal School . .	293.9	28	99	14	82	17	13		69	46
Western State Normal School	260	23	30	20	76	27	94			54
Madawaska Training School	74	15	57	1	3					39
Totals	841.4	103	265	59	230	55	121		69	160

*The radical reduction in number of graduates is due to the addition of one year of professional training to meet requirements for graduation.

†Enrollments in the third year include regular and special students taking junior high and vocational courses.

NORMAL SCHOOLS AND TRAINING SCHOOL FINANCIAL REPORT
FOR DORMITORIES FOR YEAR ENDING JUNE 30, 1935

	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	\$1,408.29	\$ 38.98	\$12,881.18	\$15,857.53	\$ 131.34	\$ 290.36
Room and board	10,023.81	11,004.92	45,404.32	34,887.45	9,899.70	7,753.69
Transients' meals	21.50	433.70	135.90		74.50	
Other sources	448.26	308.78	321.67		2,682.74	1,020.98
Total receipts	\$11,901.86	\$11,786.38	\$58,743.07	\$50,744.98	\$12,788.28	\$9,065.03
EXPENDITURES						
Provisions	\$4,032.66	\$5,521.22	\$26,581.79	\$13,411.18	\$5,441.18	\$3,933.89
Matrons' salaries	421.00	648.00	2,882.00	1,429.12	812.00	
Repairs	202.53	57.25	1,293.47	2,787.64	431.32	404.59
Light, power, heat, fuel	600.79	1,258.97	4,571.30	4,608.91	599.16	451.41
Labor	2,399.06	2,930.09	10,640.08	7,025.41	3,445.47	1,227.08
Other items	2,974.49	1,245.80	10,273.01	2,908.99	1,974.60	2,938.73
Total expenditures	\$10,630.53	\$11,661.33	\$56,241.65	\$32,171.25	\$12,703.73	\$8,955.70
Balance on hand	\$1,271.33	\$125.05	\$2,501.42	\$18,573.73	\$84.55	\$109.33

SUMMARY

Total receipts, all dormitories	\$155,029.60
Total expenditures, all dormitories	124,605.41
Balance on hand	\$30,424.19

NORMAL SCHOOLS AND TRAINING SCHOOL FINANCIAL REPORT
FOR DORMITORIES FOR YEAR ENDING JUNE 30, 1936

	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	\$1,271.33	\$ 125.05	\$2,501.42	\$18,573.73	\$ 84.55	\$ 109.33
Room and board	7,949.93	12,323.93	45,657.01	31,055.82	9,536.51	9,302.93
Transients' meals		348.93			751.87	
Other sources	660.27	3,302.12	2,564.26	353.38	1,378.37	823.50
Total receipts	\$9,881.53	\$16,100.03	\$50,722.69	\$49,982.93	\$11,751.30	\$10,235.76
EXPENDITURES						
Provisions	\$3,495.56	\$6,812.32	\$23,369.31	\$13,435.74	\$7,007.49	\$6,377.62
Matrons' salaries		539.54	1,570.64	408.32	568.00	
Repairs	71.85	150.32	726.15	2,017.45	427.88	374.99
Light, power, heat, fuel	1,159.58	2,159.76	6,007.05	3,330.53	583.36	566.44
Labor	2,259.52	4,323.02	13,289.60	6,169.99	2,010.89	1,830.59
Other items	770.14	2,011.71	1,651.55	2,493.65	862.75	986.07
Total expenditures	\$7,756.65	\$15,996.67	\$46,614.30	\$27,854.78	\$11,460.37	\$10,135.71
Balance on hand	\$2,124.88	\$103.36	\$4,108.39	\$22,128.15	\$290.93	\$100.05

SUMMARY

Total receipts, all dormitories	\$148,674.24
Total expenditures, all dormitories	119,818.48
Balance on hand	\$28,855.76

NORMAL AND TRAINING SCHOOLS
FINANCIAL STATEMENT
YEAR ENDING JUNE 30, 1935

Receipts

Appropriated	\$149,000.00
Contract with Town of Gorham	6,000.00
Contract with Town of Farmington	6,000.00
Contract with Town of Presque Isle (partial pay- ment	3,333.33
Contract with Town of Castine	325.00
Tuition	40,166.22
Dormitory coal	10,418.50
Transfers	11,789.25
Cash credit	104.71
	\$227,137.01

Expenditures

Teachers' salaries	\$175,393.60
Janitors	12,250.36
Fuel	20,262.25
Lights	3,334.89
Water	1,458.06
Telephone and telegraph	660.27
Postage	781.58
Printing	423.10
Textbooks	3,422.60
Library	913.13
Laboratory supplies	283.04
Educational supplies	2,968.89
Supplies not for school use	2,548.08
Graduation	237.42
Travel	1,980.16
Miscellaneous	219.58
	\$227,137.01

NORMAL AND TRAINING SCHOOLS
FINANCIAL STATEMENT
YEAR ENDING JUNE 30, 1936

Receipts

Appropriated	\$185,000.00
Contract with Town of Gorham	6,000.00
Contract with Town of Farmington	6,000.00
Contract with Town of Presque Isle (partial pay- ment	3,333.33
Contract with Town of Castine	325.00
Dormitory coal	5,738.16
Tuition	35,849.85
Transferred in	7,205.69
Cash on account of refunds	236.01
	\$249,688.04

Expenditures

Teachers' salaries	\$187,875.07
Janitors	12,911.22
Fuel	27,014.08
Lights	3,399.47
Water	1,679.46
Telephone and telegraph	631.38
Postage	635.65
Printing	1,125.24
Textbooks	2,427.02
Library	729.45
Laboratory supplies	297.60
Educational supplies	7,040.54
Supplies not for school use	1,547.03
Graduation	221.62
Travel	1,766.62
Miscellaneous	386.59
	<hr/>
	\$249,688.04

CHAPTER IX

MAINE TEACHERS' RETIREMENT ASSOCIATION AND NONCONTRIBUTORY PENSIONS

*To the Commissioner of Education,
Augusta, Maine*

Dear Sir:

Membership in the Maine Teachers' Retirement Association now numbers 2,171. This represents a gain of 139 or six per cent over a period of two years. Approximately one-third of the public school teachers of the state are now enrolled either as voluntary or compulsory members of this Association.

Teachers' salary schedules are extremely low. This, together with the fact that many are not receiving their salaries regularly, makes it very difficult to maintain a reasonable standard of living. Compulsory membership in the Retirement Association works an additional hardship which many find it exceedingly difficult to bear. The law, however, as it now stands on the statute books makes it compulsory for teachers who come under its provisions to contribute five per cent of their annual salaries, within certain limits, or retire from active service in the public schools. Mounting costs of living must be accompanied by an advance in salaries if these obligations are to be met.

Maine has two teacher-retirement laws, one a noncontributory pension law applicable only to those who entered the service prior to July 1, 1924. Teachers eligible to benefit under the provisions of this act shall, upon retirement from active teaching service and reaching the retirement age of sixty years, receive an annual pension of \$275 if they have taught the required number of years within the state. An annual pension of \$375 is provided for candidates who have taught thirty years and \$500 for thirty-five years of service.

Teachers who entered the service after July 1, 1924, and have reached their twenty-fifth birthday on August 1 prior to the opening of the school year shall be required to enroll as compul-

sory members of the Retirement Association and make a contribution of five per cent of the annual salary received, in no case to be less than \$20 nor more than \$100 for one full year of service. The amount of annuity which the member will receive upon reaching the retirement age and making the thirty required annual payments will depend altogether upon the amount which the member has to his credit in the Retirement Association at the time of retirement.

The retirement law calls for a Retirement Board consisting of seven members made up as follows: Commissioner of Education, Commissioner of the Treasury, Commissioner of Banking, Commissioner of Insurance, Attorney General and two members elected by and from the membership of the Maine Teachers' Retirement Association. The two members representing the membership at present are Superintendent Kermit S. Nickerson of Winterport and Mr. Daniel Lowe, manual arts instructor, Webster Junior High School, Auburn. The first five members of the Board mentioned above serve by virtue of their state office. The Board meets annually on the second Tuesday of November and elects a chairman, secretary and financial clerk. These officers are as follows: Commissioner of Education B. E. Packard, chairman; Deputy Commissioner of Education E. E. Roderick, secretary, and Mr. Leroy Koonz, financial clerk. A special committee, consisting of the Commissioners of Education, Insurance and Treasury, is charged with the responsibility of investing the funds of the Association.

A complete statistical summary of the membership and financial standing of the Association is given below.

Respectfully submitted,

EDWARD E. RODERICK,
Secretary, Maine Teachers' Retirement Board.

FINANCIAL REPORT OF THE
 MAINE TEACHERS' RETIREMENT ASSOCIATION
 CASH STATEMENT AS PER CASH BOOK

July 1, 1934-June 30, 1935

INVESTMENT FUND

Cash on hand July 1, 1934 \$3,197.23

Receipts

Members' contributions, 1933-1934	\$60,428.12	
Members' contributions, 1934-35	892.24	
Accounts receivable	6,850.04	
Reinstated members	224.68	
Interest received from banks	164.88	
Interest received from bonds	6,166.25	
Accrued interest on securities sold	140.38	
Interest on accounts receivable	111.77	
Interest on reinstated members' accounts	4.48	
Miscellaneous	1.17	
Sale of bonds	9,012.50	
Bonds matured	1,000.00	
		\$84,996.51

Total receipts \$88,193.74

Expenditures

Withdrawals of voluntary temporary members . . .	\$1,266.36	
Withdrawals of voluntary permanent members . . .	668.46	
Withdrawals of compulsory members	9,223.38	
Purchase of bonds	71,047.50	
Accrued interest on bonds purchased	908.20	
Transfer to Reserve Account	283.41	
Refund (overpayment on member's account)	10.00	
Town of Patten bond coupons defaulted	247.50	
(charged back to Bond Interest Account)		
Miscellaneous, tax on checks, etc.	2.56	
		\$83,657.37

Total expenditures \$83,657.37

Cash balance June 30, 1935 4,536.37

\$88,193.74

PROFIT AND LOSS STATEMENT

Year Ending June 30, 1935

Income

Interest on bank deposits	\$ 164.88
Interest—bond coupons—gross	\$6,166.25
Less Town of Patten coupons defaulted	247.50
	<hr/>
Net income from bonds	5,918.75
Accrued interest on bonds sold	140.38
Interest on accounts receivable net	125.97
Interest on reinstated member's account net	23.38
	<hr/>
Total net interest earnings	\$6,373.36
Profit on sale of Androscoggin Electric Co. bonds	\$762.50
Less loss on sale of California-Oregon Power Co. bonds	650.00
	<hr/>
Net profit on bonds sold	\$ 112.50
Adjustment Colburn H. Ayer account	1.10
	<hr/>
Total net income	\$6,486.96

Expense

Interest accrued on members' accounts to June 30, 1935	\$5,513.57
Accrued interest on bonds purchased	908.20
	<hr/>
Total net interest expense	\$6,421.77
Miscellaneous expense, check tax, etc.	1.39
Adjustment—duplicate payment of withdrawal Irene Robinson account	12.60
	<hr/>
	\$6,435.76

Summary

Total net income	\$6,486.96
Total net expense	6,435.76
	<hr/>
Net profit to surplus	\$ 51.20

*Comparative Balance Sheet**Assets*

	July 1, 1934	July 1, 1935
Cash	\$ 3,197.23	\$ 4,536.37
Securities	76,214.10	137,791.10
Accounts receivable	1,703.08	620.70
	<hr/>	<hr/>
	\$81,114.41	\$142,948.17

Liabilities

Members' accounts as per ledger cards	\$79,611.04	\$140,382.21
Reserve for members' 1935 contributions		892.24
Surplus	1,503.37	1,673.72
	<hr/>	<hr/>
	\$81,114.41	\$142,948.17

RESERVE FUND

CASH STATEMENT AS PER CASH BOOK

Cash balance July 1, 1934	\$2,256.59
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Receipts

Bank interest received	\$ 49.90	
Bond interest received	2,835.00	
Transfer from Investment Fund	283.41	
	<hr/>	
Total receipts	3,168.31	
		<hr/>
		\$5,424.90

Expenditures

Purchase of bonds	\$2,940.00	
Accrued interest on bonds purchased	22.08	
	<hr/>	
Total expenditures	\$2,962.08	
Cash balance June 30, 1935	2,462.82	
	<hr/>	
		\$5,424.90

Comparative Balance Sheet

Assets

	July 1, 1934	July 1, 1935
Cash	\$2,256.59	\$2,462.82
Securities	53,883.65	57,429.90
	<hr/>	<hr/>
	\$56,140.24	\$59,892.72

Liabilities

Surplus	\$56,140.24	\$59,892.72
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FINANCIAL REPORT OF THE
MAINE TEACHERS' RETIREMENT ASSOCIATION

CASH STATEMENT AS PER CASH BOOK

July 1, 1935-June 30, 1936

INVESTMENT FUND

Cash on hand July 1, 1935..... \$4,536.37

Receipts

Members' contributions 1934-35.....	\$71,577.44	
Members' contributions 1935-36.....	1,002.30	
Accounts receivable.....	9,914.07	
Interest received from banks.....	534.28	
Interest received from bonds.....	8,912.50	
Accrued interest on securities sold.....	154.24	
Interest on accounts receivable.....	170.62	
Miscellaneous.....	43.08	
Sale of bonds.....	23,800.00	
	116,108.53	
Total receipts.....		\$120,644.90

Expenditures

Withdrawals of voluntary temporary members.....	\$1,229.50	
Withdrawals of voluntary permanent members.....	529.29	
Withdrawals of compulsory members.....	16,525.28	
Purchase of bonds.....	72,393.67	
Accrued interest on bonds purchased.....	698.55	
Miscellaneous.....	51.82	
	\$91,428.11	
Total expenditures.....		\$91,428.11
Cash balance June 30, 1936.....		29,216.79
		\$120,644.90

PROFIT AND LOSS STATEMENT

Year Ending June 30, 1936

Income

Interest on bank deposits	\$ 534.28	
Interest on bonds	8,912.50	
Accrued interest on bonds sold	154.24	
Interest on accounts receivable net	266.23	
Interest on retroactive payments	23.27	

Total net interest earnings \$9,890.52

Profits on sales of the following bonds:

Kanawha Traction and Electric	\$650.00
Rumford Falls Power Company	420.00
Columbus Railway Company	300.00
Kansas Electric Power Company	200.00
Town of Windham	30.00

Net profit on bonds sold \$1,600.00

Miscellaneous income 11.60

Total net income \$11,502.12

Expense

Interest accrued on members' accounts to June 30, 1936	\$8,389.04
Accrued interest on bonds purchased	697.22

Total net interest expense \$9,086.26

Adjustment of error Celina J. Charrett account 23.80

Total net expense \$9,110.06

Summary

Total net income	\$11,502.12
Total net expense	9,110.06

Net profit to surplus \$2,392.06

Comparative Balance Sheet

Assets

	July 1, 1935	July 1, 1936
Cash	\$ 4,536.37	\$ 29,216.79
Securities	137,791.10	187,996.10
Accounts receivable	620.70	1,528.69
	<u>\$142,948.17</u>	<u>\$218,741.58</u>

Liabilities

Members' accounts as per ledger cards	\$140,382.21	\$213,888.99
Reserve for members' 1935 contributions	892.24	
Reserve for members' 1936 contributions		989.30
Surplus	1,673.72	3,863.29
	<u>\$142,948.17</u>	<u>\$218,741.58</u>

RESERVE FUND
CASH STATEMENT AS PER CASH BOOK

Cash balance July 1, 1935..... \$2,462.82

Receipts

Bank interest received.....	\$ 49.94
Bond interest received.....	2,877.50
Sale of securities.....	14,525.00
Accrued interest on securities sold.....	94.44
Miscellaneous.....	4.98
Profit on securities sold.....	850.00

Total receipts..... 18,401.86

\$20,864.68

Expenditures

Securities purchased.....	\$19,136.25
Accrued interest on securities purchased.....	170.75
Miscellaneous.....	32.90

\$19,339.90

Cash balance June 30, 1936..... 1,524.78

\$20,864.68

Comparative Balance Sheet

Assets

	July 1, 1935	July 1, 1936
Cash.....	\$ 2,462.82	\$ 1,524.78
Securities.....	57,429.90	62,891.15

\$59,892.72 \$64,415.93

Liabilities

Surplus.....	\$59,892.72	\$64,415.93
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SUMMARY OF ENROLLMENT OF TEACHERS IN THE
MAINE TEACHERS' RETIREMENT ASSOCIATION

	<i>Voluntary-Temporary</i>	<i>Compulsory</i>	<i>Voluntary-Permanent</i>	<i>Total</i>
1934-1935	110	1867	55	2032
1935-1936	103	2013	55	2171

TOTAL NUMBER OF WITHDRAWALS FROM THE
MAINE TEACHERS' RETIREMENT ASSOCIATION

	<i>Voluntary-Temporary</i>	<i>Compulsory</i>	<i>Voluntary-Permanent</i>	<i>Total</i>
1934-1935	15	127	5	147
1935-1936	12	179	4	195

REASONS FOR WITHDRAWALS FOR YEAR 1935-1936

Marriage	77
Leaving State	30
Illness	16
Entering other profession	36
No reason given	20
Death	4
Miscellaneous	12
	195

NONCONTRIBUTORY PENSIONS

Number receiving pension at beginning of year 1934-35	425
Number of new pensions granted for year 1934-35	54
Number of deaths of persons receiving pensions	19
	35
Net increase for year ending June 30, 1935	
Number receiving pension at end of the biennium	460
Number receiving pension at beginning of year 1935-36	460
Number of new pensions granted for year 1935-36	72
Number of deaths of persons receiving pensions	22
	50
Net increase for year ending June 30, 1936	
Number receiving pension at end of the biennium	510

CHAPTER X**PHYSICAL, HEALTH AND SAFETY EDUCATION**

*To the Commissioner of Education,
Augusta, Maine*

Dear Sir:

PHYSICAL EDUCATION

The program of physical education is progressing slowly. One of the biggest handicaps throughout the state is the lack of adequate indoor space to allow for well-rounded continuous programs. Fewer than one half the secondary schools are fortunate enough to have their own gymnasias and the number of elementary schools with even a small, cleared, indoor playroom may be said to be negligible. The advantages of having adequate playground space adjacent to the school buildings are not appreciated enough in many instances. Generally speaking some type of physical education is carried on, particularly during the Fall and Spring. There has been a misunderstanding to the effect that an athletic program for a few is sufficient to be called a physical education program.

The number of towns availing themselves of the state aid for certified teachers in physical education reached its peak in 1932 when 57 towns were thus served. This dropped to the low number of 30 during 1935 and during the past year increased to 34 towns. The problem now is to standardize the programs, in so far as local conditions will allow, so that progressive material may be offered to pupils in all communities served by part-time or full-time supervisors. This task is gradually being accomplished through the medium of topic discussions at the State convention, frequent sectional meetings and supervisory visits by the state director.

With the gradual increase in general interest and a better understanding of objectives and methods, improvement may be noted in sections. This has been helped to quite an extent through the opportunity offered at summer sessions at the normal schools. The State Director was able to offer courses at each

of the two summer sessions carried on during the summers of 1935 and 1936. During these sessions many of the elementary teachers were offered courses in material and method in physical education which resulted in definite planned programs in districts where no certified teacher was available. This effort, along with the courses carried on during regular sessions of normal schools will provide, at least, elementary teachers who are capable of outlining and carrying on a minimum program of definite, planned and progressive physical education.

The director has divided his time between the regular elementary, secondary and the normal schools and special physical education departments in the colleges. During the visits to elementary and secondary schools the time was spent in conferences, observing class instruction and in offering suggestions for additional program material. Visits at the normal schools were of longer duration where lectures and discussions with teacher and students supplemented the regular activity programs. With increased knowledge of program material and better understanding of administrative details it is expected that better work in physical education classes will become the rule.

Through contacts made with teachers' groups, parent-teacher associations, service clubs and other adult organizations it is hoped that general interest will be increased. Then it will be possible to look forward to a definite improvement in playground spaces and indoor facilities. All this will tend to make possible a well-rounded and decidedly necessary program in progressive, modern, intelligent physical education.

HEALTH EDUCATION

This important field is in only fair condition in this State. The objectives are:

1. Adequate medical and physical examinations to assure the child of a start in education without unknown physical handicaps.
2. School-nurse appointments to allow for follow-up work and immediate detection of any new developments.
3. Specific instruction in and appreciation of body construction and care of stimulation toward formation of health habits.

Due to the poor financial conditions of many towns all three of these objectives suffer greatly. Many towns are unable to provide for the initial examination and also find it difficult or impossible to provide school nurses. A condition exists where several types of agencies must contribute to the nursing situation in the different towns. Because of this it is quite difficult to standardize school nursing practices. Most nurses in the state who serve in the capacity of school nurses must also carry on a well-rounded community welfare program. In other cases one nurse must spread her services over a very large territory.

Much stress is being laid on the checking of conditions of teeth, throat, eyes and ears. One community is doing outstanding work in what is called sight-saving classes and hard-of-hearing classes. At the present time this work must be limited to the cities where larger groups of affected children may be handled. Many service clubs have underwritten corrective dental work among elementary school children. Several communities have quite well-equipped offices in one of the central school buildings, where this work is carried on by qualified practitioners. In cases where a large territory must be served it means that corrective work is greatly hindered. Much credit must, however, be given in cases where the nurse has ingeniously made use of several allied agencies through which she was able to bring help to those most needing remedial attention. Many communities are availing themselves of the opportunity for tuberculin tests and some have been able to provide for the diphtheria tests. These may be arranged for either through this office or the State Department of Health.

As for health teaching, at the present time, much more is being done in the lower elementary grades than in the upper grades. This is due to the fact that material may be provided which allows for training in reading through the use of simple health facts. As we follow along to the upper grades particularly into the secondary schools we find more crowded programs and a loading of teaching staff which crowds out much of the work in physiology and personal hygiene. In these cases an attempt is made to relate some of the work in other studies to the health questions involved. As the financial pressure is relieved it is greatly to be desired that more stress may be laid on these important phases of our school work. We need greater appre-

ciation for and knowledge of body structure and care, in order to provide for adjustment in hygienic practices to the rapidly changing physical environment.

SAFETY EDUCATION

There has been a great increase in the need for some instruction in this subject. The economic waste, measured in lost time and money, due to accidents is causing much consternation among employers, public officials and school authorities. Because of this, leaders have turned to the schools as a means of reaching large numbers quickly with a message of warning and information in hopes of reducing the great accident toll.

The impetus for Safety Education courses came, to a great extent, through research work done by a national organization. Attention had been centered on the rapid increase in automobile accidents. Much effort has been placed upon reducing the number of accidents attributed to this modern method of transportation. In an endeavor to keep up with this modern development a sample course of study was prepared and sent out to the various superintendents for use in their districts. This course of study was written particularly for secondary school levels and while it stressed automobile safety it referred also to the other phases of the broad topic of safety.

Dr. Herbert J. Stack, a national leader in Safety Education, spent a week in the state. This was made possible through coöperation with the National Safety Council of New York City. During his short stay, Dr. Stack spoke in sixteen high schools and reached over ten thousand students with his message of safety. He also held some conferences with school administrators which have resulted in the adoption of more definite work along the lines of safety.

Supplementing this quick thrust at publicity, the department has continued to coöperate with the State Highway Safety Commission. Talks and action pictures are provided for schools, parent-teacher associations and teacher groups. The director in his school visitations offers suggestions in actual problems as well as to bring material to the school administrators to increase the value of the work being done along the line of safety education. Through the efforts of the State Police and one private

organization, the organization and maintenance of the various school-boy traffic patrols is being continued. This is a valuable piece of actual teaching practice which is of great assistance to the various localities in handling the traffic situation which arises in connection with the attendance at school.

One city has already rewritten the course of study in safety and is using it successfully. Two other cities have appointed teachers' committees to study situations, review material and prepare safety courses for their particular conditions. This is the sort of action characteristic in many communities. While it is quite impossible to set aside special periods, regularly, for this subject, the topic of safety is related to the other studies in such a way as to make it practical and impressive. In other instances, activity periods are being set aside to keep this new subject before the student bodies of the various schools.

Much agitation has been raised regarding the possibility of automobile driving lessons to high school pupils. This, no doubt, is an admirable thing. Yet in school systems so crowded now from lack of space or proper teacher allotment or lowered financial support, there is some question as to the advisability of providing this ultra modern move. It would seem more to the point to continue with what we have laid out and to gradually impress the material already gathered.

Respectfully submitted,

C. HARRY EDWARDS,
Director of Physical, Health and Safety Education

CHAPTER XI

**SUMMARY OF ALL PUBLIC APPROPRIATIONS AND
EXPENDITURES FOR CURRENT EXPENSES OF
SCHOOLS FOR FISCAL YEAR TERMINATING
WITHIN THE TWELVE MONTHS
ENDING JUNE 30, 1935**

Resources

I. Amount available from towns (fiscal year 1934-1935)

Raised for common schools	\$5,642,590.00
Unexpended balance for common schools	399,745.00
From local funds for common schools	363,281.00

\$6,405,616.00

For school superintendence	202,330.00
For school committee expense	35,348.00
For repairs, apparatus, etc.	341,530.00
For rent and insurance	123,537.00
For manual training and domestic science	178,883.18
For new buildings	239,289.00
For compulsory education and medical inspection	35,470.00
For evening schools	14,162.68
For physical education	50,080.00
For receipts from loans, sales and insurance	142,017.00

\$1,362,646.86

Total No. I. \$7,768,262.86

II. Amounts available from state for distribution to towns and school superintendents, State School Fund (fiscal year 1934-1935)

Equalization	\$125,000.00
Disbursement on tuition	134,158.30
Disbursement on census	575,982.64
Disbursement on teaching positions	577,269.93
Disbursement on physical education	21,272.00
Disbursement on industrial education	105,000.00
Disbursement on temporary residents	795.50
Pensions for retired teachers	192,000.00

\$1,731,478.37

For school superintendence (annual appropriation 1934).....	157,000.00	
For transfers, cash, etc., to school superintendence.....	1,142.50	
	<hr/>	\$158,142.50
Total No. II.....		\$1,889,620.87
III. <i>Amounts available from state for special educational activities, higher education and educational institutions (annual appropriation 1934)</i>		
For schools in unorganized townships.....	\$40,000.00	
From taxes and transfers, unorganized townships.....	1,253.00	
For teachers' meetings.....	2,500.00	
For interest on trust funds.....	590.00	
For normal schools and training school.....	149,000.00	
For cash receipts.....	78,797.71	
For normal school extensions.....	5,000.00	
For normal school repairs and equipment....	25,000.00	
Transferred in.....	793.42	
For balance brought forward for year ending June 30, 1934.....	3,053.58	
For interest on lands reserved.....	21,100.00	
For transfers to lands reserved.....	24,059.34	
For training of rural teachers.....	7,000.00	
For vocational education.....	30,000.00	
For transfers, also Federal grant, vocational.	13,599.75	
For aid to academies.....	75,000.00	
For registration of teachers.....	500.00	
For registration fees for memberships.....	720.00	
Commission of Public School Finance.....	10,000.00	
	<hr/>	
Total No. III.....		\$487,966.80
IV. <i>Amounts available from state for state administrative purposes (annual appropriation 1934)</i>		
For salaries and clerk hire.....	\$24,000.00	
Transferred in.....	3,362.20	
For general office expenses.....	12,000.00	
Transferred in.....	3,000.00	
For state certification of teachers.....	350.00	
	<hr/>	
Total No. IV.....		\$42,712.20
Total amount available from public funds and appropriations for current school expenses.		<hr/>
		\$10,188,562.73

Expenditures

I. *For activities supported wholly by amounts appropriated by towns (fiscal year 1934-1935)*

For school committee expense	\$36,153.00
For rent and insurance	126,724.00
For new buildings	235,427.00
For compulsory education	10,129.00
For medical inspection	22,803.00
For redemption of bonds or interest on indebtedness	551,393.00

Total No. I \$982,629.00

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

For elementary schools (fiscal year 1934-1935)	\$4,604,965.00
For textbooks and supplies	335,389.00
For repairs, apparatus, etc.	346,441.00

\$5,286,795.00

For school superintendence by towns (fiscal year 1934-1935)	201,738.00
For school superintendence by state	140,834.51

\$342,572.51

For secondary education, direct support (fiscal year 1934-1935)	1,950,150.00
For secondary education, tuition (for year ending June 30, 1935)	573,391.00

\$2,523,541.00

For industrial education	297,122.00
For evening schools	17,925.00
For physical education	68,619.00

\$383,666.00

Total No. II \$8,536,574.51

III. *For activities wholly supported or aided by accounts appropriated by state (year ending June 30, 1935)*

For schools in unorganized townships	\$39,525.00
For teachers' meetings	1,764.92
For teachers' pensions	195,026.80
For interest on lands reserved	45,159.34
For payment of interest on trust funds	590.00
For normal schools and training school	227,032.30

For normal school repairs and equipment . . .	25,793.42	
For aid to academies	72,295.00	
For training rural teachers	5,793.61	
For vocational education	42,977.55	
For registration of teachers	1,217.03	
For Commission of Public School Finance . . .	9,304.73	
	<hr/>	
Total No. III		\$666,479.70
IV. <i>For state administration purposes from amounts appropriated by state (year ending June 30, 1935)</i>		
For salaries and expenses of Commissioner of Education and office assistants	\$27,362.20	
For printing, postage, office expenses	14,943.32	
For state certification of teachers	35.51	
	<hr/>	
Total No. IV		\$42,341.03
Total expenditures from public funds and appropriations for current school expenses		\$10,228,024.24
Deficit		\$39,461.51

SUMMARY OF ALL PUBLIC APPROPRIATIONS AND
EXPENDITURES FOR CURRENT EXPENSES OF SCHOOLS
FOR FISCAL YEAR TERMINATING WITHIN THE TWELVE
MONTHS ENDING JUNE 30, 1936

Resources

I. <i>Amount available from towns (fiscal year 1935-1936)</i>		
Raised for common schools	\$5,798,325.00	
Unexpended balance for common schools	408,359.00	
From local funds for common schools	384,312.00	
	<hr/>	
	\$6,590,996.00	
For school superintendence	203,856.00	
For school committee expense	38,095.00	
For repairs, apparatus, etc.	308,588.00	
For rent and insurance	127,284.00	
For manual training and domestic science . . .	184,418.52	
For new buildings	53,620.00	
For compulsory education and medical inspection	35,940.00	
For evening schools	21,476.34	
For physical education	49,487.00	
For receipts from loans, sales and insurance . .	291,994.00	
	<hr/>	
	\$1,314,758.86	
Total No. I		\$7,905,754.86

II. *Amounts available from state for distribution to towns and school superintendents, State School Fund (fiscal year 1935-1936)*

Equalization	\$125,000.00	
Disbursement on tuition	133,307.50	
Disbursement on census	579,306.46	
Disbursement on teaching positions	583,200.29	
Disbursement on physical education	21,771.00	
Disbursement on industrial education	111,500.00	
Disbursement on temporary residents	1,441.00	
Pensions for retired teachers	215,000.00	
		<hr/>
	\$1,770,526.25	
For school superintendence (annual appropriation, 1935)	175,000.00	
For transfers, cash, etc., to school superintendence	554.26	
		<hr/>
	\$175,554.26	
Total No. II		\$1,946,080.51

III. *Amounts available from state for special educational activities, higher education, and educational institutions (annual appropriation, 1935)*

For schools in unorganized townships	\$48,000.00	
From taxes and transfers to unorganized townships	3,823.86	
For teachers' meetings	2,500.00	
For normal schools and training school	185,000.00	
For cash receipts	64,452.03	
For normal school extensions	5,000.00	
For balance brought forward year ending June 30, 1935	8,053.00	
For normal school upkeep	25,000.00	
Transferred in	297.82	
For interest on lands reserved	30,000.00	
For transfer to lands reserved	15,489.69	
For training of rural teachers	13,000.00	
For vocational education	30,000.00	
For transfers, also Federal grant, vocational	15,244.67	
For aid to academies	80,000.00	
For registration of teachers	500.00	
For registration of teachers, fees and transfers	782.15	
Education of War Orphans	1,200.00	
		<hr/>
Total No. III		\$528,343.22

IV. *Amounts available from state for state administrative purposes (annual appropriation 1935)*

For salaries and clerk hire.....	\$30,900.00
For general office expenses.....	13,000.00
Transfers in.....	775.21
For state certification of teachers.....	500.00

Total No. IV..... \$45,175.21

Total amount available from public funds and appropriations for current school expenses.....\$10,425,353.80

Expenditures

I. *For activities supported wholly by amounts appropriated by towns (fiscal year 1935-1936)*

For school committee expense.....	\$36,464.00
For rent and insurance.....	119,123.00
For new buildings.....	50,100.00
For compulsory education.....	10,999.00
For medical inspection.....	25,055.00
For redemption of bonds or interest on indebtedness.....	494,952.00

Total No. I..... \$736,693.00

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

For elementary schools (fiscal year 1935-1936)	\$4,763,479.00
For textbooks and supplies.....	375,571.00
For repairs, apparatus, etc.....	306,036.00

\$5,445,086.00

For school superintendence by towns (fiscal year 1935-1936).....	200,309.00
For school superintendence by state.....	171,808.78

\$372,117.78

For secondary education, direct support (fiscal year 1935-1936).....	2,039,152.00
For secondary education, tuition (for year ending June 30, 1936).....	531,531.00

\$2,570,683.00

For industrial education.....	321,676.00
For evening schools.....	21,276.00
For physical education.....	64,980.00

\$407,932.00

Total No. II..... \$8,795,818.78

III. *For activities wholly supported or aided by accounts appropriated by state (year ending June 30, 1936)*

For schools in unorganized townships	\$51,823.86
For teachers' meetings	1,741.65
For teachers' pensions	215,665.25
For interest on lands reserved	45,489.69
For normal schools and training school	249,452.03
For normal schools repairs and equipment	25,297.82
For aid to academies	79,531.00
For training rural teachers	5,947.06
For vocational education	43,599.75
For registration of teachers	1,282.15
Education of War Orphans	378.71

Total No. III \$720,208.97

IV. *For state administration purposes from amounts appropriated by state (year ending June 30, 1936)*

For salaries and expenses of Commissioner of Education and office assistants	\$30,193.83
For printing, postage, office expenses	13,775.21
For state certification of teachers	296.30

Total No. IV \$44,265.34

Total expenditures from public funds and
appropriations for current school expenses \$10,296,986.09
Balance \$128,367.71

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, 1934, and ending June 30, 1936, and gives a comparison with the year 1926.

PUPILS

PUPILS	1926	1935	1936
School census (5 to 21 years).....	243,151	260,099	260,949
Total enrollment:			
Elementary.....	133,069	138,559	139,208
Secondary { High schools.....	24,867	34,281	34,895
Academies.....	6,050	6,961	7,268
Total.....	163,986	179,801	181,371
Net enrollment:			
Elementary.....	121,534	129,452	129,147
Secondary { High schools.....	24,360	33,994	34,501
Academies.....	5,985	6,861	7,180
Total.....	151,879	170,307	170,828
Urban distribution (elementary only).....	57,107	60,291	61,509
Rural distribution (elementary only).....	75,962	78,268	77,699
Conveyed at expense of town:			
Elementary.....	11,832	20,439	21,630
Secondary.....	522	1,431	1,853
Total.....	12,354	21,870	23,483
Aggregate attendance:			
Elementary.....	18,732,668	20,347,273	20,117,316
Secondary { High Schools.....	4,013,431	5,546,153	5,593,780
Academies.....	969,308	1,140,061	1,183,485
Total.....	23,715,407	27,033,487	26,894,581
Average daily attendance:			
Elementary.....	107,009	116,202	115,105
Secondary { High schools.....	22,101	30,694	30,980
Academies.....	5,388	6,297	6,546
Total.....	134,498	153,193	152,631
Average length of school year:			
Elementary.....	175	175	174
Secondary { High schools.....	181	181	180
Academies.....	180	181	180
Non-resident:			
Elementary.....	1,360	1,013	950
Secondary { High schools.....	2,798	3,967	3,935
Academies.....	2,225	2,215	2,072
Total.....	6,383	7,195	6,957
Persons of compulsory school age not attending school regularly.....	508	459	362
Enrollment by years:			
Elementary—			
Kindergarten and sub-primary.....	7,364	9,903	10,416
Grade I.....	18,468	16,460	15,787
Grade II.....	15,346	14,705	14,768
Grade III.....	15,331	15,032	14,587
Grade IV.....	15,048	15,033	14,924
Grade V.....	14,595	15,079	14,998
Grade VI.....	13,979	14,556	14,808
Grade VII.....	11,491	12,601	11,694
Grade VIII.....	9,979	11,357	10,765
Grade IX.....	1,465	715	593
Ungraded or special.....	1,674	494	512

PUPILS	1926	1935	1936
Junior High Schools—			
Elementary grades	2,238	3,941	*5,475
Secondary grades	500	2,035	2,843
Senior High Schools—			
Year I	7,595	8,800	7,967
Year II	6,580	8,664	9,064
Year III	5,502	7,331	7,462
Year IV	4,606	6,514	6,551
Special	185	530	492
Academies—			
Year I	1,750	1,877	1,941
Year II	1,456	1,623	1,731
Year III	1,267	1,468	1,521
Year IV	1,339	1,529	1,585
Special	238	366	404
Enrollment by courses:			
High schools—			
English or General	8,977	12,603	12,601
College preparatory (classical)	7,176	7,972	7,500
College preparatory (scientific)	1,109	1,597	1,645
Commercial	6,780	9,505	9,931
Industrial arts	598	1,275	1,318
Home economics	296	537	567
Agricultural	214	434	530
Academies—			
English	2,267	2,365	2,507
College preparatory	2,172	2,380	2,260
Commercial	1,071	1,310	1,549
Industrial arts	24	82	83
Home economics	143	313	310
Agricultural	127	222	278
Promoted or graduated:			
Elementary	9,344	12,091	12,412
Senior high schools	4,253	6,161	6,070
Academies	1,175	1,424	1,456

*New arrangement

TEACHERS

TEACHERS	1926	1935	1936
Positions for men:			
Elementary	294	397	427
Secondary { High schools	409	561	601
Academies	128	188	197
Total	831	1,146	1,225
Positions for women:			
Elementary	4,655	4,421	4,453
Secondary { High schools	721	800	809
Academies	228	208	215
Total	5,604	5,429	5,477
Different persons employed:			
Elementary	5,459	5,022	5,049
Secondary { High schools	1,190	1,389	1,440
Academies	384	416	408
Total	7,033	6,827	6,897
Average wages of men per week:			
Elementary	\$30.68	\$24.38	\$24.38
Secondary { High schools	\$50.36	\$42.55	\$41.81
Academies	\$51.77	\$43.57	\$41.58

TEACHERS	1926	1935	1936
Average wages of women per week:			
Elementary	\$22.96	\$20.63	\$20.75
Secondary { High schools	\$34.68	\$30.31	\$30.46
Academies	\$31.69	\$28.26	\$28.08
Average annual salaries of men:			
Elementary	\$1,089.10	\$870.65	\$870.73
Secondary { High schools	\$1,830.72	\$1,557.49	\$1,533.47
Academies	\$1,997.46	\$1,620.64	\$1,576.47
Average annual salaries of women:			
Elementary	\$815.65	\$737.72	\$750.04
Secondary { High schools	\$1,270.04	\$1,118.80	\$1,120.09
Academies	\$1,170.55	\$1,048.10	\$1,038.82
Average annual salaries of both:			
Elementary	\$831.90	\$748.68	\$760.60
Secondary { High schools	\$1,472.98	\$1,299.64	\$1,296.29
Academies	\$1,476.32	\$1,312.47	\$1,296.91

SCHOOLS

SCHOOLS	1926	1935	1936
Classification:			
Elementary—			
Towns	4,769	4,848	4,815
Unorganized townships	27	34	32
Total	4,796	4,882	4,847
High schools—			
Class A	176	188	193
Six year (included in Class A)	—	(38)	(41)
Class B	25	17	18
Junior	25	18	14
Total	226	223	225
Academies—			
Contract	34	32	30
Non-contract	23	24	26
Failing to report	1	2	2
Total	58	58	58
Distribution of public schools:			
Urban	1,542	1,780	1,776
Rural	3,254	3,102	3,071
Number in one-room buildings	2,004	1,653	1,612
Number to which pupils are conveyed	1,697	2,322	2,333
Number discontinued during year	102	27	39
Number with school improvement leagues	1,181	943	982
Number with libraries	1,698	2,193	2,207

BUILDINGS

BUILDINGS	1926	1935	1936
Public school buildings used for:			
Elementary school purposes only	2,535	2,199	2,139
Secondary school purposes only	89	102	97
Elementary and secondary school purposes	163	147	156
Not in active use	587	505	498
Rented for school purposes	42	28	39
Seating capacity	186,287	193,216	193,538
New buildings completed during year	33	26	11
Cost of new buildings	\$1,116,859	\$177,427	\$182,535
Estimated value of school property:			
Public schools	\$27,420,035	\$32,548,186	\$33,690,391
Academies	\$3,430,685	\$4,756,542	\$5,557,447

FINANCIAL

FINANCIAL	1926	1935	1936
Resources:			
Amount appropriated for maintenance*			
Public schools.....	\$5,637,318	\$5,642,590	\$5,798,325
Academies.....	\$175,711	\$159,221	\$162,572
State aid toward maintenance:			
Public schools.....	\$1,807,510	\$1,439,005	\$1,443,956
Academies.....	\$96,680	\$89,256	\$112,356
Total resources for maintenance:			
Public schools.....	\$8,085,712	\$7,844,621	\$8,034,952
Academies.....	\$590,296	\$560,525	\$556,544
Total resources for all school purposes:			
Public schools.....	\$10,889,342	\$9,560,298	\$9,528,008
Academies.....	\$1,012,139	\$1,046,831	\$1,027,694
Expenditures:			
For instruction—			
Public schools { Elementary.....	\$3,831,096	\$3,377,096	\$3,455,632
{ Secondary.....	\$1,436,712	\$1,510,053	\$1,562,326
Total.....	\$5,267,808	\$4,887,149	\$5,017,958
Academies.....	\$438,395	\$432,986	\$424,670
For tuition—			
Public schools { Elementary.....	\$41,669	\$24,717	\$32,056
{ Secondary.....	\$460,443	\$538,123	\$531,531
Total.....	\$502,112	\$562,840	\$563,587
For fuel—			
Public schools { Elementary.....	\$355,557	\$291,062	\$305,308
{ Secondary.....	\$94,833	\$120,773	\$112,518
Total.....	\$450,390	\$411,835	\$417,826
Academies.....	\$67,520	\$54,079	\$55,658
For janitor service—			
Public schools { Elementary.....	\$355,482	\$338,488	\$353,320
{ Secondary.....	\$122,155	\$145,692	\$146,989
Total.....	\$477,637	\$484,180	\$500,309
Academies.....	\$53,086	\$46,710	\$45,458
For conveyance—			
Public schools { Elementary.....	\$500,050	\$563,159	\$606,932
{ Secondary.....	\$20,694	\$36,211	\$41,000
Total.....	\$520,744	\$599,370	\$647,932
For textbooks—			
Public schools { Elementary.....	\$210,247	\$148,466	\$188,169
{ Secondary.....	\$67,301	\$73,286	\$79,561
Total.....	\$277,548	\$221,752	\$267,730
Academies.....	\$17,185	\$15,672	\$16,422
For supplies—			
Public schools { Elementary.....	\$164,066	\$186,923	\$187,402
{ Secondary.....	\$78,654	\$99,403	\$96,758
Total.....	\$242,720	\$286,326	\$284,160
Academies.....	\$14,110	\$11,078	\$14,336
Total expenditures for maintenance—			
Public schools { Elementary.....	\$5,469,842	\$4,940,354	\$5,139,050
{ Secondary.....	\$2,280,792	\$2,523,541	\$2,570,683
Total.....	\$7,750,634	\$7,463,895	\$7,709,733
Academies.....	\$590,296	\$560,525	\$556,544

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

FINANCIAL—Concluded

FINANCIAL	1926	1935	1936
For supervision	\$229,160	\$201,738	\$200,309
For new lots and buildings	\$1,128,920	\$235,427	\$50,100
For repairs and permanent improvements	\$545,213	\$291,919	\$250,836
For equipment	\$167,930	\$54,522	\$55,200
For medical inspection	\$19,696	\$22,803	\$25,055
For physical education	\$81,608	\$68,619	\$64,980
For industrial education	\$230,941	\$228,484	\$215,994
For vocational education	\$41,380	\$68,638	\$105,682
For evening schools and Americanization	\$45,808	\$17,925	\$21,276
Total expenditures for all school purposes—			
Public schools	\$10,724,950	\$9,584,707	\$9,414,138
Academies	\$992,582	\$1,071,671	\$1,024,057
Per capita costs:			
On total enrollment and expenditure for maintenance—			
Elementary	\$40.11	\$35.66	\$36.92
Secondary	\$73.77	\$61.19	\$60.97
On total enrollment and total expenditure	\$65.40	\$53.31	\$51.91
On average attendance and expenditure for maintenance—			
Elementary	\$51.12	\$42.52	\$44.65
Secondary	\$82.97	\$68.22	\$68.50
On average attendance and total expenditure	\$79.74	\$62.57	\$61.68
On school census and total expenditure	\$44.11	\$36.85	\$36.08
On state census and total expenditure	\$13.96	\$12.02	\$11.81

STATE AID

STATE AID	1926	1935	1936
Toward public school maintenance	\$1,699,388	\$1,313,678	\$1,337,437
Toward academy maintenance	\$21,750	\$79,531	\$76,211
Toward equalization of expense	\$77,187	\$72,673	\$71,447
Toward physical education	\$30,348	\$20,230	\$24,104
Toward industrial education	\$100,838	\$86,504	\$87,886
Toward vocational education	\$29,548	\$49,082	\$40,295
Toward evening schools	\$14,338	}\$9,321	}\$9,826
Toward Americanization	\$10,215		

SPECIAL SCHOOL ACTIVITIES

ACTIVITIES	1926	1935	1936
Evening schools:			
Teaching positions	205	96	97
Enrollment	4,612	2,728	2,843
Cost of instruction	\$29,294	\$17,131	\$16,424
Kindergartens:			
Teaching positions	42	58	68
Enrollment	1,436	1,838	1,970
Cost of instruction	\$45,439	\$71,634	\$77,998
Music:			
Teaching positions	101	85	87
Enrollment	78,150	64,641	66,838
Cost of instruction	\$77,386	\$64,150	\$62,077
Drawing:			
Teaching positions	27	23	24
Enrollment	37,449	33,090	36,613
Cost of instruction	\$28,305	\$26,624	\$27,104
Industrial arts:			
Teaching positions	71	77	84
Enrollment	9,166	8,275	8,569
Cost of instruction	\$127,198	\$130,343	\$133,303
Agriculture:			
Teaching positions	12	13	14
Enrollment	330	725	785
Cost of instruction	\$22,369	\$19,535	\$20,073
Home economics:			
Teaching positions	83	81	84
Enrollment	9,529	8,751	8,432
Cost of instruction	\$100,289	\$97,129	\$99,375
Physical education:			
Teaching positions	68	50	55
Enrollment	54,461	39,218	44,202
Cost of instruction	\$83,384	\$64,062	\$68,688
Medical inspection:			
Number of school physicians	35	51	55
Number of school nurses	29	59	81
Cost of employment	\$37,024	\$34,852	\$34,889

THE FOLLOWING TABLE SHOWS CERTAIN ITEMS REGARDING SCHOOLS IN INDIVIDUAL TOWNS OF THE STATE OF MAINE FOR THE YEAR ENDING JUNE 30, 1936

ANDROSCOGGIN COUNTY

Name of Town	School census (5 to 21 years)	Total Enrollment		Net Enrollment		Average Daily Attendance		Teaching Positions		Rate of taxation for school maintenance	Rate of taxation for municipal purposes	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	12	13	14	15	16	17	18
Auburn	4,988	2,875	957	2,561	942	2,284	841	93	33	.00887	.036	\$137,270	\$22,320	—	\$121,990	\$159,589	\$260,314
Durham	296	217	—	168	—	165	—	10	—	.01111	.040	6,000	2,591	—	3,570	7,016	7,803
Greene	237	128	—	117	—	106	—	7	—	.01024	.037	5,675	1,979	—	3,255	8,205	8,703
Leeds	241	163	4	147	3	129	3	8	1	.00943	.066	5,808	2,197	—	4,247	8,332	8,940
Lewiston	11,305	3,494	1,089	3,085	1,082	2,582	944	102	40	.00604	.034	179,578	37,666	—	172,079	220,243	251,719
Lisbon	1,236	587	264	552	264	495	238	20	15	.00836	.040	31,000	5,932	—	31,405	41,112	50,118
Livermore	473	240	—	218	—	213	—	9	—	.01533	.055	10,200	3,171	\$320	5,202	13,944	15,118
Livermore Falls	964	496	231	466	230	422	210	17	13	.00922	.045	24,284	4,610	—	23,286	32,521	42,826
Mechanic Falls	578	314	185	296	183	271	158	10	7	.01191	.06	13,400	3,193	504	15,145	21,375	29,268
Minot	231	116	—	96	—	86	—	6	—	.01162	.064	4,025	2,158	174	3,077	7,050	7,524
Poland	467	330	—	310	—	273	—	16	—	.01046	.051	12,500	3,466	—	8,213	16,010	17,114
Turner	434	269	95	249	95	225	86	11	2,8012	.00877	.047	10,450	2,379	—	5,353	13,624	16,296
Wales	139	82	—	76	—	68	—	5	—	.01396	.045	3,500	805	—	2,057	4,567	4,942
Webster	336	220	45	195	45	160	40	8	3	.01207	.048	7,950	1,867	—	7,224	10,128	11,128
Total	21,925	9,531	2,870	8,536	2,844	7,479	2,520	322	114,8012			\$451,640	\$94,334	\$998	\$406,103	\$563,716	\$731,813

AROSTOOK COUNTY

Name of Town	School census (5 to 21 years)		Total Enrollment		Net Enrollment		Average Daily Attendance		Teaching Positions		Rate of taxation for school maintenance	Rate of taxation for municipal purposes	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
	2	3	4	5	6	7	8	9	10	11								
Amity	137	101	—	93	—	72	—	4	—	.00735	.061	\$ 879	\$ 832	—	—	\$ 1,361	\$ 2,738	\$ 2,931
Ashland	977	606	133	576	133	473	113	19	4	.01903	.067	13,406	5,638	\$1,000	—	13,711	21,422	24,610
Bancroft	99	68	—	62	—	57	—	3	—	.01062	.066	1,100	734	—	—	1,664	2,518	2,958
Benedicta	131	79	—	77	—	71	—	3	—	.01483	.066	2,200	704	—	—	1,734	3,477	3,695
Blaine	393	261	92	226	92	187	73	8	1.9966	.01963	.048	9,550	1,981	350	—	2,625	8,697	9,644
Bridgewater	443	282	61	273	61	227	51	8	3.0000	.01243	.047	5,450	4,905	—	—	4,411	9,742	10,758
Caribou	3,008	1,510	602	1,379	592	1,248	534	39	—	.01384	.062	48,500	12,863	1,000	—	42,871	74,462	82,934
Castle Hill	261	178	—	155	—	137	—	6	—	.01341	.051	3,900	2,297	224	—	4,095	5,891	6,366
Chapman	196	136	—	107	—	87	—	6	—	.01190	.052	1,700	1,650	120	—	1,946	3,563	4,004
Connor	295	189	—	152	—	139	—	4	—	.02005	.09	1,938	1,360	208	—	2,696	4,870	4,950
Crystal	159	102	—	93	—	78	—	5	—	.02087	.065	3,600	1,215	245	—	2,804	7,846	8,139
Dyer Brook	110	95	—	95	—	83	—	3	—	.01619	.078	1,725	959	126	—	1,475	4,425	4,571
Eagle Lake	816	487	—	487	—	432	—	14	—	.01349	.083	4,000	3,793	518	—	5,499	7,717	8,134
Easton	604	358	76	325	76	290	64	13	4	.01161	.050	10,850	3,164	—	—	9,782	14,395	16,112
Fort Fairfield	2,195	1,269	316	1,181	316	1,049	250	35	12	.01208	.059	47,000	10,971	1,000	—	33,165	53,807	73,343
Fort Kent	2,138	1,241	185	1,139	185	1,014	171	35	6	.01042	.054	17,000	9,223	—	—	20,098	26,229	28,274
Frenchville	720	443	44	421	44	386	40	15	2	.01826	.06	5,150	4,654	798	—	10,971	22,584	24,158
Grand Isle	654	459	40	441	40	372	34	14	1	.01673	.0645	2,321	4,024	546	—	5,439	8,482	8,751
Haynesville	81	48	13	48	13	36	11	2	1	.02004	.0975	1,300	743	208	—	1,786	2,049	2,278
Hersey	66	37	—	35	—	33	—	2	—	.01247	.052	1,000	400	52	—	1,290	2,545	2,720

AROOSTOOK COUNTY—Continued

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
Hodgdon	439	243	79	231	77	200	58	9	5	.01821	.059	8,450	3,074	672	8,238	12,356	13,589
Houlton	2,013	1,105	525	1,024	521	934	466	34	17	.01815	.054	51,430	10,532	1,000	46,573	65,984	82,538
Island Falls	513	321	124	307	124	282	112	9	4	.01576	.070	9,413	2,963	570	8,627	14,233	16,505
Limestone	855	538	127	521	127	444	109	17	5	.01886	.066	22,491	5,105	1,000	16,947	29,787	33,084
Linneus	275	190	—	182	—	147	—	7	—	.02149	.067	5,392	1,944	364	3,379	9,152	9,812
Littleton	381	233	—	225	—	190	—	10	—	.01822	.044	7,085	1,762	—	4,344	10,436	10,754
Ludlow	105	53	—	49	—	40	—	3	—	.01052	.061	1,050	1,264	350	1,392	3,281	5,654
Madawaska	1,596	1,025	121	984	119	792	109	31	9	.00805	.037	25,409	7,754	—	25,715	35,947	49,125
Mapleton	508	310	110	281	110	238	95	9	7	.01129	.047	7,639	2,603	—	6,791	10,598	12,908
Mars Hill	670	412	172	375	172	325	147	14	4.0032	.01838	.046	18,650	3,991	—	9,995	24,053	26,432
Masardis	231	143	29	132	29	104	25	5	1	.01784	.060	4,252	2,148	280	3,797	7,648	8,224
Merrill	217	100	78	92	77	74	68	3	4	.01126	.063	2,663	1,089	—	5,203	7,635	9,600
Monticello	573	374	42	357	42	287	34	9	1	.01658	.0947	8,500	3,086	—	4,942	7,966	8,488
New Limerick	156	97	—	90	—	78	—	4	—	.01571	.060	3,200	884	144	1,743	5,163	5,429
New Sweden	275	170	—	165	—	140	—	8	—	.00968	.038	3,500	2,189	—	3,234	6,460	6,945
Oakfield	469	221	68	221	65	194	60	8	4	.02700	.072	10,271	2,025	854	7,032	13,755	15,628
Orient	60	37	—	37	—	27	—	2	—	.01830	.09	1,350	439	96	913	2,554	2,633
Perham	316	163	—	156	—	134	—	5	—	.01027	.041	5,000	2,653	—	2,668	6,990	7,366
Portage Lake	330	211	27	205	27	177	19	6	1	.02613	.059	5,300	2,593	464	4,489	7,650	8,166
Presque Isle	2,596	1,642	426	1,524	426	1,305	376	39	15	.01473	.044	45,775	11,123	—	48,267	63,750	82,459
Saint Agatha	796	483	82	471	82	402	72	15	7	.01148	.052	10,368	4,236	552	13,626	18,448	18,877
Sherman	327	192	98	176	94	158	81	8	4	.01759	.074	5,196	2,610	559	7,473	11,196	12,910
Smyrna	141	88	—	78	—	73	—	4	—	.00458	.065	2,300	879	—	1,911	4,818	5,237
*Stockholm	421	287	38	284	38	242	33	6	2	.01344	.058	—	—	320	—	—	—
Van Buren	2,215	1,518	260	1,497	243	1,354	233	52	13	.01276	.080	18,315	12,132	1,500	27,565	43,495	45,559
Wade	184	113	—	73	—	84	—	4	—	.00763	.039	800	948	—	2,247	3,268	3,706
Washburn	830	375	202	361	200	306	185	13	8	.02068	.060	20,000	4,683	1,300	14,713	27,148	32,698
Westfield	368	221	—	195	—	156	—	6	—	.00804	.035	4,419	2,077	250	2,677	7,167	10,417
Weston	115	76	—	72	—	66	—	4	—	.02484	.10	2,500	2,221	748	2,022	4,915	5,105
Woodland	381	327	—	254	—	259	—	11	—	.01391	.066	7,000	2,563	374	4,325	10,214	11,974

*Returns incomplete

AROOSTOOK COUNTY—Concluded

Name of Town	School census (5 to 21 years)	Total Enrollment		Net Enrollment		Average Daily Attendance		Teaching Positions		Rate of taxation for school maintenance	Rate of taxation for municipal purposes	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	12	13	14	15	16	17	18
Plantations																	
Allagash.....	227	143	—	137	—	102	—	6	—	.00136	.058	700	1,323	—	2,915	4,975	5,510
Cary.....	101	69	—	66	—	46	—	3	—	.01837	.065	1,396	778	129	1,152	2,733	2,892
Caswell.....	324	202	—	178	—	153	—	5	—	.01312	.067	2,929	1,519	160	2,409	5,820	6,235
Cyr.....	222	144	—	134	—	120	—	6	—	.00505	.046	1,100	871	300	2,731	3,509	4,885
E.....	32	24	—	21	—	17	—	1	—	.00950	.056	750	404	—	497	1,417	2,043
Garfield.....	29	15	—	15	—	14	—	1	—	.00259	.045	400	298	—	648	1,180	1,229
Glenwood.....	31	26	—	26	—	22	—	1	—	.00183	.077	50	169	—	535	871	937
Hamlin.....	247	134	—	134	—	112	—	5	—	.01495	.067	1,050	1,309	180	2,557	3,472	4,036
Hammond.....	32	27	—	25	—	20	—	1	—	.00441	.048	100	360	—	505	1,485	1,535
Macwahoc.....	61	46	—	45	—	43	—	2	—	.00704	.064	800	364	—	1,258	2,255	2,406
Moro.....	63	55	—	55	—	40	—	3	—	.00621	.037	550	448	—	910	1,830	1,934
Nashville.....	11	3	—	3	—	3	—	1	—	.00015	.039	75	136	—	576	1,195	1,274
New Canada.....	282	163	—	163	—	140	—	7	—	.00982	.058	2,000	1,250	—	3,285	4,380	4,530
Oxbow.....	70	38	—	35	—	29	—	2	—	.00856	.045	800	532	—	1,210	2,171	2,315
Reed.....	169	95	41	85	41	73	34	3	2	.01602	.077	2,397	1,190	280	3,447	5,016	5,418
Saint Francis.....	630	395	26	388	26	338	21	10	1	.02124	.080	4,000	2,736	624	5,838	8,391	8,831
Saint John.....	300	164	—	150	—	136	—	5	—	.01155	.088	1,200	1,565	170	2,460	4,121	4,601
Silver Ridge.....	74	51	—	45	—	39	—	2	—	.01698	.062	350	446	82	1,043	2,003	2,247
Wallagrass.....	538	362	—	362	—	310	—	13	—	.01483	.07	3,300	2,953	468	3,970	5,625	5,958
Westmanland.....	26	20	—	16	—	16	—	1	—	.00158	.0285	235	190	—	368	938	1,015
Winterville.....	190	127	—	127	—	120	—	4	—	.00367	.085	400	776	—	1,536	1,986	2,151
Total.....	35,498	21,520	4,237	20,194	4,192	17,576	3,678	675	168,9998			\$524,869	\$193,297	\$20,185	\$499,821	\$828,899	\$963,134

CUMBERLAND COUNTY

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
Baldwin	198	130	—	120	—	108	—	8	—	.00949	.044	\$6,700	\$1,848	—	\$4,144	\$8,426	\$9,713
Bridgton	765	517	163	481	161	421	144	15	7	.01051	.050	18,215	3,845	—	16,015	24,621	29,866
Brunswick	2,499	935	499	858	489	753	451	36	17	.00853	.042	49,255	10,966	—	50,983	70,624	80,849
Cape Elizabeth	658	390	139	369	138	329	127	14	8	.00738	.034	26,045	3,129	—	20,698	32,753	53,166
Casco	280	174	41	169	41	141	35	6	2	.01358	.044	5,885	1,558	\$500	4,829	7,188	8,441
Cumberland	423	217	84	202	84	194	74	11	5.1310	.00763	.033	14,800	2,119	—	9,260	17,309	19,381
Falmouth	732	384	143	358	143	326	131	14	9	.00801	.036	21,812	3,617	—	18,543	28,067	44,085
Freeport	648	414	117	374	113	337	105	19	5	.01113	.045	19,700	3,656	—	16,655	23,760	29,240
Gorham	999	691	198	623	195	568	185	26	7	.00838	.036	26,060	4,237	—	22,425	30,659	34,251
Gray	367	200	87	194	87	168	75	9	2.9621	.01319	.048	8,250	2,376	—	5,277	10,804	15,023
Harpswell	418	238	—	226	—	204	—	13	—	.00845	.040	13,650	3,028	—	8,623	16,269	18,151
Harrison	333	236	—	229	—	201	—	9	—	.01117	.046	8,550	2,319	—	5,332	11,574	12,809
Naples	178	122	—	113	—	101	—	7	—	.01333	.05	5,430	1,594	—	3,165	7,798	8,385
New Gloucester	332	199	52	178	52	167	47	10	3	.00860	.035	7,000	2,027	—	6,050	10,223	12,169
North Yarmouth	196	102	—	92	—	76	—	6	—	.01482	.050	5,372	1,539	—	2,365	6,803	7,172
Otisfield	176	82	—	82	—	60	—	4	—	.00708	.046	3,700	1,760	—	2,163	5,053	5,489
Portland	23,887	9,676	3,431	9,479	3,431	8,221	3,081	295	128	.00675	.040	622,248	93,521	—	566,080	717,228	952,931
Pownal	163	109	—	99	—	88	—	5	—	.01429	.046	3,600	1,879	—	2,136	4,576	4,885
Raymond	157	81	—	80	—	69	—	5	—	.00704	.039	4,200	1,538	—	1,873	5,142	5,526
Scarborough	795	484	139	449	138	373	119	14	7	.00693	.038	19,151	3,830	—	16,727	23,138	35,592
Sebago	128	86	19	78	19	69	19	.5	1.3097	.00843	.041	5,000	882	—	4,948	7,274	8,241
South Portland	4,335	2,733	1,018	2,564	1,003	2,315	915	98	39	.01084	.048	144,458	21,379	—	134,558	166,368	208,365
Standish	442	279	62	273	62	239	58	13	4	.00765	.036	15,000	2,980	—	11,520	18,559	24,868
Westbrook	3,263	1,388	473	1,322	466	1,217	433	47	18	.00810	.035	80,425	13,106	—	74,357	93,084	111,418
Windham	650	389	147	370	147	328	132	14	6	.00769	.038	18,000	3,421	—	11,616	24,694	28,597
Yarmouth	686	438	—	416	—	379	—	18	—	.01566	.052	21,850	4,224	480	11,401	26,236	30,481
Total	43,708	20,694	6,812	19,798	6,769	17,452	6,131	721	269.4028			\$1,174,356	\$196,378	\$980	\$1,031,743	\$1,398,230	\$1,799,094

COMMISSIONER OF EDUCATION

FRANKLIN COUNTY

Name of Town	School census (5 to 21 years)	Total Enrollment		Net Enrollment		Average Daily Attendance		Teaching Positions		Rate of taxation for school maintenance	Rate of taxation for municipal purposes	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	12	13	14	15	16	17	18
Avon	118	40	—	34	—	32	—	2	—	.00910	.065	\$2,800	\$1,253	—	\$1,092	\$4,558	\$4,725
Carthage	71	50	—	44	—	38	—	3	—	.01108	.076	1,150	976	—	1,535	2,819	3,206
Chesterville	159	93	—	78	—	72	—	4	—	.01091	.04	3,750	1,649	—	1,846	5,926	6,387
Eustis	167	131	39	125	39	109	32	4	3	.01812	.053	4,800	1,490	\$304	4,525	9,322	9,996
Farmington	958	610	301	535	299	491	267	16	13	.00827	.040	23,900	3,995	—	24,892	34,692	38,363
Freeman	75	44	—	42	—	38	—	3	—	.01302	.11	1,700	1,105	108	1,410	3,007	3,256
Industry	69	47	—	45	—	40	—	3	—	.00707	.055	1,390	885	—	1,007	2,139	2,301
Jay	1,132	467	189	424	189	396	165	23	7	.01245	.0452	28,000	5,331	—	22,107	32,589	38,535
Kingfield	306	174	72	167	72	151	65	5	3	.01394	.066	5,750	1,731	340	6,113	8,684	9,433
Madrid	54	46	—	42	—	35	—	3	—	.00657	.046	1,655	782	—	1,368	2,370	2,674
New Sharon	222	135	68	124	68	115	61	4	2	.01705	.069	5,270	1,714	378	4,139	7,286	7,822
New Vineyard	145	92	—	84	—	71	—	3	—	.00896	.061	2,680	1,429	—	1,643	4,264	4,531
Phillips	325	246	79	230	78	205	71	11	3	.01244	.046	7,950	2,180	—	9,070	12,631	13,775
Rangley	433	271	123	261	123	235	107	11	5	.00883	.041	15,775	2,562	—	14,296	19,980	24,138
Salem	35	21	—	21	—	19	—	2	—	.01123	.055	750	—	—	1,059	1,457	1,560
Strong	273	128	74	123	74	120	68	4	3	.01190	.043	7,000	1,361	—	6,264	9,840	10,519
Temple	75	51	—	45	—	37	—	3	—	.00774	.055	1,765	976	—	1,320	2,563	2,974
Weld	149	96	22	92	22	84	—	19	2	.00990	.046	3,800	1,018	—	3,532	5,665	6,359
Wilton	919	624	176	582	176	537	155	20	4,7149	.01063	.050	20,456	4,830	—	11,140	26,008	27,848

FRANKLIN COUNTY—Concluded

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
Plantations																	
Coplin.....	25	12	—	11	—	11	—	1	—	.00342	.055	350	270	—	720	1,735	1,917
Dallas.....	67	32	—	32	—	—	25	—	—	.00685	.041	1,235	512	—	1,035	3,059	3,512
Rangley.....	14	—	—	—	—	—	—	—	—	.00853	.058	533	232	—	550	2,162	2,427
Sandy River.....	21	10	—	10	—	10	—	1	—	.00517	.026	—	400	—	1,021	2,929	3,498
Total.....	5,812	3,420	1,143	3,151	1,140	2,871	1,010	131	44,7149			\$142,459	\$36,962	\$1,130	\$121,684	\$205,685	\$229,756

HANCOCK COUNTY

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
Amherst.....	60	34	—	33	—	33	—	2	—	.01024	.063	\$ 800	\$ 526	—	\$1,024	\$1,443	\$1,542
Aurora.....	23	20	—	15	—	16	—	1	—	.00464	.0515	540	271	—	504	855	896
Bar Harbor.....	1,337	748	276	723	274	637	255	25	12	.00687	.040	51,375	6,627	—	40,829	58,510	73,915
Bluehill.....	470	216	82	203	82	189	74	14	3,9482	.01003	.045	14,000	3,362	—	6,905	16,684	18,218
Brooklin.....	275	120	53	110	53	103	50	7	4	.01491	.051	7,500	1,756	\$360	6,760	8,594	12,598
Brooksville.....	231	134	53	134	53	122	47	9	2	.01664	.06	5,300	2,105	494	6,200	7,437	8,143
Bucksport.....	912	630	215	580	211	513	181	19	7	.00892	.066	22,750	4,242	—	19,618	30,044	36,786
Castine.....	164	—	46	—	46	—	42	4	3	.00977	.04	7,722	750	—	5,744	8,866	9,704
Cranberry Isles.....	132	61	—	59	—	52	—	4	—	.00867	.0356	3,706	1,011	—	2,808	4,485	4,792
Dedham.....	80	40	—	38	—	36	—	2	—	.00494	.043	1,500	900	—	1,122	3,075	3,421
Deer Isle.....	409	225	85	220	85	191	80	12	3	.01494	.0706	8,198	3,082	666	9,270	11,940	12,897
Eastbrook.....	63	40	—	34	—	32	—	2	—	.01553	.06	1,425	989	—	864	2,724	2,947
Ellsworth.....	917	578	277	555	276	510	244	20	12	.00913	.062	28,000	5,504	—	23,778	39,788	52,814
Franklin.....	254	170	48	151	48	136	41	6	2	.01415	.049	4,950	1,521	—	4,835	6,980	8,086
Gouldsboro.....	323	185	—	173	—	159	—	9	—	.01432	.055	6,500	2,856	270	4,416	9,493	10,174
*Hancock.....	231	139	16	119	16	106	14	5	1	.01273	.043	—	—	—	—	—	—

*Returns incomplete

HANCOCK COUNTY—Concluded

Name of Town	School census (5 to 21 years)	Total Enrollment		Net Enrollment		Average Daily Attendance		Teaching Positions		Rate of taxation for school maintenance	Rate of taxation for municipal purposes	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	12	13	14	15	16	17	18
Lamoine.....	126	86	—	77	—	66	—	3	—	.01290	.055	2,600	1,223	78	1,714	3,847	4,090
Mariaville.....	47	28	—	22	—	23	—	2	—	.01178	.057	1,250	881	56	1,020	2,172	2,257
Mount Desert.....	827	386	103	376	103	343	99	18	9	.00824	.040	37,200	5,309	500	26,145	44,078	52,173
Orland.....	275	181	—	165	—	145	—	5	—	.01111	.058	5,500	2,259	—	2,832	7,526	8,037
Otis.....	32	26	—	23	—	20	—	2	—	.00540	.052	900	412	—	870	1,339	1,475
Penobscot.....	184	96	33	86	33	81	28	6	2	.01628	.066	4,500	1,961	400	4,690	6,206	6,783
Sedgwick.....	237	121	22	114	22	104	19	8	2	.01724	.06	5,000	1,919	440	5,413	7,073	7,961
Sorrento.....	47	31	—	26	—	26	—	2	—	.00584	.0405	2,100	928	—	1,440	3,123	3,341
Southwest Harbor.....	388	190	115	183	115	168	101	10	4	.00689	.040	10,200	1,919	—	10,985	14,782	17,892
Stonington.....	397	208	71	195	70	174	63	7	4	.01470	.047	10,000	2,019	—	9,228	13,681	15,377
Sullivan.....	272	158	47	145	47	130	43	6	2	.01307	.040	5,250	1,770	—	5,861	8,254	9,663
Surry.....	112	67	—	67	—	60	—	2	—	.0071	.0492	2,350	1,641	—	1,020	3,870	4,251
Swan's Island.....	177	104	—	94	—	87	—	5	—	.01199	.048	2,450	1,466	—	2,400	3,816	4,183
Tremont.....	487	255	—	240	—	218	—	10	—	.01459	.064	8,290	3,126	315	5,833	11,453	13,253
Trenton.....	126	84	—	80	—	75	—	3	—	.01035	.061	2,250	1,750	—	1,708	3,839	4,594
Verona.....	124	90	—	82	—	78	—	3	—	.01951	.07	1,700	1,251	138	1,701	3,051	3,806
Waltham.....	46	27	—	24	—	23	—	2	—	.00483	.051	800	342	—	527	1,253	1,315
Winter Harbor.....	149	85	68	76	67	74	65	3	3	.00927	.040	5,300	827	—	5,999	7,881	8,651
Plantations																	
Long Island.....	33	19	—	19	—	18	—	1	—	.02402	.046	640	473	148	774	1,364	1,495
Number 33.....	15	14	—	11	—	11	—	1	—	.00463	.0295	400	154	—	555	690	744
Osborn.....	8	4	—	4	—	4	—	1	—	.00325	.04	100	237	—	480	698	746
Total.....	9,990	5,600	1,610	5,256	1,601	4,763	1,446	237	75,9482			\$273,046	\$67,369	\$3,937	\$225,872	\$360,914	\$429,020

KENNEBEC COUNTY

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
Albion	355	168	53	168	53	158	48	7	3	.01562	.048	\$6,000	\$1,722	—	\$5,275	\$8,066	\$8,448
Augusta	5,038	2,510	858	2,249	846	1,993	769	72	28	.00846	.044	109,682	19,584	—	101,569	139,500	175,720
Belgrade	261	211	59	188	58	167	48	8	2	.01067	.038	8,750	2,081	—	6,722	11,762	18,800
Benton	395	224	—	205	—	209	—	7	—	.01068	.043	8,050	2,465	—	3,765	10,473	10,975
Chelsea	291	220	—	203	—	166	—	7	—	.02142	.070	5,700	2,475	\$350	3,095	6,908	7,266
China	350	223	55	190	55	171	46	7	1.7587	.01020	.039	6,413	1,962	—	3,334	8,838	9,565
Clinton	363	211	90	202	84	165	75	6	4	.01078	.043	8,270	2,513	500	6,243	11,683	12,879
Farmingdale	288	197	—	175	—	165	—	7	—	.01038	.036	8,600	1,999	—	4,813	11,588	12,197
Fayette	145	98	—	85	—	76	—	4	—	.00892	.05	1,975	1,529	—	1,676	4,415	4,794
Gardiner	1,612	978	550	875	538	816	483	30	18	.00652	.037	36,525	7,219	—	42,615	56,820	64,108
Hallowell	910	514	171	450	168	416	152	13	5	.00708	.046	13,300	3,864	—	14,309	19,830	29,114
Litchfield	244	155	30	133	30	121	24	8	1.5494	.00843	.052	3,775	1,495	—	2,955	5,434	5,947
Manchester	185	135	—	124	—	104	—	3	—	.00824	.040	3,077	1,630	—	2,280	4,577	5,000
Monmouth	439	273	62	258	62	227	55	9	2.1591	.01005	.041	11,215	1,952	—	4,646	13,300	15,765
Mount Vernon	192	155	—	147	—	126	—	7	—	.01166	.045	5,490	2,037	—	2,781	8,185	8,438
Oakland	739	449	156	427	153	401	138	13	7	.01108	.069	18,300	3,332	—	14,380	24,308	34,670
Pittston	455	212	—	182	—	162	—	9	—	.00967	.038	4,000	1,850	—	3,420	5,772	6,309
Randolph	459	298	—	250	—	245	—	7	—	.02532	.063	9,303	2,821	413	5,373	12,704	13,003
Readfield	278	189	—	169	—	153	—	6	—	.01141	.055	7,100	2,022	—	2,959	9,244	9,890
Rome	143	120	—	104	—	96	—	6	—	.00662	.035	4,006	1,355	—	3,022	5,565	6,882
Sidney	264	211	—	203	—	175	—	10	—	.01166	.059	5,800	2,576	252	3,744	8,513	8,834
Vassalboro	560	396	—	354	—	307	—	11	—	.01529	.054	16,850	3,826	384	5,648	17,883	19,957
Vienna	97	64	—	53	—	51	—	3	—	.00850	.056	1,300	908	—	1,226	2,220	2,432
Waterville	4,913	2,078	737	2,018	726	1,777	672	71	19	.00915	.045	106,000	19,299	—	109,767	134,483	149,961
Wayne	121	66	—	60	—	58	—	3	—	.00864	.039	4,510	1,298	—	1,815	6,275	6,883
West Gardiner	300	182	—	164	—	151	—	7	—	.01403	.042	5,750	1,212	—	3,106	8,398	9,103
Windsor	223	135	—	118	—	110	—	5	—	.01328	.046	3,700	1,673	—	2,211	6,117	6,442
Winslow	1,399	721	312	676	308	581	281	19	14	.01095	.054	34,100	6,412	—	26,118	45,382	71,004
Winthrop	752	410	167	381	164	336	146	11	6	.01025	.0448	19,100	3,226	—	14,764	24,597	34,850
Unity Pl.	13	8	—	8	—	7	—	1	—	.00666	.056	175	162	—	330	404	439
Total	21,784	11,811	3,300	10,819	3,245	9,690	2,937	377	111.4672			\$476,816	\$106,499	\$1,899	\$403,961	\$633,244	\$769,475

COMMISSIONER OF EDUCATION

KNOX COUNTY

Name of Town	School census (5 to 21 years)		Total Enrollment		Net Enrollment		Average Daily Attendance		Teaching Positions		Rate of taxation for school maintenance	Rate of taxation for municipal purposes	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	Elementary	Secondary								
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	
Appleton	166	111	28	106	26	97	23	4	2	.01398	.056	\$3,600	\$1,805	\$256	\$3,347	\$6,074	\$6,734	
Camden	811	478	248	458	248	417	211	21	10	.00766	.042	32,708	4,277	—	28,638	41,071	65,677	
Cushing	93	64	—	64	—	55	—	3	—	.01045	.054	2,000	1,207	—	1,556	3,268	3,539	
Friendship	188	124	23	113	23	104	21	3	1	.01225	.051	3,211	1,521	144	3,420	6,593	7,788	
Hope	155	109	—	108	—	96	—	3	—	.00885	.052	2,800	1,554	—	2,302	4,215	4,679	
Isle au Haut	12	4	—	1	—	3	—	1	—	.00401	.036	200	439	—	403	1,235	1,384	
North Haven	115	59	28	54	28	49	26	3	2	.00713	.04	5,200	771	—	4,562	6,231	6,873	
Owl's Head	160	117	—	110	—	94	—	4	—	.00829	.045	3,125	1,485	—	2,501	4,976	5,494	
Rockland	2,183	1,619	475	1,456	475	1,313	436	42	16	.00791	.048	52,440	10,176	—	51,025	67,524	73,910	
Rockport	357	222	71	208	71	196	64	9	5	.00920	.046	13,807	1,930	—	9,990	16,492	19,108	
Saint George	509	304	79	292	79	259	70	11	3	.01288	.065	9,000	3,084	465	7,865	12,864	13,761	
South Thomaston	154	97	—	93	—	78	—	5	—	.01401	.070	3,000	1,035	170	1,979	4,297	4,879	
Thomaston	502	344	102	328	99	303	92	11	4	.00583	.042	13,670	2,258	—	13,612	18,713	23,262	
Union	309	160	84	153	84	138	79	6	3	.00846	.045	6,450	1,962	—	4,981	9,908	11,758	
Vinalhaven	466	274	90	271	89	255	86	10	3	.01286	.054	11,050	2,965	416	9,944	14,108	14,886	
Warren	366	195	62	191	61	177	55	8	2	.01125	.054	7,463	2,229	—	5,878	10,329	11,713	
Washington	187	127	38	115	38	104	33	4	2	.01326	.077	3,500	1,712	340	3,398	5,184	5,818	
Matinicus Isle Pl.	47	27	—	27	—	25	—	1	—	.01487	.032	1,000	339	—	900	1,330	1,530	
Total	6,780	4,435	1,328	4,148	1,321	3,763	1,196	151	53.0000			\$176,224	\$40,749	\$1,791	\$156,301	\$234,412	\$282,793	

LINCOLN COUNTY

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
Alna	77	41	—	41	—	34	—	3	—	.00836	.046	\$1,675	\$1,154	—	\$1,333	\$3,016	\$3,231
Boothbay	364	217	28	205	28	188	27	10	2	.01081	.053	11,432	3,022	—	8,454	14,545	16,094
Boothbay Harbor	589	355	176	334	175	322	160	11	6	.00534	.039	14,960	2,820	—	17,197	22,929	26,168
Bremen	127	80	—	72	—	63	—	2	—	.00999	.053	2,400	1,121	—	1,796	3,556	4,099
Bristol	451	168	72	159	72	145	61	8	3	.01012	.041	8,800	2,461	—	8,640	11,891	13,984
Damariscotta	355	150	—	141	—	129	—	4	—	.00873	.033	6,750	2,059	—	2,190	7,227	10,329
Dresden	249	122	40	98	40	88	37	6	4	.00521	.042	1,600	1,322	—	2,425	3,133	3,443
Edgcomb	169	78	—	76	—	61	—	4	—	.00853	.044	2,700	1,454	—	1,924	4,368	4,677
Jefferson	340	148	28	140	28	122	21	6	1	.01280	.048	6,500	2,337	—	3,260	8,670	9,150
Newcastle	314	188	—	174	—	157	—	7	—	.01179	.051	7,500	2,592	\$168	3,762	10,493	12,192
Nobleboro	210	96	—	90	—	88	—	4	—	.01118	.054	3,800	1,846	—	2,082	5,423	5,896
Somerville	97	83	—	83	—	63	—	3	—	.02280	.092	1,550	1,057	174	1,289	2,937	3,213
South Bristol	203	81	37	79	37	73	35	4	2	.00790	.036	4,675	1,126	—	4,398	6,612	8,124
Southport	126	83	—	79	—	72	—	4	—	.00573	.0415	5,578	1,487	—	2,972	7,225	7,667
Waldoboro	694	360	137	351	137	309	115	14	6	.01165	.057	13,210	4,296	588	11,353	16,980	18,110
Westport	42	18	—	15	—	14	—	1	—	.00588	.041	1,200	320	—	549	1,449	1,489
Whitefield	291	158	29	121	29	130	24	1	—	.01024	.045	4,050	2,367	—	3,480	6,950	7,285
Wiscasset	438	176	80	170	80	152	77	9	2.5677	.00609	.049	6,775	2,031	—	5,023	10,244	11,529
Monhegan Pl.	28	17	—	15	—	15	—	1	—	.00685	.031	1,350	388	—	818	1,456	1,915
Total	5,164	2,619	627	2,443	626	2,225	557	102	24,1573			\$106,505	\$35,260	\$930	\$82,945	\$149,104	\$168,595

OXFORD COUNTY

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
Albany	73	61	—	44	—	37	—	4	—	.01620	.076	\$1,050	\$ 880	\$ 84	\$1,134	\$2,558	\$2,704
Andover	243	139	42	119	42	121	40	6	2	.01042	.05	6,950	1,306	—	5,879	8,208	9,602
Bethel	632	363	—	342	—	305	—	15	—	.01583	.0425	22,312	3,927	—	9,335	27,800	28,927
Brownfield	164	105	39	103	39	92	34	6	2	.01663	.074	5,215	1,747	369	4,742	7,329	8,184
Buckfield	273	152	101	141	100	132	89	9	5	.01218	.0525	6,600	1,867	312	8,369	10,850	12,467
Byron	35	20	—	18	—	17	—	1	—	.00688	.039	1,320	441	—	648	1,755	1,894
Canton	245	140	73	140	73	118	63	5	3	.01434	.076	5,000	1,622	342	5,847	8,858	10,249
Denmark	145	91	28	84	28	74	25	3	2	.01279	.046	3,990	1,052	—	3,385	5,574	6,392
Dixfield	493	280	97	268	97	239	83	7	4	.01162	.046	10,465	2,267	—	9,438	16,704	19,917
Fryeburg	465	297	—	281	—	253	—	11	—	.01441	.051	16,075	3,187	330	6,691	18,859	20,284

OXFORD COUNTY—Continued

Name of Town	School census (5 to 21 years)		Total Enrollment		Net Enrollment		Average Daily Attendance		Teaching Positions		Rate of taxation for school maintenance	Rate of taxation for municipal purposes	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
	2	3	4	5	6	7	8	9	10	11								
Gilead	51	20	—	19	—	18	—	1	—	.00681	.050	1,200	877	—	702	2,023	2,176	
Greenwood	244	136	—	122	—	114	—	8	—	.01341	.062	5,300	2,497	475	4,284	7,522	8,442	
Hanover	39	27	—	26	—	24	—	1	—	.00631	.037	900	391	—	769	1,863	1,976	
Hartford	133	76	—	72	—	64	—	5	—	.00885	.052	2,675	1,572	—	2,208	4,459	4,806	
Hebron	149	73	—	64	—	60	—	5	—	.01172	.055	3,195	1,728	96	2,438	5,834	6,493	
Hiram	217	153	—	143	—	129	—	4	—	.01281	.059	7,270	1,845	150	2,542	9,260	9,808	
Lovell	168	117	—	106	—	97	—	7	—	.00713	.0296	6,736	1,649	—	2,604	7,905	8,620	
Mexico	1,712	713	297	651	295	596	256	20	10	.01294	.06	20,600	7,701	1,000	22,735	30,541	32,877	
Newry	79	57	—	54	—	48	—	4	—	.00820	.04	2,450	1,257	—	2,108	3,475	3,806	
Norway	1,079	585	203	518	202	500	182	21	11	.01390	.058	28,100	6,334	1,000	25,284	36,857	45,213	
Oxford	443	196	61	188	61	171	51	9	3	.01320	.051	8,700	2,666	390	7,789	11,862	16,369	
Paris	1,066	615	285	579	278	516	262	23	11	.01238	.053	27,884	6,672	1,000	23,704	37,002	40,338	
Peru	295	189	—	171	—	160	—	6	—	.01124	.056	4,700	2,052	—	3,219	7,016	9,118	
Porter	229	139	64	129	63	115	57	5	3	.01229	.054	3,809	1,726	240	5,229	8,490	9,591	
Roxbury	100	76	—	73	—	60	—	4	—	.01449	.053	2,685	1,476	90	1,872	4,288	4,508	
Rumford	3,764	1,502	657	1,402	655	1,302	638	50	20	.01110	.0515	80,376	14,609	—	74,904	102,123	121,297	
Stoneham	60	43	—	43	—	39	—	3	—	.01011	.043	1,755	599	—	1,360	2,457	2,822	
Stow	45	25	—	25	—	23	—	2	—	.01302	.06	1,382	501	60	1,242	1,788	2,020	
Sumner	170	109	—	102	—	90	—	5	—	.01138	.055	4,000	1,854	—	2,581	6,183	7,100	
Sweden	54	46	—	38	—	35	—	3	—	.00592	.072	850	488	—	1,056	1,672	1,818	

OXFORD COUNTY—Concluded

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
Upton	48	24	3	24	3	23	2	1	1	.00703	.054	2,250	508	—	1,558	2,468	3,059
Waterford	323	193	—	177	—	153	—	8	—	.01708	.06	6,700	2,657	320	4,619	9,985	10,796
Woodstock	261	159	56	146	55	140	51	6	3	.01549	.064	7,820	1,846	407	6,851	11,124	12,678
Plantations																	
Lincoln	34	24	—	24	—	22	—	2	—	.00170	.021	2,475	269	—	1,599	3,382	3,745
Magalloway	44	42	—	40	—	30	—	2	—	.00522	.061	2,200	491	—	1,588	4,180	4,407
Milton	44	34	—	26	—	24	—	1	—	.01300	.056	825	332	30	684	1,192	1,244
Total	13,619	7,021	2,006	6,502	1,991	5,941	1,833	273	80,0000			\$315,814	\$82,893	\$6,695	\$260,977	\$433,446	\$495,747

PENOBSCOT COUNTY

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
Alton	97	58	—	56	—	50	—	3	—	.01428	.07	\$1,500	\$1,123	\$108	\$1,436	\$3,013	\$3,190
Argyle	39	18	—	18	—	14	—	1	—	.00883	.10	850	520	—	462	1,303	1,370
Bangor	7,821	4,272	—	3,720	—	3,330	—	132	58	.00979	.0418	272,632	34,800	—	255,997	317,552	420,839
Bradford	204	133	29	125	28	104	23	6	2	.01292	.044	3,800	1,279	—	3,365	5,011	5,435
Bradley	233	144	—	140	—	116	—	4	—	.01302	.069	4,429	1,830	128	2,536	6,356	6,610
Brewer	1,845	994	511	914	508	860	462	30	20	.01041	.047	49,504	9,032	500	44,727	63,382	72,454
Burlington	120	84	—	75	—	68	—	4	—	.01123	.046	1,750	1,120	—	1,960	3,071	3,328
Carmel	326	216	58	203	57	179	50	7	2	.00997	.044	4,755	1,764	—	4,428	7,244	8,792
Carroll	106	73	—	66	—	57	—	5	—	.01260	.08	1,300	1,573	170	1,811	3,478	3,627
Charleston	255	190	44	188	44	153	40	6	1,2752	.01794	.056	6,850	1,799	378	3,120	8,843	11,222
Chester	117	80	—	60	—	53	—	3	—	.01655	.14	2,000	1,114	132	1,092	2,552	2,754
Clifton	49	38	—	34	—	30	—	2	—	.01526	.072	1,345	699	78	1,020	2,260	2,338
Corinna	472	292	80	275	80	243	73	11	2,8893	.01285	.039	11,200	2,673	—	5,513	13,864	14,710
Corinth	277	180	59	158	59	152	53	6	2,0946	.01287	.044	6,950	1,364	250	2,460	8,036	8,464
Dexter	1,501	714	246	667	245	612	215	26	11	.00995	.046	25,910	6,563	—	25,650	39,673	48,369

PENOBSCOT COUNTY—Continued

Name of Town	School census (5 to 21 years)		Total Enrollment		Net Enrollment		Average Daily Attendance		Teaching Positions		Rate of taxation for school maintenance	Rate of taxation for municipal purposes	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	Elementary	Secondary								
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	
Dixmont	157	111	—	92	—	79	—	6	—	.00805	.058	2,050	1,123	—	2,274	4,880	5,061	
Drew	22	11	—	11	—	9	—	1	—	.00594	.055	200	338	—	521	1,305	1,380	
East Millinocket	642	406	101	386	101	361	94	12	5	.01130	.05	20,992	2,998	—	20,282	27,100	34,771	
Eddington	191	131	—	110	—	103	—	5	—	.01526	.055	3,400	1,806	160	2,244	5,436	5,738	
Edinburg	12	9	—	9	—	9	—	1	—	.00677	.055	350	160	—	432	548	608	
Enfield	330	247	—	219	—	194	—	8	—	.01904	.064	8,425	2,559	360	4,406	10,230	12,946	
Etna	153	111	—	101	—	86	—	4	—	.01295	.064	1,850	1,482	124	1,798	3,888	4,294	
Exeter	221	169	14	139	14	128	9	5	2	.01725	.065	4,400	1,564	369	3,630	6,711	7,131	
Garland	237	131	35	125	35	105	28	9	2	.01483	.062	5,357	1,916	385	4,919	7,576	8,385	
Glennburn	136	87	—	75	—	68	—	3	—	.01327	.051	2,800	1,369	78	1,526	5,103	5,366	
Greenbush	135	81	—	73	—	63	—	5	—	.02590	.095	3,900	1,359	320	2,660	3,808	4,119	
Greenfield	33	24	—	19	—	21	—	2	—	.00470	.059	947	301	—	1,140	1,319	1,496	
Hampden	789	499	134	461	134	432	115	18	3,4658	.01814	.048	15,100	4,194	—	10,159	20,856	22,563	
Hermon	428	305	78	266	77	247	62	12	3	.01462	.045	7,385	2,394	—	8,225	10,731	12,002	
Holden	198	120	—	99	—	94	—	5	—	.01353	.056	3,125	1,822	160	2,467	4,776	5,250	
Howland	573	376	155	362	153	337	134	9	5	.00700	.04	6,500	2,386	—	11,162	14,528	15,885	
Hudson	139	91	—	80	—	77	—	3	—	.01844	.066	2,450	1,159	132	1,428	3,843	4,064	
Kenduskeag	120	71	—	67	—	59	—	2	—	.01410	.053	2,675	1,223	56	1,158	3,673	3,975	
Lagrange	160	106	36	87	35	85	31	4	2	.01319	.072	4,550	1,335	264	4,450	6,309	6,785	
Lee	233	129	43	122	43	111	40	5	2,4509	.02248	.065	5,500	2,171	783	2,975	8,319	8,734	

PENOBSCOT COUNTY—Concluded

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
Levant.....	187	145	—	141	—	115	—	5	—	.01420	.055	3,450	1,868	140	1,980	5,575	5,916
Lincoln.....	1,076	686	231	626	228	578	210	22	8	.01744	.064	25,250	6,762	1,000	24,428	33,333	38,156
Lowell.....	64	46	—	41	—	43	—	2	—	.00838	.08	1,227	561	—	912	1,827	1,943
Mattawamkeag.....	235	166	43	157	43	142	35	5	2	.01423	.05	6,200	1,324	—	5,608	8,111	9,384
Maxfield.....	28	17	—	17	—	15	—	1	—	.01010	.091	400	453	—	480	991	1,087
Medway.....	259	162	36	156	35	117	29	4	2	.01096	.07	8,536	1,773	500	3,958	11,608	17,283
Milford.....	443	264	—	256	—	236	—	6	—	.01098	.052	7,630	1,574	—	4,599	8,756	9,256
Millinocket.....	2,509	1,558	416	1,474	416	1,335	388	40	16	.01420	.056	66,650	11,933	1,000	58,167	79,140	102,947
Mount Chase.....	89	51	—	50	—	42	—	3	—	.01944	.088	1,800	962	147	1,734	3,565	3,851
Newburg.....	183	112	—	106	—	99	—	7	—	.01169	.048	2,500	1,839	—	2,596	5,499	5,992
Newport.....	592	350	161	321	157	283	136	11	6	.00864	.045	12,021	2,681	—	11,121	20,756	23,524
Old Town.....	2,336	1,238	555	1,157	551	1,072	494	32	18	.00646	.055	37,442	9,520	—	40,831	58,076	63,259
Orono.....	1,019	517	172	490	168	432	151	15	7	.01091	.046	25,605	4,549	—	22,340	31,046	33,442
Orrington.....	476	263	34	247	32	225	30	7	2	.01638	.044	10,100	3,051	—	5,858	13,012	16,485
Passadumkeag.....	109	69	—	62	—	60	—	2	—	.01317	.072	1,500	1,126	66	975	2,595	2,728
Patten.....	412	290	80	266	80	244	69	9	2.0261	.01497	.0513	9,400	2,511	420	5,747	11,967	13,263
Plymouth.....	153	96	15	91	15	72	14	5	1	.01636	.06	3,500	1,605	228	2,787	5,441	5,945
Prentiss.....	147	90	—	82	—	76	—	5	—	.01156	.069	2,100	1,657	150	2,290	4,027	4,360
Springfield.....	180	123	29	109	29	96	23	3	1.5031	.02125	.114	4,500	1,245	678	2,185	5,834	6,680
Stetson.....	131	74	30	67	30	61	26	3	2	.01938	.075	2,984	1,406	376	3,272	4,943	5,850
Veazie.....	171	109	—	102	—	97	—	6	—	.01047	.035	6,325	1,496	—	3,933	7,537	10,234
Winn.....	203	123	34	115	34	101	33	4	2	.01508	.082	5,527	1,422	512	4,859	7,322	7,587
Woodville.....	39	27	—	18	—	18	—	2	—	.00394	.051	200	348	—	1,095	1,266	1,849
Plantations																	
Grand Falls.....	28	20	—	20	—	16	—	1	—	.0055	.052	575	194	—	510	-739	791
Kingman.....	115	108	—	105	—	74	—	3	—	.01984	.09	—	820	104	1,113	1,665	1,797
Lakeville.....	16	6	—	6	—	6	—	1	—	.00160	.023	300	391	—	666	1,667	1,717
Seboeis.....	16	12	—	9	—	8	—	1	—	—	.019	—	256	—	720	1,177	1,267
Stacyville.....	212	153	—	143	—	127	—	5	—	.01181	.06	2,600	986	140	2,890	5,054	5,599
Webster.....	33	21	—	21	—	18	—	1	—	.00855	.054	400	462	—	552	973	1,006
Total.....	29,832	17,597	3,459	16,057	3,431	14,497	3,067	576	193.7050			\$745,453	\$165,687	\$10,396	\$661,639	\$980,079	\$1,187,253

COMMISSIONER OF EDUCATION

PISCATAQUIS COUNTY

Name of Town	School census (5 to 21 years)		Total Enrollment		Net Enrollment		Average Daily Attendance		Teaching Positions		Rate of taxation for school maintenance	Rate of taxation for municipal purposes	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	Elementary	Secondary								
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	
Abbot	165	103	34	92	32	87	28	5	2	.02700	.090	\$4,050	\$1,823	\$576	\$4,162	\$6,568	\$7,067	
Atkinson	142	83	—	77	—	69	—	4	—	.01248	.047	2,900	696	—	1,483	4,740	4,971	
Blanchard	23	14	—	13	—	11	—	1	—	.00469	.046	690	452	—	495	1,118	1,244	
Bowerbank	12	—	—	—	—	—	—	—	—	.00265	.04	25	111	—	775	850	850	
Brownville	639	370	147	354	145	318	133	11	8	.02060	.05	19,000	4,141	500	17,435	24,469	26,648	
Dover-Foxcroft	1,191	744	230	694	230	632	205	26	9,9376	.01253	.040	38,500	6,939	—	19,472	45,314	48,476	
Greenville	598	391	132	383	130	384	129	12	6	.01081	.042	13,100	2,682	—	11,451	17,513	18,413	
Guilford	554	336	85	311	84	287	76	14	5	.01410	.044	15,100	3,299	—	12,535	18,971	20,643	
Medford	57	42	—	42	—	32	—	3	—	.01816	.093	1,600	1,009	144	1,505	2,997	3,276	
Milo	1,070	624	233	586	228	544	208	19	9	.01268	.054	24,000	5,526	754	21,772	31,772	37,998	
Monson	294	163	67	161	67	150	62	6	3,7100	.01679	.057	7,173	2,178	456	3,377	9,165	10,087	
Orneville	81	60	—	51	—	47	—	3	—	.01423	.087	1,475	753	120	1,352	2,264	2,515	
Parkman	153	139	—	118	—	102	—	7	—	.01386	.0554	3,800	1,998	196	3,640	5,579	5,988	
Sangerville	413	269	75	235	73	223	62	10	3	.01681	.056	10,600	3,054	570	9,629	12,721	13,655	
Sebec	102	64	—	54	—	45	—	3	—	.00877	.036	2,550	1,235	—	1,504	4,262	4,601	
Shirley	90	56	—	56	—	53	—	2	—	.01187	.046	2,190	1,081	—	1,296	3,325	3,585	
Wellington	128	89	—	75	—	67	—	4	—	.01239	.055	1,900	1,329	104	2,052	3,526	3,894	
Williamsburg	43	21	—	17	—	16	—	1	—	.00720	.048	700	298	—	506	1,155	1,231	
Willimantic	60	32	—	32	—	30	—	3	—	.01125	.079	1,720	891	—	1,632	2,674	2,792	

PISCATAQUIS COUNTY—Concluded

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
Plantations																	
Barnard	20	15	—	15	—	11	—	1	—	.00446	.0325	500	175	—	517	685	861
Elliottsville	23	15	—	14	—	13	—	2	—	.00419	.026	900	287	—	1,110	1,721	1,866
Kingsbury	17	9	—	9	—	9	—	1	—	.00312	.041	660	138	—	594	829	911
Lake View	11	10	—	10	—	8	—	1	—	—	.021	—	168	—	700	1,428	1,532
Total	5,886	3,649	1,003	3,399	989	3,138	903	139	46,6476	—	—	\$153,123	\$40,263	\$3,420	\$118,219	\$203,571	\$223,104

SAGADAHOC COUNTY

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
Arrowsic	22	8	—	8	—	6	—	1	—	.01453	.0525	\$ 800	\$ 386	\$ 30	\$ 682	\$1,376	\$1,411
Bath	2,521	1,376	541	1,265	532	1,078	453	44	18	.00633	.0445	58,552	10,985	—	53,800	70,481	84,928
Bowdoin	197	144	—	118	—	106	—	7	—	.01241	.064	4,400	2,366	248	2,684	5,785	6,123
Bowdoinham	260	161	44	137	41	116	39	7	2	.01036	.049	6,220	1,760	500	5,572	8,502	10,997
Georgetown	83	46	—	45	—	36	—	2	—	.00432	.040	1,970	566	—	1,318	2,640	2,750
Phippsburg	272	174	—	158	—	131	—	10	—	.00910	.046	4,365	2,171	—	4,384	7,689	8,493
Richmond	482	288	96	259	93	233	83	9	4	.01189	.064	14,291	3,036	435	10,692	17,458	20,362
Topsham	684	313	—	297	—	255	—	17	—	.01066	.037	18,600	4,070	—	10,433	22,440	25,019
West Bath	80	39	—	39	—	32	—	2	—	.00908	.039	2,085	1,102	—	1,381	2,983	3,236
Woolwich	234	141	—	130	—	113	—	7	—	.01172	.050	5,000	1,893	—	3,900	7,405	7,989
Total	4,835	2,690	681	2,456	666	2,106	575	106	24,0000	—	—	\$116,283	\$28,335	\$1,213	\$94,846	\$146,759	\$171,308

SOMERSET COUNTY

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
Anson	692	398	—	378	—	336	—	16	—	.01128	.071	\$11,800	\$3,883	—	\$7,836	\$20,264	\$23,409
Athens	246	142	40	133	40	118	33	6	1,5431	.01264	.062	3,750	1,560	\$248	2,684	6,005	6,387
Bingham	300	157	100	140	100	133	86	4	5	.00588	.040	4,847	1,295	—	6,324	9,275	11,129
Cambridge	82	68	—	61	—	55	—	3	—	.00703	.055	1,000	958	—	1,116	2,259	2,473
Canaan	241	144	—	131	—	120	—	4	—	.00819	.046	4,423	2,020	—	2,136	6,037	6,726

COMMISSIONER OF EDUCATION

SOMERSET COUNTY—Continued

Name of Town	School census (5 to 21 years)		Total Enrollment		Net Enrollment		Average Daily Attendance		Teaching Positions		Rate of taxation for school maintenance	Rate of taxation for municipal purposes	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	Elementary	Secondary								
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	
Cornville.....	183	119	—	102	—	95	—	5	—	.01301	.0515	3,200	1,756	130	2,413	5,817	6,250	
Detroit.....	130	72	—	67	—	62	—	4	—	.01073	.049	2,530	1,362	—	1,542	3,974	4,119	
Embsden.....	149	91	—	78	—	67	—	5	—	.00687	.041	2,300	1,666	—	2,209	4,542	4,695	
Fairfield.....	1,813	659	358	596	355	533	309	25	9	.00808	.051	27,000	7,381	300	22,700	39,612	48,032	
Harmony.....	271	196	54	192	54	169	49	7	2	.01736	.065	6,500	1,965	451	5,846	9,264	9,785	
Hartland.....	320	198	63	188	63	164	57	7	2,6615	.00888	.046	7,700	1,638	300	4,104	10,185	14,420	
Madison.....	1,236	715	310	677	310	579	282	26	11	.01000	.041	39,305	6,217	—	33,986	50,226	71,090	
Mercer.....	133	89	—	76	—	69	—	6	—	.01264	.085	2,075	1,815	175	1,952	3,733	4,055	
Moscow.....	158	77	—	87	—	77	—	4	—	.00136	.02	3,700	1,456	—	2,880	5,522	8,827	
New Portland.....	247	168	54	154	54	137	47	8	3	.01427	.074	5,750	2,045	518	5,501	8,096	8,676	
Norridgewock.....	411	292	94	277	89	235	82	7	5	.01163	.067	9,000	2,500	600	6,117	12,544	16,303	
Palmyra.....	302	163	—	157	—	132	—	6	—	.01625	.048	5,600	2,124	—	2,658	7,732	8,610	
Pittsfield.....	877	593	—	554	—	510	—	18	—	.01338	.047	28,180	4,588	—	12,598	33,067	36,110	
Ripley.....	116	77	—	71	—	64	—	6	—	.01619	.061	2,000	1,349	156	1,837	3,822	4,075	
Saint Albans.....	359	209	—	193	—	176	—	8	—	.01427	.055	6,000	2,724	240	3,286	8,751	9,433	
Skowhegan.....	2,129	989	390	925	379	798	337	31	11	.00802	.040	50,725	8,832	—	39,422	62,171	96,199	
Smithfield.....	107	70	—	54	—	51	—	4	—	.00844	.055	1,200	1,148	—	1,728	2,986	3,183	
Solon.....	261	166	42	159	42	146	37	8	2	.01099	.058	5,950	2,210	500	5,738	9,798	10,244	
Starks.....	119	90	—	82	—	67	—	4	—	.01290	.065	2,200	1,540	124	1,320	3,858	4,051	

SOMERSET COUNTY—Concluded

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
Plantations																	
Concord	68	42	—	39	—	33	—	2	—	.00696	.102	1,600	917	—	1,140	2,753	2,945
Bigelow	1	—	—	—	—	—	—	—	—	—	.083	—	2	—	—	257	388
Brighton	45	25	—	25	—	21	—	2	—	.01049	.049	1,500	557	—	968	1,786	2,046
Caratunk	42	12	8	12	8	11	7	1	1	.00452	.060	1,935	390	—	2,173	2,918	3,244
Dead River	21	16	—	16	—	11	—	1	—	.00332	.035	700	457	—	720	2,061	2,376
Dennistown	23	14	—	14	—	13	—	1	—	.00053	.021	100	149	—	692	1,498	1,816
Flagstaff	62	44	15	44	15	38	14	2	2	.00835	.061	2,400	482	—	2,421	4,418	6,133
Highland	19	13	—	11	—	10	—	1	—	.00311	.09	200	388	—	612	1,196	1,265
Jackman	283	91	45	85	45	87	38	3	2	.01087	.045	5,650	1,085	—	5,219	8,607	9,050
Lexington	48	32	—	29	—	29	—	2	—	.00477	.075	550	439	—	816	1,187	1,321
Mayfield	11	8	—	8	—	4	—	1	—	.00416	.034	300	162	—	396	680	761
Moose River	93	53	—	48	—	49	—	2	—	.00496	.052	900	1,113	—	1,512	3,435	3,901
Pleasant Ridge	38	23	—	23	—	21	—	1	—	.00098	.017	3,350	718	—	745	4,185	4,404
The Forks	42	26	—	25	—	22	—	1	—	.00328	.031	600	816	—	863	2,411	2,780
West Forks	27	18	21	18	20	14	17	1	1	.00294	.024	300	186	—	1,955	2,838	3,057
Total	11,705	6,379	1,594	5,929	1,574	5,256	1,395	243	58,2046			\$256,820	\$71,893	\$3,742	\$198,165	\$369,770	\$463,768

WALDO COUNTY

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
Belfast	1,565	914	347	825	347	746	316	27	10	.01224	.053	\$28,435	\$8,016	\$888	\$31,218	\$41,476	\$53,896
Belmont	75	43	—	37	—	30	—	2	—	.01444	.058	1,865	438	68	948	2,488	2,562
Brooks	210	128	71	114	70	105	64	4	3	.01424	.052	5,045	1,543	210	5,046	8,257	8,661
Burnham	259	145	—	145	—	135	—	6	—	.01417	.053	3,832	2,035	168	2,452	6,364	7,485
Frankfort	153	94	27	86	27	74	25	3	2	.01098	.056	3,700	1,018	—	3,736	5,110	5,604
Freedom	180	103	—	103	—	98	—	4	—	.01633	.065	2,900	1,650	156	1,638	4,576	4,801
Islesboro	198	137	34	132	34	113	32	5	3	.00622	.050	8,500	1,379	—	8,040	10,969	11,364
Jackson	94	58	—	53	—	46	—	3	—	.01216	.063	1,570	1,421	87	1,280	3,237	3,472
Knox	165	99	—	79	—	75	—	4	—	.01697	.067	2,000	1,712	168	1,336	4,509	4,698
Liberty	171	101	62	99	61	94	57	4	2	.01045	.058	2,400	1,104	—	3,431	5,609	5,999

WALDO COUNTY—Concluded

Name of Town	School census (5 to 21 years)	Total Enrollment		Net Enrollment		Average Daily Attendance		Teaching Positions		Rate of taxation for school maintenance	Rate of taxation for municipal purposes	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	12	13	14	15	16	17	18
Lincolnvillev.....	298	156	—	147	—	127	—	6	—	.01245	.042	5,650	1,999	—	3,036	7,946	8,405
Monroe.....	196	106	37	96	36	87	32	7	3	.01474	.068	3,900	2,110	468	4,666	6,028	6,365
Montville.....	172	103	—	87	—	73	—	5	—	.01402	.066	3,500	1,796	170	1,593	5,563	5,758
Morrill.....	101	61	—	56	—	54	—	3	—	.01393	.053	1,910	588	84	1,355	3,006	3,121
Northport.....	167	103	—	80	—	76	—	4	—	.00545	.036	3,200	1,221	—	1,965	5,179	5,675
Palermo.....	125	94	—	82	—	79	—	4	—	.01131	.056	3,050	1,815	—	1,792	5,024	5,168
Prospect.....	131	83	—	72	—	60	—	3	—	.01370	.050	2,625	1,307	—	1,620	4,593	4,909
Searsmont.....	153	105	18	94	18	81	14	5	2	.01005	.053	2,550	1,088	—	3,021	4,007	4,259
Searsport.....	402	224	70	209	69	180	59	9	2	.01208	.05	10,652	2,148	—	9,628	13,592	17,473
Stockton Springs.....	292	170	89	162	88	141	82	5	2	.01097	.05	6,325	1,561	—	5,563	9,084	9,668
Swanville.....	121	87	—	79	—	70	—	5	—	.01226	.0679	2,100	1,437	150	2,299	4,428	4,646
Thorndike.....	156	96	—	75	—	70	—	6	—	.01086	.055	3,000	1,643	—	2,730	4,819	5,016
Troy.....	262	120	—	120	—	110	—	6	—	.01454	.067	3,400	2,433	216	2,730	5,714	5,977
Unity.....	304	133	80	133	79	115	70	6	3	.00959	.045	5,971	1,489	—	5,157	9,227	11,862
Waldo.....	114	74	—	64	—	59	—	3	—	.01405	.054	2,125	994	84	1,320	3,336	3,590
Winterport.....	450	245	93	233	92	207	86	7	4	.01676	.070	10,050	3,194	560	8,085	13,393	14,543
Total.....	6,514	3,782	928	3,462	921	3,105	837	146	37,0000			\$130,255	\$47,139	\$3,477	\$115,123	\$197,534	\$224,977

WASHINGTON COUNTY

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
Addison	245	141	32	124	32	115	30	7	2	.02110	.076	\$4,411	\$2,354	\$572	\$4,533	\$7,343	\$8,234
Alexander	102	48	—	47	—	40	—	3	—	.00849	.063	1,100	522	—	1,702	2,232	2,420
Baileyville	803	434	158	421	158	382	145	16	8	.01097	.048	23,996	3,734	—	19,247	30,072	38,506
Baring	69	55	—	50	—	47	—	2	—	.00810	.060	1,500	530	—	1,080	1,931	2,046
Beals	187	117	21	100	21	88	14	5	2	.02467	.070	3,263	1,661	522	3,984	5,174	5,812
Beddington	10	5	—	5	—	3	—	1	—	.00275	.047	150	120	—	270	311	343
Brookton	98	71	—	71	—	63	—	2	—	.01199	.069	850	561	60	1,065	1,619	1,773
Calais	1,657	809	434	773	431	687	300	26	10.8748	.00952	.050	34,283	7,199	—	30,208	45,135	53,424
Centerville	24	18	—	14	—	13	—	1	—	.00356	.0589	450	223	—	512	672	875
Charlotte	99	64	—	61	—	55	—	4	—	.01632	.06	1,750	760	152	1,216	2,553	2,716
Cherryfield	345	208	—	193	—	174	—	7	—	.01528	.049	5,700	1,887	—	3,384	8,022	8,772
Columbia	147	81	—	72	—	61	—	4	—	.01010	.060	2,375	1,636	—	1,867	3,962	4,441
Columbia Falls	208	125	55	123	55	108	48	6	2	.01261	.056	2,250	1,599	270	4,107	4,885	5,539
Cooper	59	39	—	39	—	33	—	2	—	.01192	.064	990	399	58	726	1,263	1,317
Crawford	47	23	—	20	—	20	—	1	—	.00587	.055	750	268	—	522	965	1,032
Cutler	173	96	—	90	—	77	—	4	—	.01215	.053	2,000	1,277	96	2,124	3,816	4,101
Danforth	470	316	126	302	125	254	105	9	6	.01565	.080	7,000	3,060	640	8,400	12,108	13,225
Deblois	10	6	—	5	—	5	—	1	—	.00803	.043	307	186	—	384	600	640
Dennysville	122	73	66	67	60	56	52	3	3	.02112	.085	2,250	982	265	3,990	5,527	5,957
East Machias	419	248	—	228	—	196	—	9	—	.01609	.0758	8,600	2,905	628	4,686	10,671	11,996
Eastport	1,275	761	320	644	304	578	265	17	18	.00679	.064	16,288	4,888	—	20,278	27,529	32,850
Edmunds	168	99	—	87	—	83	—	3	—	.02084	.125	2,225	1,620	162	1,484	3,894	4,029
Harrington	276	182	53	164	53	173	46	6	2	.01409	.066	3,350	1,738	340	3,984	6,594	8,173
Jonesboro	170	88	45	80	44	72	40	4	2	.01887	.0664	3,000	1,362	368	3,637	4,490	4,886
Jonesport	629	367	91	335	90	316	84	13	4	.01563	.059	9,000	3,383	756	9,464	13,289	14,608
Lubec	1,116	657	182	610	179	558	156	20	6	.01755	.053	24,283	5,303	1,000	21,367	30,336	38,391
Machias	617	361	198	339	194	320	175	12	8	.01375	.058	10,376	3,243	608	12,607	16,160	17,732
Machiasport	289	149	—	140	—	109	—	8	—	.01863	.067	4,700	2,477	352	3,900	6,857	7,978
Marion	22	13	—	7	—	6	—	1	—	.01741	.106	945	206	46	350	685	795
Marshfield	51	24	—	24	—	21	—	2	—	.01262	.055	890	726	52	896	1,752	1,862

WASHINGTON COUNTY—Concluded

Name of Town	School census (5 to 21 years)	Total Enrollment		Net Enrollment		Average Daily Attendance		Teaching Positions		Rate of taxation for school maintenance	Rate of taxation for municipal purposes	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	12	13	14	15	16	17	18
Meddybemps	35	27	—	27	—	25	—	1	—	.02070	.105	830	223	54	480	993	1,062
Milbridge	423	249	56	236	55	230	50	8	2	.01424	.051	6,136	2,305	360	4,960	8,041	8,794
Northfield	28	12	—	11	—	10	—	1	—	.00799	.0474	800	557	—	540	1,487	1,518
Pembroke	295	209	88	174	81	159	74	7	3	.01440	.050	4,400	1,740	—	4,562	7,285	8,395
Perry	251	152	—	115	—	117	—	6	—	.01958	.057	4,000	2,302	264	2,661	6,559	6,922
Princeton	294	200	70	191	61	182	56	8	3	.01480	.07	5,551	2,159	432	8,290	11,015	12,078
Robbinston	213	129	—	115	—	97	—	3	—	.01003	.062	2,240	942	—	2,240	3,853	3,974
Roque Bluffs	37	20	—	18	—	17	—	1	—	.01618	.0518	700	523	34	476	1,256	1,344
Steuben	225	129	35	129	35	118	31	6	2	.01399	.0586	3,600	1,930	320	4,716	6,272	6,697
Talmadge	14	—	—	—	—	—	—	—	—	.00096	.041	64	185	—	553	600	600
Topsfield	82	50	—	50	—	41	—	2	—	.00958	.078	960	815	—	1,014	1,842	2,004
Trescott	174	95	—	95	—	83	—	5	—	.01826	.075	1,900	1,059	225	2,460	3,821	3,951
Vanceboro	229	123	61	120	61	114	55	4	2	.02082	.068	5,000	1,556	400	5,452	7,083	7,658
Waite	39	30	—	24	—	27	—	2	—	.01146	.05	722	535	—	953	1,399	1,588
Wesley	56	37	—	36	—	29	—	3	—	.01209	.0512	800	520	72	1,027	1,410	1,423
Whiting	129	74	—	73	—	65	—	5	—	.01411	.05	2,925	1,458	—	2,240	4,345	4,663
Whitneyville	92	56	—	55	—	50	—	2	—	.01772	.056	1,045	1,061	80	6,240	7,234	7,360
Plantations																	
Codyville	37	18	—	18	—	15	—	1	—	.00169	.061	150	284	—	544	733	814
Grand Lake Stream	72	41	7	41	6	36	6	2	1	.00850	.04	1,375	447	—	1,993	2,900	3,182
Number 14	36	26	—	22	—	20	—	2	—	.00746	.051	600	272	—	768	1,304	1,352
Number 21	39	25	—	25	—	23	—	1	—	.00176	.036	90	416	—	542	851	976
Total	12,707	7,380	2,098	6,810	2,045	6,171	1,732	269	86,8748			\$222,920	\$78,598	\$9,188	\$224,132	\$340,683	\$390,828

YORK COUNTY

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
Acton	100	78	—	76	—	63	—	6	—	.01267	.054	\$4,000	\$1,793	\$156	\$3,396	\$5,927	\$6,237
Alfred	270	170	63	159	62	143	57	5	2	.01294	.05	7,000	1,359	—	5,184	9,619	10,243
Berwick	668	322	91	314	91	271	83	14	4	.01211	.050	14,121	3,412	—	12,993	18,126	19,792
Biddeford	6,233	1,274	494	1,077	493	950	428	42	16	.00412	.048	61,266	19,839	—	52,844	77,515	100,020
Buxton	509	335	98	302	98	250	80	13	4	.00712	.035	11,500	2,697	—	10,718	14,593	18,464
Cornish	230	126	39	122	39	111	33	4	4	.01355	.060	5,244	1,282	224	4,563	7,291	9,216
Dayton	111	54	—	52	—	44	—	4	—	.01261	.040	3,400	1,349	—	2,312	4,917	5,422
Eliot	485	278	109	270	109	232	98	10	4	.00802	.030	12,800	2,480	—	10,937	16,163	18,155
Hollis	283	197	66	175	66	155	60	8	3	.00736	.033	7,100	1,702	—	6,847	10,016	10,963
Kennebunk	935	618	137	565	136	511	121	21	4	.00980	.040	30,855	4,197	—	24,359	36,440	63,078
Kennebunkport	365	220	77	214	77	192	71	13	5	.00836	.054	21,609	2,412	—	17,255	25,956	30,343
Kittery	1,101	699	238	659	238	587	220	25	8.0000	.01598	.052	36,320	6,624	1,000	18,127	40,997	51,647
Lebanon	282	205	—	184	—	167	—	10	—	.01768	.05	12,900	2,488	—	6,512	15,955	16,891
Limerick	279	181	48	175	47	152	43	6	2	.01303	.057	8,000	1,805	270	5,796	9,915	12,847
Limington	247	148	35	135	35	125	34	7	1.8442	.01369	.053	6,400	1,779	308	6,196	8,142	8,525
Lyman	97	61	—	49	—	46	—	3	—	.01046	.041	3,650	1,322	—	2,186	5,302	5,626
Newfield	118	70	23	64	23	62	21	3	2	.01775	.062	4,500	1,251	287	3,631	5,677	5,952
North Berwick	375	200	68	186	67	171	64	7	4	.01177	.054	10,900	2,257	312	8,212	12,747	15,054
North Kennebunkport	225	127	—	119	—	105	—	6	—	.00926	.041	4,630	1,720	—	3,364	5,907	6,467
Old Orchard Beach	492	370	73	332	71	273	62	8	7	.00384	.024	15,800	2,374	—	13,358	17,963	24,988
Parsonsfeld	219	161	27	134	27	124	23	8	1.6302	.01080	.056	5,150	1,624	—	3,227	7,020	7,705
Saco	2,076	1,345	348	1,215	348	1,100	312	41	9.4157	.01087	.045	70,700	10,577	—	37,041	82,918	101,651
Sanford	5,578	1,713	492	1,638	488	1,518	456	50	23	.00710	.045	81,475	18,817	—	74,690	106,304	152,704
Shapleigh	131	96	20	91	19	77	18	5	2	.01100	.047	4,900	982	—	4,773	6,440	6,844
South Berwick	636	301	—	295	—	235	—	12	—	.01244	.058	17,400	4,322	690	7,806	21,654	28,145
Waterboro	282	181	47	163	47	148	44	7	2	.01448	.050	7,950	1,579	—	6,607	11,530	14,942
Wells	771	430	146	403	146	359	131	17	5	.00752	.0495	26,926	4,066	—	19,960	29,722	32,704
York	735	419	172	391	171	351	155	22	6	.00778	.046	32,500	4,231	—	24,056	37,399	47,018
Total	23,833	10,379	2,911	9,559	2,898	8,522	2,614	377	119.8901			\$528,996	\$110,300	\$3,247	\$396,950	\$652,155	\$831,643

COMMISSIONER OF EDUCATION

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	Elementary	Secondary							
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
Androscoggin	21,925	9,531	2,870	8,536	2,844	7,479	2,520	322	114,8012	\$451,640	\$94,334	\$ 998	\$406,103	\$563,716	\$731,813		
Aroostook	35,498	21,520	4,237	20,194	4,192	17,576	3,678	675	168,9998	524,869	193,297	20,185	499,821	828,899	963,134		
Cumberland	43,708	20,694	6,812	19,798	6,769	17,452	6,131	721	269,4028	1,174,356	196,378	980	1,031,743	1,398,330	1,799,094		
Franklin	5,812	3,420	1,143	3,151	1,140	2,871	1,010	151	44,7149	142,459	36,962	1,130	121,684	205,685	229,756		
Hancock	9,990	5,600	1,610	5,256	1,601	4,763	1,446	237	75,9482	273,046	67,369	3,937	225,872	360,914	429,020		
Kennebec	21,784	11,811	3,300	10,819	3,245	9,690	2,937	377	111,4672	476,816	106,499	1,899	403,961	633,244	769,475		
Knox	6,780	4,435	1,328	4,148	1,321	3,763	1,196	151	53,0000	176,224	40,749	1,791	156,301	234,412	282,793		
Lincoln	5,164	2,619	627	2,443	626	2,225	557	102	24,1573	106,505	35,260	930	82,945	149,104	168,595		
Oxford	13,619	7,021	2,006	6,502	1,991	5,941	1,833	273	80,0000	315,814	82,893	6,695	260,977	433,446	495,747		
Penobscot	29,832	17,597	3,459	16,057	3,431	14,497	3,067	576	193,7050	745,453	165,687	10,396	661,639	980,079	1,187,253		
Piscataquis	5,886	3,649	1,003	3,399	989	3,138	903	139	46,6476	153,123	40,263	3,420	118,219	203,571	223,104		
Sagadahoc	4,835	2,690	681	2,456	666	2,106	575	106	24,0000	116,283	28,335	1,213	94,846	146,759	171,308		
Somerset	11,705	6,379	1,594	5,929	1,574	5,256	1,395	243	58,2046	256,820	71,893	3,742	198,165	369,770	463,768		
Waldo	6,514	3,782	928	3,462	921	3,105	837	146	37,0000	130,255	47,139	3,477	115,123	197,534	224,977		
Washington	12,707	7,380	2,098	6,810	2,045	6,171	1,732	269	86,8748	222,920	78,598	9,188	224,132	340,683	390,828		
York	23,833	10,379	2,911	9,559	2,898	8,522	2,614	377	119,8901	528,996	110,300	3,247	396,950	652,155	831,643		
Unorganized Territory	1,357	701	—	628	—	550	—	32	—	2,746	48,000	—	19,477	49,761	51,830		
Total	260,949	139,208	36,607	129,147	36,253	115,105	32,431	4,877	1,508,8135	\$5,798,325	\$1,443,956	\$73,228	\$5,017,958	\$7,747,962	\$9,414,138		