

# MAINE STATE LEGISLATURE

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MAINE PUBLIC DOCUMENTS

July 1, 1936 - June 30, 1938

**R E P O R T**

**OF THE**

**Commissioner of  
Education**

**OF THE**

**STATE OF MAINE**

**FOR THE**

**SCHOOL BIENNIUM**

**ENDING**

**June 30, 1938**



STATE OF MAINE

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Department of Education,  
Augusta, July 1, 1938

*To His Excellency, Lewis O. Barrows, 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, 1936, and closing June 30, 1938.

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

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## INTRODUCTION

I herewith submit a report of the public schools of Maine for the biennial period ending June 30, 1938. Because of the fact that there have been few changes in the personnel of the office force our work has proceeded efficiently and without interruption. The Department is very fortunate indeed in having been able to retain over a period of years practically the same personnel which makes for accuracy and efficiency in our work. There has been no radical change or departure in any way from established policies. I shall make this part of the report very brief emphasizing only certain changes which have taken place during the biennium, specifically mentioning certain changes relative to the financial support of education on the part of the state in the matter of the equalization of educational opportunity.

## THE CONSOLIDATION OF SCHOOLS

Unquestionably one of the outstanding potential sources of economy in Maine not only in the money spent but in the improvement of services rendered is in the consolidation of schools.

Up to 1893 Maine maintained the so-called school-district-system plan of local government of schools. This was a direct inheritance from Massachusetts. At this time, however, school districts were abolished and the township was made the unit of school government. In 1890 our records show that there were in the state 4,534 school buildings. At the present time, nearly fifty years since the school-district plan was abolished, there are in use in the state approximately one half the number of school buildings that there were upon the earlier date.

It has been our experience in Maine that the consolidation of schools follows pretty closely along the line of improved highways which may be travelled by motor conveyance during the entire year. We find by careful analysis that there are many towns in Maine, however, where good road conditions prevail but where the financial cost of erecting a consolidated school is not within the reach of the financial ability of the community. Where excellent road conditions prevail the one-room school is

largely a relic the community has inherited from an earlier day. Financial aid on the part of the state should be rendered to the community to enable it to replace these one-room buildings with a modern consolidated school structure. Such assistance on the part of the state would render the community better able to maintain a more economical and at the same time a more efficient school program.

#### EQUALIZATION

In my previous reports I have emphasized the wide variances in financial ability on the part of the municipalities composing the State of Maine and have emphasized the importance and necessity for the state to undertake through equalization funds a general leveling of these wide differences in financial ability in order that there may be guaranteed to our youth at least a decent minimum program of educational opportunity. The gap between the ability of the poorer communities and the abler communities is constantly widening. While the abler communities during recent years have not greatly improved in the matter of financial ability, yet during the same period there has been a constant diminishing in ability on the part of the poorer communities. According to reliable statistical information a considerable number of the poorer municipalities of the state are in an almost bankrupt situation, which means that the state must accept the responsibility of furnishing through equalization funds the wherewithal to maintain schools suitable for the education of our youth.

In any state like Maine where the local support for education on the part of the municipality is derived from a property tax the measure of the ability of a municipality to support education is found in the amount of assessed valuation back of each child of school age. The process of arriving at this measure is a very simple one and consists of dividing the assessed valuation of the municipality by the number of children to be educated. Using this process we find extremes running from as low as \$400 of assessed valuation per school child to as high as \$50,000 per school child in the most favored communities. These figures are not wholly fair for the reason that they represent extremes in financial ability but there are many communities in Maine

where the assessed valuation per pupil is within a range of from \$800 per pupil to \$1500 per pupil and unless we find an assessed valuation of at least \$2000 per pupil we are in a situation where a suitable educational program cannot be maintained without excessive tax rates on the part of the community.

Some critical observers may say that the reason for this situation is because of a low valuation in the less favored communities. A careful analysis shows that this viewpoint is not sound for actual sales of property confirm the fact that valuations on the whole are fairly equitable as between the poorer and abler communities in the state. A property that would bring a considerably higher price in a more favored community actually brings a much lower price in a less favored community. In order to fairly assess property assessments cannot go much beyond what the property might bring in an easy sale.

The State Tax Assessor is continually studying this situation and more intensive work in the matter of assessed valuations is being done at the present time than ever before in the history of the state.

As a matter of fact, to make the allocation of equalization funds fair there must be fair valuation assessments and I would be the last one to advocate a policy of excessive equalization funds going into any community where the valuations are notoriously low. Equalization of educational opportunity and fair valuations go together and it is only through fair and equitable assessments that an equalization policy can be justified.

At the last session of the Legislature a bill was passed which would have guaranteed a minimum educational program in all the communities of the state. The basis of this bill was very simple in that it worked out the principle that if a tax of twelve mills on the assessed valuation of any municipality failed to produce a minimum program the state would undertake through the allocation of equalization funds to grant to the municipality an amount beyond the levy of twelve mills which would guarantee the minimum program.

This bill in connection with the bill for old age assistance was dependent upon a sales tax subject to a referendum of the citizens of the state. It was defeated at the referendum election chiefly for the reason that this type of tax seemed to be in disfavor with the majority of our citizens.

At a special session of the Legislature held late in October, 1937, about 40 per cent of the amount necessary to guarantee a minimum program was appropriated for a two-year period.

This additional appropriation combined with a small equalization fund already in existence on our statute books has accomplished a vast amount of good in the poorer communities of the state. It has meant a replenishing of textbooks, reference and library books, laboratory materials and teaching supplies which had long been sadly needed. It has accomplished in many communities a slight increase in the low salaries of teachers, has brought about a longer school year, and in those communities nearly bankrupt it has meant that teachers' salaries have been more nearly paid in cash.

It is my conviction that the last Legislature accepted in principle the facts that an equalization policy was sound and that the majority of the citizens of the state believe that the plan is equitable. Furthermore, at the special session of the Legislature it was not in the mind of anyone that the amount appropriated for a two-year period was anything but a modest beginning of the ultimate equalization program. While the amount appropriated has accomplished a large amount of good, yet it does not in any way guarantee a minimum program. It could not in any way be construed as a tax reduction measure on the part of the local municipality but simply as a means of supplementing an excessively high tax levy with additional funds on the part of the state for the improvement of the school program. Municipalities having tax rates for school maintenance ranging from fourteen or fifteen mills to as high as twenty-five mills should have some relief from these excessive rates which is impossible with the present setup for equalization.

I cannot too strongly urge upon the members of the incoming Legislature the necessity for finding necessary funds to complete the minimum educational program initiated at the special session of the Legislature in 1937.

If this is done a basic foundation program will be established and guaranteed in the municipalities of the state based upon a tax rate which is approximately the average of the tax rates of the state for school maintenance. Unless this is done there can be no satisfactory program guaranteed in our poorer communities.

## LARGER ADMINISTRATIVE UNITS

In the report on *The Financing of the Public Schools of Maine*, published in 1934, it was pointed out that even as the district system was inefficient and expensive a half century earlier, so at the present time in many instances the township system of administration has become a barrier in the way of the better and more efficient administration of schools. Townships were organized when road conditions were such that all travel had to be accomplished through ox- or horse-drawn conveyance which meant that it consumed a long time to travel a comparatively short distance. An analysis of the early incorporation of towns reveals the fact that settlements were established within convenient distance from a general store, a post office, a grist mill and saw mill. The slower method of travel prevailing in those days necessitated the smaller unit of organization.

Under modern road conditions the distance to a central point in two, three, four, or even five townships may be covered as rapidly as the distance could be covered in a single township in an earlier day. For exactly the same reason that the school-district system was done away with a half century ago we should now consider seriously the advisability of combining several towns as a consolidated-school district for the administration and operation of schools. Under this plan it would be possible to have central-consolidated schools accommodating all pupils in both elementary and secondary grades. Under such a plan pupils could be conveyed to school in comfortable transports, the maximum teaching load could be maintained and additional teachers could be employed to teach essential subjects such as music, drawing, manual training, domestic science and agriculture. This would give to the pupils a broader and a more intensive school program at a practically no greater per capita cost than under the present plan of small scattered and isolated schools.

We have reached a point when practically all our pupils wish to attend a secondary school for a period of anywhere from two to four years. With the type of school program which must be maintained in the modern secondary school to meet the individual needs of all the pupils in attendance the per capita cost for such a program in the smaller high school is practically prohibitive.

In the larger consolidated school an adequate type of program can be offered at actually a lower per capita cost than in the smaller school.

This movement of larger administrative areas for school administration is making rapid progress throughout the country. One midwestern state, for example, has finally been able to bring about a situation where no high school will be approved unless there are approximately 175 pupils in daily attendance under the instruction of at least six teachers. They have found in that state that the small high school is not feasible because of the prohibitive expense.

Experience in Maine in the case of many of our smaller and poorer towns has demonstrated within the past two or three years that even a consolidation of several towns in the form of a single administrative unit might be desirable for the embracing of all municipal activities. If only a single group of towns could be authorized through proper legislation to make the type of consolidation I have indicated I am sure the successful experience in such a unit would point the way to other communities following along the same lines. Under such a plan towns not maintaining high schools would no longer be obliged to send their pupils away to other towns where such schools are maintained and pay the necessary tuition for such a service. It would be possible for such a combination to have its own central high school and all the citizens in such a consolidated unit would have a voice in expressing themselves as to the type of a high school which might seem desirable.

I am confident that over a period of years the number of administrative units which we have at the present time could be reduced by at least 40 per cent. Under such a plan it would be possible to lower taxes on real estate and at the same time secure more efficient service in the way of educational opportunity for our children.

#### BROADENING THE SCHOOL CURRICULUM

For many years the pupils in our larger and abler communities have had the advantages of instruction in subjects such as drawing, music, manual training, home economics, agriculture, vocational subjects, and physical education, health and recreation. Such a program has in many instances seemed impossible to

obtain for the pupils in our poorer and less able communities. However, during the past few years there has been a gratifying increase in the number of towns offering instruction in music to their pupils. This has been done in a number of instances through towns coöperating in the employment of a full-time supervisor. In some instances the same procedure has been followed in the employment of a teacher of drawing.

It seems to me that through a combination of towns in the employment of a supervisor in almost any subject a broader program may be offered to our pupils at a comparatively low expense. We have followed the plan for a number of years of grouping towns together for the employment of a superintendent of schools for the better supervision of our schools. There is no valid reason why the towns in such a union at a comparatively low expense might not combine in the employment of a supervisor of music, drawing, or of physical education. In the same way it is entirely feasible, where one high school may be too small for the employment of a full-time teacher in home economics or agriculture, for two nearby high schools to combine in the employment of such a teacher who will devote the necessary amount of time to each school. No community is fulfilling its full responsibility for the education of its children until it has made every effort consistent with its financial ability in the introduction of these courses I have mentioned which have long been considered desirable and even essential in our larger and abler school systems. School board members and superintendents should take an initiative in this matter and use their utmost efforts to bring about the desired result.

#### NORMAL SCHOOLS

A full report relating to the work of the normal schools is given in a separate section and it is not necessary for me to comment upon the matter at length. A three-year course required for graduation is being maintained in all of the normal schools of the state. In 1937, in response to a growing demand for an additional year of instruction, a fourth year was added to the curriculum of the Western State Normal School at Gorham and students completing this course are granted the degree of B. S. in Elementary Education. The four-year course at this school

may meet the demands for further training on the part of prospective teachers for some little time to come. Inevitably at some time in the future, due to an increased demand for further training, such a course will have to be maintained in one or more of the other normal schools of the state.

There is general sentiment throughout the country on the part of educators that it is desirable that teachers in the elementary field have four years of training for their work. Owing to the prevailing rate of low salaries in many sections of the state, it will probably be some time before the four-year course in preparation for teaching will have any appeal to a large number of our prospective teachers. Better salaries would bring about more quickly this desirable result. Four years of training are required for all regular teachers in the secondary field and undoubtedly much better results would be accomplished in our elementary schools with a larger percentage of our teachers having completed a four-year course in preparation for their work.

#### ARTS AND CRAFTS

There is at the present time a considerable amount of interest on the part of many of our citizens in offering more extensive courses in arts and crafts. Most art subjects are exceedingly desirable for the reason that they possess the qualities which have an active carry-over into life and may be utilized as avocational possibilities for the increasing amount of leisure time which is sure to be available for our future citizens. In a state of scattered communities like Maine it is inevitable that many people can have only part-time employment. Through an extensive study of arts and crafts in the public schools many students will find an opportunity to supplement their regular occupation with remunerative and pleasant work in these fields. Maine is rapidly becoming a tourist state. The tourist business has become one of our most important assets. In these special fields many of our citizens might be profitably employed for part time, at least, in the manufacture of products in the home which through organized effort would find a ready market.

I might speak of one particular field which, in my opinion, provides a remarkable opportunity. I refer to hand weaving and particularly the weaving of woolen homespuns. We have



here the natural product at hand for it has long been demonstrated that wool of high quality can be produced successfully in Maine. Very little hand weaving is done in this country and if we desire fine products of this type we have to import them from abroad. For centuries people dwelling on the islands along the coast of Ireland and Scotland have pursued this occupation profitably in their homes known as crofts. The art of designing and weaving has been handed down from generation to generation by skilled craftsmen in the homes. Along our coast and on many of our islands people are employed for only a part of the year. The equipment for hand weaving is very inexpensive and I am confident that if these products could be successfully manufactured in the homes of these scattered communities it would mean a source of added income to our citizens.

In a city school system in another state with which I am familiar there has been recently introduced in its junior high school course, for all its pupils, the art of hand weaving. A retired teacher as an avocational activity has become skilled in the designing and hand weaving of homespun and has been employed as a supervisor in that city to instruct the teachers in the school system in this desirable type of work. This supervisor, on her own hand looms and with her own designing, has been able, in her leisure time, to produce some of the very finest of homespun fabrics. This is offered simply as an illustration of what may be accomplished in this particular field.

Our neighboring state of New Hampshire has been carrying on an organized attempt along these lines very successfully for a number of years and there is no reason why such a project would not be equally profitable in Maine. While, necessarily, this is a field where the work must be done largely by adults, yet in teaching this subject in our public schools we may lay the foundation for a gainful and pleasant part-time industry for many of our people. Many of our parent-teacher organizations are interested in this type of work and I am hopeful that in the near future we may see an enlarged effort on the part of our school people to include this important subject in the school program.

## CONCLUSION

I have conceived it to be my duty in this report to present a statement of actual facts pertaining to the public schools of Maine. Education is the most important function of the state. We have reached a point where at the present time and never in the future will there be any large amount of remunerative occupation for our youth under the ages of eighteen, nineteen, or even twenty years. This means that it becomes the responsibility of the state to afford to this large group of youth a type of educational activity which will best meet the individual abilities and capacities of each boy and girl. Unless this is done the school program will not be attractive or desirable for our youth and as a result they will leave school and remain in idleness for a period of time. The problem of idleness on the part of any considerable number of our youth would be a difficult one for our communities to face. Idleness on the part of any group of people places us in a dangerous situation and especially so in the case of youth with all its activity and energy which must have an outlet in some direction. Inevitably idleness on the part of youth will lead to crime and other social disorders and purely as a matter of economy, to say nothing of the social aspects involved, it is much more inexpensive to maintain suitable schools than it is to maintain houses of correction, reformatories, etc.

I conceive it to be the duty and responsibility of the state to guarantee to all our youth a suitable type of educational privilege until such time as our society can receive them into remunerative employment. While under our statutes in Maine this responsibility devolves in large measure upon each individual community, yet we must understand that our population is becoming more and more mobile each year and the youth coming from less favored communities may become citizens in communities where superior educational opportunities are afforded. This brings about a situation where the state must accept its responsibility of guaranteeing to all our youth that minimum program of educational privileges which is rightfully theirs. It is only in this way that we can guarantee the future safety and well-being of our state.

Respectfully submitted,

BERTRAM E. PACKARD,

*Commissioner of Education*

## CHAPTER II

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### SCHOOLING IN THE UNORGANIZED TERRITORY

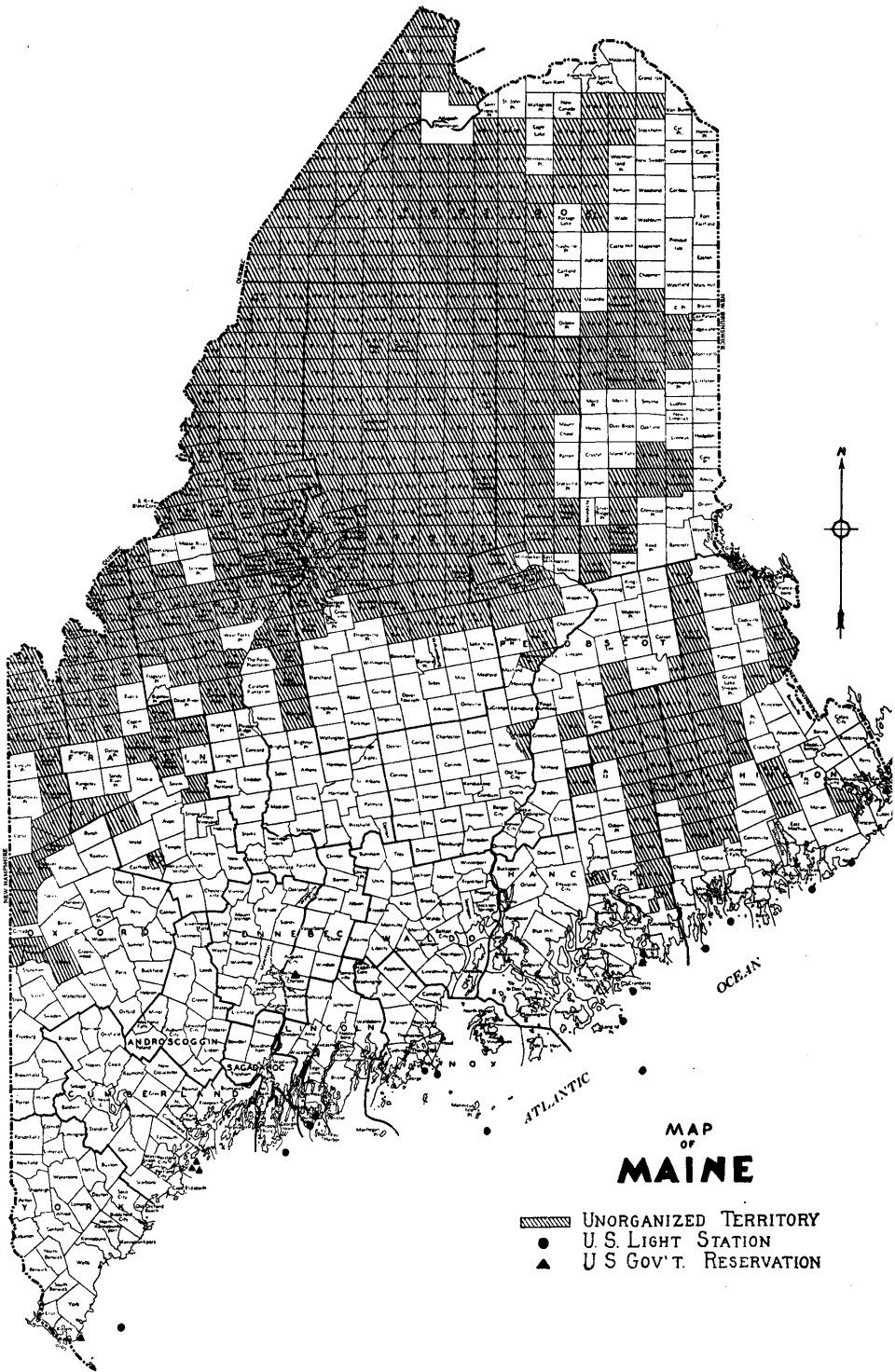
*To the Commissioner of Education,  
Augusta, Maine*

Dear Sir:

School privileges were provided throughout the Unorganized Territory for the biennial period ending June 30, 1938, in one hundred and eight unorganized places or units, the largest number in the history of the system, dating from 1895. These unorganized units, so-called, comprise townships of the regular size, six miles square, townships of irregular area such as gores, points, strips and tracts, coast islands and government reservations under various classifications. They are scattered over the state in fourteen of the sixteen counties, from the U. S. Navy Yard at Kittery to the Quoddy Government Reservation at Eastport and from the island of Criehaven twenty miles off the coast to Churchill Lake in the wilderness of northern Maine. Eighteen of these townships were formerly towns or plantations.

School privileges were provided as usual either by maintaining schools, by conveying pupils to schools in the Unorganized Territory or in towns or plantations, by boarding elementary pupils for attendance at town or city schools, and by payment of elementary and secondary school tuition. In the comparative summary of statistics for Unorganized Territory, at the close of this report, will be found detailed information relative to the school attendance of pupils and the various financial expenditures for this purpose. Office records include very complete and detailed information for each unorganized unit, both as to school statistics and the various items of expenditure.

There is every indication at the present time that the Unorganized Territory is destined to become an increasingly important part of the educational system of Maine. Already occupying geographically nearly one half of the area of the state, its



MAP  
 OF  
**MAINE**

- UNORGANIZED TERRITORY
- U. S. LIGHT STATION
- U. S. GOV'T. RESERVATION

boundaries are being rapidly extended. The Legislature of 1935 by disorganization acts added two townships to the system, the Legislature of 1937 added five more, and the Legislature of 1939, unless there is a marked change in present conditions, will be called upon to add a still greater number. This means greatly increased responsibility and largely increased expenditure for the education of the youth in this portion of the state. It therefore seems that this report may well be devoted in large part to the new conditions and problems in the administration of this school system.

The marked tendency at the present time toward the disorganization of small and weak towns and plantations is an endeavor in most cases to seek relief from burdensome taxation. This condition in nearly every case is the culmination through the present depression of a long period of decline in these municipalities. The Legislature is slow to act in disorganizing towns and plantations, but when the tax rate approaches or even exceeds one hundred mills on the dollar as has been the case in a number of instances, with no hope of relief, there seems no other alternative. Such action becomes imperative.

The story of the decline of these formerly prosperous towns and plantations would make a most interesting chapter in Maine history. It would be a record of depleted forest resources, departed lumber industries and abandoned farms. It would trace the evolution from pioneer days through a long period of years to present-day conditions, with which these places with their loss of taxable property and the increasing demands of modern society have not been able to keep pace. In a number of cases the taking over of a portion of a township for a Federal Reservation, thus withdrawing this property from taxation, has been a final factor in bringing about a condition requiring disorganization. It appears that most of these places are destined to remain permanently a portion of the Unorganized Territory unless some plan of self-government for larger local units, perhaps to be designated as municipal districts or unions, is devised which will include several such townships. This is discussed from time to time by state officials familiar with the conditions but does not seem likely to be a development of the immediate future.

Towns and plantations recently disorganized by the Legislature are located in all parts of the state, indicating that the

conditions responsible therefor are not confined to any one section or county. Those disorganized by the Legislature of 1937 were the towns of Freeman in Franklin County, Albany in Oxford County, Argyle in Penobscot County, Edmunds in Washington County, and the plantation of Mayfield in Somerset County. On April 1, 1938, these places had a total population of 947 and a school population of 340. At the time of disorganization a total of ten schools were maintained, numerous conveyances route were in operation, elementary pupils in a number of cases were boarded, and tuition was paid for twenty-one elementary and forty-one secondary school pupils. The towns of Somerville in Kennebec County and Carroll in Penobscot County were also disorganized by the Legislature of 1937 but reorganized as plantations and thus continue to maintain local self-government.

There appears to be a somewhat anomalous situation with respect to the method of organization and disorganization of plantations. While a plantation may be organized by the simple method of a meeting called for the purpose by the county commissioners, it apparently requires an act of the Legislature to disorganize legally a plantation. Furthermore, the inhabitants may, after disorganization, immediately take steps to reorganize through the county commissioners. The question as to whether county commissioners are required to call a meeting upon the receipt of a proper petition of citizens to organize a plantation, or may act at their discretion, has never been legally determined so far as known. However, there is one case on record where county commissioners refused to recognize such a petition on the assumption, presumably, that this was not in the public interest.

This uncertainty of the permanent disorganization of some of the more populous townships recently added to the Unorganized Territory presents a special problem in school administration where reorganization of the school system would require a period of years. Naturally the schools of such places are not likely to be of a high standard, and in some cases conditions are in fact extremely bad. This means need for immediate action to improve conditions or possibly to reorganize the school system. However, it seems hardly wise to begin such a program of improvement, especially where considerable expense is involved, unless it is reasonably certain that this can be completed before there is a return to local administration with possible abandon-

ment of such partially completed plans. This particular class of townships, therefore, seems destined to be more difficult to administer than the usual township. A provision in disorganization acts, except when it is provided that a disorganized town is to reorganize as a plantation, to the effect that this must continue for a period of years, possibly three or five, would solve the difficulty. In fact, with the prospect of the disorganization of numerous townships in the near future, the drafting of a model act for this purpose might well be considered.

Another apparent inconsistency in our statutes is the fact that unincorporated places with two hundred or more inhabitants are required to organize at certain periods, it evidently being assumed that the citizens of townships of such size should undertake the responsibilities of local self-government and tax themselves accordingly. However, this has not always been done, there being no penalty for not complying with this statute, and conditions have recently become such that the Legislature has deemed it proper and necessary, by special act which supersedes the general law, to disorganize some towns and plantations which have more than two hundred inhabitants. It would seem that such conflicting acts should be harmonized by new laws or by repeal of existing ones if present conditions are to continue.

There seems to be a misunderstanding on the part of many people with the respect to the administration of the school systems of municipalities which are placed under the control of the State Emergency Municipal Finance Board, to the effect that the schools of such places become a part of the unorganized township system. This, however, is not correct, as school affairs continue to be administered under local school officials, including the superintending school committee and the superintendent of schools, and school appropriations are made and expended in the same manner as in the case of any town or plantation. The only change is that the school officials deal with the Emergency Municipal Finance Board, or its representative, instead of with the selectmen in the case of a town, or the assessors in the case of a plantation. The act providing for the Emergency Municipal Finance Board might be interpreted to give such a board direct control of a school system, but this has not been done and probably will never be considered necessary.

Attention has been called in recent reports to the desirability of repealing the statute requiring the assessment and payment of a school tax of \$3 by the male residents twenty-one years of age and upwards of unorganized townships where school privileges were provided. An act was prepared to replace this tax with a regular poll tax for the same amount, \$3, and introduced in the Legislature of 1937. This act provided for the collection of the poll tax through the office of the State Tax Assessor and that the revenue therefrom, after some necessary deductions, be appropriated for the schooling of children in the Unorganized Territory. It also provided for an improved method of suffrage for the residents of the Unorganized Territory, both men and women, including the privilege of using the absentee ballot. It was passed with some minor changes and now supersedes the former school tax law which was repealed. It is expected that this act will prove a great improvement over the former law by removing some of its impractical and unjust features and be the means of extending the privilege of suffrage to many residents of the Unorganized Territory.

School consolidation seems certain to become an outstanding feature of the Unorganized Township system and, as such, a convincing example of its advantages in some sections of the state where it is not yet in much favor. The rapid improvement of the highway system, even in the smaller communities, and the extension of efficient snow removal to practically all highways of importance, makes school consolidation possible for consideration in an ever-widening area. The general public is also becoming conscious of its advantages, and the slow, tedious process of convincing parents that consolidation is for the interests of their children is becoming less and less difficult. It may be brought about with little delay under the form of administration of the Unorganized Township system, where it is not necessary to wait for the approval of the last loyal defender of the old neighborhood school with its traditions dating back to grandfather's time, nor for the consent of the persistently opposing parents who object in all seriousness to sending their own mischievous youngsters to mingle with the be-deviled youth of the town.

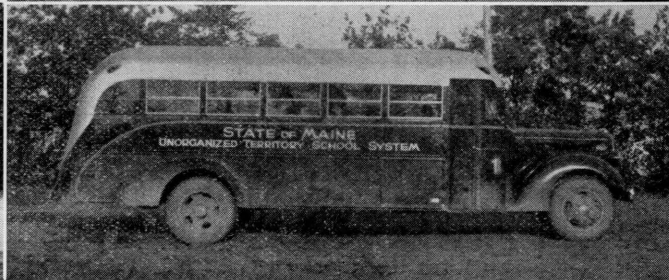
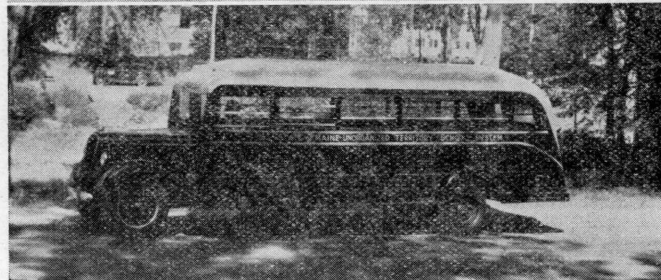
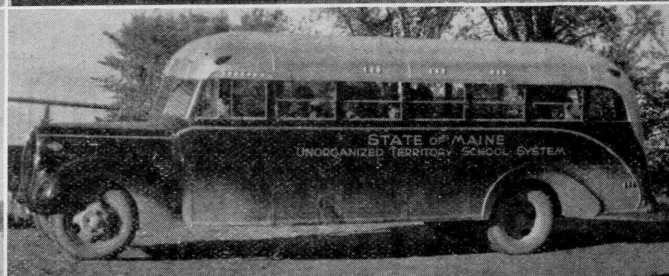
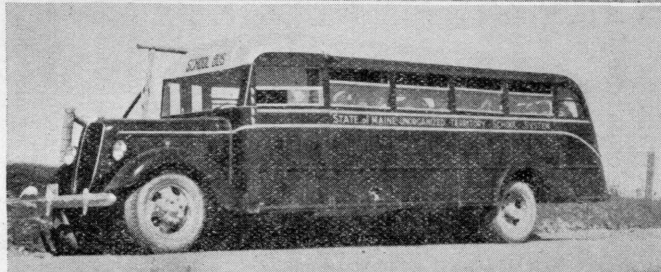
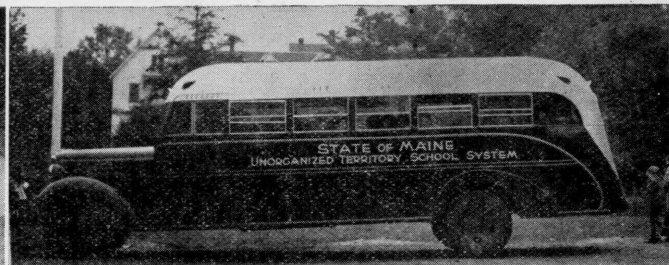
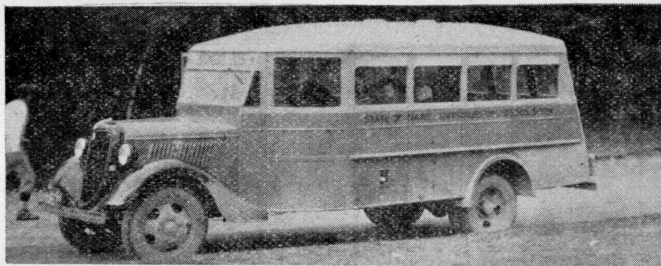


Once well established, consolidation programs are almost certain to meet with general approval and the most stalwart defenders of the old order are won over. The children will convince their parents of the advantages of the plan when nobody else is able to do so. It has been a great personal satisfaction to follow up a modern bus on a new route after the first few weeks of service and question the children as to their opinions of the new plan as they are left in turn at their homes on the afternoon trip. After a few interviews, the children remaining on the bus catch the idea and wait their turn as they alight to give testimony. This is invariably in favor of the plan, with varying degrees of enthusiasm from the childlike expression of the sub-primary pupil to the dignified approval of the high school senior.

Consolidation has in effect been going on in a small way in the Unorganized Territory for a considerable period of years. Small schools have been closed and groups of a few children have been conveyed to the larger schools, usually in privately-owned automobiles. Only a few routes, however, with school busses conveying a considerable number of pupils have been established until recently. In each and every instance the plan has been successful and in no case has a closed school been reopened. A modern school bus, a competent driver, well-considered regulations and a properly established route are the most important requisites for a successful plan. The present regulations for the drivers of the Unorganized Township busses have proved satisfactory and are given herewith.

REGULATIONS PERTAINING TO THE OPERATION OF SCHOOL BUSES  
FOR THE CONVEYANCE OF PUPILS OF THE UNORGANIZED  
TERRITORY OF MAINE

1. Buses shall not be driven faster than thirty miles per hour, and more slowly when crowded traffic, bad weather, poor roads or other hazards are encountered.
2. Drivers shall observe all traffic laws and general rules of the road.
3. Pupils must not be permitted to get on or off the bus while it is in motion; doors shall be closed while the bus is in motion.
4. Pupils shall be received and discharged only at designated places on the extreme right of the road where the highway may be clearly seen in both directions for a safe distance.
5. Driver must not leave the bus without first stopping the engine and setting the brakes.
6. Gas tank must not be filled while children are in the bus.
7. Driver shall adhere as closely as possible to the established time schedule.
8. Driver shall not be required to wait longer than two minutes for any pupil, unless he is observed making an effort to meet the bus; he shall not be required to wait for pupils who are habitually late.
9. A regular space in the bus shall be assigned as far as practicable to each pupil; no pupil shall be permitted to stand while the bus is in motion.
10. No person other than a pupil, teacher or school official shall be permitted to ride in the school bus without written consent from the General Agent for Unorganized Territory.
11. Driver must maintain discipline on the bus, reporting cases of disobedience or flagrant misconduct to the school principal.
12. Driver shall indulge in no unnecessary conversation while the bus is in motion.
13. The use of alcohol, tobacco or profane language in a school bus is strictly forbidden.
14. Without permission from the principal or parent, no pupil shall be permitted to leave the bus except at his regular stop.
15. Driver shall not permit dogs or other animals in the bus.
16. Firearms or ammunition shall not be permitted in a bus.



School Busses, Unorganized Territory School System.

The conveyance route established three years ago with a state-owned bus from Langtown to Stratton has been continued, and through arrangements with the school officials of Coplin, through which the bus passes, elementary pupils of this plantation have been conveyed in two directions to the one school of the plantation and high school pupils to Stratton. This has proved of advantage to all concerned and reduced the cost to the state for the schooling of the Langtown pupils to a fraction of the former expenditure, while at the same time providing them with superior school privileges. A second-hand bus, purchased by the state and reconditioned, was placed on the conveyance route from Bigelow to Stratton and the route extended to Carrabassett, while pupils remained in that community. This route proved satisfactory, despite a total distance of seventeen miles. A modern, steel school bus with a capacity of fifty pupils was purchased and a contract made with a reliable party to furnish a new approved chassis therefor and convey pupils to the Ouellette school on the route which has been maintained for a considerable period of years in Township 17, R. 5, W. E. L. S., Aroostook County. This bus replaced an old and unsatisfactory privately-owned conveyance and the very marked improvement is highly appreciated by both parents and pupils.

It is now planned to consolidate schools and establish conveyance routes in most of the new townships which have been added to the Unorganized Township system. This will include closing two schools in Albany and conveying about thirty pupils to Bethel, a distance of approximately twelve miles; closing one school in Argyle and conveying twenty-five pupils to Howland, a distance of approximately seventeen miles; closing two schools in Freeman and conveying fifteen or twenty pupils to Strong, a distance of five to ten miles or more in accordance with the route decided upon; closing one school in Edmunds, and improving the service on the conveyance route already established by replacing the out-moded, privately-owned bus with a modern state-owned bus. High school pupils in all cases will be conveyed. It is still planned, as soon as conditions become favorable with respect to further improvement of highways, to close schools at Lambert Lake and Long Pond and establish conveyance routes. Similar action which cannot be anticipated at this time may also be taken in case of other schools.

It is hoped in each case to contract with a responsible party to furnish an approved chassis upon which will be mounted a steel school bus owned by the state, the contract to continue for a period of three years with the privilege of terminating the contract with proper adjustments should there be reason therefor. By this plan it will be possible to provide for these new routes modern steel school busses, while at the same time placing upon the contractors the responsibility for all details of maintenance of the busses. It is believed that this can be done with little or no extra expense and a great saving in the work and care of maintaining wholly state-owned busses at a distance from the State House. The experience thus far with one such arrangement has proved very satisfactory and it seems likely to become a practice generally followed in the Unorganized Territory.

The removal temporarily of families with children of school age to locations in the forest sections remote from school privileges, which has been often discussed in these reports, still continues to be one of the most difficult problems in the schooling of children in the Unorganized Territory. Such families seldom live in groups, but are scattered over a large territory, with the result that if it is possible to furnish school privileges at all, this must be done by payment of board and tuition of pupils for attendance at town schools some distance away. The cost is almost, if not actually, prohibitive. It was thought that through coöperation of the large lumber operators of the state, this practice was about to disappear largely but unfortunately it has been resumed the past two years to a marked extent in some sections of the state. This is in most cases on account of the practice of pulpwood contractors who use the jobber system, so-called, which means the establishing of men with their families in temporary shelters, usually log cabins, right on the pulpwood operations. Here they live under primitive conditions and deprived of all school and social advantages.

The only reason for this jobber system would appear to be that production costs can be reduced. It seems to be altogether out of step with modern times but may be defended with the doubtful argument that these families are given employment which enables them to be self-supporting, when otherwise if they continued to live in their home towns they would be on relief. Is this really a modern economic necessity or an old

method of exploitation? Is our industrial situation so desperate that reading and writing must be sacrificed for bread and butter? If school privileges for the children of these families are provided at such excessive cost, the economics of the situation may well be questioned; and if not provided, it is certainly contrary to all principles of compulsory school education. The large paper companies for whom the pulpwood is produced do not follow, nor presumably approve, this plan for their own woods operations but this apparently has not yet influenced some of their contractors.

We have no present solution for the problem, which affects some towns as well as the Unorganized Territory, but it is still hoped that through voluntary coöperation the problem will disappear. It is, of course, neither possible nor desirable to limit by legislation the freedom of the head of a family to take up residence where he sees fit. However, it is believed there is one certain remedy for the situation, which would meet with immediate favor with the Legislature, but this perhaps is not desirable at the present time.

During the past two years the plan of boarding children of the U. S. Lighthouse Stations along the Maine coast, at various places on the mainland chosen by the parents, for attendance at school, has been continued. For the first year covered by this report thirty-nine pupils were boarded at an expense of \$2,863.60, and for the second year, thirty-six pupils at an expense of \$3,042.71. Tuition was paid for the two years amounting respectively to \$1,699.08 and \$1,739.10 for elementary pupils from the government reservations of the Navy Yard at Kittery, Fort Williams at Cape Elizabeth, Fort Preble and Fort Leavitt at South Portland, the Veterans' Administration Facility at Togus, the Radio Station at Winter Harbor, and the Passamaquoddy Reservation at Eastport. The school at Fort McKinley, Portland Harbor, for pupils of the first four grades, was continued. The total expense paid for schooling of children of these Government Reservations in Maine for the past two years was \$11,168.49, or approximately \$5,584.25 annually. There now seems some prospect that the U. S. Government will assume in the near future the responsibility for the schooling of these children and it is hoped that the state will be thereby relieved of this considerable expense which it has so generously paid for a period of years.

The comparative summary of statistics following this report is again called to attention. The increase for the year ending June 30, 1938, in practically all of the items of the statistics is for the most part, on account of the new townships added to the system. There otherwise appear to be no changes of special significance in the statistical information. The increase in the total expenditure for the year ending June 30, 1938, however, does not show the actual increased cost as a result of the new townships added to the system, because of the facts that school privileges were provided for that school year only from January 1 and that the increased cost for elementary and secondary school tuition will not show until the following year.

An appropriation of \$60,000 annually for the next two fiscal years will be required to maintain the Unorganized Township system at its present standard, provided the state is reimbursed for school expenditures in townships which were formerly towns and where there is a population of two hundred or more. Otherwise, an appropriation of \$68,000 to \$70,000 will be necessary. If new townships are added to the system by the Legislature of 1939, additional funds will be required to maintain the system, the amount depending upon the school expenditures necessary in such townships and the dates when the disorganization acts become effective.

Respectfully submitted,

ADELBERT W. GORDON,  
*General Agent for Unorganized Territory*

COMPARATIVE SUMMARY OF STATISTICS FOR THE  
UNORGANIZED TERRITORY

For the Years Ending June 30, 1936, 1937, and 1938

	1936	1937	1938
Number of townships in which school privileges were provided . . . . .	96	98	108
School population, 5 to 21 years of age . . . . .	1,357	1,367	1,803
Number of schools maintained . . . . .	32	30	37
School enrollment . . . . .	701	657	852
Aggregate attendance . . . . .	95,449	91,935	116,411
Average attendance . . . . .	550	535	681
Number of pupils transported . . . . .	186	219	307
Number of pupils boarded . . . . .	83	83	90
Length in days of the school year . . . . .	174	172	171
Number of pupils attending public elementary schools outside the townships . . . . .	306	280	376
Number of pupils attending private elementary schools outside the townships . . . . .	5	0	7
Number of pupils attending public secondary schools outside the townships . . . . .	77	77	162
Number of pupils attending private secondary schools outside the townships . . . . .	25	25	46
Teachers' wages and board . . . . .	\$19,477.00	\$19,435.88	\$21,588.90
Fuel . . . . .	1,506.24	1,576.36	1,162.34
Janitor service . . . . .	989.21	1,007.75	1,133.75
Conveyance . . . . .	8,592.65	8,622.31	8,451.01
Board of pupils . . . . .	6,082.06	6,415.34	7,257.66
Elementary school tuition . . . . .	5,713.77	6,331.36	6,653.25
Secondary school tuition . . . . .	4,454.07	6,006.60	5,232.05
New lots and buildings . . . . .	0	0	0
Repairs . . . . .	1,011.09	1,232.45	1,957.12
Apparatus and equipment . . . . .	184.04	273.53	280.13
Textbooks . . . . .	2,057.49	1,782.03	1,751.39
Supplies . . . . .	888.77	976.37	647.45
Agents . . . . .	753.10	811.76	1,136.42
Rent and insurance . . . . .	121.00	141.00	301.00
	\$51,830.49	\$54,612.74	\$57,552.47

### CHAPTER III

## RURAL EDUCATION

*To the Commissioner of Education,  
Augusta, Maine*

Dear Sir:

The biennium from July 1, 1936 to July 1, 1938 has been one of the most difficult periods in which to maintain educational standards in our rural schools. While appropriations by the towns have been increased each year, the increasing difficulty in collecting taxes has resulted in decreased revenue with the result that teachers' salaries have not been paid in full and all other bills are more or less in arrears. The issuance of town orders, which could not be paid in cash, has been so abused during the past few years that many towns have gone on a strictly cash basis. While this may be sound business practice, the teachers who have been able to use town orders to pay living expenses are embarrassed by it, so that many of them are in debt for board and other living expenses.

Less improvement in the school plants has been made during this period than is usually made in a like period of time. WPA and PWA projects have not been available to the towns where they are most needed as these towns have not been able to meet the financial conditions necessary to secure projects or to finance necessary improvements through their own resources.

Fifty-four schools of the one-room type have been closed in the school year 1936-1937, and seventy-seven in the year 1937-1938. Necessary conveyance was provided. Through the efficient coöperation of the office of the Secretary of State, the conveyances have been carefully inspected and some of the least suitable have been replaced by better equipment. The number of school busses has increased each year and the pupil capacity of these new busses is greater. In the St. John Valley alone, six new busses, each having a capacity of sixty or more children, have been purchased. A survey of the transportation situation made in the fall term of 1937 shows that twenty-five thousand children



were being conveyed. Two hundred fifty-seven busses, having an average seating capacity of forty-four children, were in use and the remainder of the children were being conveyed in automobiles or teams when road conditions made the use of automobiles inadvisable. Of the two hundred fifty-seven busses, seventy-two are owned by the municipality in which they are operated and one hundred seventy-five are owned and operated by contractors. All returns show that the expense of conveyance is less over a period of years in instances where the bus is owned and operated by the municipality.

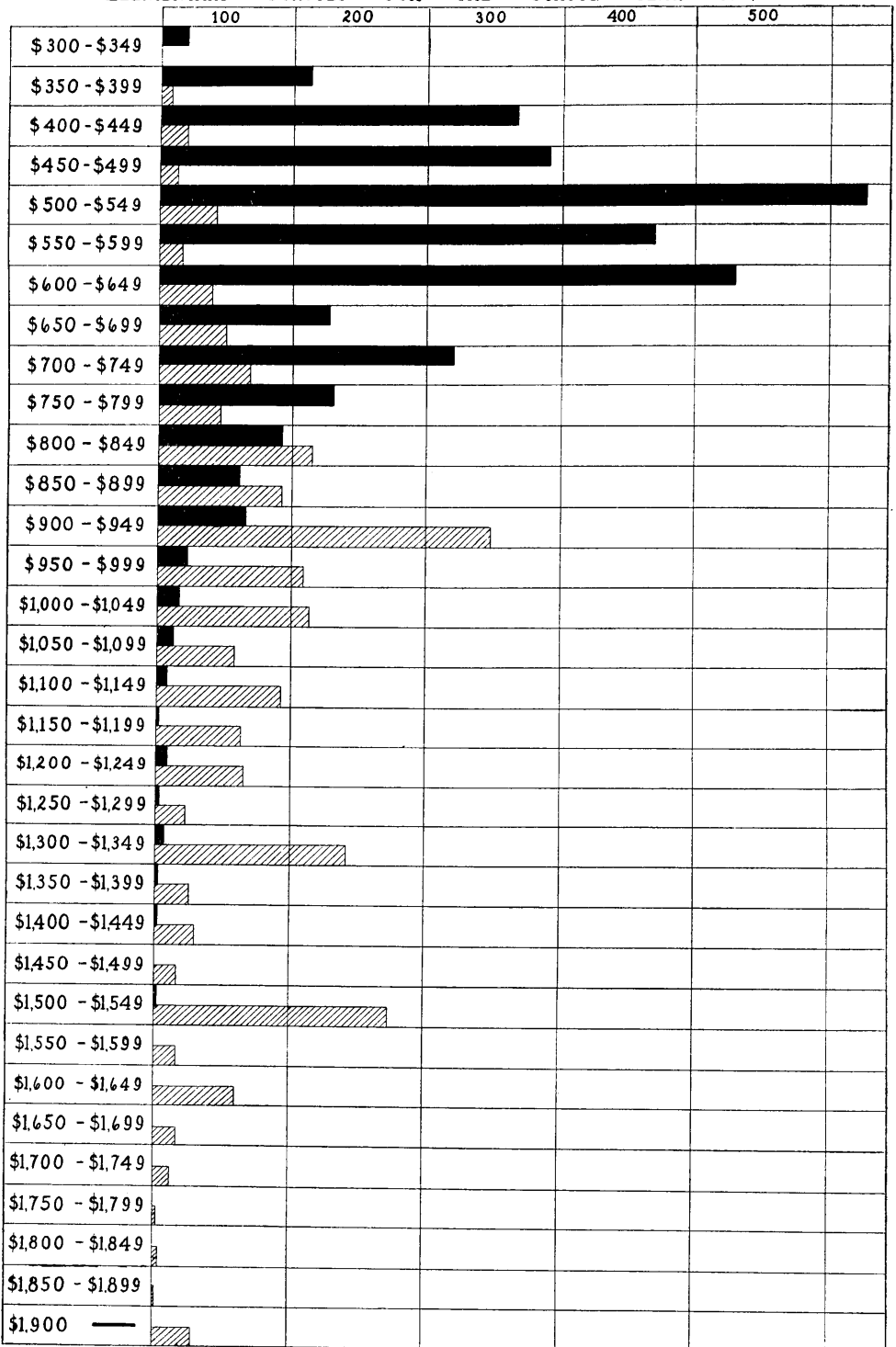
#### CONVEYANCE OF PAUPER CHILDREN

There has been so much misunderstanding in regard to the meaning and administration of the law relative to the conveyance of children of parents receiving pauper aid from a town other than the one in which they are domiciled or from the state that it seems that a statement may properly be made here. The superintending school committee of the town in which the children are domiciled determine the need of transportation and the additional cost to be incurred, and notify the Overseers of the Poor of their town. It then becomes a pauper account and is handled by the overseers of the poor of the two towns involved, or of the town and the state, just as any other pauper account is handled.

The work of the State Agent for Rural Education and of the three field agents has been carried on in the same way and with the same objectives in mind as during the past years.

A study of the reports of the superintendents of schools on elementary teachers and salaries for the school year 1937-1938 shows some very interesting facts. The elementary group studied, 4,406 in all, is divided into rural and urban on the classification used by the U. S. Bureau of Education, namely, all schools in open country and in villages of less than twenty-five hundred population are listed as rural while all cities and villages of over twenty-five hundred are listed as urban. The rural group has been further separated into one-teacher schools, two-teacher schools, three and four-teacher schools, and schools of over four teachers.

COMPARISON OF SALARIES PAID TEACHERS IN RURAL AND URBAN  
ELEMENTARY SCHOOLS FOR THE SCHOOL YEAR 1937-38.



RURAL SALARIES  
 URBAN SALARIES

FIG. 1.

TABLE 1—SALARIES AND TRAINING OF ELEMENTARY TEACHERS

Salaries	Summer Schools Only				Partial Normal				Normal Graduates				Partial College				College Graduates								
	Rural			Urban	Rural			Urban	Rural			Urban	Rural			Urban	Rural			Urban					
	1 room	2 rooms	3 & 4 rooms	Over 4 rooms	1 room	2 rooms	3 & 4 rooms	Over 4 rooms	1 room	2 rooms	3 & 4 rooms	Over 4 rooms	1 room	2 rooms	3 & 4 rooms	Over 4 rooms	1 room	2 rooms	3 & 4 rooms	Over 4 rooms					
\$300-349.....			<b>1</b>		<b>3</b>				<b>15</b>																
350-399.....	<b>18</b>			<b>4</b>	<b>7</b>				<b>39</b>				<b>8</b>												
400-449.....	<b>24</b>	<b>4</b>	<b>1</b>	<b>4</b>	<b>7</b>				<b>101</b>	<b>13</b>	<b>4</b>	<b>1</b>	<b>8</b>												
450-499.....	<b>16</b>	<b>4</b>	<b>5</b>	<b>5</b>	<b>6</b>				<b>101</b>	<b>35</b>	<b>19</b>	<b>11</b>	<b>6</b>												
500-549.....	<b>41</b>	<b>5</b>	<b>4</b>	<b>1</b>	<b>13</b>				<b>205</b>	<b>82</b>	<b>49</b>	<b>31</b>	<b>19</b>												
550-599.....	<b>25</b>	<b>5</b>	<b>5</b>	<b>1</b>	<b>23</b>				<b>123</b>	<b>57</b>	<b>64</b>	<b>26</b>	<b>12</b>												
600-649.....	<b>22</b>	<b>6</b>	<b>10</b>	<b>1</b>	<b>17</b>				<b>107</b>	<b>75</b>	<b>102</b>	<b>47</b>	<b>34</b>												
650-699.....		<b>1</b>	<b>2</b>	<b>2</b>	<b>8</b>				<b>19</b>	<b>26</b>	<b>34</b>	<b>23</b>	<b>44</b>												
700-749.....	<b>5</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>8</b>				<b>6</b>	<b>44</b>	<b>48</b>	<b>45</b>	<b>49</b>												
750-799.....	<b>2</b>	<b>1</b>	<b>1</b>	<b>4</b>	<b>7</b>				<b>3</b>	<b>23</b>	<b>14</b>	<b>28</b>	<b>40</b>												
800-849.....	<b>1</b>	<b>2</b>	<b>2</b>		<b>1</b>				<b>10</b>	<b>24</b>	<b>10</b>	<b>6</b>	<b>37</b>												
850-899.....	<b>3</b>		<b>1</b>		<b>13</b>				<b>8</b>	<b>6</b>	<b>5</b>	<b>16</b>	<b>67</b>												
900-949.....		<b>2</b>	<b>3</b>		<b>22</b>				<b>4</b>	<b>13</b>	<b>12</b>	<b>16</b>	<b>130</b>												
950-999.....	<b>1</b>			<b>2</b>	<b>9</b>				<b>5</b>	<b>2</b>	<b>1</b>	<b>5</b>	<b>90</b>												
1000-1049.....			<b>1</b>		<b>11</b>				<b>7</b>	<b>2</b>	<b>4</b>	<b>4</b>	<b>86</b>												
1050-1099.....				<b>1</b>	<b>5</b>				<b>4</b>	<b>5</b>	<b>3</b>	<b>3</b>	<b>47</b>												
1100-1149.....			<b>1</b>		<b>3</b>				<b>3</b>	<b>5</b>	<b>1</b>	<b>3</b>	<b>82</b>												
1150-1199.....									<b>2</b>	<b>2</b>	<b>1</b>	<b>1</b>	<b>55</b>												
1200-1249.....					<b>1</b>				<b>4</b>	<b>4</b>	<b>1</b>	<b>1</b>	<b>60</b>												
1250-1299.....					<b>2</b>				<b>1</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>16</b>												
1300-1349.....					<b>5</b>				<b>3</b>	<b>3</b>	<b>4</b>	<b>1</b>	<b>123</b>												
1350-1399.....								<b>1</b>	<b>2</b>	<b>2</b>	<b>1</b>	<b>24</b>	<b>18</b>												
1400-1449.....					<b>3</b>				<b>2</b>	<b>2</b>	<b>1</b>	<b>1</b>	<b>13</b>												
1450-1499.....									<b>1</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>37</b>												
1500-1549.....				<b>1</b>				<b>1</b>	<b>4</b>			<b>1</b>	<b>162</b>												
1550-1599.....													<b>18</b>												
1600-1649.....					<b>1</b>				<b>1</b>				<b>37</b>												
1650-1699.....					<b>1</b>								<b>13</b>												
1700-1749.....													<b>7</b>												
1750-1799.....													<b>2</b>												
1800-1849.....					<b>1</b>								<b>2</b>												
1850-1899.....													<b>1</b>												
1900 and over.....									<b>1</b>				<b>14</b>												
	<b>158</b>	<b>31</b>	<b>38</b>	<b>21</b>	<b>120</b>	<b>249</b>	<b>86</b>	<b>92</b>	<b>43</b>	<b>90</b>	<b>839</b>	<b>396</b>	<b>398</b>	<b>326</b>	<b>1385</b>	<b>13</b>	<b>6</b>	<b>4</b>	<b>3</b>	<b>13</b>	<b>17</b>	<b>4</b>	<b>9</b>	<b>7</b>	<b>58</b>

Note: Figures in bold type represent median groups.

This table should be read as follows:

Of the teachers receiving from \$300-\$349 annually, there is one employed in a three and four-teacher school who has had but one summer-session of training; three who have had a partial course in normal school are employed in one-teacher schools, and fifteen graduates of normal schools are employed in one-teacher schools. The remainder of the table should be read in the same manner. The figures in each group showing the number of individuals in each salary group within which the median salary falls are printed in bold type. As was to be expected, the number of graduates from normal schools greatly exceeds the other four groups. It is further noticeable that while additional professional training is recognized by increased salaries in all groups other than the one-teacher schools, the median in that group falls in the group receiving between \$500-\$549 for both those teachers having had the least professional training and those who are graduates of normal schools, while the group having a partial course in normal school have a median salary between \$450-\$499.

TABLE 2—SALARIES AND EXPERIENCE OF ELEMENTARY TEACHERS IN PRESENT POSITION

Salaries	No Experience				One Year					Two or More Years				Urban	
	Rural				Urban	Rural				Urban	Rural				
	1 room	2 rooms	3 & 4 rooms	Over 4 rooms		1 room	2 rooms	3 & 4 rooms	Over 4 rooms		1 room	2 rooms	3 & 4 rooms		Over 4 rooms
\$300-349	11		1			4					3				9
350-399	29	16	1	2	1	15	2	3		1	33	2	4		18
400-449	88	11	10	10	2	33	6			2	62	16	10	11	9
450-499	85	30	5	5	1	34	13	6	3	3	58	23	18	11	9
500-549	<b>142</b>	47	20	19	16	<b>56</b>	17	10	6	9	<b>112</b>	31	40	9	17
550-599	60	23	<b>29</b>	<b>10</b>	9	37	<b>12</b>	15	3	1	77	40	40	20	5
600-649	50	25	34	16	12	32	14	<b>20</b>	7	6	69	51	<b>84</b>	26	20
650-699	6	7	8	1	7	6	5	5	3	6	16	19	26	23	34
700-749	14	22	17	10	8	10	6	9	5	7	32	29	25	<b>37</b>	52
750-799	7	4	4	6	7	8	1	5		10	11	11	24	36	33
800-849	8	2	1	2	<b>13</b>	4	1		2	13	16	9	10	36	86
850-899		2			19	3			3	10	9	8	21	14	63
900-949	2				20	1	1	2	3	24	11	8	17	14	118
950-999	1	3		3	3	1				12	4	3	4	7	94
1000-1049					11	1				12	1	3	6	5	87
1050-1099				1	1					1			6	4	<b>62</b>
1100-1149					1				1	5	3		1	2	86
1150-1199				1	1			1						1	62
1200-1249					3					4	5			1	47
1250-1299														1	31
1300-1349					2			1		3	5			1	131
1350-1399										3	1				26
1400-1449										1				1	27
1450-1499														1	14
1500-1549					1					20				1	152
1550-1599										2					16
1600-1649					1					4					36
1650-1699															14
1700-1749										1					10
1750-1799															2
1800-1849															1
1850-1899															1
1900 and over															27
	503	192	130	86	141	245	78	78	51	156	528	253	333	263	1347

Note: Figures in bold type represent median groups. Total number who have had no previous experience, 226.

Table 2 shows very definitely that teachers in the rural schools do not remain long in the same position as compared with teachers in urban schools. The location of the medians in the several groups also indicates that no financial recognition of length of service is made in the one-teacher group though such recognition is made in all other groups. It is further interesting to note that while 1,052 teachers have had no previous experience in their present positions, only 226 of these teachers are without previous teaching experience. This group of 826 teachers, who are new to their present positions but who have had previous teaching experience, represent two groups: first, those who are advancing professionally and have been promoted to their present positions; and, second, that group who are drifting about from place to place, here a year and there a year, never efficient, but able to secure a poorly-paid position somewhere. It is the misfortune of some of our rural children to sit under the teaching of a succession of these drifting teachers.

The equalization fund is apportioned under the provisions of Section 210 of Chapter 19, Revised Statutes. Paragraph III of Section 210 provides that whenever a school is closed and the pupils conveyed to another school, one-half the cost of such conveyance, not to exceed one hundred dollars in any year, is paid from the equalization fund. This payment is made regardless of the financial ability of the town. Approximately fifty schools have been closed each year over a period of years so that that part of the fund originally intended to improve educational conditions in the financially-weak towns has been constantly decreasing. When the special session of the Legislature made an additional amount of \$200,000 available for distribution in December, 1938 this amount, together with the amount available from the former appropriation, was apportioned to the towns eligible to receive such aid under the provisions of Paragraph V of Section 210. The effects of this new money became definitely noticeable during the latter half of the school year. Except in isolated cases, salaries were not raised directly. In 96 towns the length of the school year was increased. Over \$100,000 was spent for materials of instruction such as text books, library and reference books, maps, globes, laboratory supplies, and laboratory equipment. The balance of the

amount distributed was held for improving salaries and employing better-trained teachers in September, 1938.

The detailed reports submitted by the field agents follow and are incorporated as a part of the report of this division.

Respectfully submitted,

RICHARD J. LIBBY,  
*State Agent for Rural Education.*

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*To the Commissioner of Education,  
Augusta, Maine*

Dear Sir:

During the period from September 1936 to July 1938 my work as a Field Agent for Rural Education has continued to be an endeavor to aid in the improvement and progress of educational practices in the rural school of Maine. Such progress has been made possible only through the coöperation of the school superintendents and teachers of the state.

Continued stress has been placed upon the accuracy of the knowledge and skills obtained by the children, the methods and thoroughness of instruction, the importance of the assignment of subject matter, and the budgeting of time during the school day. By means of demonstration lessons and conferences with individual teachers following the observation of teaching procedures, suggestions for the improvement of specific situations have been given. More general topics have been discussed in meetings with larger groups of teachers.

It is to be regretted that in a state which is so largely of a rural nature, some arrangement cannot be made whereby more frequent visits to each rural school would be possible. Then, and only then, will it be possible to promote a very definite program of advancement in rural education.

An inventory of the school books and other necessary equipment for teaching the elementary grades revealed a very definite need for such teaching materials in the majority of the rural schools in the state.

From September 1936 to July 1938, 36 school unions were visited in which a total of 252 schools were reached. Visits were made in the teacher-training departments of Farmington, Gorham, and Presque Isle State Normal Schools for the purpose of becoming better acquainted with the type of preparation and experience which graduates from these institutions are receiving. A total of 58 children in four different school unions were measured by means of the *Stanford Revision* of the *Binet-Simon Individual Intelligence Scale* in an endeavor to analyze the cause of their school failure.

Sincere thanks and appreciation is hereby expressed to all members of the State Department of Education, to all faculty members of the several state normal schools, and to all school superintendents and teachers in the state for their friendship and coöperation during the four and one-half pleasant years of my service in the rural schools of Maine.

Respectfully submitted,

ZETA I. BROWN,  
*Field Agent for Rural Education.*

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*To the Commissioner of Education,  
Augusta, Maine*

Dear Sir:

Supervision is no longer inspection. It is an endeavor to help the teacher in teaching techniques and classroom management, and to help pupils find a proper adjustment to learning and living. Because of these aims and because the teachers and superintendents have known that our only excuse for visiting is the service we can render, the requests for such service have gradually increased until the field agents' work has become a real factor in our department.

It has seemed advisable to spend more time in each school union; therefore, fewer superintendents have been visited. This does not mean, however, that fewer teachers have been visited. It does mean that each teacher in the union has been seen at work in her own classroom, thus making it possible for the agent to give help in the specific problems of that school.



This work centers around what the superintendent or teacher feels is the greatest need. There is usually a demonstration in some subject which the teacher selects with the class which seems to be having the greatest difficulty. After the demonstration, the superintendent, the teacher and the agent discuss the points of the lesson taught, including its advantages to that particular group. Unit work in the social studies has also been stressed during the past two years. Program organization to fit the newer types of teaching is also an important part of the work in each school. Usually at the close of a visit to a school union the superintendent has called a meeting of all his teachers. Again, there may be a demonstration of school work, and further discussion in teaching techniques. Seven hundred fifteen teachers in 45 school unions have had this help.

School visitation is only one phase of the work. The *Stanford Revision of the Binet-Simon Individual Intelligence Test* has been administered to 115 children. The results of these tests are valuable to both superintendents and teachers because it enables them, as far as possible under the existing conditions, to adjust the school program to the work the child is capable of accomplishing whether it be much or little. These tests show plainly that Maine needs more schools for children who find it impossible to complete the traditional school curriculum in the time allotted.

Pamphlets on teaching techniques, units of work, daily programs, morning exercises, Maine industries, annotated library lists, and professional readings have been part of the office work. These are available to all superintendents and teachers.

During the past summer, work was started on a state elementary curriculum in the social studies field. Many changes have come in this field since the last course was issued, thus making it necessary that a new one be made available. By 1940 this should be ready for use in the schools.

The school situation is improving in that more schools now find it possible to have necessary books and supplies. Few rural schools, however, have any library facilities and these are not adequate.

There is a growing professional spirit among our teachers and superintendents. This is most encouraging, for, in the last analysis, our schools are only as good as our teachers and administrators make them. We hope to see continued improve-

ment in school equipment, instruction, pupil progress and school spirit. Maine has yet some distance to travel if she would live up to her motto, "*Dirigo.*"

Respectfully submitted,

GLADYS PATRICK,  
*Field Agent for Rural Education.*

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*To the Commissioner of Education,  
Augusta, Maine*

Dear Sir:

During the two years ending June 30, 1938 our aim as field agents for rural education has been to help and encourage the use of the best educational procedures in the rural schools of Maine through the coöperation of the teachers and the superintendents of the state. The work has consisted of visitations, demonstrations, discussions, conferences and teachers' meetings. Four schools are visited each day. If the schools are not too scattered it is possible to visit more.

On the visits to the schools the superintendent accompanies the field agent. It is necessary to get acquainted with the teacher in the first few minutes after the introduction by the superintendent. A discussion of the problems pertinent to the individual situation precedes the agent's demonstration lesson of actual classroom procedures or observation of the teacher's work. If the teacher has seen a demonstration by an agent she usually wants to teach and then discuss her work. Before leaving a school, the agent takes an inventory of the school's physical condition and the textbooks and supplies available.

Meetings are held with groups of teachers for the purposes of introducing, discussing or summarizing the work emphasized in the particular school union. Because of the importance of developing the right emotional responses and attitudes in the child, the value of a proper approach in presentation, assignment and drill in all teaching methods has been stressed, keeping in mind that the continued growth and development of the individual is more important than subject matter.

Another phase of the work during the past two years has been to introduce music in the rural schools. This work has consisted of having the pupils sing to determine their needs. Usually the agent gives a demonstration lesson in music with procedures for helping the defective singers. Then teacher and agent discuss the following: seating, grouping, posture, breathing, voices of little children and care of those voices, defective singers and use of exercises to correct same, use of pitch pipe, individual recitations in the singing class, choice of songs, and the amount of time to devote each week to music, according to the individual school.

When the teacher does not sing, and no money is available for a phonograph and records, then some child who is capable teaches the songs under the direction and guidance of the teacher. This work, for which the pupils and teachers deserve much credit, has been carried on successfully in certain sections of the state.

The number of school unions visited, including follow-up work, from July 1, 1937 to July 1, 1938 was 44, comprising a total of 460 schools.

Other activities have been to check music once a month in certain unions; give talks to clubs; encourage organization of orchestras, bands and school choirs; and to assist in getting a choral group started at one of the county conventions, besides the necessary office work.

The aim to meet more adequately the individual needs of the boys and girls in the rural schools of Maine could not be accomplished without the hearty coöperation of the teachers, music supervisors and superintendents of the state. I wish to express to them my sincere appreciation.

Respectfully submitted,

VILLA E. HAYDEN,  
*Field Agent for Rural Education.*

## CHAPTER IV

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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 Evening Schools.

## VOCATIONAL EDUCATION

*Agriculture*

The improvement noted last year in our economic and social conditions is no longer true here in Maine. Business has been pretty discouraging during most of the year just closed. Yields of farm commodities have been satisfactory but low prices have prevented satisfactory returns. This is especially true of potatoes in Aroostook County. There has been a fair increase in enrollment, both in secondary agricultural schools and in the College of Agriculture. The main objective of the State Supervisor has been to get schools to improve on the work started in previous years. This has been accomplished to a reasonable degree. Definite plans for improving our practice-teaching program were made and carried out. Our farm shop training program was also improved: First, by means of a two weeks' summer course taught by Prof. Roehl; and second, by doubling the number of hours in farm shop required of boys training to become agricultural teachers.

PRODUCTIVE ENTERPRISE PROJECTS FOR 1937

	Number	Unit	Total Scope
Potatoes . . . . .	321	acres	382 1/8
Chix rearing . . . . .	81	chix	10,343
Livestock . . . . .	74	head	240
Field crops (corn and beans) . . . . .	52	acres	50 1/4
Truck crops . . . . .	45	acres	15
Canning crops . . . . .	44	acres	34 1/8
Egg production . . . . .	25	hens	2,627
Dairying . . . . .	17	head	35
Small fruits . . . . .	13	acres	3 3/8
Small grains . . . . .	8	acres	13
Popcorn . . . . .	5	acres	1 1/2
Orchard . . . . .	1	trees	25
Clover . . . . .	1	acre	1
Bees . . . . .	1	hive	1

TRADE AND INDUSTRIAL EDUCATION

There is a gradual expansion of the established courses in Trade and Industrial Education and present facilities are being taxed to the utmost to care for increased enrollments. The demand for evening school work has been very light for the past few years but there seems to be more interest at the present time. We have established one new course in general shop work in the town of Madison which is proving very popular with the students and with the townspeople. This past year for the first time we offered a short unit course in waitress training in the areas of summer hotels, which proved very successful. This course was requested by the State Employment officials and the Maine Hotel Managers' Association. All the girls trained have been placed and the demand for waitresses is still strong. I find in industry an expression of the need for the training of workers but a reticence to do anything about it because of the uncertainty of business conditions.

VOCATIONAL HOME ECONOMICS

There has been a decided expansion in vocational home economics programs during the past two years. This has been made possible by the George-Deen Act which released additional

Federal funds for such courses. The following table will show the expansion during the last five years. The number of centers and the number of teachers have increased fourfold in the past five years.

	Voc. Home Economics Centers	Voc. Home Economics Teachers
1933-34	7	8
1934-35	9	10
1935-36	12	13
1936-37	14	15
1937-38	24	26

The new centers established during the last two years, 1936-1938, are as follows: Buckfield, Lisbon, Fort Fairfield, Fryeburg Academy, Houlton, Machias, Mexico, Monmouth Academy, Rockland, South Brooksville, South Paris, and Westbrook.

The State Supervisor has given emphasis to the following: (1) Assisting school administrators and architects in planning and equipping home economics departments. (2) Acquainting organizations and school officials with the scope and value of such a program through addresses and discussions. School administrators and other adult groups are increasingly aware of their responsibility in broadening their curricula to meet the needs, interests and abilities of a larger number of students. (3) Assisting in teacher-placement as the turnover in this field is very large each year. (4) Development and approval of twelve new centers. (5) Assisting teachers in service to improve content and methods of teaching. (6) Active coöperation with the State Congress of Parents and Teachers, Farm and Home Week Program, State Child Health Institute, State Home Economics Association, Grange and other service groups. (7) Curriculum-building materials and teaching helps prepared and sent out from time to time. (8) Many regional and group conferences and one state conference. (9) Special work at teacher-training institutions with pre-service groups.

Observation and checking of vocational home economics teachers and departments show continued progress through improved home projects, increased student enrollment, more emphasis on personal development, better home contacts through adult homemaking classes, more active interest in community

organizations, improved text, reference and illustrative material, broader scope to the program, and better working conditions.

The addition of an assistant supervisor and itinerant teacher-trainer has improved pre-service training, brought about closer coöperation and more effective training through the state office and the teacher-training institutions. An experimental, full-time, field student-teaching center at one of the public high schools was so worth while that the department was taken over by the community this year. This experimental program made possible demonstration teaching as well as student teaching and has given student teachers a better understanding of a real teaching job. This has also made possible an expanded field teaching program to be in operation by the fall of 1938. It has also enabled us to give more definite help to first year teachers. The supervisor feels that the first year of teaching is of vital importance to the success of the teacher and in maintaining satisfactory standards in home economics departments throughout the state.

The year 1937-38 has been a crucial one in the development of a teacher-training program for home and family life. Plans which had been set up long before by the teacher-training institutions and the State Supervisor suddenly became achievable with the allocation of George-Deen Federal funds for teacher training. A coöperative curriculum study, led by Miss Edna Amidon of the U. S. Office of Education, was made at the University of Maine. There has been extensive curriculum revision to meet new needs and to put into effect improved field teaching.

## VOCATIONAL EDUCATION ENROLLMENTS

Town or Institution	Agriculture	Trade and Industry	Home Economics	Teachers
Addison . . . . .	12			1
Aroostook Central Institute . . . . .	43			1
Ashland . . . . .	37			1
Bath . . . . .			94	1
Biddeford . . . . .		81		3
Brooksville . . . . .			21	1
Buckfield . . . . .	34		24	2
Buxton . . . . .	6			1
Caribou . . . . .	63		203	4
East Corinth Academy . . . . .	29			1
Easton . . . . .	30			1
Farmington . . . . .			19	1
Fort Fairfield . . . . .	66		35	2
Freedom . . . . .	22			1
Freeport . . . . .			22	1
Fryeburg Academy . . . . .			46	1
Gorham . . . . .	54			1
Greely Institute . . . . .	16		29	2
Hampden . . . . .	12			1
Houlton . . . . .	36		51	2
Leavitt Institute . . . . .	41			1
Lee Academy . . . . .	20			1
Limestone . . . . .	38			1
Limington Academy . . . . .	20			1
Lincoln Academy . . . . .	36			1
Lisbon . . . . .			11	1
Machias . . . . .	34		30	2
Madison . . . . .		36		4
Mapleton . . . . .	26			1
Merrill . . . . .	16			1
Mexico . . . . .			48	1
Monmouth Academy . . . . .	37		26	2
New Gloucester . . . . .	12			1
Newport . . . . .	22			1
North Anson Academy . . . . .	21			1
Norway . . . . .	32		33	2
North Yarmouth Academy . . . . .	19			1
Oakfield . . . . .	12			1
Paris . . . . .			55	1
Parsonsfield Seminary . . . . .	5		8	2
Patten Academy . . . . .	28			1
Pennell Institute . . . . .			30	1
Presque Isle . . . . .	66			1
Rockland . . . . .			112	1
Rumford . . . . .	16			1
Sanford . . . . .		44	143	3
Scarboro . . . . .			30	1
Sherman . . . . .	31			1
Thornton Academy . . . . .			35	1
Unity . . . . .	26			1
Washburn . . . . .	40			1
Westbrook . . . . .		44	33	3
Wilton Academy . . . . .	24			1
Windham . . . . .	36		34	2



## INDUSTRIAL EDUCATION

The need for this type of work is becoming increasingly more evident to school administrators and it is apparent that many towns will in the near future inaugurate courses in manual arts and general home economics.

## GENERAL HOME ECONOMICS

There is increasing evidence of the desire of school officials to meet the needs of a larger number of students in education for home and family life and to make such courses more valuable to the general school program. The changing needs in present-day family life necessitate a broad curriculum which will provide boys and girls with opportunities in daily living and prepare them to better meet their present problems in home and community life. Home Economics has a contribution in helping the individual in personal growth and development, in family and social relationships, and in acquiring information and a degree of skill in various home activities.

There has been considerable expansion in general home economics especially at the senior high school level. New courses have been developed at Mexico, Monmouth, South Brooksville, Tenants Harbor, Guilford, Lee Academy, and Unity. During the past six years the number of home economics teachers employed in the state has increased from 118 to 160. Although the number of high school departments has doubled in the last ten years there are still many high schools in Maine offering no home economics courses.

The vocational home economics program has expanded so much that the Supervisor has to give increasing amounts of time to this phase of the program. However, it is often through and out of general homemaking departments that the vocational program develops. The work of the Supervisor in relation to general home economics has included inspection of departments, assistance in developing new courses and improving present programs, assisting in planning and equipping departments, conducting unit courses, leading conference groups, preparing and issuing teaching materials and talks to educational civic groups.

REPORT OF THE  
ESTABLISHED COURSES IN INDUSTRIAL EDUCATION

Town or Institution	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	1	14	25
Ashland					1	1	23	47
Auburn	2	3	252	336	2	3	232	241
Augusta	1	2	204	226	2	1	232	141
Baileysville	1	1	48	40	1	1	46	30
Bangor	2	5	360	186	2	2	357	90
Bar Harbor	1	1	44	65	1	1	38	63
Bath		2		174				
Belfast					1	1	79	55
Biddeford	1	1	126	30	1	1	151	19
Bingham	1	1	15	19	1	1	15	19
Brewer	1	1	141	201	1	1	129	83
Bridgton	1	1	58	31	1	1	68	22
Brunswick	1	1	91	47	1	1	77	81
Bucksport	1	1	58	35	1	1	39	32
Calais	1	1	98	57	1	1	81	71
Camden	1	1	51	56	1	1	58	18
Cape Elizabeth	1	1	53	30	1	1	41	24
Cornish					1	1	12	11
Dexter	1	1	101	47	1	1	91	18
Ellsworth	1	1	60	44	1	1	53	40
Erskine Academy						1		33
Eustis					1	1	13	12
Fairfield	1	1	66	107	1	1	61	91
Falmouth	1	1	43	27	1	1	43	28
Freeport	1	1	53	33	1		49	
Friendship	1	1	22	7				
Fryeburg Academy		1		55				
Gardiner	1	1	103	35	1	1	106	57
Gould Academy		2		138		1		48
Greely Institute	1	1	30	12	1		32	
Greenville		1		28	1		40	20
Guilford	1	1	26	18	1	1	32	5
Higgins Classical Inst.						1		26
Houlton	1	1	128	88	1		117	
Jay						1		42
Kennebunk					1	1	72	31
Kennebunkport	1	1	10	19				
Leavitt Institute						1		40
Lebanon Academy		1		27				
Lee Academy						1		22
Lewiston	2	2	295	118	2	3	313	268
Lisbon	1	1	90	98	1	1	51	85
Livermore Falls	1	1	44	68	1	1	43	67
Madison	1	1	61	55	1	1	58	53
Maine Central Institute						1		53
Mapleton					1	1	18	38
Mexico		1		76				
Millinocket						1		50
Milo	1	1	81	50	1	1	76	36
Mt. Desert	1	1	34	36	1	1	42	30
Newport					1	1	22	26
Norridgewock	1	1	31	40	1	1	31	35
North Berwick	1	1	31	22				
No. Yarmouth Acad.						1		44
Oakland	1	1	55	37	1	1	30	21
Old Orchard Beach	1	1	50	25	1	1	31	14
Pennell Institute		1		32				
Portland	6	10	1204	775	6	8	971	679
Rangeley					1	1	29	46
Rockland		1		101				
Rumford	1	1	162	30	1	1	116	68
Saco	1		204		1		166	
Sanford	1	1	159	85	1		172	
Scarboro	1	1	40	18	1		48	
Skowhegan	1		137		1	1	160	43
Somerset Academy						1		18
So. Portland	2	2	254	196	2	2	312	141
Southwest Harbor					1	1	22	35
Tenants Harbor						1		37
Thornton Academy		1	120					
Topsham	1		41					
Unity						1		26
Van Buren						1		118
Washburn						1		59
Waterville	2	1	111	56	2	1	102	57
Wells		1		58		1		41
Westbrook	1	3	207	158	1		213	
Wilton Academy						1		48
Winslow	1	1	41	31	1	1	41	29
Winthrop	1	1	45	63				
Yarmouth	1	1	36	6	1	1	31	11
York	1	1	72	48	1	1	65	15

## EVENING SCHOOLS

The past two years have shown very little change in the evening school program. There is a distinct need for evening schools in many more centers than are now served and it is to be hoped that local school administrators will give more attention to this need.

Respectfully submitted,

S. E. PATRICK, *Director.*

H. S. HILL, *Agricultural Supervisor.*

FLORENCE L. JENKINS,  
*Supervisor of Home Economics.*

## CHAPTER V

## VOCATIONAL REHABILITATION

*To the Commissioner of Education,  
Augusta, Maine*

Dear Sir:

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

The chief aim in our program of vocational rehabilitation is to reestablish the disabled person in a definite employment in which he can compete successfully with his fellow workers upon his ability rather than upon charity and tolerance, at a wage equal, if possible, to that which he earned at the time of his injury and with the same possibilities of advancement.

Inasmuch as placement is the ultimate object, all plans for rehabilitation, whether through physical restoration, placement without training, or placement after training, must be built upon a wise choice of a suitable position.

During the past year we have put in operation a plan of coöperation with the Maine State Employment Service and our Vocational Rehabilitation Division which we hope will work out to the advantage of both state departments in rendering service to physically-disabled persons. A considerable number of cases have been referred to us already for consideration.

Following is a statistical summary covering the nature of the work done and results obtained during the period from July 1, 1936 to June 30, 1938:

## LIVE ROLL OF CASES AS OF JUNE 30, 1938

	<i>Number</i>	<i>Per Cent</i>
1. Eligible and feasible, under advisement.....	40	25
2. In training.....	61	38
3. Undergoing physical restoration or being fitted with appliances.....	2	1
4. Training interrupted.....	7	4
5. Awaiting placement after training.....	18	11
6. Awaiting placement after physical restoration or fitting of appliance.....	1	0
7. Awaiting placement without other rehabilitation service.....	3	2
8. In employment, under supervision.....	28	19
	<hr/> 160	<hr/> 100

REGISTRATION OF CASES

FOR THE PERIOD FROM JULY 1, 1936 TO JUNE 30, 1938

I. *By Nature of Disability of Cases*

	<i>Female</i>	<i>Male</i>	<i>Total</i>	<i>Per Cent</i>
Hand.....	0	9	9	5
Arm.....	4	13	17	11
Leg.....	7	53	60	36
Legs.....	3	13	16	9
Hand-Arm.....	0	1	1	0
Arm-Leg.....	0	3	3	2
Vision.....	0	6	6	4
Hearing.....	4	9	13	8
General debility.....	9	12	21	13
Miscellaneous.....	2	16	18	12
	<hr/>	<hr/>	<hr/>	<hr/>
	29	135	164	100

II. *By Origin of Disability*

Employment accident.....	1	20	21	13
Public accident.....	1	48	49	30
Disease.....	23	61	84	51
Congenital.....	4	6	10	6
	<hr/>	<hr/>	<hr/>	<hr/>
	29	135	164	100

III. *By Schooling*

None.....	1	1	1	0
Grades 1-6 completed.....	3	12	15	9
Grades 7-9 completed.....	10	60	70	43
Grades 10-12 completed.....	15	58	73	45
Other.....	1	4	5	3
	<hr/>	<hr/>	<hr/>	<hr/>
	29	135	164	100

IV. *By Age*

Under 21 years.....	11	38	49	30
21-30 years.....	12	47	59	36
31-40 years.....	3	37	40	24
41-50 years.....	2	9	11	7
51 or over.....	1	4	5	3
	<hr/>	<hr/>	<hr/>	<hr/>
	29	135	164	100

	<i>Female</i>	<i>Male</i>	<i>Total</i>
Cases registered, year 1936-37.....	15	70	85
Cases registered, year 1937-38.....	14	65	79

## THE ANALYSIS OF CASES CLOSED DURING THE PERIOD

JULY 1, 1936-JUNE 30, 1938

<i>Rehabilitated Cases</i>	<i>Number</i>	<i>Per Cent</i>
1. School training.....	16	16
2. Employment training.....	54	54
3. Placement.....	30	30
	<hr/>	<hr/>
Total rehabilitated cases.....	100	100
 <i>Other Closures</i>		
1. Died.....	1	1
2. Married.....	2	2
3. Left state.....	1	1
4. Lost contact.....	5	7
5. Not feasible.....	7	9
6. Not coöperative.....	21	30
7. Other.....	38	50
	<hr/>	<hr/>
Total other closures.....	75	100
 <i>Summary of Closed Cases</i>		
1. Total rehabilitated cases.....	100	57
2. Total other closures.....	75	43
	<hr/>	<hr/>
Total closures.....	175	100

Cost of rehabilitation of 100 cases (years 1936-38).....	\$24,308.74
Average cost per case rehabilitated.....	243.09
Annual income of rehabilitated cases.....	80,288.30
Average wage earning per person per year.....	802.88
Average wage earning per person per week.....	15.44

SUMMARY OF RECEIPTS AND EXPENDITURES OF  
VOCATIONAL REHABILITATION DEPARTMENT  
FOR YEAR ENDING JUNE 30, 1937

<i>Receipts</i>			
<i>Federal Funds</i>	<i>Federal</i>	<i>State</i>	
Federal appropriations.....	\$11,972.28		
 <i>State Funds</i>			
State Vocational Education.....		\$11,244.71	
<i>Expenditures</i>			
 <i>Administration</i>			
1. Salary of director.....	\$400.00		
2. Salary of supervisor.....	1,040.90		
3. Salaries of clerical assistants.....	1,646.00	1.08	
4. Travel of supervisor.....	149.21	155.60	
5. Printing.....	5.00	3.25	
6. Supplies—administrative.....	31.72	98.65	

*Case Production Service*

1. Salaries of supervisor and rehabilitation agents .....	3,820.24	
2. Travel of supervisor and rehabilitation agents .....	358.32	522.16
3. Tuition, educational institutions .....	579.05	2,322.45
4. Tuition, commercial and industrial .....	801.00	2,568.42
5. Tuition, correspondence .....	74.00	303.00
6. Instructional supplies and equipment ..	692.47	2,551.98
7. Travel of trainees .....	606.58	1,433.38
8. Artificial appliances .....	893.00	1,424.77
9. Physical examinations .....		
10. Other case production expenditures ....	38.27	35.19
Transfer to balance accounts from Federal to State Account \$175.22 .....		
	\$11,135.76	\$11,419.93

Balance on hand as of July 1, 1937, \$661.30 (Federal Funds)

SUMMARY OF RECEIPTS AND EXPENDITURES OF  
VOCATIONAL REHABILITATION DEPARTMENT  
FOR YEAR ENDING JUNE 30, 1938

<i>Receipts</i>		
<i>Federal Funds</i>	<i>Federal</i>	<i>State</i>
Federal appropriations . . . . .	\$12,262.41	
<i>State Funds</i>		
State Vocational Education . . . . .		\$11,682.27
<i>Expenditures</i>		
<i>Administration</i>		
1. Salary of supervisor . . . . .	\$966.73	
2. Salaries of clerical assistants . . . . .	966.15	16.00
3. Travel of supervisor . . . . .	192.67	
4. Communication . . . . .		10.70
5. Printing . . . . .		170.34
6. Supplies—administrative . . . . .	64.58	30.70
7. Rent, Heat, and Light . . . . .	40.00	80.00
<i>Case Production Service</i>		
1. Salaries of supervisor and rehabilitation agents . . . . .	3,743.29	
2. Travel of supervisor and rehabilitation agents . . . . .	365.01	588.78
3. Tuition, educational institutions . . . . .	1,528.25	1,800.05
4. Tuition, commercial and industrial . . . . .	1,511.41	2,776.82
5. Tuition, correspondence . . . . .	109.50	565.50
6. Instructional supplies and equipment . . . . .	752.99	2,082.99
7. Trainee travel . . . . .	763.75	1,778.04
8. Artificial appliances . . . . .	732.05	1,619.56
9. Physical examinations . . . . .	13.00	30.00
10. Other case production expenditures . . . . .	23.96	41.71
Transfer to balance accounts from State to Federal Account \$91.08 . . . . .		
	\$11,773.34	\$11,591.19
Balance on hand as of July 1, 1938, \$580.15 (Federal Funds)		

Respectfully submitted,

LEROY N. KOONZ, *Supervisor.*



## CHAPTER VI

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### TEACHERS' ASSOCIATIONS

#### STATE ASSOCIATION

*To the Commissioner of Education,  
Augusta, Maine*

Dear Sir:

This report covers the calendar years 1936 and 1937, the calendar year being the official year of the Maine Teachers' Association.

#### 1936

The Maine Teachers' Association had a most prosperous year despite the continued discouraging conditions for many members in different sections of the state. The enrollment of 6,476 members was the largest for five years. The financial affairs of the Association were maintained in an excellent condition, notwithstanding extraordinary expenditures. Well-organized committees were actively at work on subjects of importance to the profession. On the whole, the record for the year 1936 could well be considered one of the most generally satisfactory in the history of the organization.

The publicity campaign which was begun during the fall of 1934 was actively continued during the year. This took various forms similar to those of the three previous years, such as a continuance of the radio program, "Maine Schools on the Air", the holding of large public meetings with outstanding speakers in the more populous centers throughout the state, the employment of a newspaper publicity agent, the maintenance of a speakers' bureau to supply speakers for service clubs, women's organizations and various other smaller groups, the support of the program of the organization known as "The Friends of Education", and the distribution of literature. A folder entitled, "The Children of All the People", containing very concise and pertinent information relative to the Maine school situation, illustrated with cuts

of school buildings, both good and poor, and a most illuminating back-cover design depicting the unfortunate situation of the Maine school boys and girls, was distributed throughout the state in large quantities.

The Thirty-fourth Annual Meeting was held at Lewiston on October 29 and 30. President Buker and her associates responsible for the program, including department chairmen, had every reason to feel pride and satisfaction for the outstanding success of the convention. The official attendance of 5,415 was the third largest in the history of the Association. This was exceeded only by slightly larger attendance at two previous meetings held in Portland, and considering the fact that two to four hundred Gorham Normal School students always attend Portland meetings as associate members, the number of active teachers present was without question larger at Lewiston than at any previous convention.

The 1935 *Journal of Proceedings* was published at a very low cost to the Association, the larger part of the expense being met, as usual, by revenue received from advertisements, Lewiston and Auburn contributing a very generous amount. These *Journals*, published annually since 1923, now comprise a total of more than 3,000 pages of educational information. This consists of abstracts of addresses, reports, statistical records and various other information of value, which gives an excellent cross section of educational conditions and progress in Maine and the Nation during this period. Bound volumes of the *Journal* for the years 1923 to 1935, inclusive, have been placed in the State Library and the various college libraries of the state.

As usual, Maine was well represented by official delegates and numerous others at the annual convention of the National Education Association, which was held at Portland, Oregon, June 27 to July 3, 1936. An official report of the delegation appears in the 1936 *Journal of Proceedings*. It seems somewhat remarkable that it is now little out of the ordinary for the Maine Teachers' Association to send delegates to an educational convention three thousand miles away. Within five years Maine delegates have attended two N. E. A. conventions on the Pacific Coast and one in Denver, Colorado. The official M. T. A. delegates at the Portland, Oregon, meeting were: Mrs. Helen G. Beauchesne, Topsham; Miss Helen Freeman, Waterville; Prin. A. D. Gray,

Mexico; Supt. William B. Jack, Portland (Acting); and Prin. Frank G. Stone, Dover-Foxcroft.

The officers of the Maine Teachers' Association for the year 1936 were: President, Miss Lou M. Buker, Augusta; First Vice President, Supt. Benjamin H. Varney, Jonesboro; Second Vice President, Supt. Willard O. Chase, Old Town; Secretary, Mr. Adelbert W. Gordon, Augusta; Treasurer, Prin. Joseph E. Blaisdell, Rockland; Executive Committee, The President, First Vice President, Secretary, Treasurer, Prin. Milton B. Lambert, Houlton, 1934-1936; Miss Agnes P. Mantor, Farmington, 1935-1937; and Mrs. Grace L. Dodge, Boothbay, 1936-1938.

### 1937

During the year 1937 there was greater activity in the Maine Teachers' Association than in any previous year. Several excellent reports were made by standing and special committees, which appear in the *Journal of Proceedings*. These reports indicate that while the Association continues as a strong professional organization, it is also becoming increasingly interested in the welfare conditions of the profession, which in turn are closely interrelated with the progress of education itself in Maine.

The Thirty-fifth Annual Convention of the Maine Teachers' Association at Portland on October 28 and 29, 1937, took its place among the many successful meetings of the Association. A program strong, well-balanced and somewhat varied from previous years, was presented. Choral reading was a new feature of interest on two departmental programs; the concert of the All-state School Band, Orchestra and Chorus was made a departmental program instead of a general session feature, and the Physical Education program on Friday evening was a very practical and convincing demonstration of the possibilities of this subject in the public schools. Attendance at the convention reached the new high record of 5,737 (actual number of attendance cards filed) or more than 200 over the previous high record. It again demonstrated that Maine teachers continue to maintain a high professional spirit under not too favorable conditions.

The Ninth Annual Meeting of the Representative Assembly was of unusual interest and importance. Special matters of interest were the appointment of a Committee on a Full-time Executive Secretary, a vote to instruct the incoming Committee

on Teacher Welfare to make a study of teacher tenure, and the vote to instruct the Executive Committee to consider the excellent report of the special Committee on Guidance in preparing the 1938 convention program. As was anticipated, it was voted unanimously to accept the invitation of Bangor as the next convention city.

The vote to appoint a special committee to investigate the advisability and advantages of employing a Full-time Executive Secretary was passed by the Representative Assembly without discussion, this matter having been discussed somewhat from time to time for the past several years. The constantly increasing duties of the part-time Secretary of the Association makes this a matter for very serious consideration, as the time is rapidly approaching when some change or readjustment in the office must be made. The report of the committee at the 1938 meeting of the Representative Assembly will be looked forward to with much interest. In case it is decided to employ a Full-time Executive Secretary, it will be necessary to amend the Constitution in various sections.

The Seventy-fifth Annual Meeting of the National Education Association at Detroit, June 27 to July 1, 1937, attracted a comparatively large attendance from Maine. The Maine Teachers' Association sent its full quota of seven delegates and various county and city organizations of Maine were also represented. The official M. T. A. delegates were: Supt. Thomas A. DeCosta, Phillips; Prin. Eugene B. Gordon, Brewer; Supt. Edward L. Linscott, Blue Hill; Miss Tessa R. Thibodeau, Norway; Prin. Elwin F. Towne, Falmouth; Miss Anne F. Treworgy, Norway; and Supt. Benjamin H. Varney, Jonesboro.

The officers of the Maine Teachers' Association for the year 1937 were: President, Supt. Benjamin H. Varney, Jonesboro; First Vice President, Prin. Frank G. Stone, Dover-Foxcroft; Second Vice President, Prin. Everett V. Perkins, Augusta; Secretary, Mr. Adelbert W. Gordon, Augusta; Treasurer, Prin. Joseph E. Blaisdell, Rockland; Executive Committee, The President, First Vice President, Secretary, Treasurer, Miss Anges P. Mantor, Farmington, 1935-1937; Mrs. Grace L. Dodge, Boothbay, 1936-1938; and Assistant Prin. Sanger M. Cook, Pittsfield, 1937-1939.

Respectfully submitted,

ADELBERT W. GORDON, *Secretary.*

**COUNTY TEACHERS' MEETINGS**

*To the Commissioner of Education,  
Augusta, Maine*

Dear Sir:

Meetings of the several county associations were held during the school years of 1936-1937 and 1937-1938 as shown in the accompanying table. In these meetings a marked tendency toward greater teacher participation in the programs has been noticeable.

The demonstrations of classroom work and the panel discussions have maintained a high professional standard and have been extremely helpful. The measure of worth for any teachers' meeting is the amount of inspiration and help which the individual teacher receives. The meetings for this two-year period have been increasingly satisfactory.

TABLE OF ATTENDANCE AT THE SEVERAL COUNTY MEETINGS FOR THE SCHOOL YEARS 1936-37 AND 1937-38

<i>County</i>	1936-37	1937-38
Androscoggin . . . . .	No meeting	420
Aroostook . . . . .	700	711
Cumberland . . . . .	No meeting	1169
Franklin . . . . .	224	214
Hancock . . . . .	305	310
Kennebec . . . . .	493	486
Knox . . . . .	190	188
Lincoln-Sagadahoc . . . . .	236	233
Oxford . . . . .	309	307
Penobscot . . . . .	681	681
Piscataquis . . . . .	176	170
Saco Valley . . . . .	126	116
Somerset . . . . .	284	290
Waldo . . . . .	191	183
Washington . . . . .	322	309
York . . . . .	435	415

Respectfully submitted,

RICHARD J. LIBBY,  
*Director of County Meetings.*

## CHAPTER VII

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### SECONDARY SCHOOLS IN MAINE

*To the Commissioner of Education,  
Augusta, Maine*

Dear Sir:

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

#### SUPERVISION IN THE SECONDARY SCHOOLS

In Maine there are 285 accredited secondary schools which are visited once every biennium. These schools are widely separated, being scattered geographically from St. Francis to Kittery and from Bethel to Eastport. They represent an excellent cross section of America's greatest institution, the secondary school. Legally there are several types. There are the class A high schools and the class A academies. These are four-year and six-year schools with courses of study leading to the high school diploma. There are a few junior high schools in the larger communities. Usually grades seven, eight, and nine are found in these schools, which are organized to administer a special type of education especially suited to adolescent youth. The class B schools are in the smaller communities and offer only two years of high school work at the ninth and tenth grade level.

These secondary schools are accredited by the State Department of Education after they have filed accreditation applications, have met the required minima as outlined in the *High School Manual, Part I*, and have been inspected by the proper official of the State Department of Education.

These minimum requirements consist of regulations pertaining to courses of study, subjects, length of school year, length and number of class periods, equipment standards, qualifications of teachers, and other more or less mechanistic standards mainly of a quantitative nature. These requirements are so organized,

however, that almost any satisfactory type of secondary school organization can meet them. The result has been wholesome over a period of years because the secondary schools of Maine do not as a rule follow one definite type in their organization and administration. They vary to fit the needs and obligations of the communities in which they are located. At the same time they accomplish the desired results and outcomes anticipated in a modern American school.

There are six-year, five-year, and four-year schools. There are schools with a four-period rotated schedule and schools with a seven-period standard schedule. There are a variety of teaching methods employed in various systems. This situation, kept under control as it is, tends to develop a spontaneity of professional enthusiasm that is wholesome and beneficial to both students and teachers.

This situation has also brought about a change in the attitude of the State Department of Education towards the secondary schools. A decade ago and earlier the tendency was towards inspection. That is, inspection in the sense that it means classifying, enforcing and prescribing rules. Modern supervision goes much farther than that. It means a coöperative and objective study of the teaching and learning situations in a given school or in schools in general. It means conducting research to discover ways of improving these conditions. It also means the training of the personnel in guiding and improving learning. Therefore the division of secondary education not only visits its 285 secondary schools for inspection purposes, it must also work out tentative courses of study, suggested program schedules, act as a clearing house for secondary school information, assist in discussion groups at faculty meetings or other school organizations, and in general disseminate and correlate the secondary school work.

#### ADMINISTRATION

The fundamental activity of the secondary school is learning on the part of the student. Of equal importance is the subject-matter content or the material the student is to learn. Using the broad definition of learning to include the development of right attitudes, skills and habits, as well as the accumulation of factual knowledge, it is obvious that considerable guidance is necessary.

This guidance is furnished by the superintendents and principals in their own communities with the Department's assistance always available. Space does not permit an elaborate statement of leadership in this direction. Mention should be made of the new *High School Manual, Part II*, which contains subject matter, suggestions and references in every high school subject. This elaborate bulletin is so arranged that it can be continually revised as revision is needed. It serves as a guide for the school administrators and contains many of their own suggestions.

#### ROTATED DAILY SCHEDULE

Some years ago it was seen that nearly every school was operating on the minimum length period, forty minutes. Observation showed that in actual practice the teaching time was really much less, perhaps only thirty minutes. A remedy for this inefficient arrangement was sought, with the rotated schedule as a temporary solution. The ultimate solution will probably be a five-period day unrotated, with longer periods, but this would require twenty per cent more teachers with an additional expense. The following types of rotated schedules have been adopted by both small and large schools in over one hundred communities. The results over a period of five years have exceeded expectations. The teachers, students, and parents have acclaimed the scheme as satisfactory. The achievement of the students has been measured in some schools and the results show actual improvement educationally as well as economically.

#### THE ROTATION

The majority of Maine secondary schools operate on a seven-period day traditionally, although there are a few that have had a six-period schedule. Both of these schedules generally allow periods of only forty or forty-five minutes in length. A few years ago it was almost impossible to find a school having periods longer than forty minutes.

Probably such a short period is reasonably satisfactory for schools and subjects where there is a traditional "one textbook" program, or where the facilities are poor, where there are not good reference books and magazines, or where good study procedures are not used. These schools now are few. There is a trend towards better library equipment, multiple texts, and



conference and committee work in classes. Students often have reports on interesting subjects to present to their class. Time is now available for debates, discussions and dramatizations. Class procedures that require time, such as the assignment, motivation, testing, and directed study, are given time allowances of satisfactory length.

The seven-period day is the base upon which the typical rotation starts. The principal sets up his program, using whatever method is most to his liking, so that *before school opens* in the fall he has a schedule that has few or no conflicts and offers a reasonable number of subjects without overloading any group of teachers. All that is necessary now is to change the period length so that only five periods of the seven will meet each day. The following is the basic unrotated seven-period schedule. All periods are 45 minutes in length.

*Traditional Seven-Period Schedule (Unrotated)*

Monday	Tuesday	Wednesday	Thursday	Friday
1	1	1	1	1
2	2	2	2	2
3	3	3	3	3
4	4	4	4	4
5	5	5	5	5
6	6	6	6	6
7	7	7	7	7

This seven-period schedule has no variation. It is exactly the same each day. Some of the periods are more favorably located than others. Both teachers and students have a heavy load in the number of subjects and study periods each day. By rotating this traditional program it resolves into the simple five-period schedule below with periods of 63 minutes.

*Five-Period Schedule (Rotated 7/5)*

(Seven-Period Basic Program)

Monday	Tuesday	Wednesday	Thursday	Friday
1	6	4	2	7
2	7	5	3	1
3	1	6	4	2 etc.
4	2	7	5	3
5	3	1	6	4

Without changing the length of the day, the forty-five minute periods in the seven-period traditional schedule become periods of sixty-three minutes in the 7/5 rotated schedule. Of course every period does not occur every day.

## EFFECTIVE ROTATION PLANS

The preceding seven/five rotation (7/5) is a simple scheme but it can be improved by adding an activities and an auditorium period thus:

Monday	Tuesday	Wednesday	Thursday	Friday	Monday
1	5	3	1	5	3
2	6	4	2	6	4
3	7	5	3	7	5
4	1	6	4	1	6
Activities	2	7	Auditorium	2	7

---

Three-day unit	Three-day unit
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This plan has the advantage of "coming out even" every three days. It also gives an opportunity for auditorium and other activities, thus providing for some physical education, club work, and both home-room and assembly guidance. This plan is especially effective in schools of from two to five teachers.

The activity period can be utilized in a variety of ways. As it is about one hour in length it may sometimes be divided. Part of the time may be used for music, art, clubs, etc., and another portion for games and physical education. It may vary from week to week.

The auditorium period may be too long for the assembly. Here again, time may be made available for home-room activities by splitting this auditorium period, giving thirty minutes to the home room and thirty to the auditorium.

In this plan double periods are unchanged. If they are doubled in the seven-period basic plan they are doubled in the five-period rotation. The fundamental requirement of all rotation plans is that at least an *average* of two hundred minutes per week per subject be attained.

The Thomaston High School plan given here is a typical 7/5 rotation with an activities period each day.

*The Seven/Five Rotation at Thomaston*

Period	Time	Mrs. G-	Miss S-	Prin. S-	Mr. W-
	8.30- 8.35	ATTENDANCE			
1st	8.35- 9.35	English 4	W. History	Algebra 1	Bookkeeping
2nd	9.40-10.40	English 1	French 1	Algebra 2	Econ. Geog.
3rd	10.45-11.45	English 3	Economics	Gen. Science	Shorthand 2
	11.45- 1.00	NOON			
	1.00- 1.25	ACTIVITIES PERIOD			
4th	1.25- 2.25	English 2	French 2		Bus. Math.
5th	2.30- 3.30	Latin 1	Amer. Dem.	Geometry	Type. 1
6th		Latin 2	Amer. Hist.	Adv. Math.	Type. 2
7th			Civics	Chemistry	Shorthand 1

*The Six/Four Plan*

The seven/five plan explained previously is especially favorable for small schools although many larger schools use it. However, if conditions in a city school are at all favorable the basic program should be arranged on a six-period basis. This, then, can be rotated with four periods meeting each day thus:

Monday	Tuesday	Wednesday	Thursday	Friday	Monday
1	5	3	1	5	3
2	6	4	2	6	4 etc.
3	1	5	3	1	5
4	2	6	4	2	6

At the Ellsworth High School this plan adds an activities period each day.

*Time Schedule for Ellsworth High School*  
(seventy-minute periods)

A.M.	8.10	Ten minute warning	P.M.	12.40	Ten minute warning
	8.20	Home room		12.50	Home room
	8.30	Club period		12.55	Third period
	9.07	Warning		2.02	Warning
	9.10	First period		2.05	Recess
	10.17	Warning		2.10	Fourth period
	10.20	Recess		3.17	Warning
	10.25	Second period		3.20	Home room
	11.32	Warning		3.25	Dismissed
	11.35	Home room			
	11.38	Dismissed			

*Variant Plans*

Obviously there are many varieties of such schedules. The most common plans are the  $7/5^*$  with or without activities periods, and the  $6/4$  plan. There are many schools with the  $7/6$  plan but this plan gives only a few of the better features of the rotation. The resulting periods can seldom be longer than fifty minutes in the  $7/6$  plan, so little is accomplished toward longer periods. It is, however, a start in the long-period direction.

Other plans are the  $7/4$  and the  $6/5$  rotations. There is one school operating on a  $7/3$  plan. Sanford is experimenting, with special permission, on a plan that offers four regular periods in the morning. Students who make certain scholastic attainment are excused from the repetition of the same four periods in the afternoon. Other schools have a rotated schedule four days a week and go through the entire schedule one day, usually Monday. Still other plans have periods of varying lengths.

SMALLER SCHOOL PROGRAMS

In the smaller schools the offerings of subjects and the time schedules present serious problems. Often there are employed in these schools inexperienced teachers and the teacher emigration in these schools is large. As a result suggested programs have been worked out for these schools to meet the demands of school committees and citizens who have noted a certain instability in the courses of study.

\*— $7/5$  means a seven-period schedule rotated so that five periods meet each day.

FORMAL PROGRAM FOR TWO-TEACHER HIGH SCHOOL

*Suggested Organization of Subjects*

*Teacher A*

1. English I
2. English II
3. English III (or English IV)
4. Latin I (or Latin II)
5. French II (or French I)
6. Civics (or World History)

*Teacher B*

1. American History (or Social Problems)
2. Mathematics I
3. Mathematics II
4. Geometry (or Mathematics III)
5. General Science (or Biology)
6. Chemistry (or Physics)

*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

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. Mathematics I is general mathematics and may include advanced arithmetic as well as elementary business. Mathematics II is algebra. Mathematics III is either review mathematics or possibly solid geometry and trigonometry.

4. 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 I		Latin I
French II	OR	Latin II
Latin II		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.

5. 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 Publications
	Girls' Club	Art Club or Nature Club	Boys' Club	Athletic Club

## 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 (or World History)

*Daily Schedule of Studies—Even Years*

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

FORMAL PROGRAM FOR THREE-TEACHER HIGH SCHOOL

*Suggested Organization of Subjects*

<i>Principal</i>	<i>Teacher A</i>	<i>Teacher B</i>
Geometry (or Mathematics III)	French I	American History
Mathematics I	French II	(or Social Problems)
Mathematics II	English I	Civics and Occupations
Chemistry (or Physics)	Latin I	General Business (or H. S.
General Science (or Biology)	Latin II	Geog., or Economics)
Supervision Period	Latin III	World History
Program offerings, 25.	(or Latin IV)	English II
Yearly offerings, 17.		English III (or English IV)
Teaching periods: principal 5, teachers 6 each.		

*Daily Schedule of Studies—Even Years*

Time	Principal	Teacher A	Teacher B
8.30- 9.30	Mathematics II	French II	Civics and Occupations
9.30-10.30	General Science	French I	American History
10.30-11.00	Activities, Assembly, Health, Music, Art		
11.00-12.00	Chemistry	English I	World History
1.00- 1.45	Supervision	Latin III	General Business*
1.45- 2.30	Mathematics I	Latin II	English III
2.30- 3.15	Geometry	Latin I	English II

\*Subject given every three years, alternates with H. S. Geography, and Economics.

*Daily Schedule of Studies—Odd Years*

Time	Principal	Teacher A	Teacher B
8.30- 9.30	Mathematics II	French II	Civics and Occupations
9.30-10.30	Biology	French I	Social Problems
10.30-11.00	Activities, Assembly, Health, Music, Art		
11.00-12.00	Physics	English I	World History
1.00- 1.45	Supervision	Latin IV	High School Geography*
1.45- 2.30	Mathematics I	Latin II	English IV
2.30- 3.15	Mathematics III	Latin I	English II

\*Three-year alternation with Economics and General Business.

## SCHOOL POPULATION

The enrollment in the secondary schools is still increasing as it has for the last decade. These enrollments are interesting. Fifteen years ago there were 28,680 pupils enrolled. In 1928-1929 there were 36,443. In 1932-1933 there were 44,416. In 1938 there were 47,023 students enrolled in all types of secondary schools.

A study of the situation seems to show that the enrollment is growing more stable. An interesting fact is that in general the entering classes are not much larger, but the upper classes have larger enrollments. This shows that the high school is retaining its students better than in former years.



GRADUATES OF MAINE SECONDARY SCHOOLS

Year	High Schools	Academies	Total
1928	4341	1115	5456
1929	4337	1120	5457
1930	4603	1121	5724
1931	4861	1128	5989
1932	5309	1362	6671
1933	5773	1395	7168
1934	5911	1469	7380
1935	6161	1424	7585
1936	6070	1456	7526
1937	6178	1592	7770

CONSOLIDATION OF HIGH SCHOOLS

A study of the high school situation in Maine shows that many high schools and academies are serving areas that geographically are too small. With the advent of the school bus and its very satisfactory performance, a number of Maine's secondary schools should be closed and the pupils transported to consolidated schools operated jointly by adjoining towns.

The growing complexity of American civilization has brought about a need for a high school that offers a broad field of experiences and opportunities. The modern school should have courses in some sort of industrial or agricultural work, home economics, business, and general citizenship courses. There should be work in music, arts and crafts, remedial work in fundamentals, guidance programs, and a broad opportunity in extra-curricular fields. No small secondary school can or should attempt such a program. The answer to the problem is consolidation of schools. Every possible effort should be made to convince communities that consolidation of high schools will be beneficial both educationally and financially.

THE PROFESSION AND EDUCATIONAL POLICY

One of the most encouraging elements in education at the secondary school level is the continued interest in professional training on the part of the administrators and teachers. Many teachers attend summer schools at the University of Maine and Bates College. Large numbers leave the state for education at the larger universities.

Because of this interest in study, the members of the teaching profession of our secondary schools are becoming more and more interested in educational policy, methods, and general improvements.

Specifically two national studies, namely the *Issues and Functions of Secondary Education* of the Department of Secondary School Principals of the National Education Association, and the *Coöperative Study of Secondary School Standards*, have been made local foci in many schools. Faculties and social groups are studying these reports. Discussion groups are being carried on in some centers. The results cannot be other than wholesome and beneficial.

#### ATTAINMENTS OF THE SECONDARY SCHOOLS

##### *Scholastic Attainments*

The aims of Maine's secondary schools may be stated in the idea that these schools are trying to develop young men and women who are socially efficient, culturally happy, and creatively inclined. The struggle to reach these aims has developed a remarkable reorganization in administrative procedures and teaching methods. Various testing programs carried on by the School of Education at the University of Maine in coöperation with the Department of Education, tend to show that this constructive program, with its longer class periods, its changed curriculums, and its better trained teachers, is improving the school product at the secondary school level.

The emphasis scholastically is still towards reasoning and thinking, although it must be admitted that memorization of certain basic laws and principles is fundamental. Some of the more progressive schools have attained a satisfactory balance in this area. This is particularly true with the student groups that are pursuing terminal high school courses. Excellent business, industrial, vocational, and general subjects develop these attainments and point towards the building of the young citizen who can find his place in his own Maine community or elsewhere.

About fifteen per cent of the total secondary school student body in Maine actually attends college. Until the last decade the schools were definitely organized for this college group. Today practically all secondary schools prepare this group for post high school education, but the emphasis is slowly shifting

to training all students in citizenship pursuits with the many concomitant factors and elements that go with such education.

The "Freshman College Record", a study carried on by the secondary school division of the State Department of Education, shows the scholastic ranks of freshman students at the four Maine colleges. This study in summary form is printed below in this report, and for the last five-year period shows the honor and failure grades at the colleges. It is encouraging to note that this type of secondary education is improving even though there has been a shift of emphasis.

Other studies and reports emanating directly from the colleges show that Maine students are apparently being better prepared for college than in former years.

SUMMARY BY YEARS FOR FIVE-YEAR PERIOD OF  
FRESHMAN COLLEGE RECORD DATA

	1937-38	1936-37	1935-36	1934-35	1933-34
Total number of different Maine secondary schools reported . . . . .	148	137	138	143	117
Number of students entering the four Maine colleges from above schools	581	558	530	542	538
Total number of grades assigned these students	3138	3000	2802	2871	2879
Number of students failing in <i>one</i> subject only	79	67	87	71	78
Number of students failing in <i>two</i> subjects only	32	20	27	26	39
Number of students failing in <i>three or more</i> subjects . . . . .	20	9	14	18	16
Total number of failures.	207	142	190	187	209
Total number of honor grades . . . . .	845	998	842	863	871
Grades per pupil . . . . .	5.401	5.376	5.286	5.297	5.351
Per cent of failures to grades assigned . . . . .	6.596%	4.732%	6.780%	6.513%	7.25%
Failures per pupil . . . . .	.356	.254	.358	.345	.388
Per cent of honors to grades assigned . . . . .	28.075%	33.266%	30.049%	30.059%	30.25%
Honors per pupil . . . . .	1.516	1.788	1.588	1.592	1.618

## ATHLETIC ATTAINMENTS

The secondary schools of Maine are no more and no less sane in the matter of athletics than the secondary schools of other states. Even though the athletic program is really in the extra-curricular field, it deserves special mention.

The Maine Association of Principals of Secondary Schools is a very active organization and has gained the confidence of the people of Maine in its leadership of athletics and other activities. The Association has been a leader nationally in membership for some years. Locally its influence has been tremendous. The organization has stressed sportsmanship and honesty, regulated athletic competition, and sponsored generally those athletic programs that are considered most effective educationally.

By sanctioning only those athletic activities that are most beneficial and by stressing the fact that the major aim is a broad physical education program for the many instead of athletics for the few, this area of activities should produce in a few years even more beneficial and sensible results than have been attained in the past.

## EXTRA-CURRICULAR ATTAINMENTS

Among the many types of activities that make up the secondary school program none lead the musical activities in this biennium. Never has Maine, or possibly any state, seen such growth as there has been in the number of bands, orchestras, and vocal organizations. There are ninety-two bands reported in the secondary schools. Nearly every school has an orchestra and a chorus.

The bands, perhaps, have led the parade of the long list of activities. The very nature of the organization has appealed to the public. Many schools have completely outfitted these bands in uniforms, some of inexpensive materials and others with elaborate and more costly uniforms. These bands, dressed in their military uniforms or uniforms of school colors with their drum majors, make an exceedingly good impression on their communities. Some bands are small with perhaps twenty to twenty-four musicians. Other bands have an instrumentation of over a hundred.

Educationally, music has found its place in the secondary schools. The objectives are purely avocational, yet the emphasis is such that surely some students will find their vocations in this field.

Drama has found its place through the medium of the one-act play. Spurred on by competitions sponsored by the Maine Principals' Association and a final competition sponsored by Bowdoin College, no less than sixty-five schools annually take part in these competitions. The results are most satisfactory and Maine has assumed the leading role in New England in these dramatic activities.

The speaking arts have not been neglected. Many prize speaking and oratorical contests are carried on. Debate flourishes with the assistance of the colleges.

Hobby clubs are common in the schools, as also are departmental or subject clubs. These clubs vary from radio clubs to Shakespeare clubs, and typical clubs are: photography, commercial, college, stamp, student council, and the like.

The activity program in the Maine secondary schools is becoming more and more educational in character, and at the same time the curricular work is losing some of its stilted academic stiffness. These two educational fields, once so far apart, are today becoming solidly welded in a program that points directly at the worth-while goods of modern education.

Respectfully submitted,

HARRISON C. LYSETH,  
*Director of Secondary Education.*

## CHAPTER VIII

## NORMAL SCHOOLS

*To the Commissioner of Education,  
Augusta, Maine*

Dear Sir:

Teacher preparation in the State of Maine during the biennium just closed will mark a very definite period in Maine's educational history.

Maine is a rural state and the number of rural positions in the Maine public school system will always be relatively large. The practice has always been to promote successful rural teachers to the more desirable urban positions. The test of the successful all-round teacher is the ability to develop and maintain a good rural school program for all the factors of successful teaching may be found in this type of school. In practice it has been found that few successful rural teachers are failures as urban grade teachers but that quite frequently an outstanding grade teacher proves to be a failure as a rural teacher.

A real problem of public school administration is the maintenance of a quality and quantity of preparation for teaching in rural schools comparable with that provided for urban schools. This problem would be greatly simplified if living conditions and salaries were more nearly comparable. These two factors are not easily controlled. Normal school principals have not been very enthusiastic in recommending the rural school field to student teachers, particularly when a shortage existed and no difficulty was experienced in placing all graduates. With the advent of a keener sense of public responsibility for the equalization of educational opportunity throughout the state has come a perceptible change in attitude toward this particular feature of teacher supply. There has been a tendency to level off salaries paid for comparable services whether rural or urban. This feature is much more easily controlled than the former, for living conditions do not change to an appreciable degree over a period of years.

The teacher-training institutions can do much in guiding rural-minded student teachers into the rural teaching field. This feature of the present training program is now receiving greater emphasis and should show considerable improvement in the immediate future. To do this effectively it will be necessary to provide a better rural training program than has been provided in the past. At present, rural practice facilities are in no way superior and in some respects inferior to numerous rural school physical plants. Whether or not rural life and rural teaching can be made attractive enough to competent student teachers to make them want to elect rural curricular will depend quite largely upon state policy and practice in stressing this type of preparation and providing adequate training facilities.

The fact that Maine has 77,280 rural elementary pupils, as compared with 60,218 urban elementary pupils, logically leads one to the conclusion that in spite of the ultimate outcome of the consolidation program, which has met with considerable success in this state over a score of years, rural teacher-preparation represents a paramount problem which comes up for immediate attention to care properly for the need of these young people.

#### THE GOAL OF TEACHER-TRAINING INSTITUTIONS

The major objectives of Maine teacher-preparation institutions are: (1) the adequate training of teachers to best meet the educational and moral needs of "all the children of all the people"; (2) a guidance program and a system of selective admissions that will function in locating, directing and admitting promising recruits for the profession; (3) the upgrading of professional preparation for members of the regular teaching staff; (4) the employment as critic teachers broadly educated, cultured men and women who have been well grounded in methods during their training, these supplemented by a liberalized and cultural background together with successful teaching experience; (5) the expansion of the laboratory school and off-campus training facilities for supervised student teaching under the watchful eye of a master teacher; (6) increased facilities for the active participation of all students in the social life of the institution; (7) the encouragement of a reasonable amount of research and experimentation of promising but untried theories and suggested practices, particularly in unexplored fields of education such as

nursery school education, vocational and character guidance, training for the socially maladjusted school child, education of the home-bound crippled child, and adult education; (8) the extension of the services which institutions are prepared to give to teachers already in service who have had little or no opportunity to make adequate preparation for the work of teaching, having in mind that in-service growth of teachers means an ever-growing, wholesome and cultural influence upon the people, and (9) the best professional preparation for teaching which the practice of education has yet evolved.

#### SELECTIVE ADMISSIONS

The practice of selective admissions to teacher-preparation institutions is one of the most difficult problems of the entire field of teacher training because of the subjective elements involved. Chief among the reasons for the careful selection of would-be teachers are: (1) the necessity and earnest desire on the part of school officials for a product of superior quality in the field of teaching; (2) the necessity for controlling the supply to meet the demand; and (3) to prevent waste of time, energy and expense on the part of the training agencies and the individuals concerned.

A decentralized system of teacher education is likely to be influenced by local standards, size of enrollment, and the degree of effort which must be put forth to keep the enrollment up to a point which will justify the institution's existence. During the years of the depression this problem has been an acute one for several Maine normal schools.

The following recommendations, if practiced, would no doubt have a tendency to strengthen this feature of Maine's program. First, the Board of Normal School Trustees, which has full authority to set up admission criteria and enforce standards, should exercise that authority and not leave the matter entirely to local school administrators. The enforcement of such a plan is strongly recommended. Second, a recruiting plan which calls for the assistance of secondary school principals, which under present conditions would necessarily be voluntary on the part of these officials, is highly desirable and recommended. Third, the assistance of teacher-employing agencies should be sought and such agencies made to feel their responsibility in



guiding into teacher training, whenever possible, students who possess teacher-potentialities, and away from teaching those who would obviously be misfits in the profession. Fourth, a continuous study of the number of recruits necessary to take care of the teacher turnover is an essential phase of any teacher-preparation program and should be incorporated as a part of the plan. Fifth, admissions should never greatly exceed the number necessary to fill vacancies which occur, thereby avoiding the type of competition which tends to lower salaries below a reasonable return on the trained teacher's investment of time, energy and expense in preparing for this branch of public service.

All admissions should be probationary. Certification regulations in this state tend toward that end inasmuch as permanent certification is no longer practiced for those who now enter the service. The sifting process should be continuous and if by reason of temperament, personality, and other causes, any are found to be undesirable for the profession they should be dropped from the roll.

Teacher-preparing curricula must be ever changing to meet new demands of an ever-changing social order. There has been a radical change in Maine's curricula from the days of the first formal offering of teacher-preparing courses to the present time. There is no valid reason why the curricula should not be uniform in all institutions preparing teachers for identical levels of school work. That is, what is recognized as sound rural teacher-preparation work in one institution should be equally sound in any other institution preparing teachers for the same field of service. This is likewise true with respect to special fields of preparation whether it be kindergarten, subprimary, lower or upper grade work. A uniform program for all institutions, therefore, is desirable for the following reasons: (1) to simplify the matter of transfers from one institution to another; (2) to insure against the possible failure of covering the minimum essentials of any required course, whether professionalized subject matter or cultural; (3) to preserve a proper balance and sequence of courses.

A special study made of all Maine teacher-training institutions clearly shows that some institutions, according to a report made by their own graduates, have not sufficiently emphasized methods courses, while others appear to be strong in this respect but weak in other phases of their training.

This study revealed a wide variation in preparation and remuneration for services of regular faculty and laboratory school teachers. This is no doubt largely traditional and possibly because it has not been possible to secure laboratory school teachers with broad cultural background and equally fine training in theory and practice of teaching the elementary school subjects.

Critic teaching calls for superior ability, in no sense inferior to that of regular faculty members. Therefore, to encourage those who have special aptitude to remain in this branch of the service, the salary and rank should be comparable. It is therefore recommended that recognition be given to critic teachers in laboratory schools, on campus where the administration has complete control, by requiring comparable professional preparation, paying a comparable salary, and giving the same rank as is given to regular staff members.

This study also revealed much inbreeding by institutions, especially in the critic-teacher staffs. This is quite natural and could be countenanced to a certain degree provided these teachers have pursued post graduate work in other institutions and qualified for undergraduate and graduate degrees. The primary reason for this inbreeding has been lack of an adequate salary schedule to make possible the employment of teachers who have had advanced professional preparation. Principals have preferred to recommend persons of proven and known ability rather than to take chances on what they might be able to find outside of their own schools of questionable ability.

An experimental course of study is being developed which will be flexible enough to permit of desirable changes as may best meet educational needs of the day and yet sufficiently standardized to prevent changes without the combined approval of the joint faculty conference and board of control.

#### STUDENT TEACHING

Student teaching calls for a wide range of knowledges and skills on the part of critic teachers if they are to be recognized by the student teacher and inspire them with their leadership. It has been found impossible to provide student-teaching facilities on campus for all who must be trained, particularly in the rural field. Therefore, contractual relations with neighboring municipalities have been necessary and this has had a tendency

to limit to some degree the control which seems desirable for best results. A full quarter of student teaching has been required of two-year graduates. This requirement has been raised to a full semester for third and fourth-year graduates.

Inasmuch as students are never certain of being able to secure positions in the field of their first choice and occasionally their second choice, due to limited demand, a sufficient amount of time should be spent in each type of training to orient the student to the needs of each field in case he may be forced to teach outside of the field of his choice.

Beginning teachers need close supervision lest they take the course of least resistance and revert to methods employed when students in the elementary schools. To correct teacher-behavior patterns that do not conform with recognized practice before these patterns become fixed, directors of training should follow up their work by visiting teachers in the field and providing clinics on campus which recent graduates may attend. Beginning teachers should be encouraged to keep in close contact with the institution from which they have been graduated, at least, and to feel free to ask for assistance when it is needed.

The obligation of an institution does not end with the fulfillment of the primary purpose for which it was established, namely, the preparation of would-be teachers for teaching service. Many entered the service and are still serving as teachers who have had little or no professional preparation. For these to continue to practice without any preparation is a rank injustice to young children who come under their instruction. A program of in-service training, through clinics, correspondence, summer-session courses, or student-teacher exchange, should be offered by all institutions. Through these media the institution may be able to extend beyond the campus the service which it is prepared to render.

Today, though research reveals that we have much to learn about the child, his nature and his needs, we have gone far in developing the program into a science, complicated, challenging to the best minds of the country. At the beginning, the program of teacher preparation rested upon the meager foundation of an elementary education. In Maine many were admitted to teacher training upon the completion of the grammar or elementary grades. Today, the minimum preparation is graduation from

an approved secondary school offering a minimum of four years of post elementary school work. The training course proper has been expanded from a few months or a single year of training to two-, three-, and four-year curricula leading to a degree in elementary education.

The only institution in Maine authorized to grant a degree in elementary education is Gorham Normal School. The first class to be graduated from this institution in June 1938 numbered 26.

The expansion of the elementary teacher-training curricula from three years to one of four years should be as rapid as the demand for four-year graduates develops.

The conversion of one and possibly two of the six teacher-preparation institutions into special preparatory schools is recommended to provide training for teachers who desire to serve in nursery schools, in the fields of guidance (vocational and character), the home-bound crippled child, and the socially maladjusted child who is in need of a very special type of training.

In closing this report, as Director of Teacher Education, may I express to you, the Board of Normal School Trustees, and the principals and faculties of our state teacher-preparation institutions, sincere appreciation for your unfailing coöperation and support.

Respectfully submitted,

EDWARD E. RODERICK,  
*Director of Teacher Preparation*

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, 1938:

FACULTY 1936-1937

Richard F. Crocker, <i>Principal</i>	<i>Principles of Education, Psychology, Science, School Law</i>
Cathryn R. Hoctor	<i>Director of Training</i>
Antoinette Page	<i>French</i>
Gladys T. Sylvester	<i>Music</i>
Mrs. Levi Dow	<i>Domestic Science</i>
Waneta Blake	<i>English, Latin, Library Science</i>
Floyd Powell	<i>Health, Social Science</i>
Theresa Marquis	<i>Grades 1 and 2</i>
Marion Pinette	<i>Grades 3 and 4</i>
Anne Marie Cyr	<i>Grades 5 and 6</i>
Beulah Bradbury	<i>Grades 7 and 8</i>
Dolores Marquis	<i>Domestic Science Assistant</i>
Geneva Paradis	<i>Domestic Science Assistant</i>
<i>Other Officers</i>	
Belle B. Downes	<i>Matron</i>
Theresa Morin	<i>Secretary</i>
Jean O. Cyr	<i>Janitor</i>

FACULTY 1937-1938

Richard F. Crocker, <i>Principal</i>	<i>Principles of Education, Psychology, Science, School Law</i>
Cathryn Hoctor	<i>Director of Training</i>
Antoinette Page	} <i>French</i>
Virginia Nadeau (substitute)	
Angeline Michaud	<i>Art, Mathematics</i>
Gladys Sylvester	<i>Music</i>
Mrs. Levi Dow	<i>Domestic Science</i>
Waneta Blake	<i>English, Latin, Library Science</i>
Floyd Powell	<i>Health, Social Science</i>
Theresa Marquis	<i>Grades 1 and 2</i>
Marion Pinette	<i>Grades 3 and 4</i>
Anne Marie Cyr	<i>Grades 5 and 6</i>
Beulah Bradbury	<i>Grades 7 and 8</i>
Dolores Marquis	<i>Domestic Science Assistant</i>
Geneva Paradis	<i>Domestic Science Assistant</i>

*Other Officers*

Belle B. Downes  
Theresa Morin  
Jean O. Cyr

*Matron*  
*Secretary*  
*Janitor*

The gradual drop in enrollment from 166 in 1936 to 141 in 1938 is due largely to conditions which exist in the northern part of Aroostook County. The low salaries, together with difficult working conditions, are definitely unattractive to prospective teachers. It appears at this time, however, that the shortage of teachers and the slight increases in salaries will stimulate attendance.

Miss Cathryn Hoctor, who had been granted a leave of absence for two years, completed her work at the University of Maine for a bachelor's degree. She has returned and taken up her duties as Director of Training.

It is with pardonable pride, I believe, that I point to the splendid professional spirit of the faculty members. With few exceptions they have improved themselves through summer school attendance and resident study. Their loyalty to the institution and the territory it serves has been of a high order.

I believe it to be my duty to again point out the need for improved library and laboratory facilities. Conditions which exist at the present time are not conducive of the best results. The efficiency of the faculty and student body is necessarily lowered.

I want to gratefully acknowledge the salary increases during this period, and take this opportunity to thank the Commissioner of Education and the Trustees for their sympathetic attitude toward our school and its problems.

Respectfully submitted,

RICHARD F. CROCKER,  
*Principal*

## EASTERN STATE NORMAL SCHOOL

*To the Commissioner of Education,  
Augusta, Maine*

Dear Sir:

The report of the Eastern State Normal School for the biennial period ending June 30, 1938, is herewith respectfully submitted.

The two school years just passed have been not only busy and profitable but happy as well. We pride ourselves upon the homelike yet businesslike atmosphere of our school and upon the fine coöperative spirit that exists among the members of our student body and faculty.

Some of the signs of progress are indicated below:

1. An increase of over eighteen per cent in average attendance and an increase of over twenty-three per cent in total enrollment. (This latter figure includes our teachers on exchange who were with us for six weeks during the regular school year.)
2. An increase in number of exchange teachers with prospects for a further increase and a further extension of service to the surrounding school and community area.
3. The addition of a third year to the requirements for graduation is more than justified in that our graduates not only profit from the added nine weeks of student teaching but also are better informed, have a more highly developed professional attitude, and are better able to appreciate the correlation and interrelation of subject matter.
4. During the summer of 1937 seven of our fourteen teachers attended summer school. During the two-year period two faculty members have earned Masters' degrees and one a bachelor's degree. Still another will receive a B. S. degree in August. Five other faculty members have earned college credits leading to a degree in education.
5. The exchange course of study has been improved and extended.
6. All graduates in the class of 1937, who desired to teach, secured a school.
7. The seventh and eighth grade training school, formerly located near the Common, is now on campus.
8. The authorized addition of a subprimary grade is a decided improvement.

Several changes in staff membership have taken place. For the school year ending June 1937: Miss C. Elizabeth Sawyer, A. B., became teacher of English replacing Helen M. Gilman, resigned; Miss Elizabeth A. Sanborn was elected to the position of critic teacher in grades one and two to replace Mrs. Nina Armstrong Adams, resigned; Miss Una B. Grey ceased to be a member of our faculty when the rural training school at North Castine was discontinued. For the school year ending June 1938: Miss Mary B. Bills, who resigned in June 1937, after forty years of faithful and efficient service, first as a critic teacher in lower grades and later beginning with the winter of 1917-18 as the director of the demonstration school, was replaced by Miss Edith B. Leslie, B. S., a former director of training at the Johnson (Vermont) Normal School; Lloyd D. Hatfield, B. S., was relief teacher for Everett H. Nason, on sabbatical leave, and Hazel Killam, M. S., replaced Mrs. Susie H. Nason, critic teacher, who attended the University of Maine during the second semester.

## FACULTY 1936-1937

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, Social Science</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. in Ed.	<i>Science, School Law, Civics, History</i>
C. Elizabeth Sawyer, A. B.	<i>English, Reading, Literature</i>
Ethel L. Wardwell	<i>Music</i>

*Training School*

Mary B. Bills	<i>Director of Training</i>
Elizabeth A. Sanborn	<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>

*Other Officers*

Emma C. McCullough	<i>Matron at Richardson Hall</i>
Susan S. Hadlock	<i>Secretary</i>
James Hatch	<i>Janitor</i>
Bernard Sawyer	<i>Janitor</i>



FACULTY 1937-1938

William D. Hall, B. S.,	<i>Principal</i>	<i>Education, Nature Study</i>
Ermo H. Scott, A. B., M. A.,	<i>Vice Principal</i>	<i>Sociology, Psychology,</i> <i>Educational Measurements, Mental Hygiene</i>
Grace S. Bowden	<i>Librarian, Library Science, Children's Literature,</i> <i>Penmanship, Social Science</i>	
Lloyd D. Hatfield, B. S. in Ed.	<i>Industrial Arts, Mathematics, Geography</i>	
Gladys E. Milliken, A. B.	<i>Household Arts, Hygiene, Physical Education</i>	
Orett F. Robinson, B. S. in Ed.	<i>History, Economics, Science,</i> <i>School Law, Political Science</i>	
C. Elizabeth Sawyer, A. B.	<i>English, Literature, Reading</i>	
Ethel L. Wardwell	<i>Music</i>	
	<i>Training School</i>	
Edith E. Leslie, B. S. in Ed.		<i>Director of Training</i>
Elizabeth A. Sanborn		<i>Grades 1 and 2</i>
Susie H. Nason ( <i>first semester</i> )		<i>Grades 3 and 4</i>
Ethel L. Friend ( <i>second semester</i> )		<i>Grades 3 and 4</i>
Ethel L. Friend ( <i>first semester</i> )		<i>Grades 5 and 6</i>
Hazel Killam ( <i>second semester</i> )		<i>Grades 5 and 6</i>
Edna C. Harquail		<i>Grades 7 and 8</i>
	<i>Other Officers</i>	
Emma C. McCullough		<i>Matron at Richardson Hall</i>
Susan S. Hadlock		<i>Secretary</i>
James Hatch		<i>Janitor</i>
Bernard Sawyer		<i>Janitor</i>

We respectfully recommend that the following suggestions be given due consideration: improvement of artificial lighting in grade rooms and at least one recitation room; restoration of rural training school facilities; installation of adequate heating arrangements in science laboratory; construction of cement walk from administration building to Main Street; purchase of new living-room furniture for girls' dormitory, and fertilization and seeding of parts of campus grounds and trees.

We hereby express our appreciation to the Board of Normal School Trustees for their coöperative attitude, especially in regard to the improvement of the physical condition of our school plant, to degree advancement of faculty members, and to the yearly study and betterment of the course of study.

Respectfully submitted,

WILLIAM D. HALL,  
*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, 1938.

As a matter of official record, I am listing the personnel of the faculty staffs for 1936-1937, 1937-1938 and the summer session of 1937:

## FACULTY 1936-1937

Philip H. Kimball, <i>Principal</i>	<i>Psychology, Sociology</i>
Earle D. Merrill, <i>Vice Principal</i>	<i>Mathematics, Education</i>
Frank M. Kilburn	<i>Science</i>
Ethel I. Duffy	<i>Art</i>
Lelia K. Tripp	<i>Director of Training</i>
E. Marion Dorward	<i>Music</i>
Lincoln A. Sennett	<i>Social Studies</i>
Drew T. Harthorn	<i>English, Education</i>
Alice Hanson	<i>Health Education</i>
Arlene Merrill	<i>English</i>

*Laboratory School*

Marjorie Bartlett	<i>Preprimary</i>
Adelaide MacDonald	<i>Grades 1 and 2</i>
Anne Cupples	<i>Grades 3 and 4</i>
Evelyn Lovejoy	<i>Grades 5 and 6</i>
Rita Torrey	<i>Grades 7 and 8</i>
Hilja Kulju	<i>Chase's Mills Rural</i>

*Other Officers*

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

## FACULTY 1937-1938

Philip H. Kimball, <i>Principal</i>	<i>Sociology</i>
Earle D. Merrill, <i>Vice Principal</i>	<i>Mathematics, Education</i>
Frank M. Kilburn	<i>Science</i>
Ethel I. Duffy	<i>Art</i>
Lelia K. Tripp	<i>Director of Training</i>
E. Marion Dorward	<i>Music</i>
Lincoln A. Sennett	<i>Psychology, Social Science</i>
Drew T. Harthorn	<i>English, Education</i>
Anna J. Chynoweth	<i>English</i>
Jeanette Cutts	<i>Health Education</i>

*Laboratory School*

Marjorie Bartlett	<i>Kindergarten</i>
Adelaide MacDonald	<i>Grades 1 and 2</i>
Elvena Mattson	<i>Grades 3 and 4</i>
Charlotte Mitchell	<i>Grades 5 and 6</i>
Rita Torrey	<i>Grades 7 and 8</i>
Hilja M. Kulju	<i>Chase's Mills Rural</i>

*Other Officers*

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

FACULTY, SUMMER SESSION 1937

Philip H. Kimball, <i>Director</i>	<i>Ed. Sociology</i>
Frank M. Kilburn	<i>Art, Geography, Nature</i>
Lincoln A. Sennett	<i>History, Med. Civilization</i>
E. Marion Dorward	<i>Music</i>
Drew T. Harthorn	<i>Literature, Short Story, English</i>
Roland E. Stevens	<i>Assembly, Junior High Mathematics, Methods</i>
Maude L. Lindquist	<i>Activity Program, Social Studies</i>
Anna F. Deane	<i>Rural Demonstration School</i>
Charles L. Smith	<i>Creative Writing, Dramatics</i>
C. Harry Edwards	<i>Health and Physical Education</i>

FACULTY PERSONNEL

The policy of requiring annual summer school work from each faculty member whose academic preparation is below standard has resulted not only in a general leveling up of faculty degrees but also in higher classroom efficiency and broader professional interest.

Six of the academic instructors hold master's degrees and of these three are working on doctorates. Two are working on master's degrees; one has just completed her baccalaureate requirements, and only one, soon eligible for retirement, lacks her bachelor's degree. Twelve of the sixteen faculty members are enrolled in 1938 summer sessions.

In the laboratory schools, one teacher is working on her doctorate requirements and the others will receive their bachelors' degrees in the near future.

There is a fine spirit among the faculty, and each member is effective in his department.

## BUILDINGS AND GROUNDS

With the completion of the work planned for the summer of 1938 the grounds and buildings on the campus will be in excellent condition. Suggestions for further future development are noted at the end of this report.

## EXTENSION OF PUBLIC SCHOOL SERVICE

During the past biennium, this Normal School has extended its assistance to the public schools of its service area through a week's Institute for in-service training; exchange of training teachers for regularly employed teachers desiring temporary observation and study on the campus; distribution of mimeographed studies and teaching aids, and the beginning of follow-up work with recent graduates now in the field. An extension of the placement bureau service now includes experienced as well as newly educated teachers.

## FUTURE NEEDS

The destruction of our library in the 1936 fire and the small budget available for its replacement constitute the most serious current instructional handicap. The Powers Hall Library rooms are especially well planned and seriously need adequate professional and general reference books.

The completion of cement campus walks, the addition of a suitable fence for the athletic field, as well as a beginning on a permanent landscaping program, should be provided for at an early date.

This school's gradual return to normal enrollment after the depression slump emphasizes again the need of a men's dormitory. During the past biennium the percentage of men students has continually increased. Various attempts have been made to meet the physical and social needs of these men with present institutional facilities, with but indifferent success. The addition of adequate dormitory facilities for men is imperative.

In conclusion, may I express my appreciation of the friendly cooperation and constant assistance which you and your staff have given my office during this difficult biennium of reconstruction.

Respectfully submitted,

PHILIP H. KIMBALL, *Principal.*

## FARMINGTON STATE NORMAL SCHOOL

*To the Commissioner of Education,  
Augusta, Maine*

Dear Sir:

For the school biennium closing at this date one of the main administrative interests has been the integration of the third year of work with the traditional two-year curriculum into a consistent and satisfactory three-year course. This is still in the experimental stage. It is difficult to choose wisely in kind, quantity, and sequence the subjects that will be taught. The education of an elementary teacher would not be hard if all elementary schools were of uniform type, but between the city schools of a single grade in a room and the one-room schools where all grades are taught there is a wide difference. Teacher training, therefore, must be varied. There should be a differentiation between the training given to teachers who are to serve in these two types of schools until satisfactory salary adjustments can be made. It is difficult to justify the amount of time and expense the teacher must give in preparation for teaching in small schools where salaries are so low.

To do this, however, would mean the breaking down of the present plan of equalizing educational opportunity. The child in the rural areas is entitled to the best teaching the state can afford and certainly as good as that which is provided for the child who resides in wealthier sections of the state. In fact, the best teaching should be done in the rural schools where a single teacher is required to handle several grades since this type of school is far more difficult than that in urban communities where a teacher is responsible for but a single grade of work.

Our Home Economics Department is doing its part in promoting the idea that home economics is not merely an academic process in foods and clothing but is a four-year study of home making and home functioning in our communities of social complexities. We can increase greatly our work for better homes through instruction in our high schools when our facilities for teacher preparation are expanded. We are turning away nearly as many as we can accept.

The increase in the number of young men entering work in education through the Normal School and following it up by

securing the Bachelor's Degree in Education at the State University augers well for trained material in the future for both the teaching and superintending of schools.

I wish to report the value to our teaching staff of the leave-of-absence policy instituted by the Board of Trustees several years ago. Leave of absence on half pay, "sabbatical leave" as it is called, is particularly valuable on several counts. It stimulates improvement in scholarship and, therefore, better teaching; it helps compensate in a degree for the low wage scale in this state compared with most other states, and teachers return to us from study with much to contribute from contacts with college work.

A year hence, this school will be the first to observe the completion of three quarters of a century of elementary teacher-preparation work in the State of Maine.

Respectfully submitted,

WILBERT G. MALLETT,

*Principal.*

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 1936-37 and 1937-38:

FACULTY 1936-1937

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>
Gertrude B. Mattoon, A. B., A. M.	<i>English, Expression</i>
Jasper F. Crouse, A. B., A. M.	<i>Science</i>
Marguerite A. Pullen	<i>Health, Social Ethics</i>
Virginia W. Ames, A. B., A. M.	<i>History, Physical Education</i>
Priscilla B. Peckham, B. S., A. M.	<i>Art, Psychology, Librarian</i>
Evangeline Tubbs, A. B., B. S.	<i>Music</i>
Nellie T. Dunning	<i>Secretary, Penmanship</i>
	<i>Training School</i>
Margaret J. Preble	<i>Director of Training</i>
Ruth Skinner, A. B., A. M.	<i>Grade 1</i>
Helen Hayes	<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>
Nelson Powers	<i>Grade 7</i>
Cecelia Campbell	<i>Grade 8</i>

FACULTY 1937-1938

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>
Gertrude B. Mattoon, A. B., A. M.	<i>English, Expression</i>
Jasper F. Crouse, A. B., A. M.	<i>Science</i>
Marguerite A. Pullen	<i>Health, Social Ethics</i>
Virginia W. Ames, A. B., A. M.	<i>History, Physical Education</i>
Priscilla B. Peckham, B. S., A. M.	<i>Art, Psychology, Librarian</i>
Evangeline Tubbs, A. B., B. S.	<i>Music</i>
Nellie T. Dunning	<i>Secretary, Penmanship</i>
<i>Training School</i>	
Margaret J. Preble	<i>Director of Training</i>
Nedra Savage	<i>Grade 1</i>
Helen Hayes	<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>
Nelson Powers	<i>Grade 7</i>
Cecelia Campbell	<i>Grade 8</i>

During the past two years the teaching force in the Aroostook State Normal School proper has remained as it was at the close of the year 1935-36. The scope of the work in all departments has been extended and the quality of the work has gradually improved. Service rendered to the County has been more efficient; the relationship between the superintendents and the normal school has become stronger.

At the close of the 1937 spring term Miss Ruth Skinner resigned to accept another position and her place was filled by Miss Nedra Savage who has done most satisfactory work. During the spring vacation of 1938 Mr. Nelson Powers, who had been serving as seventh grade laboratory school teacher and a man of better than average ability, resigned his position, which was immediately filled by Mrs. Eva Zippel, a graduate of this institution who had taught for several years in the State of New Jersey. She filled the position to the entire satisfaction of the administration and parents of the children under her charge. In the spring of 1938 the school suffered a severe loss through the resignation of Miss Priscilla Peckham, who had been very successful as an art teacher. Miss Peckham resigned to accept a position in another field. Miss Helen Hayes, the second grade laboratory school teacher, highly esteemed by all who knew her, also resigned.

Little has been done on the laboratory school building since it was first built. Consequently, this building was in need of general repairs. The assembly room was redecorated and this has proved very satisfactory and helpful. The greatest immediate need in this building is the repairs necessary to make the floors, which are of cement construction, satisfactory. The cement, being of poor grade, has crumbled, making these floors very uneven and excessively dusty. No amount of special treatment with Minwax and other floor-sealing preparations seems to overcome this very serious difficulty. The time is near at hand when these floors should either be replaced with wood or linoleum. In their present condition they are most unsanitary.

I am glad to report that on the whole the school has made as much progress as could be expected and that the outlook for the future is very satisfactory.

Respectfully submitted,

SAN LORENZO MERRIMAN,  
*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, 1938.

A statistical report covering faculty, students and training schools has already been submitted under a separate cover.

#### SUMMER SESSION

A largely-attended summer session for teachers in service was held from June 29 to August 7, 1936. The summer-school faculty consisted of nine members of the regular normal school staff, supplemented by the following from other institutions: Charles E. Preble, Farmington State Normal School; Alice M. Morrill, Castleton (Vermont) Normal School; Florence Black, Castleton (Vermont) Normal School; C. Harry Edwards, State Department of Education, Augusta.



Most of our summer-school students were teachers employed in the State of Maine, yet many came from other states. Louisiana was the most remote state represented.

FACULTY

Many members of the faculty have spent one or the other of the past two summer vacations in study at summer schools or in travel. Miss Esther Wood has used a leave of absence during the year of 1937 and 1938 for study at Radcliffe. During the year 1936 and 1937 Miss Mary Pederson used a year's leave of absence for study. The only change in the personnel of the teaching staff during the past biennium, except to supply substitutes for the teachers on leave, was the addition of a new teacher to take some of the extra courses necessitated by the addition of an optional fourth year.

LIBRARY

Our library has been growing steadily during the past biennium. Additional shelving was provided during the summer of 1937 to make room for 3,000 more volumes. A good start has been made toward filling these new shelves. New books are requisitioned each year by every teacher in order to maintain a well-balanced growth. That the library is being well patronized is indicated by the following statistics covering the past school year from September to June:

No. hours of student reading in library . . . . .	27,278
No. withdrawals one-week magazines . . . . .	2,308
No. withdrawals one-week books . . . . .	5,337
No. withdrawals reserve books for overnight use . . . . .	2,996
No. withdrawals magazines for overnight use . . . . .	149

The librarian has been assisted by part-time student helpers provided by the N. Y. A. funds.

DEGREE COURSE

Beginning in September, 1937, a voluntary fourth year was established in this school. This was authorized at a special meeting held in July, 1937. In June, 1938, 16 young men and 10 young women were granted the degree of Bachelor of Science in Elementary Education.

In order to earn this degree in one year the three-year normal school graduates must have maintained an average standing in the upper third of their classes for the entire course. Those falling below that standard, if admitted at all, are required to take at least one summer extra time to earn the degree. Students who have taught successfully for a year or more are encouraged to return for this fourth year of study.

It may soon be desirable to organize a four-year course from the beginning for those who at the time of entrance express a desire to continue until they receive a degree. An integrated course from the start would have advantages over an integrated three-year course with a fourth year added. The former plan would not prevent the continuance of the latter plan for those who did not at the time of entrance know that they wished to earn a degree.

#### STUDENT TEACHING

This school has available almost unlimited student teaching facilities within easy access. The school boards and superintendents in adjoining towns and cities have been very gracious in allowing us to select from their teachers and schools such as meet our requirements which vary from quarter to quarter. There is now in readiness a large group of efficient and trained critic teachers covering the whole range of grades from the kindergarten through the junior high school including several rural schools.

#### SELECTIVE ADMISSIONS

In my report to your department in 1932 I emphasized the hope that the normal schools of the state might take some common action for the more critical selection of candidates to be trained for teachers. In that report was outlined a plan that I thought would help to eliminate some of the least desirable applicants to the various teacher-training institutions.

I am pleased that the Conference of Normal School Teachers held in Farmington this fall has appointed a committee to make a further study of that problem and to report at the next Normal School Faculty Conference.

Respectfully submitted,

WALTER E. RUSSELL,  
*Principal*

COMPARATIVE STATEMENT OF NORMAL AND TRAINING SCHOOLS  
School Years 1936-37 and 1937-38

Name of Institution	Year	Ave. No. Registered	Enrollment by Classes								No. Graduated		
			1st Year		2nd Year		3rd Year		4th Year		Men	Women	Total
			Men	Women	Men	Women	Men	Women	Men	Women			
1. Aroostook State Normal School . .	1936-37 1937-38	131 132	25 16	43 34	16 21	33 38	6 15	13 15			6 14	9 13	15 27
2. Eastern State Normal School . . . .	1936-37 1937-38	66 64	7 3	26 18	2 5	21 22	4 4	13 15			2 3	11 15	13 18
3. Washington State Normal School .	1936-37 1937-38	72 83	16 14	26 18	8 12	12 23	4 9	16 15			9 8	8 24	17 32
4. Farmington State Normal School .	1936-37 1937-38	355 371	29 23	92 101	29 28	79 78	17 27	62 71		64* 59*	16 26	74 80	90 106
5. Western State Normal School . . . .	1936-37 1937-38	310 323	41 33	73 83	25 30	81 61	20 23	78 76	17	10	19 39	72 83	91 122†
6. Madawaska Training School . . . . .	1936-37 1937-38	65 47	12 6	20 17	8 9	24 13					6 6	17 17	23‡ 23‡
Totals . . . . .		2019	225	551	193	485	129	374	17	133	154	423	577

\*Graduates of Home Economics Course.

†This number includes 16 men and 10 women who received B. S. in Elementary Education Degree, 9 graduates Kindergarten Course, 14 men and 35 women graduates of Junior High (3-year) Course, 9 men from Manual Arts Course and 29 from Regular Course.

‡Graduates of 2-year training course offered by this school only.

**NORMAL AND TRAINING SCHOOLS  
FINANCIAL STATEMENT  
YEAR ENDING JUNE 30, 1937**

*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 . . . . .	8,333.34
Contract with Town of Castine . . . . .	2,500.00
Tuition . . . . .	49,055.64
Dormitory coal . . . . .	6,193.51
Cash credit . . . . .	216.55
Western State credit on light account . . . . .	1,048.70
	\$264,347.74

*Expenditures*

Transfers out . . . . .	\$13,369.76
Teachers' salaries . . . . .	191,027.28
Janitors . . . . .	12,960.56
Fuel . . . . .	25,031.84
Lights . . . . .	4,754.31
Water . . . . .	1,937.25
Telephone and telegraph . . . . .	689.29
Postage . . . . .	545.98
Printing . . . . .	1,129.88
Textbooks . . . . .	4,222.84
Library . . . . .	1,456.86
Laboratory supplies . . . . .	40.00
Educational supplies . . . . .	4,466.58
Supplies not for school use . . . . .	948.29
Graduation . . . . .	62.62
Travel . . . . .	1,629.15
Miscellaneous . . . . .	75.25
	\$264,347.74

**NORMAL AND TRAINING SCHOOLS  
FINANCIAL STATEMENT  
YEAR ENDING JUNE 30, 1938**

*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 . . . . .	5,000.00
Contract with Town of Castine . . . . .	2,500.00
Contract with Town of Machias . . . . .	2,850.00
Tuition . . . . .	47,442.61
Dormitory coal . . . . .	8,981.28
Transfers . . . . .	1,853.59
Western State credit on light account . . . . .	639.55
Credits . . . . .	459.67
	<hr/>
	\$266,726.70

*Expenditures*

Transfer made to State School Fund . . . . .	\$ 9,845.95
Teachers' salaries . . . . .	196,945.60
Janitors . . . . .	14,318.62
Fuel . . . . .	23,076.74
Lights . . . . .	4,231.97
Water . . . . .	1,858.14
Telephone and telegraph . . . . .	700.59
Repairs . . . . .	25.84
Postage . . . . .	1,034.76
Printing . . . . .	899.62
Textbooks . . . . .	3,591.25
Library . . . . .	1,160.64
Laboratory supplies . . . . .	968.90
Educational supplies . . . . .	5,028.70
Supplies not for school use . . . . .	275.63
Graduation . . . . .	39.07
Travel . . . . .	2,300.69
Miscellaneous . . . . .	423.99
	<hr/>
	\$226,726.70

NORMAL SCHOOLS AND TRAINING SCHOOL FINANCIAL REPORT  
FOR DORMITORIES FOR YEAR ENDING JUNE 30, 1937

	Aroostook State Normal School	Eastern State Normal School	Farming- ton State Normal School	Western State Normal School	Washing- ton State Normal School	Mada- waska Training School	
<b>RECEIPTS</b>							
Balance on hand . . . . .	\$1,106.95	\$103.36	\$4,108.39	\$22,128.15	\$290.93		
Room and board . . . . .	16,130.55	13,212.28	55,915.06	31,879.76	9,768.05	8,030.74	
Transients' meals . . . . .	15.23	3,973.73	502.73	223.21	953.06		
Other sources . . . . .	2,082.09	138.66	727.60	797.39	581.74	755.00	
Overdraft . . . . .							268.30
<b>Total receipts . . . . .</b>	<b>\$19,334.82</b>	<b>\$17,428.03</b>	<b>\$61,253.78</b>	<b>\$55,028.51</b>	<b>\$11,593.78</b>		<b>\$8,517.44</b>
<b>EXPENDITURES</b>							
Provisions . . . . .	\$8,144.80	\$8,541.93	\$27,756.08	\$12,158.70	\$6,696.52	\$7,362.91	
Matrons' salaries . . . . .		577.76	2,007.96	918.72	450.00		
Repairs . . . . .	192.65	109.51	2,882.42	1,632.20	350.09		
Light, power, fuel . . . . .	2,670.34	954.06	6,932.94	3,508.99	598.87	407.34	
Labor . . . . .	5,182.77	4,392.49	17,416.47	6,843.62	1,520.09	1,167.18	
Other items . . . . .	2,720.16	2,731.85	3,903.51	3,073.47	1,866.05	2,252.56	
<b>Total expenditures . . . . .</b>	<b>\$18,910.72</b>	<b>\$17,307.60</b>	<b>\$60,899.38</b>	<b>\$28,135.70</b>	<b>\$11,481.62</b>	<b>\$11,189.99</b>	
Overdraft . . . . .							\$2,672.55
<b>Balance on hand . . . . .</b>	<b>\$424.10</b>	<b>\$120.43</b>	<b>\$354.40</b>	<b>\$26,892.81</b>	<b>\$112.16</b>		

## SUMMARY

Total receipts, all dormitories . . . . .	\$173,156.36
Total expenditures, all dormitories . . . . .	147,925.01
<b>Balance on hand . . . . .</b>	<b>\$25,231.35</b>

NORMAL SCHOOLS AND TRAINING SCHOOL FINANCIAL REPORT  
FOR DORMITORIES FOR YEAR ENDING JUNE 30, 1938

	Aroostook State Normal School	Eastern State Normal School	Farming- ton State Normal School	Western State Normal School	Washing- ton State Normal School	Mada- waska Training School	
<b>RECEIPTS</b>							
Balance on hand . . . . .	\$ 424.10	\$ 120.43	\$ 354.40	\$26,892.81	\$112.16		
Room and board . . . . .	13,968.06	12,563.29	60,901.65	34,460.73	11,452.50	\$6,779.99	
Transients' meals . . . . .	267.63	3,788.72	970.87	340.53	300.02	281.95	
Other sources . . . . .	191.05	291.74	5.00	1,169.67	851.69	150.00	
Overdraft . . . . .							2,672.55
<b>Total receipts . . . . .</b>	<b>\$14,426.74</b>	<b>\$16,764.18</b>	<b>\$61,877.52</b>	<b>\$62,863.74</b>	<b>\$13,346.37</b>		<b>\$4,539.39</b>
<b>EXPENDITURES</b>							
Provisions . . . . .	\$5,150.68	\$8,389.58	\$25,599.55	\$14,213.59	\$6,641.72	\$2,703.88	
Matrons' salaries . . . . .	660.85	613.87	1,975.96	1,327.04	540.00		
Repairs . . . . .	104.09	36.00	1,640.91	3,530.93	1,004.40	317.88	
Light, power, fuel . . . . .	2,648.21	916.97	7,047.27	3,837.07	1,298.69	466.94	
Labor . . . . .	4,238.35	4,236.36	17,655.91	8,387.29	1,792.05	1,381.34	
Other items . . . . .	1,163.71	2,536.18	3,898.23	10,281.14	833.98	2,197.80	
<b>Total expenditures . . . . .</b>	<b>\$13,965.89</b>	<b>\$16,728.96</b>	<b>\$57,817.83</b>	<b>\$41,577.06</b>	<b>\$12,110.84</b>	<b>\$7,067.84</b>	
Overdraft . . . . .							2,528.45
<b>Balance on hand . . . . .</b>	<b>\$884.95</b>	<b>\$35.22</b>	<b>\$4,414.09</b>	<b>\$21,286.68</b>	<b>\$1,235.53</b>		

## SUMMARY

Total receipts, all dormitories . . . . .	\$173,817.94
Total expenditures, all dormitories . . . . .	149,268.42
<b>Balance on hand . . . . .</b>	<b>\$24,549.52</b>

## CHAPTER IX

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### MAINE TEACHERS' RETIREMENT ASSOCIATION AND NONCONTRIBUTORY PENSIONS

*To the Commissioner of Education,  
Augusta, Maine*

Dear Sir:

At the close of the school year in June, 1938, the Maine Teachers' Retirement Association had a total enrolled membership of 2,724, made up of *Voluntary-temporary* members, or teachers who are not yet required to become members by reason of not having reached the compulsory age of twenty-five years; *compulsory* members, or those who have reached their twenty-fifth birthday and entered the service subsequent to August 1, 1924, and *voluntary-permanent* members who are entitled to benefit under the provisions of either the retirement law or the noncontributory teachers' pension law but have elected to enroll in the Retirement Association. This number represents a little better than forty per cent of the total teaching staff of the state.

Approximately ten per cent of the membership have withdrawn from the Association for various and legitimate reasons such as leaving the state, entering other professions and private school service, marriage, poor health, and the like.

The Retirement Board has now set up a complete system of accounting according to the best recognized practice employed by retirement systems throughout the country. The law provides that the Retirement Board shall cause the retirement system to be thoroughly examined annually by the State Controller. This has been done and the report of the audit is given as follows:

Augusta, Maine  
July 11, 1938

*B. E. Packard, Chairman,  
Maine Teachers' Retirement Association Board,  
Augusta, Maine*

Dear Sir:

We hereby certify that we have completed an audit of the accounts of the Maine Teachers' Retirement Association for the fiscal year ended June 30, 1938 and the attached report we believe correctly sets forth the financial condition of the Association as of that date and the results of operations for the year. Cash and securities as appear in the attached report have been verified by us by examination of the several savings bank books and personal examination of the securities. Members' account cards have been reconciled with the ledger control account as of June 30, 1938.

A new account, *Amortization of Bond Discount on United States Savings Bonds*, has been set up to record the increased cash value of the \$10,000 par value of United States Savings Bonds held by the Association. This account has been set up as an asset and a corresponding amount has been credited to the current year's income account.

A net loss on operations in investment fund for the year amounting to \$517.82 was sustained due primarily to the expense of the actuarial audit conducted last winter, cost of which was \$850. This net loss has been charged to Surplus Investment Fund reducing the surplus to \$4,427.35 as of June 30, 1938.

With the exception of a few minor errors we found the accounts in very good condition and we wish at this time to express our appreciation to Mr. Koonz for his kind coöperation rendered during the course of the audit.

Respectfully submitted,

STATE DEPARTMENT OF AUDIT,  
By C. A. Douglas.



In addition to the above examination the Board has employed as actuarial consultants the firm of Joseph Froggatt & Company, Inc., Consulting Actuaries and Auditors, of New York. Certain recommendations were made to the Retirement Board, and are now under consideration, tending toward the setting up of up-to-date mortality tables based upon this particular system.

The retirement portfolio of securities purchased by the Board is considered to be of a very high order and so reported.

The Board held its last annual meeting on November 9, 1937, with all members present. The following list of officers were elected to serve for the ensuing year: B. E. Packard, Commissioner of Education, Chairman; E. E. Roderick, Secretary, and Leroy N. Koonz, Clerk of the Board. There has been no change in members elected by the teachers to represent them on this Board. The present officials are Lawrence A. Peakes, whose term expires in 1938, and Kermit S. Nickerson, who was re-elected to serve to October, 1939.

A detailed statistical report of the membership and financial standing of this Association for the biennial period ending June 30, 1938 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, 1936-June 30, 1937

INVESTMENT FUND

Cash balance, July 1, 1936 . . . . . \$29,216.79

*Receipts:*

Members' contributions, 1935-36 . . . . .	\$82,641.64
Members' contributions, 1936-37 . . . . .	635.69
Accounts receivable . . . . .	8,091.83
Interest received from banks . . . . .	754.93
Interest received on securities . . . . .	11,287.25
Accrued interest on securities sold . . . . .	232.10
Interest on accounts receivable . . . . .	157.56
Sale of securities . . . . .	33,875.00
Profit on securities sold . . . . .	1,240.00
Refunds on acct. of overpayments of withdrawals . . . . .	37.56
Interest on delinquent payments from cities and towns . . . . .	13.14
Reinstated members . . . . .	1,288.04
Interest on reinstatements . . . . .	33.22

Total receipts . . . . . 140,287.96

\$169,504.75

*Expenditures:*

Withdrawals of voluntary temporary members . . . . .	\$ 811.53
Withdrawals of voluntary permanent members . . . . .	365.54
Withdrawals of compulsory members . . . . .	23,115.76
Purchase of securities . . . . .	114,746.25
Accrued interest on securities purchased . . . . .	948.12
Special clerk hire . . . . .	157.50
Miscellaneous expense . . . . .	24.40
Refunds to towns account of overpayment of members' contributions . . . . .	64.68

Total expenditures . . . . . \$140,233.78

·Cash balance June 30, 1937 . . . . . 29,270.97

\$169,504.75

PROFIT AND LOSS STATEMENT  
Year Ending June 30, 1937

*Income:*

Interest on bank deposits . . . . .	\$ 754.93
Interest on bonds . . . . .	11,146.00
Dividends on stocks . . . . .	120.00
Accrued interest on securities sold . . . . .	232.10
Interest on accounts receivable—net . . . . .	209.78
Interest on delinquent payments from cities and towns . . . . .	47.65
Interest on reinstated members' accounts . . . . .	44.25

Total net interest earnings . . . . . \$12,554.71

Profits on sales of the following securities:

Vinalhaven Water Co. . . . .	\$100.00
Long Island Lighting Co. . . . .	250.00
Bangor Gas & Light Co. . . . .	75.00
Central Vermont Public Service Co. . . . .	265.00
Androscoggin Electric Co. . . . .	225.00
Lake Superior District Power Co. . . . .	125.00
Binghamton Light, Heat & Power Co. . . . .	200.00

Net profits on securities sold . . . . . 1,240.00

Total net income . . . . . \$13,794.71

*Expense:*

Interest accrued on members' accounts to June 30, 1937 . . . . .	\$11,523.72
Accrued interest on securities purchased . . . . .	948.12

Total net interest expense . . . . . \$12,471.84

Miscellaneous expense (special clerk hire, etc.) . . . . . 160.65

Total net expense . . . . . \$12,632.49

*Summary:*

Total net income . . . . . \$13,794.71

Total net expense . . . . . 12,632.49

Net profit to surplus . . . . . \$1,162.22

COMPARATIVE BALANCE SHEET  
INVESTMENT FUND

<i>Assets:</i>	June 30, 1936	June 30, 1937
Cash . . . . .	\$ 29,216.79	\$ 29,270.97
Securities . . . . .	187,996.10	268,867.35
Accounts receivable . . . . .	1,528.69	1,880.25
	<u>\$218,741.58</u>	<u>\$300,018.57</u>

*Liabilities:*

Members' accounts as per ledger cards . . .	\$213,888.99	\$294,451.24
Reserve for members, 1936 contributions . .	989.30	
Reserve for members, 1937 contributions . .		542.00
Surplus . . . . .	3,863.29	5,025.33
	<u>\$218,741.58</u>	<u>\$300,018.57</u>

## CASH STATEMENT AS PER CASH BOOK

July 1, 1936 - June 30, 1937

## RESERVE FUND

Cash balance, July 1, 1936 . . . . .		\$1,524.78
<i>Receipts:</i>		
Bond interest received . . . . .	\$3,195.00	
Bank interest received . . . . .	48.66	
Sale of securities . . . . .	6,966.25	
Accrued interest on securities sold . . . . .	56.91	
Profit on bonds sold . . . . .	93.75	
	<u>10,360.57</u>	
Total receipts . . . . .		10,360.57
		<u>\$11,885.35</u>
<i>Expenditures:</i>		
Purchase of securities . . . . .	\$10,387.50	
Accrued interest on securities purchased . . . . .	77.58	
	<u>\$10,465.08</u>	
Total expenditures . . . . .		\$10,465.08
Cash balance, June 30, 1937 . . . . .		1,420.27
		<u>\$11,885.35</u>

COMPARATIVE BALANCE SHEET  
RESERVE FUND

<i>Assets:</i>	June 30, 1936	June 30, 1937
Cash . . . . .	\$ 1,524.78	\$ 1,420.27
Securities . . . . .	62,891.15	66,312.40
	<u>\$64,415.93</u>	<u>\$67,732.67</u>
<i>Liabilities:</i>		
Surplus . . . . .	\$64,415.93	\$67,732.67

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

July 1, 1937-June 30, 1938

INVESTMENT FUND

Cash balance, July 1, 1937 . . . . . \$29,270.97

*Receipts:*

Members' contributions, 1936-1937 . . . . .	\$93,940.79
Members' contributions, 1937-1938 . . . . .	1,065.77
Accounts receivable . . . . .	7,660.21
Interest received from banks . . . . .	538.85
Interest received from securities . . . . .	14,738.25
Accrued interest on securities sold . . . . .	171.67
Sale of securities . . . . .	8,480.00
Interest on accounts receivable . . . . .	154.41
Profit on securities sold . . . . .	528.00
Reinstated members . . . . .	781.86
Refund on account of compulsory withdrawals . . . . .	24.48
Interest on delinquent payments from cities and towns . . . . .	26.22
Interest on reinstatements . . . . .	21.69
Dividends on stock . . . . .	240.00

Total receipts . . . . . 128,372.20

\$157,643.17

*Expenditures:*

Withdrawals of voluntary permanent members . . . . .	\$2,328.69
Withdrawals of voluntary temporary members . . . . .	773.12
Withdrawals of compulsory members . . . . .	32,161.57
Purchase of securities . . . . .	99,138.75
Accrued interest on securities purchased . . . . .	1,099.51
Special clerk hire . . . . .	295.75
Actuarial audit expense . . . . .	850.00
Miscellaneous expense . . . . .	1.75
Refunds to towns' account of overpayment of members' contributions . . . . .	6.55
Refunds acct. of bond coupons clipped in error . . . . .	75.00
Commissions and expense on securities purchased . . . . .	113.81

Total expenditures . . . . . \$136,844.50

Cash balance, June 30, 1938 . . . . . 20,798.67

\$157,643.17

## PROFIT AND LOSS STATEMENT

Year Ending June 30, 1938

*Income:*

Interest on bank deposits . . . . .	\$ 538.85	
Interest on bonds . . . . .	14,663.25	
Dividends on stock . . . . .	240.00	
Accrued interest on securities sold . . . . .	171.67	
Interest on accounts receivable—net . . . . .	243.95	
Interest on delinquent payments from cities and towns . . . . .	57.19	
Interest on reinstated members' accounts . . . . .	141.32	
Amortization of bond discount U. S. Savings Bonds . . . . .	100.00	
		<hr/>
Total net interest earnings . . . . .		\$16,156.23
Profits on sales of the following securities:		
Town of Windham bonds . . . . .	\$ 30.00	
Pennsylvania Electric Co. bonds . . . . .	498.00	
		<hr/>
Net profit on securities sold . . . . .		528.00
		<hr/>
Total net income . . . . .		\$16,684.23

*Expense:*

Interest accrued on members' accounts to June 30, 1938 . . . . .	\$14,840.17	
Accrued interest on securities purchased . . . . .	1,099.51	
		<hr/>
Total net interest expense . . . . .		\$15,939.68
Miscellaneous expense		
Actuarial audit expense . . . . .	\$ 850.00	
Special clerk hire . . . . .	295.75	
Commission and expense on bonds purchased . . . . .	113.81	
Miscellaneous expense . . . . .	1.10	
Adjustment of members' accts. to June 30, 1938 . . . . .	1.71	
		<hr/>
Total miscellaneous expense . . . . .		1,262.37
		<hr/>
Total net expense . . . . .		\$17,202.05

*Summary:*

Total net expense . . . . .	\$17,202.05	
Total net income . . . . .	16,684.23	
		<hr/>
Total loss to surplus . . . . .		\$517.82

COMPARATIVE BALANCE SHEET  
INVESTMENT FUND

<i>Assets:</i>	June 30, 1937	June 30, 1938
Cash .....	\$ 29,270.97	\$ 20,798.67
Securities .....	268,867.35	359,526.10
Accounts receivable .....	1,880.25	2,523.36
Amortization of bond discount, United States Savings bonds .....		100.00
	<hr/>	<hr/>
	\$300,018.57	\$382,948.13
 <i>Liabilities:</i>		
Members' accounts as per ledger cards . . .	\$294,451.24	\$377,550.74
Reserve for members' 1937 contributions . .	542.00	
Reserve for members' 1938 contributions . .		970.04
Surplus .....	5,025.33	4,427.35
	<hr/>	<hr/>
	\$300,018.57	\$382,948.13

CASH STATEMENT AS PER CASH BOOK

July 1, 1937 – June 30, 1938

RESERVE FUND

Cash balance, July 1, 1937 .....	\$1,420.27
<i>Receipts:</i>	
Bond interest received .....	\$2,843.00
Bank interest received .....	63.32
Sale of securities .....	24,137.50
Accrued interest on securities sold .....	395.31
Profit on securities sold .....	1,937.50
	<hr/>
Total receipts .....	29,376.63
	<hr/>
	\$30,796.90
 <i>Expenditures:</i>	
Purchase of securities .....	\$27,227.50
Accrued interest on securities purchased .....	115.42
Miscellaneous expense .....	14.50
	<hr/>
Total expenditures .....	\$27,357.42
Cash balance, June 30, 1938 .....	3,439.48
	<hr/>
	\$30,796.90

COMPARATIVE BALANCE SHEET  
RESERVE FUND

Assets:	June 30, 1937	June 30, 1938
Cash .....	\$ 1,420.27	\$ 3,439.48
Securities .....	66,312.40	69,402.40
	\$67,732.67	\$72,841.88
<i>Liabilities:</i>		
Surplus .....	\$67,732.67	\$72,841.88

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>
1936-37	120	2342	61	2523
1937-38	105	2558	61	2724

TOTAL NUMBER OF WITHDRAWALS FROM  
THE MAINE TEACHERS' RETIREMENT ASSOCIATION

	<i>Voluntary-Temporary</i>	<i>Compulsory</i>	<i>Voluntary-Permanent</i>	<i>Total</i>
1936-37	11	196	6	213
1937-38	12	269	9	290

REASONS FOR WITHDRAWALS

	1936-37	1937-38
Marriage .....	90	141
Leaving state .....	35	49
Poor health .....	7	9
Entering other profession .....	46	34
No reason given .....	21	16
Death .....	2	3
Retirement from public school service .....		30
Miscellaneous .....	12	8
	213	290

NONCONTRIBUTORY PENSIONS

Number receiving pension at beginning of year 1936-37 .....	510
Number of new pensions granted for year 1936-37 .....	39
Number of deaths of persons receiving pensions .....	25
	14
Net increase for year ending June 30, 1937 .....	14
Number receiving pension at end of the first year of the biennium	524
Number receiving pension at beginning of year 1937-38 .....	524
Number of new pensions granted for year 1937-38 .....	43
Number of deaths of persons receiving pensions .....	25
	18
Net increase for year ending June 30, 1938 .....	18
Number receiving pension at end of the biennium .....	542



## CHAPTER X

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### PHYSICAL, HEALTH AND SAFETY EDUCATION

*To the Commissioner of Education,  
Augusta, Maine*

Dear Sir:

Following is a summarized report of conditions in the branches of education which come under my supervisory jurisdiction:

#### PHYSICAL EDUCATION

Conditions in physical education in the state are improving very slowly. It is true that the graduates of the normal schools are being increasingly better prepared and also there are now three colleges in the state that have minor electives in physical education. Only the teachers who graduate with satisfactory preparation from the colleges may qualify for certification to supervise and direct the work of physical education. Due to heavy teaching loads in our secondary schools few of these dual-capacity teachers are being placed. From the fact that most of our secondary schools may be classed as small schools this greatly handicaps the expansion of the physical education program. This is proven by the fact that less than one half of the schools with gymnasium facilities are conducting classroom work in physical education. The remainder are still offering only athletics for a few as their only possible program. Plans have been submitted to many of these schools for the provision of at least a satisfactory minimum program but invariably the excuse for not doing this has been the same—lack of finances to provide a sufficient teaching staff.

While practically all of the schools being erected at this time are making provision for gymnasium space there is little increase in physical education because of existing teacher loads. With colleges preparing teachers who are capable of qualifying for both an academic and a physical education teaching certificate this condition should be relieved. Most of our schools are in a

class, with regard to student enrollment, where a solution of their problem would be a multiple teacher. The Director has been offering this suggestion but few changes have been effected. It does seem expensive to erect gymnasiums and then limit their use to indoor competitive games indulged in by a small percentage of the students, or to an occasional social or dramatic offering. A much larger field of activities could be covered if all students were offered regular work of instruction and participation in these additional gymnasiums.

Very definite improvement can be seen in places where active attempts have been made to increase and improve out-of-door recreational space. Heretofore, very little has been done for girls' activities but some of the larger schools are now providing or are looking forward for the development of adequate space for this important outlet.

Another phase of supervision which seems to be held back considerably is that of the itinerant supervisor or director. We badly need trained supervisors to assist the smaller communities in the development of intelligently planned and controlled programs in physical education. With our many towns which are too small to demand or support a trained director of their own, one way to overcome this lack of proper supervision would be through one teacher serving several adjacent communities. Again comes the cry, lack of available finances. It is hoped that some groups of communities may be convinced of the efficiency of this method so that we may have an experiment. Our rural children are badly in need of planned programs under teachers who have the time and training to carry them through. The load of the present regular rural teacher is too great to allow much change in conditions at this time.

During the last two years there has been a great increase in the use of play days as demonstration periods for the type of physical education work being taught in the elementary schools. Much of this development has been made possible through the coöperation of the superintendents of schools. With numerous teachers' meetings, where the Director has been invited to assist in many cases, many worth-while plans have been possible and the results have been quite satisfactory in providing successful play day or physical education demonstration periods.

During the summers of 1936 and 1937 the Director again spent three weeks as an instructor at each of the normal schools which offer summer sessions. His duties have been to conduct regular classes in physical education and to direct the program of extra-curricular work in recreational activities. The general attendance has kept up well. Those electing these courses were for the most part teachers who had graduated before well-organized courses were part of the normal school work, and those who wished to keep up with the more modern developments in this line.

Another line of activity has been the acceptance of invitations to speak to service clubs, parent-teacher organizations, student groups, and the like. With the addition of a sound projector to the equipment of the Department much visual instruction and valuable aid to verbal descriptive material can be provided. Since the provision of this aid in January, 1938 the equipment has been in use for meetings with groups such as the above-mentioned on more than one hundred and fifty occasions.

The Director has recently completed an outline of subject matter as dealing with the phases of this department as a contribution to the new *High School Manual, Part II*. The material was prepared in the hope of guiding our different school systems to a broader outlook on the whole question of physical, health, and safety education. We must continue to plan harder for the welfare of the large percentage of pupils who for one reason or another are not able or eager to take part in an all-athletic competitive program. We must also move more rapidly in providing more sane physical outlets for the girls of our secondary schools.

We must keep in mind that the aim of physical education is to improve citizens by: (1) providing intelligent developmental activities to offset the influences of this mechanical age; (2) providing intelligent teaching of physical activities in keeping with physiological growth and mental appreciation; (3) providing broad outlets for increased physical participation in sane recreational programs.

## HEALTH EDUCATION

During the past two years there has been a perceptible increase in the use of health-reading courses in the elementary schools. It seems to be a profitable practice to integrate reading

with health material. In the higher grades there is a slight increase in the use of health material although much of the work on secondary school level is being integrated with the studies of biology, general science, social science and civics. The efficiency of this program comes back directly to the ability and enthusiasm of the teacher. More emphasis must be procured at this level however, to offset the effects of the great changes in economic and social standards.

Much concern has been felt in many quarters over the possibility of a decided increase in malnutrition. Several agencies are endeavoring to determine the extent of this possible increase and to combat it wherever it might be gaining a foothold. Such groups as the Parent-Teacher Association, Red Cross, and service clubs are doing a great deal toward furnishing nourishment in the form of milk and hot lunches, and another great service in the form of clinics for children with poor vision and dental handicaps is becoming more and more the project of these groups.

There has been an increase in the nursing service through the efforts of the State Department of Health and Welfare and its judicious use of available Federal funds. This service is built on the plan of a sliding scale of assistance, hoping to impress the communities with the value of such service, and gradually reducing the aid as the community is able to adjust its budget. Dental hygienists from the same department are doing a fine piece of educational work in their line. In many cases of this type of education, financial aid comes through local organizations mentioned here before. More work is being done for crippled children than ever before. Through the central agency of the school it is possible to reach more of the needy cases and clinics are organized where definite corrective methods can be advised. This is another service made possible to the schools through wise use of Federal funds by the administering agency of the State Department of Health and Welfare. It is hoped that this fine coöperation may last so that the school may become more and more the place where real health service can be appreciated and developed.

With the increasing value of health in commerce and industry, as well as the premium placed on health, more communities are considering the value of artificial protectors. By this is meant

the preventive practices such as tuberculosis reaction tests and the follow-up of X-ray examinations; the diphtheria Schick test and toxin-antitoxin treatment, and typhoid inoculations which are being used as indicators toward health indexes.

Then it may truly be said that through a combination of health education and health service in the schools of Maine there is an increased appreciation in the value of developing and maintaining a high standard of health. In view of the rapid and severe changes in economic and social environment we must continue to be alert and aggressive in the promotion of health education and health service.

### SAFETY EDUCATION

It was not until public attention was focused on the terrible loss of life through automobile accidents that safety education began to knock at the door for recognition as a full-grown subject. Safety education in some form has been part of the school curriculum for many years. There has always been education along this line in conjunction with manual training, home economics, recreational activities, and the general traffic flow throughout the school building. With the new interest in safety due to publicity of the increasing highway accidents an impetus has been given to all safety teaching.

There is no argument against the advisability of attention to this subject but in our enthusiasm for perfection we must be careful to give each branch its proper consideration. We should then take as an indicator the compiled results of national reports with reference to the number of accidents within certain spheres of endeavor. Time was when industrial and home accidents were by far the leading accident cause of injury and death. Even to within the last three years home accidents led in their frequency. Now, however, the automobile has jumped into the lead as the cause of most accidents with their accompanying loss of time and life. As this report was broken down into its component parts it was found that pedestrian deaths led in their frequency. To offset this proper highway pedestrian habits and practices were stressed in the schools. The rapid rise in the organization of schoolboy patrols was an answer to this challenge. During the last two years the Highway Safety

Division has been very coöperative in its endeavor to organize and train schoolboy patrols and to coöperate with school authorities in all ways to insure proper training of our children. Supplementing the Director in his endeavor to reach as many schools and other groups as possible, they have provided speakers and visual-education material to speed up this necessary instruction.

The safety work on elementary school level consists quite generally of the following:

1. Mental appreciation of safety problems through integration with reading courses
2. Games and activities involving safety problems, such as singing games and dramatic plays
3. Practice of highway safety habits under guidance of schoolboy patrols
4. Poster contests and other project work involving use of safety ideas
5. State Highway and local police forces coöperating in professional traffic direction, also frequent visits to schools to give talks and conduct instruction periods.

The problem of how much and what type of safety to stress in secondary schools becomes more acute. The student may now become a factor in safety practices in many more ways than previously. The pressure of the increased number of courses precludes the possibility of giving safety teaching equal weight with many of the other so-called academic subjects. When once the factual material of safety practices is covered it would not seem efficient to use up school time on repetition. An attempt has been made to divide safety teaching into its part of highway, home, school, industrial and recreational safety and to stress each of these in definite class work through lectures, projects and integration with other subjects. It has been found that valuable contributions to safety and the integrated study may be made through the introduction of safety material into such subjects as art, English, mathematics, general science and social science.

In order to determine what was being done in the secondary schools a questionnaire was sent out covering important points

in connection with safety teaching. Outstanding among the findings were the following:

1. Only 16% of schools report no safety teaching.
2. When asked in what order the different types of safety were given preference the answer was:
  1. Highway safety.....50%
  2. Home safety.....30%
  3. School safety.....13%
  4. and 5. Recreational and industrial safety.....3% each
3. Due to lack of time and trained teachers, safety teaching was integrated with other subjects in all but three cases where special safety classes are held.
4. Only seven schools report teachers with special training.
5. A large majority reported in favor of teaching driving during high school days but it is felt that this does not indicate a preference for this to be done during school hours.
6. There were only two actual driving courses. Several reported theoretical courses involving studies of driving regulations.

In all, it may be seen that the secondary schools are measuring up to the challenge for teaching safety and are doing what they can, with their overloaded teaching force, toward keeping up with the modern needs of education.

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, 1937

*Resources*

I. *Amount available from towns (fiscal year 1936-37)*

Raised for common schools . . . . .	\$5,928,723.00
Unexpended balance for common schools . . . . .	366,499.00
From local funds for common schools . . . . .	423,769.00
	\$6,718,991.00

For school superintendence . . . . .	\$202,305.00
For school committee expense . . . . .	40,276.00
For repairs, apparatus, etc. . . . .	412,407.00
For rent and insurance . . . . .	114,863.00
For manual training and domestic science . . . . .	154,360.06
For new buildings . . . . .	265,090.00
For compulsory education and medical inspection . . . . .	38,354.00
For evening schools . . . . .	7,986.18
For physical education . . . . .	50,249.00
For receipts from loans, sales, and insurance . . . . .	124,694.00
	\$1,410,584.24

Total No. I . . . . . \$8,129,575.24

II. *Amounts available from state for distribution to towns and school superintendents, State School Fund (fiscal year 1936-37)*

Equalization . . . . .	\$125,000.00
Disbursement on tuition . . . . .	131,415.71
Disbursement on census . . . . .	558,122.80
Disbursement on teaching positions . . . . .	587,297.60
Disbursement on physical education . . . . .	25,000.00
Disbursement on industrial education . . . . .	115,200.00
Disbursement on temporary residents . . . . .	1,033.18
Pensions for retired teachers . . . . .	226,000.00
Adjustment (estimate—actual) . . . . .	4,829.87
	\$1,773,899.16



For school superintendence (annual appropriation, 1936) . . . . .	170,000.00	
For transfers, cash, etc., to school superintendence . . . . .	1,425.00	
	<hr/>	
	\$171,425.00	
Total No. II . . . . .		\$1,945,324.16
III. <i>Amounts available from state for special educational activities, higher education, and educational institutions (annual appropriation 1936)</i>		
For schools in unorganized townships . . . . .	\$48,000.00	
From taxes and transfers to unorganized townships . . . . .	7,871.91	
For teachers' meetings . . . . .	2,500.00	
For normal schools and training school . . . . .	185,000.00	
For cash receipts . . . . .	79,191.37	
For normal schools extension . . . . .	5,000.00	
For balance brought forward year ending June 30, 1936 . . . . .	10,086.04	
From transfers to normal schools extensions, etc.	19,642.09	
Reimbursement for fire insurance for Machias.	85,293.95	
For normal school upkeep . . . . .	25,000.00	
From transfers in to normal school upkeep . . . . .	9,561.47	
For interest on lands reserved . . . . .	30,000.00	
For transfer to lands reserved . . . . .	16,086.78	
For training of rural teachers . . . . .	13,000.00	
For vocational education . . . . .	30,000.00	
For transfers, also Federal grant, vocational . . . . .	19,346.37	
For aid to academies . . . . .	80,000.00	
For registration of teachers . . . . .	500.00	
Fees and transfers for registration of teachers.	732.76	
Education of war orphans . . . . .	1,200.00	
	<hr/>	
Total No. III . . . . .		\$668,012.74
IV. <i>Amounts available from state administrative purposes (annual appropriation 1936)</i>		
For salaries and clerk hire . . . . .	\$30,700.00	
For general office expenses . . . . .	13,200.00	
Transfers in . . . . .	961.56	
For state certification of teachers . . . . .	500.00	
	<hr/>	
Total No. IV . . . . .		\$45,361.56
Total amount available from public funds and appropriations for current school expenses . . . . .		\$10,788,273.70

*Expenditures*

I. <i>For activities supported wholly by amounts appropriated by towns (fiscal year 1936-37)</i>	
For school committee expense.....	\$40,385.00
For rent and insurance.....	110,435.00
For new buildings.....	211,511.00
For compulsory education.....	11,904.00
For medical inspection.....	25,725.00
For redemption of bonds or interest on indebtedness.....	488,061.00
	<hr/>
Total No. I.....	\$888,021.00
II. <i>For activities supported jointly by accounts appropriated by towns and state</i>	
For elementary schools (fiscal year 1936-37)...	\$4,788,871.00
For textbooks and supplies.....	377,146.00
For repairs, apparatus, supplies, etc.....	404,087.00
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	\$5,570,104.00
For school superintendence by towns (fiscal year 1936-37).....	200,543.00
For school superintendence by state.....	170,828.08
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	\$371,371.08
For secondary education, direct support (fiscal year 1936-37).....	\$2,108,312.00
For secondary education, tuition (for year ending June 30, 1937).....	558,041.00
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	\$2,666,353.00
For industrial education.....	289,050.00
For evening schools.....	18,542.00
For physical education.....	73,773.00
	<hr/>
	\$381,365.00
Total No. II.....	\$8,989,193.08
III. <i>For activities wholly supported or aided by accounts appropriated by state (year ending June 30, 1937)</i>	
For schools in unorganized townships.....	\$55,871.91
For teachers' meetings.....	1,517.20
For teachers' pensions.....	226,707.61
For interest on lands reserved.....	45,700.14
For normal schools and training school.....	250,821.61
For normal school repair and equipment.....	34,561.47
For aid to academies.....	76,461.00

For normal schools extension . . . . .	119,251.51
For training rural teachers . . . . .	8,571.27
For vocational education . . . . .	49,212.57
For registration of teachers . . . . .	1,232.76
Education of war orphans . . . . .	500.00

Total No. III . . . . . \$870,409.05

IV. *For state administration purposes from amounts appropriated by state (year ending June 30, 1937)*

For salaries and expenses of Commissioner of Education and office assistants . . . . .	\$29,913.14
For printing, postage, office expenses . . . . .	14,161.56
For state certification of teachers . . . . .	58.36

Total No. IV . . . . . 44,133.06

Total expenditures from public funds and appropriations for current school expenses . . . . .	\$10,791,756.19
Deficit . . . . .	\$3,482.49

SUMMARY OF ALL PUBLIC APPROPRIATIONS AND  
EXPENDITURES FOR CURRENT EXPENSES OF  
SCHOOLS FOR FISCAL YEAR TERMINATING  
WITHIN THE TWELVE MONTHS ENDING  
JUNE 30, 1938

*Resources*

I. *Amount available from towns (fiscal year 1937-38)*

Raised for common schools . . . . .	\$6,250,553.00
Unexpended balance for common schools . . . . .	333,223.00
From local funds for common schools . . . . .	380,395.00

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\$6,964,171.00

For school superintendence . . . . .	\$204,437.00
For school committee expense . . . . .	40,110.00
For repairs, apparatus, etc. . . . .	539,184.00
For rent and insurance . . . . .	131,309.00
For manual training and domestic science . . . . .	192,025.48
For new buildings . . . . .	269,863.00
For compulsory education and medical inspection . . . . .	38,283.00
For evening schools . . . . .	9,054.83
For physical education . . . . .	56,567.00
For receipts from loans, sales, and insurance . . . . .	92,938.00

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\$1,573,771.31

Total No. I. . . . . \$8,537,942.31

II. *Amounts available from state for distribution to towns and school superintendents, State School Fund (fiscal year 1937-38)*

Equalization . . . . .	\$125,000.00
Disbursement on tuition . . . . .	138,475.31
Disbursement on census . . . . .	519,638.00
Disbursement on teaching positions . . . . .	585,543.23
Disbursement on physical education . . . . .	24,610.00
Disbursement on industrial education . . . . .	116,427.03
Disbursement on temporary residents . . . . .	781.96
Pensions for retired teachers . . . . .	232,000.00
Adjustment (estimate—actual) Less . . . . .	—5,206.36

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\$1,737,268.94

For school superintendence (annual appropriation 1937) . . . . .	175,000.00
For transfers, cash, etc., to school superintendence . . . . .	1,325.00

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\$176,325.00

Total No. II. . . . . \$1,913,593.94

III. *Amounts available from state for special educational activities, higher education, and educational institutions (annual appropriation 1937)*

For schools in unorganized townships . . . . .	\$48,000.00	
From taxes and transfers to unorganized townships . . . . .	9,498.47	
For teachers' meetings . . . . .	2,500.00	
For normal schools and training school . . . . .	185,000.00	
For cash receipts and transfers in . . . . .	81,301.79	
For normal schools extension . . . . .	5,000.00	
For balance brought forward year ending June 30, 1937 . . . . .	770.57	
For normal schools upkeep . . . . .	25,000.00	
From transfers into normal school upkeep . . . . .	16,690.67	
For interest on lands reserved . . . . .	32,500.00	
For transfer to lands reserved . . . . .	13,656.62	
For training of rural teachers . . . . .	13,000.00	
For vocational education . . . . .	35,000.00	
For transfers, also Federal grant, vocational . . . . .	19,158.54	
For aid to academies . . . . .	85,000.00	
For transfers in . . . . .	93.00	
For registration of teachers . . . . .	500.00	
Fees and transfers for registration of teachers . . . . .	702.83	
		<hr/>
Total No. III . . . . .		\$573,372.49

IV. *Amounts available from state administrative purposes (annual appropriation, 1937)*

For salaries and clerk hire . . . . .	\$31,200.00	
For general office expense . . . . .	13,000.00	
Cash receipts . . . . .	16.30	
For state certification of teachers . . . . .	500.00	
		<hr/>
Total No. IV . . . . .		44,716.30

Total amount available from public funds and appropriations for current school expenses . . . . . \$11,069,625.04

*Expenditures*

I. *For activities supported wholly by amounts appropriated by towns (fiscal year 1937-38)*

For school committee expense . . . . .	\$39,322.00	
For rent and insurance . . . . .	128,495.00	
For new buildings . . . . .	303,512.00	
For compulsory education . . . . .	11,099.00	
For medical inspection . . . . .	25,250.00	
For redemption of bonds or interest on indebtedness . . . . .	664,180.00	
		<hr/>
Total No. I . . . . .		\$1,171,858.00

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

For elementary schools (fiscal year 1937-38) ..	\$4,970,387.00
For textbooks and supplies .....	387,023.00
For repairs, apparatus, supplies, etc.....	533,194.00
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	\$5,890,604.00
For school superintendence by towns (fiscal year 1937-38) .....	\$202,801.00
For school superintendence by state .....	171,000.93
	<hr/>
	\$373,801.93
For secondary education, direct support (fiscal year 1937-38) .....	\$2,227,618.00
For secondary education, tuition (for year ending June 30, 1938) .....	563,235.00
	<hr/>
	\$2,790,853.00
For industrial education .....	317,310.00
For evening schools .....	17,937.00
For physical education .....	77,806.00
	<hr/>
	\$413,053.00
Total No. II .....	\$9,468,311.93

III. *For activities wholly supported or aided by accounts appropriated by state (year ending June 30, 1938)*

For schools in unorganized townships .....	\$57,498.47
For teachers' meetings .....	1,893.49
For teachers' pensions .....	232,741.72
For interest on lands reserved .....	45,841.26
For normal schools and training school .....	256,455.84
For normal schools repairs and equipment .....	41,690.67
For aid to academies .....	85,093.00
For normal schools extension .....	521.50
For training rural teachers .....	6,055.31
For vocational education .....	37,281.47
For registration of teachers .....	1,202.83
	<hr/>
Total No. III .....	\$766,275.56

IV. *For state administration purposes from amounts appropriated by state (year ending June 30, 1938)*

For salaries and expenses of Commissioner of Education and office assistants.....	\$31,065.57	
For printing, postage, office expenses.....	12,416.89	
For state certification of teachers.....	20.15	
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Total No. IV.....		\$43,502.61
Total expenditures from public funds and appropriations for current school expenses.....		\$11,449,948.10
Deficit.....		\$380,323.06

## 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 year beginning July 1, 1936, and ending June 30, 1937, and gives a comparison with the year 1927.

### PUPILS

PUPILS	1927	1937
School census (5 to 21 years) . . . . .	243,528	261,186
<b>Total enrollment:</b>		
Elementary . . . . .	133,265	137,498
Secondary—High schools . . . . .	25,542	35,169
Academies . . . . .	5,783	7,555
Total . . . . .	164,590	180,222
<b>Net enrollment:</b>		
Elementary . . . . .	121,799	127,387
Secondary—High schools . . . . .	25,125	34,487
Academies . . . . .	5,719	7,432
Total . . . . .	152,643	169,306
Urban distribution (elementary only) . . . . .	58,415	60,218
Rural distribution (elementary only) . . . . .	74,850	77,280
<b>Conveyed at expense of town:</b>		
Elementary . . . . .	12,203	23,196
Secondary . . . . .	543	1,581
Total . . . . .	12,746	24,777
<b>Aggregate attendance:</b>		
Elementary . . . . .	18,816,989	20,117,039
Secondary—High schools . . . . .	4,118,451	5,643,386
Academies . . . . .	934,675	1,239,076
Total . . . . .	23,870,115	26,999,501
<b>Average daily attendance:</b>		
Elementary . . . . .	106,806	114,332
Secondary—High schools . . . . .	22,582	31,232
Academies . . . . .	5,174	6,926
Total . . . . .	134,562	152,490
<b>Average length of school year:</b>		
Elementary . . . . .	176	175
Secondary—High schools . . . . .	182	180
Academies . . . . .	180	179
<b>Non-resident:</b>		
Elementary . . . . .	1,302	968
Secondary—High schools . . . . .	2,837	4,097
Academies . . . . .	2,226	2,427
Total . . . . .	6,365	7,492
Persons of compulsory school age not attending school regularly . . . . .	668	377
<b>Enrollment by years:</b>		
Elementary—		
Kindergarten and sub-primary . . . . .	7,730	10,479
Grade I . . . . .	18,855	16,186
Grade II . . . . .	15,144	14,307
Grade III . . . . .	15,087	14,339
Grade IV . . . . .	15,259	14,356
Grade V . . . . .	14,438	14,806
Grade VI . . . . .	13,716	14,584
Grade VII . . . . .	11,512	11,952
Grade VIII . . . . .	10,060	10,923
Grade IX . . . . .	1,447	485
Ungraded or special . . . . .	1,183	460
Junior High Schools—		
Elementary grades . . . . .	2,349	4,605
Secondary grades . . . . .	705	2,208



PUPILS	1927	1937
Senior High Schools—		
Year I . . . . .	7,602	8,745
Year II . . . . .	6,573	8,998
Year III . . . . .	5,353	7,773
Year IV . . . . .	4,719	6,496
Special . . . . .	218	408
Academies—		
Year I . . . . .	1,726	1,970
Year II . . . . .	1,401	1,788
Year III . . . . .	1,239	1,602
Year IV . . . . .	1,229	1,644
Special . . . . .	182	435
Enrollment by courses:		
High schools—		
English or General . . . . .	8,848	12,513
College preparatory (classical) . . . . .	7,208	6,960
College preparatory (scientific) . . . . .	1,062	1,635
Commercial . . . . .	6,999	10,073
Industrial Arts . . . . .	665	1,590
Home Economics . . . . .	323	730
Agricultural . . . . .	211	611
Academies—		
English . . . . .	2,159	2,394
College preparatory . . . . .	2,099	2,452
Commercial . . . . .	1,043	1,543
Industrial Arts . . . . .	26	109
Home Economics . . . . .	128	310
Agricultural . . . . .	110	301
Promoted or graduated:		
Elementary . . . . .	9,869	12,108
Senior high schools . . . . .	4,464	6,178
Academies . . . . .	1,117	1,592

TEACHERS

TEACHERS	1927	1937
Positions for men:		
Elementary . . . . .	300	429
Secondary—High schools . . . . .	412	618
Academies . . . . .	128	207
Total . . . . .	840	1,254
Positions for women:		
Elementary . . . . .	4,673	4,340
Secondary—High schools . . . . .	727	790
Academies . . . . .	220	219
Total . . . . .	5,620	5,349
Different persons employed:		
Elementary . . . . .	5,386	5,067
Secondary—High schools . . . . .	1,170	1,474
Academies . . . . .	354	443
Total . . . . .	6,910	6,984
Average wages of men per week:		
Elementary . . . . .	\$31.40	\$24.69
Secondary—High schools . . . . .	\$51.29	\$42.57
Academies . . . . .	\$50.74	\$48.23
Average wages of women per week:		
Elementary . . . . .	\$23.24	\$21.04
Secondary—High schools . . . . .	\$35.34	\$30.68
Academies . . . . .	\$30.82	\$27.30
Average annual salaries of men:		
Elementary . . . . .	\$1,131.78	\$895.56
Secondary—High schools . . . . .	\$1,875.87	\$1,545.04
Academies . . . . .	\$1,891.05	\$1,592.36

TEACHERS	1927	1937
Average annual salaries of women:		
Elementary.....	\$829.45	\$760.77
Secondary—High schools.....	\$1,297.55	\$1,130.01
Academies.....	\$1,124.94	\$1,010.08
Average annual salaries of both:		
Elementary.....	\$847.69	\$772.89
Secondary—High schools.....	\$1,506.75	\$1,312.18
Academies.....	\$1,418.29	\$1,282.87

## SCHOOLS

SCHOOLS	1927	1937
Classification:		
Elementary—		
Towns.....	4,557	4,613
Unorganized townships.....	27	32
Total.....	4,584	4,645
High schools—		
Class A.....	179	193
Six year (included in Class A).....	—	43
Class B.....	24	18
Junior.....	27	11
Total.....	230	222
Academies—		
Contract.....	33	29
Non-contract.....	24	28
Failing to report.....	—	—
Total.....	57	57
Distribution of public schools:		
Urban.....	1,600	1,819
Rural.....	3,224	3,048
Number in one-room buildings.....	1,923	1,626
Number to which pupils are conveyed.....	1,804	2,529
Number discontinued during year.....	69	54
Number with school improvement leagues.....	1,189	923
Number with libraries.....	1,719	2,630

## BUILDINGS

BUILDINGS	1927	1937
Public school buildings used for:		
Elementary school purposes only.....	2,452	2,114
Secondary school purposes only.....	93	92
Elementary and secondary school purposes.....	160	159
Number not in active use.....	587	483
Number rented for school purposes.....	37	31
Seating capacity.....	187,167	192,411
Number of new buildings completed during year.....	32	15
Cost of new buildings.....	\$816,954	\$499,360
Estimated value of school property:		
Public schools.....	\$28,557,640	\$34,334,648
Academies.....	\$3,437,060	\$4,843,965

FINANCIAL

FINANCIAL	1927	1937
<b>Resources:</b>		
Amount appropriated for maintenance*		
Public schools.....	\$5,890,497	\$5,928,723
Academies.....	\$175,583	\$150,418
<b>State aid toward maintenance:</b>		
Public schools.....	\$1,814,464	\$1,463,874
Academies.....	\$92,836	\$100,078
<b>Total resources for maintenance:</b>		
Public schools.....	\$8,415,820	\$8,182,865
Academies.....	\$595,612	\$592,661
<b>Total resources for all school purposes:</b>		
Public schools.....	\$10,854,693	\$9,941,447
Academies.....	\$1,012,655	\$1,515,521
<b>Expenditures:</b>		
For instruction—		
Public schools—Elementary.....	\$3,953,080	\$3,469,012
High schools.....	\$1,559,559	\$1,599,841
Total.....	\$5,512,639	\$5,068,853
Academies.....	\$456,667	\$454,737
For tuition—		
Public schools—Elementary.....	\$36,856	\$31,225
High schools.....	\$459,354	\$558,041
Total.....	\$496,210	\$589,266
For fuel—		
Public schools—Elementary.....	\$380,242	\$288,210
High schools.....	\$99,262	\$111,596
Total.....	\$479,504	\$399,806
Academies.....	\$63,050	\$58,935
For janitor service—		
Public schools—Elementary.....	\$369,039	\$355,428
High schools.....	\$124,197	\$159,499
Total.....	\$493,236	\$514,927
Academies.....	\$50,363	\$44,391
For conveyance—		
Public schools—Elementary.....	\$525,053	\$634,111
High schools.....	\$24,707	\$43,309
Total.....	\$549,760	\$677,420
For textbooks—		
Public schools—Elementary.....	\$217,091	\$185,351
High schools.....	\$72,631	\$81,000
Total.....	\$289,722	\$266,351
Academies.....	\$14,172	\$19,620
For supplies—		
Public schools—Elementary.....	\$168,999	\$191,795
High schools.....	\$74,764	\$113,067
Total.....	\$243,763	\$304,862
Academies.....	\$11,360	\$14,978
<b>Total expenditures for maintenance—</b>		
Public schools—Elementary.....	\$5,662,246	\$5,166,017
High schools.....	\$2,414,474	\$2,666,353
Total.....	\$8,076,720	\$7,832,370
Academies.....	\$595,612	\$592,661
For supervision.....	\$236,708	\$200,543
For new lots and buildings.....	\$576,800	\$211,511
For repairs.....	\$469,496	\$279,833
For permanent improvements.....		\$57,814

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

FINANCIAL	1927	1937
For equipment.....	\$139,323	\$66,440
For medical inspection.....	\$17,281	\$25,725
For physical education.....	\$84,933	\$73,773
For industrial education.....	\$234,844	\$239,586
For vocational education.....	\$45,777	\$49,464
For evening schools and Americanization.....	\$44,319	\$18,542
Total expenditures for all school purposes—		
Public schools.....	\$10,588,977	\$9,953,091
Academies.....	\$970,996	\$1,110,790
Per capita costs:		
On total enrollment and expenditure for maintenance—		
Elementary.....	\$42.49	\$37.57
Secondary.....	\$77.08	\$62.41
On total enrollment and total expenditure.....	\$64.34	\$55.23
On average attendance and expenditure for maintenance—		
Elementary.....	\$53.01	\$45.18
Secondary.....	\$86.99	69.88
On average attendance and total expenditure.....	\$78.69	\$65.27
On school census and total expenditure.....	\$43.48	\$38.11
On state census and total expenditure.....	\$13.79	\$12.48

## STATE AID

STATE AID	1927	1937
Toward public school maintenance.....	\$1,726,349	\$1,306,512
Toward academy maintenance.....	\$21,250	\$85,093
Toward equalization of expense.....	\$72,195	\$245,286
Toward physical education.....	\$32,988	\$24,610
Toward industrial education.....	\$104,137	\$90,595
Toward vocational education.....	\$30,336	\$59,615
Toward evening schools.....	\$9,003	\$9,903
Toward Americanization.....	\$10,362	

THE FOLLOWING TABLE SHOWS THE DISTRIBUTION OF  
THE STATE EQUALIZATION FUND AS MADE IN  
DECEMBER, 1937

County	Town	Amt.	County	Town	Amt.
Andros- coggin	Leeds . . . . .	\$ 531	Lincoln	Bremen . . . . .	194
	Livermore . . . . .	1,391		Jefferson . . . . .	592
Aroostook	Mechanic Falls . . . . .	882	Nobleboro . . . . .	115	
	Minot . . . . .	444	Somerville . . . . .	813	
	Ashland . . . . .	4,448	Oxford	Brownfield . . . . .	1,647
	Benedicta . . . . .	916	Buckfield . . . . .	936	
	Blaine . . . . .	919	Canton . . . . .	1,170	
	Caribou . . . . .	1,000	Greenwood . . . . .	875	
	Crystal . . . . .	1,910	Hebron . . . . .	305	
	Dyer Brook . . . . .	222	Mexico . . . . .	4,648	
	Eagle Lake . . . . .	3,324	Norway . . . . .	1,854	
	Fort Kent . . . . .	8,235	Oxford . . . . .	1,633	
	Frenchville . . . . .	4,788	Porter . . . . .	600	
	Grand Isle . . . . .	4,896	Roxbury . . . . .	339	
	Haynesville . . . . .	728	Summer . . . . .	255	
	Hershey . . . . .	105	Waterford . . . . .	688	
	Hodgdon . . . . .	2,839	Woodstock . . . . .	1,275	
	Island Falls . . . . .	3,063	Milton Pl. . . . .	91	
	Limestone . . . . .	2,874	Penobscot	Alton . . . . .	534
	Linneus . . . . .	1,561	Bradley . . . . .	384	
	Mars Hill . . . . .	1,285	Carroll . . . . .	716	
	Masardis . . . . .	1,197	Charleston . . . . .	1,368	
	Merrill . . . . .	750	Chester . . . . .	719	
	New Limerick . . . . .	668	Clifton . . . . .	423	
	Oakfield . . . . .	3,370	Dixmont . . . . .	504	
	Orient . . . . .	381	East Millinocket . . . . .	546	
	Portage Lake . . . . .	1,345	Eddington . . . . .	835	
	Saint Agatha . . . . .	6,006	Enfield . . . . .	1,056	
	Sherman . . . . .	2,662	Etna . . . . .	544	
Smyrna . . . . .	236	Exeter . . . . .	1,143		
Stockholm . . . . .	1,152	Garland . . . . .	1,890		
Van Buren . . . . .	6,270	Glenburn . . . . .	183		
Washburn . . . . .	2,516	Greenbush . . . . .	1,110		
Weston . . . . .	1,388	Hudson . . . . .	558		
Woodland . . . . .	2,004	Kenduskeag . . . . .	22		
Cary Pl. . . . .	495	Lagrange . . . . .	1,044		
Caswell Pl. . . . .	718	Lee . . . . .	2,285		
New Canada Pl. . . . .	1,470	Levant . . . . .	515		
Saint Francis Pl. . . . .	3,039	Lincoln . . . . .	2,385		
Wallagrass Pl. . . . .	4,028	Lowell . . . . .	270		
Naples . . . . .	92	Mattawamkeag . . . . .	313		
Cumber- land	Avon . . . . .	60	Medway . . . . .	2,341	
	Freeman . . . . .	408	Milford . . . . .	144	
Franklin	Kingfield . . . . .	846	Millinocket . . . . .	1,000	
	New Sharon . . . . .	548	Mount Chase . . . . .	495	
Hancock	Brooklin . . . . .	663	Newburg . . . . .	735	
	Brooksville . . . . .	2,684	Passadumkeag . . . . .	188	
	Deer Isle . . . . .	3,585	Patten . . . . .	645	
	Franklin . . . . .	1,050	Plymouth . . . . .	864	
	Mariaville . . . . .	126	Prentiss . . . . .	1,184	
	Orland . . . . .	140	Springfield . . . . .	1,051	
	Otis . . . . .	184	Stetson . . . . .	987	
	Penobscot . . . . .	1,130	Winn . . . . .	1,081	
	Sedgwick . . . . .	2,013	Kingman Pl. . . . .	421	
	Stonington . . . . .	617	Stacyville Pl. . . . .	633	
	Tremont . . . . .	1,192	Abbot . . . . .	2,532	
	Trenton . . . . .	246	Atkinson . . . . .	304	
	Verona . . . . .	390	Medford . . . . .	844	
	Kennebec	Chelsea . . . . .	1,999	Milo . . . . .	720
		Oakland . . . . .	580	Monson . . . . .	884
Randolph . . . . .		2,065	Orneville . . . . .	522	
Readfield . . . . .		353	Sangerville . . . . .	1,215	
Sidney . . . . .		810	Wellington . . . . .	300	
Knox	Vassalboro . . . . .	260	Willimantic . . . . .	342	
	West Gardiner . . . . .	735	Sagadahoc	Bowdoin . . . . .	889
	Appleton . . . . .	736	Bowdoinham . . . . .	760	
	Saint George . . . . .	1,989	Richmond . . . . .	527	
	South Thomaston . . . . .	460	Woolwich . . . . .	266	
Knox	Union . . . . .	264	Somerset	Anson . . . . .	2,983
	Vinalhaven . . . . .	416	Athens . . . . .	917	
			Detroit . . . . .	228	

County	Town	Amt.	County	Town	Amt.
Waldo	Harmony . . . . .	1,901	York	Cutler . . . . .	648
	Mercer . . . . .	405		Dennysville . . . . .	1,670
	New Portland . . . . .	2,574		East Machias . . . . .	1,602
	Norridgewock . . . . .	386		Eastport . . . . .	5,632
	Palmyra . . . . .	834		Edmunds . . . . .	769
	Pittsfield . . . . .	448		Harrington . . . . .	1,661
	Saint Albans . . . . .	1,211		Jonesboro . . . . .	1,878
	Solon . . . . .	590		Jonesport . . . . .	3,234
	Flagstaff Pl. . . . .	1,105		Lubec . . . . .	2,743
	Concord Pl. . . . .	206		Machias . . . . .	546
	Belmont . . . . .	408		Machiasport . . . . .	1,032
	Freedom . . . . .	357		Marion . . . . .	38
	Knox . . . . .	417		Marshfield . . . . .	374
	Monroe . . . . .	1,969		Meddybemps . . . . .	40
	Montville . . . . .	885		Pembroke . . . . .	760
	Morrill . . . . .	471		Perry . . . . .	1,512
	Palermo . . . . .	236		Princeton . . . . .	1,620
	Prospect . . . . .	396		Roque Bluffs . . . . .	103
	Searsport . . . . .	264		Steuben . . . . .	1,280
	Stockton Springs . . . . .	270		Trescott . . . . .	1,449
	Swanville . . . . .	375		Wesley . . . . .	585
	Troy . . . . .	390		Berwick . . . . .	741
Winterport . . . . .	2,148	Cornish . . . . .	1,143		
Addison . . . . .	2,583	Limerick . . . . .	234		
Baring . . . . .	76	Limington . . . . .	959		
Beals . . . . .	2,572	Newfield . . . . .	1,158		
Brookton . . . . .	68	No. Kennebunkport . . . . .	152		
Charlotte . . . . .	624	Parsonsfield . . . . .	418		
Cherryfield . . . . .	680	Shapleigh . . . . .	847		
Columbia . . . . .	240	South Berwick . . . . .	330		
Columbia Falls . . . . .	688	Waterboro . . . . .	330		
Washington					

THE FOLLOWING TABLE SHOWS CERTAIN ITEMS REGARDING SCHOOLS IN INDIVIDUAL TOWNS OF THE STATE OF MAINE FOR THE YEAR ENDING JUNE 30, 1937

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 expenditures 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	5,010	2,917	1,000	2,598	983	2,302	901	97.4667	35.2333	.00919	.037	\$134,644	\$22,067	—	\$121,624	\$160,972	\$239,771
Durham	311	188	—	172	—	156	—	10.0000	—	.01120	.044	6,000	2,535	—	4,000	9,495	10,115
Greene	234	147	—	123	—	119	—	6.0000	—	.00987	.039	6,100	2,010	—	2,986	8,382	9,274
Leeds	230	154	7	137	6	117	6	7.1600	1.0400	.01206	.067	5,900	2,502	\$311	4,239	8,185	9,215
Lewiston	11,328	3,339	1,129	2,906	1,120	2,503	981	103.0000	45.0000	.00600	.034	165,511	37,539	—	163,259	201,675	237,599
Lisbon	1,200	594	262	561	258	523	236	18.6000	14.5000	.00864	.040	31,000	5,744	—	29,217	39,967	48,205
Livermore	503	269	—	266	—	260	—	11.0000	—	.01525	.061	11,200	2,923	306	5,479	14,137	15,454
Livermore Falls	983	513	227	468	223	442	197	17.1384	10.0616	.01084	.047	22,580	4,554	—	23,308	32,483	38,040
Mechanic Falls	553	305	177	276	173	263	153	9.3333	8.1667	.01165	.058	15,250	2,621	—	15,584	22,600	24,341
Minot	247	128	—	113	—	100	—	6.0000	—	.01088	.055	4,775	1,897	—	2,906	7,101	7,626
Poland	479	343	—	300	—	267	—	15.5000	—	.01066	.047	12,500	3,404	—	8,505	17,266	18,460
Turner	398	257	95	246	95	231	86	11.2000	—	.00898	.052	12,525	2,533	150	5,859	15,559	18,538
Wales	150	81	—	76	—	60	—	5.2000	—	.01157	.041	3,100	1,499	—	2,128	4,626	4,908
Webster	334	196	37	175	37	157	32	7.0000	3.0000	.01278	.050	7,850	1,860	—	7,025	9,869	10,639
Total	21,960	9,431	2,934	8,417	2,895	7,500	2,592	324.5984	117.0016	—	—	\$438,935	\$93,688	\$767	\$396,119	\$552,317	\$692,185

## 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 expenditures 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
Amity.....	135	91	—	90	—	69	—	4,000	—	.00751	.070	\$1,306	\$1,219	—	\$1,052	\$1,852	\$2,027
Ashland.....	994	620	140	573	140	475	117	18,000	5,000	.01790	.072	14,000	5,546	\$1,000	15,065	23,012	26,224
Bancroft.....	103	64	—	61	—	51	—	3,000	—	.00969	.064	1,100	753	—	1,576	2,861	3,228
Benedicta.....	121	78	—	76	—	71	—	3,000	—	.02063	.058	2,800	582	—	2,552	3,563	3,765
Blaine.....	413	241	—	217	—	186	—	7,000	—	.01919	.060	7,950	2,440	546	4,514	9,654	10,207
Bridgewater.....	455	279	63	265	63	234	57	8,000	—	.00797	.040	6,200	2,452	—	4,477	11,158	11,649
Caribou.....	2,973	1,530	649	1,380	645	1,227	572	40,000	20,000	.01323	.053	52,988	14,268	1,500	51,522	87,859	95,909
Castle Hill.....	254	180	—	162	—	129	—	6,250	—	.01279	.052	3,000	1,986	—	4,074	6,369	6,830
Chapman.....	179	117	—	99	—	78	—	6,250	—	.00809	.053	1,600	1,746	—	3,149	4,987	5,399
Connor.....	269	175	—	165	—	129	—	4,000	—	.01196	.070	2,000	1,570	120	2,425	4,490	4,604
Crystal.....	161	106	—	100	—	85	—	5,000	—	.01809	.064	4,800	1,847	205	2,763	7,257	7,704
Dyer Brook.....	135	103	—	92	—	85	—	3,000	—	.00932	.067	2,425	2,113	—	1,204	3,948	4,388
Eagle Lake.....	870	524	—	492	—	430	—	14,000	—	.01850	.091	5,000	4,378	644	7,154	9,456	9,922
Easton.....	556	373	90	332	—	89	294	13,000	4,000	.01211	.044	11,325	3,095	—	10,268	14,808	15,853
Fort Fairfield.....	2,215	1,305	326	1,219	—	325	1,083	35,000	12,000	.01205	.059	47,000	11,001	1,000	35,262	58,846	70,567
Fort Kent.....	2,009	1,211	193	1,086	193	973	178	33,000	6,000	.01523	.058	20,900	11,882	1,500	34,106	48,848	51,134
Frenchville.....	712	445	52	418	—	52	384	14,000	—	.02000	.050	16,404	4,880	—	9,437	21,637	23,421
Grand Isle.....	693	457	46	439	—	46	388	14,000	1,000	.01018	.058	5,100	3,181	—	6,172	9,167	9,996
Haynesville.....	88	48	11	48	—	42	9	2,000	1,000	.01947	.086	1,000	729	188	1,617	2,161	2,361
Hersey.....	67	38	—	37	—	33	—	2,000	—	.00834	.060	1,500	1,123	—	618	2,116	2,672



AROOSTOOK COUNTY—Continued

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
Hodgdon.....	405	234	80	216	79	194	71	8.0000	5.0000	.01840	.063	7.550	3,139	738	7,232	11,028	11,716
Houlton.....	2,215	1,106	525	1,029	515	927	477	34.0000	17.0000	.01155	.050	53,530	9,183	—	45,076	69,699	90,038
Island Falls.....	547	325	111	309	111	284	92	7.5000	5.0000	.01824	.072	9,050	2,976	588	8,600	13,400	15,731
Limestone.....	842	558	114	531	113	453	102	17.0000	5.0000	.02002	.063	21,575	5,647	1,500	16,301	30,185	34,610
Linneus.....	277	182	—	173	—	147	—	7.0000	—	.01876	.058	5,725	2,571	280	2,593	5,884	6,520
Littleton.....	434	253	—	236	—	205	—	10.0000	—	.01488	.038	8,485	2,519	—	4,174	12,404	12,806
Ludlow.....	110	61	—	61	—	45	—	3.0000	—	.00725	.066	1,635	1,064	—	1,239	2,934	3,294
Madawaska.....	1,688	1,083	126	1,057	123	938	114	32.0000	9.0000	.00996	.043	31,118	8,132	—	23,742	37,147	54,827
Mapleton.....	507	293	120	265	119	233	98	8.5000	7.0000	.01108	.043	7,439	2,593	—	9,678	14,313	18,114
Mars Hill.....	673	421	—	355	—	348	—	14.0000	—	.01696	.049	20,700	3,791	—	8,656	25,463	27,760
Masardis.....	225	124	26	123	26	106	24	5.0000	1.0000	.01576	.055	4,575	2,161	210	4,197	7,555	8,253
Merrill.....	217	89	77	85	77	79	67	3.0000	4.0000	.01404	.069	2,696	1,183	170	4,318	6,848	8,565
Monticello.....	542	337	53	328	53	270	39	9.0000	1.0000	.01381	.045	8,200	3,024	—	6,723	12,998	14,582
New Limerick.....	149	106	—	89	—	85	—	4.0000	—	.01690	.057	3,200	1,571	136	1,330	4,966	5,373
New Sweden.....	241	169	—	151	—	129	—	8.0000	—	.00871	.036	4,000	2,191	—	3,266	6,433	6,742
Oakfield.....	470	214	72	214	72	194	63	7.0000	4.0000	.02874	.080	8,830	2,968	868	7,176	11,490	12,495
Orient.....	60	35	—	33	—	28	—	2.0000	—	.01561	.080	1,450	958	76	1,017	3,038	3,116
Perham.....	330	173	—	164	—	140	—	5.0000	—	.01283	.044	2,500	1,879	—	2,650	5,820	6,291
Portage Lake.....	334	199	30	182	30	164	22	6.0000	1.0000	.02041	.062	4,850	2,298	352	4,458	6,628	7,040
Presque Isle.....	2,602	1,660	443	1,510	436	1,318	387	40.0000	14.0000	.01031	.048	50,335	10,808	—	49,283	65,332	86,410
Saint Agatha.....	787	483	87	456	85	397	74	15.0000	6.0000	.02920	.058	8,322	4,678	1,000	10,564	14,515	14,921
Sherman.....	332	196	112	181	112	170	96	8.0000	5.0000	.01488	.066	6,443	2,346	420	6,986	11,317	14,090
Smyrna.....	134	91	—	82	—	75	—	4.0000	—	.00959	.072	3,025	2,170	—	1,850	5,870	6,604
Stockholm.....	413	279	37	275	37	236	30	6.0000	2.0000	.01607	.057	3,500	2,320	256	4,153	7,268	7,890
Van Buren.....	2,167	1,468	290	1,433	288	1,254	250	52.0000	14.0000	.01143	.053	19,240	11,969	—	31,841	41,174	42,975
Wade.....	209	107	—	93	—	81	—	4.0000	—	.00354	.034	1,575	1,056	—	1,840	3,471	4,115
Washburn.....	897	432	159	398	135	371	128	11.0000	7.0000	.01647	.043	19,195	3,551	—	14,313	24,469	86,330
Westfield.....	359	206	—	184	—	158	—	6.0000	—	.00876	.034	4,916	2,091	—	2,875	7,627	8,372
Weston.....	136	81	—	70	—	64	—	4.0000	—	.02794	.098	2,500	1,803	256	2,220	4,516	4,685
Woodland.....	412	307	—	261	—	227	—	12.0000	—	.01688	.058	7,125	3,212	418	5,210	11,488	11,881

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 expenditures for all school purposes
	1	2	3	4	5	6	7	8	9	10								
Plantations																		
Allagash	234	147	—	136	—	100	—	5,000	—	.00159	.041	\$1,292	\$2,334	—	—	\$2,701	\$6,875	\$7,369
Cary	98	63	—	56	—	40	—	3,000	—	.01789	.060	1,235	2,040	\$120	—	1,138	2,606	2,708
Caswell	295	187	—	175	—	148	—	5,000	—	.01580	.050	3,500	2,162	—	—	2,301	6,551	6,946
Cyr	230	137	—	137	—	119	—	6,000	—	.00455	.036	600	1,317	—	—	2,438	4,047	4,586
E.	33	23	—	21	—	18	—	1,000	—	.01070	.059	830	379	250	—	534	1,282	2,266
Garfield	25	13	—	9	—	10	—	1,000	—	.00623	.040	600	750	—	—	630	1,468	1,517
Glenwood	34	21	—	21	—	17	—	1,000	—	.00058	.055	50	167	—	—	513	1,011	1,077
Hamlin	247	136	—	136	—	116	—	5,000	—	.01093	.050	1,150	1,304	—	—	1,860	2,560	2,710
Hammond	33	21	—	20	—	20	—	1,000	—	.00099	.045	150	446	—	—	622	1,966	2,016
Macwahoc	73	40	—	37	—	36	—	2,000	—	.00888	.064	1,000	411	—	—	1,126	1,950	2,097
Moro	46	38	—	38	—	33	—	3,000	—	.00629	.039	575	749	—	—	1,096	1,856	2,016
Nashville	12	—	—	—	—	—	—	—	—	.00068	.034	25	206	—	—	208	990	1,094
New Canada	282	176	—	156	—	144	—	7,000	—	.01316	.045	2,800	1,498	—	—	3,717	4,804	4,904
Oxbow	73	43	—	42	—	38	—	2,000	—	.00845	.037	1,000	573	—	—	1,210	2,119	2,255
Reed	160	87	41	81	40	65	36	3,000	2,000	.01371	.077	1,000	1,153	231	—	3,694	5,264	6,089
Saint Francis	626	304	28	262	28	253	24	10,000	1,000	.01906	.08	4,000	3,223	552	—	5,208	9,143	9,632
Saint John	292	168	—	163	—	141	—	5,000	—	.00855	.083	1,200	1,273	—	—	2,597	4,027	4,438
Silver Ridge	73	52	—	44	—	42	—	2,000	—	.00101	.058	390	766	—	—	921	1,814	1,925
Wallagrass	525	381	—	349	—	313	—	13,000	—	.01839	.08	3,300	3,353	572	—	5,226	8,546	8,965
Westmanland	30	23	—	15	—	16	—	1,000	—	.00175	.027	300	307	—	—	419	1,188	1,313
Winterville	169	110	—	104	—	88	—	4,000	—	.00511	.070	500	1,034	—	—	1,673	2,486	2,566
Total	35,686	21,427	4,101	19,897	4,043	17,523	3,567	666,500	159,000			\$567,179	\$208,088	15,696	\$532,400	\$891,882	\$1,082,475	

CUMBERLAND COUNTY

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
Baldwin	198	127	---	122	---	102	---	7,1000	---	.01025	.039	\$6,600	\$1,846	---	\$4,032	\$8,779	\$9,929
Bridgton	764	510	145	471	143	427	136	13,5538	8,2462	.01003	.051	18,534	3,812	---	16,667	25,484	30,021
Brunswick	2,507	956	520	856	511	780	477	34,6000	17,0000	.00879	.042	50,880	11,041	---	53,330	72,515	83,997
Cape Elizabeth	682	415	153	383	150	320	135	12,5569	7,1231	.00897	.036	29,720	3,371	---	22,221	31,666	41,016
Casco	289	202	44	178	42	161	32	6,2768	2,1232	.01326	.050	3,835	1,541	---	5,486	8,194	9,080
Cumberland	446	241	90	223	88	174	77	7,4800	2,2800	.00778	.036	13,788	2,645	---	6,271	13,157	15,998
Falmouth	735	419	150	381	145	347	135	12,5677	9,0923	.00796	.039	21,732	3,622	---	18,900	27,079	62,133
Freeport	649	418	131	377	127	348	115	16,7769	4,1231	.01139	.051	19,950	3,758	---	15,944	23,698	44,825
Gorham	999	697	217	629	213	567	204	26,0000	7,0000	.00953	.036	27,008	4,231	---	23,333	32,514	38,180
Gray	378	201	89	184	89	166	83	8,1384	---	.01138	.049	8,750	2,104	---	5,323	10,421	11,624
Harpwell	400	233	---	214	---	190	---	12,0000	---	.01032	.042	13,650	2,899	---	7,997	16,333	18,246
Harrison	326	226	---	206	---	190	---	9,0000	---	.01278	.051	10,150	2,416	---	5,615	12,732	13,594
Naples	180	129	---	119	---	104	---	4,2000	---	.01123	.052	6,100	1,699	---	2,923	7,706	8,263
New Gloucester	345	203	40	183	38	151	36	10,0000	3,0000	.00933	.042	7,235	1,910	---	6,874	9,845	11,903
North Yarmouth	196	91	---	83	---	77	---	4,1800	---	.01310	.045	4,500	1,521	---	2,479	6,172	6,555
Otisfield	159	72	---	72	---	64	---	4,0000	---	.01019	.059	2,300	1,878	---	2,273	5,389	9,745
Portland	23,608	9,655	3,333	9,439	3,332	8,394	3,012	299,6000	127,0000	.00800	.043	621,652	92,632	---	570,718	715,735	984,423
Pownal	171	126	---	104	---	86	---	5,0000	---	.01241	.045	3,100	1,850	---	2,200	5,723	6,097
Raymond	145	87	---	78	---	72	---	3,2000	---	.00760	.042	2,900	1,538	---	1,767	5,192	5,547
Scarborough	871	515	143	438	139	399	120	14,0000	7,0000	.00666	.038	19,693	3,793	---	16,929	24,003	29,635
Sebago	131	75	31	70	31	66	29	4,2000	---	.00848	.040	5,650	826	---	4,830	8,242	9,745
South Portland	4,406	2,663	1,092	2,483	1,067	2,288	981	97,0000	41,0000	.01179	.048	158,129	20,921	---	148,075	179,574	253,556
Standish	438	283	72	265	72	239	63	12,1333	4,0667	.00817	.039	15,000	2,904	---	11,638	18,766	23,144
Westbrook	3,224	1,351	528	1,262	528	1,178	468	48,0000	18,0000	.00864	.035	88,040	12,905	---	81,221	100,579	252,799
Windham	704	427	131	382	131	353	116	13,1384	6,0616	.00803	.038	18,800	3,246	---	11,580	22,844	29,249
Yarmouth	674	394	38	369	37	337	33	15,8600	1,0400	.01515	.057	21,050	4,255	\$480	11,702	26,811	30,803
Total	43,625	20,716	6,947	19,571	6,883	17,580	6,252	700,5622	264,1562			\$1,198,746	\$195,164	\$480	\$1,060,328	\$1,419,153	\$2,036,289

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 expenditures for all school purposes
	Elementary	Secondary	Elementary	Secondary	Elementary	Secondary	Elementary	Secondary	Elementary	Secondary								
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	
Avon	117	34	—	32	—	21	—	2,000	—	.01473	.072	\$2,500	\$1,322	\$68	\$1,041	\$3,693	\$3,850	
Carthage	60	50	—	46	—	38	—	3,000	—	.00855	.063	950	801	—	1,620	3,348	2,742	
Chesterville	181	109	—	100	—	87	—	4,000	—	.01273	.049	4,100	1,642	—	1,800	5,726	6,696	
Eustis	170	134	41	122	38	114	38	4,000	3,000	.01045	.048	4,600	1,226	—	4,458	8,773	10,326	
Farmington	973	606	308	545	301	489	277	16,000	13,000	.00831	.041	24,600	4,057	—	22,295	32,674	36,861	
Freeman	69	42	—	37	—	30	—	3,000	—	.01428	.100	1,700	946	114	1,289	2,837	3,086	
Industry	69	45	—	45	—	38	—	3,000	—	.00772	.065	1,380	760	—	968	2,079	2,537	
Jay	1,125	492	186	450	186	428	161	21,4153	7,1847	.01065	.044	27,500	5,194	—	21,428	32,235	38,632	
Kingfield	295	180	77	166	75	105	71	5,000	3,000	.01372	.064	5,750	1,718	310	5,458	8,192	9,370	
Madrid	52	43	—	43	—	36	—	3,000	—	.01054	.058	1,430	857	—	1,318	2,239	2,669	
New Sharon	208	128	58	124	58	108	51	4,000	2,000	.01529	.060	4,780	1,724	272	3,944	7,397	8,002	
New Vineyard	140	91	—	90	—	77	—	3,000	—	.01013	.060	2,700	1,626	—	1,692	4,728	5,130	
Phillips	320	251	89	228	89	203	77	11,5000	3,000	.01241	.051	7,950	2,132	—	8,891	12,567	14,017	
Rangeley	408	250	109	245	109	222	90	10,000	5,000	.00896	.049	15,579	2,494	—	13,586	20,109	23,562	
Salem	39	28	—	25	—	20	—	2,000	—	.00835	.055	750	373	—	1,059	1,531	1,671	
Strong	246	147	71	135	69	113	61	4,000	3,000	.01261	.049	7,000	1,393	—	5,925	9,546	10,205	
Temple	70	41	—	35	—	30	—	2,000	—	.00890	.058	1,750	927	—	1,176	2,544	2,763	
Weld	156	106	21	98	20	85	18	3,000	2,000	.00906	.046	3,800	1,146	—	3,584	6,048	6,607	
Wilton	909	657	182	607	182	532	166	19,6230	—	.01166	.044	22,129	4,722	—	11,737	27,791	30,593	

FRANKLIN COUNTY—Concluded

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
Plantations .....																	
Coplin .....	20	10	—	10	—	9	—	1.0000	—	.00356	.053	350	371	—	700	1,711	1,892
Dallas .....	60	30	—	27	—	26	—	2.0000	—	.00817	.050	1,532	419	—	1,110	2,377	2,544
Rangleley .....	12	—	—	—	—	—	—	—	—	.00273	.032	—	263	—	—	1,508	1,783
Sandy River .....	23	20	—	14	—	14	—	1.0000	—	—	.031	—	403	—	1,002	3,274	3,800
Total .....	5,722	3,494	1,142	3,224	1,127	2,825	1,010	127.5383	41.1847			\$142,830	\$36,516	\$764	\$116,081	\$201,927	\$229,338

HANCOCK COUNTY

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
Amherst .....	62	29	—	29	—	27	—	2.0000	—	.00970	.068	\$ 750	\$ 502	—	\$1,026	\$1,405	\$1,488
Aurora .....	24	16	—	16	—	15	—	1.0000	—	.00670	.06	500	216	—	496	860	901
Bar Harbor .....	1,344	779	280	731	277	646	255	26.0000	12.0000	.00702	.044	51,100	6,518	—	41,340	61,440	76,536
Bluehill .....	452	208	65	200	65	190	58	12.5334	—	.01059	.046	14,000	3,295	—	6,978	16,934	18,536
Brooklin .....	267	108	49	101	49	97	47	5.1333	4.0667	.01541	.056	6,500	1,886	420	6,546	8,478	9,396
Brooksville .....	229	129	50	124	50	115	46	9.0000	3.0000	.01612	.07	6,510	2,091	494	6,752	8,263	9,142
Bucksport .....	918	591	236	564	231	516	208	16.0000	10.0000	.00950	.068	22,500	4,694	350	19,069	30,876	39,591
Castine .....	145	—	54	—	53	—	42	—	3.0000	.00978	.039	7,550	739	—	4,860	8,353	8,911
Cranberry Isles .....	139	67	—	63	—	57	—	4.0000	—	.00954	.034	2,700	982	—	2,842	4,668	5,378
Dedham .....	80	48	—	48	—	42	—	2.0000	—	.00376	.042	1,700	1,228	—	1,156	3,019	3,496
Deer Isle .....	406	226	84	210	84	192	76	12.0000	3.0000	.01532	.058	11,812	3,490	1,112	8,859	14,853	15,894
Eastbrook .....	63	37	—	33	—	33	—	2.0000	—	.01358	.052	1,275	861	—	918	2,528	2,652
Ellsworth .....	932	573	274	573	272	539	238	20.0000	11.0000	.00884	.055	30,400	5,474	300	23,808	41,026	55,566
Franklin .....	249	170	52	164	44	140	47	6.0000	2.0000	.01493	.053	5,050	1,760	700	4,884	7,098	8,382
Gouldsboro .....	241	157	—	135	—	133	—	9.0000	—	.01258	.045	7,050	2,494	—	4,416	10,061	11,104
Hancock .....	230	145	17	127	17	107	14	5.0000	1.0000	.01058	.044	4,700	1,883	—	3,873	6,838	7,405

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 expenditures 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	
Lamoine	133	90	—	81	—	75	—	3,000	—	.01175	.052	\$2,600	\$1,371	—	\$1,728	\$4,564	\$4,863	
Mariaville	45	27	—	26	—	25	—	2,000	—	.01186	.065	1,425	844	\$58	960	2,379	2,468	
Mount Desert	830	421	94	409	94	382	87	19,000	9,000	.00926	.053	38,800	4,835	500	25,805	43,361	52,980	
Orland	264	164	—	146	—	131	—	5,000	—	.01343	.065	5,000	2,278	155	2,592	7,673	8,303	
Otis	43	33	—	28	—	26	—	2,000	—	.01063	.060	1,200	430	—	1,110	1,673	1,805	
Penobscot	178	89	35	81	35	70	29	6,000	2,000	.01732	.086	3,900	1,896	430	4,489	5,815	6,453	
Sedgwick	241	118	29	113	29	105	27	6,266	2,134	.01753	.068	4,950	2,000	440	5,381	6,980	7,594	
Sorrento	46	29	—	26	—	25	—	2,000	—	.00559	.041	2,165	688	—	1,400	3,004	3,176	
Southwest Harbor	413	214	113	204	111	186	98	10,000	4,000	.00793	.040	10,400	1,896	—	10,787	14,901	18,187	
Stonington	400	221	80	208	77	189	71	5,000	5,000	.01471	.065	10,826	2,442	495	8,687	13,300	14,445	
Sullivan	254	166	48	145	48	135	45	6,000	2,000	.01947	.051	5,825	1,649	—	5,786	9,007	10,217	
Surry	110	73	—	73	—	68	—	2,000	—	.00851	.052	2,150	1,461	—	1,088	4,323	4,547	
Swan's Island	168	89	—	87	—	77	—	5,000	—	.01342	.052	2,450	1,331	—	2,400	3,513	3,976	
Tremont	479	258	—	246	—	228	—	10,000	—	.01649	.064	8,590	3,070	333	6,457	11,757	13,484	
Trenton	127	84	—	81	—	73	—	3,000	—	.01299	.060	2,250	1,434	90	1,728	3,624	3,936	
Verona	116	92	—	85	—	76	—	3,000	—	.01518	.056	1,800	1,204	90	1,701	3,167	3,386	
Waltham	46	34	—	32	—	32	—	2,000	—	.00841	.058	1,100	491	—	718	1,341	1,777	
Winter Harbor	132	76	70	69	70	63	61	3,000	2,000	.00978	.042	4,300	755	—	6,036	8,139	9,084	
Plantations																		
Long Island	34	22	—	22	—	21	—	1,000	—	.02207	.051	190	446	25	774	1,148	1,287	
Number 33	16	13	—	12	—	11	—	1,000	—	.00634	.033	310	132	—	465	570	696	
Osborn	8	4	—	4	—	3	—	1,000	—	.00154	.032	60	166	—	672	796	844	
Total	9,864	5,600	1,630	5,296	1,606	4,850	1,449	228,933	75,201			\$284,388	\$68,932	\$5,992	\$228,587	\$377,735	\$447,886	

KENNEBEC COUNTY

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
Albion .....	324	172	59	172	59	165	55	7.0000	3.0000	.01389	.050	\$6,800	\$1,732	—	\$5,448	\$8,880	\$9,646
Augusta .....	5,106	2,486	895	2,251	883	1,928	796	75.8000	29.0000	.00877	.044	106,616	19,858	—	104,507	135,954	228,237
Belgrade .....	293	219	61	200	54	172	51	7.0000	2.0000	.01027	.048	9,417	2,027	\$500	6,615	11,862	13,555
Benton .....	399	232	—	211	—	189	—	8.2000	—	.01287	.041	8,300	2,469	—	3,941	10,515	11,121
Chelsea .....	293	221	—	195	—	166	—	7.0000	—	.02189	.070	5,700	2,458	350	2,858	7,866	8,289
China .....	369	221	65	185	65	167	56	6.0000	—	.01006	.040	8,250	2,178	—	3,241	9,933	10,757
Clinton .....	373	204	92	198	92	169	101	6.0000	4.0000	.01224	.047	8,075	2,011	250	6,521	10,706	12,408
Farmingdale .....	329	208	—	179	—	179	—	6.2000	—	.00972	.036	9,000	1,929	—	4,765	11,112	12,053
Fayette .....	112	72	—	54	—	63	—	3.0000	—	.00850	.063	2,150	1,580	—	1,324	4,203	4,697
Gardiner .....	1,593	992	515	876	509	781	468	27.5333	19.2667	.00846	.040	36,525	7,289	—	43,159	57,763	67,471
Hallowell .....	952	502	173	434	173	404	152	13.0000	6.0000	.00719	.046	14,950	3,796	—	13,771	19,957	21,671
Litchfield .....	235	143	40	135	40	114	32	8.0000	—	.00854	.062	4,265	1,480	—	3,198	5,479	5,949
Manchester .....	190	143	—	122	—	100	—	4.0000	—	.00730	.046	2,775	1,529	—	2,266	4,679	5,416
Monmouth .....	432	250	70	238	70	217	58	9.4000	—	.01097	.046	11,570	1,960	—	4,760	13,468	15,919
Mount Vernon .....	204	157	—	155	—	130	—	7.0000	—	.01277	.05	6,300	1,999	—	2,638	7,416	7,847
Oakland .....	828	454	169	426	167	386	143	12.1076	8.4924	.01228	.069	18,041	3,847	600	14,393	24,592	30,486
Pittston .....	468	210	—	175	—	159	—	9.0000	—	.00994	.050	3,650	2,578	—	3,622	6,673	7,095
Randolph .....	471	296	—	270	—	269	—	7.0000	—	.02198	.070	9,800	2,737	350	5,388	12,557	13,577
Readfield .....	303	176	—	170	—	147	—	6.0000	—	.01280	.052	7,850	2,098	—	3,116	9,673	10,257
Rome .....	136	98	—	85	—	83	—	6.0000	—	.00889	.042	3,350	1,475	—	2,952	4,920	5,220
Sidney .....	266	171	—	156	—	139	—	9.0000	—	.01254	.063	6,350	2,529	261	3,749	9,204	9,563
Vassalboro .....	526	364	—	329	—	286	—	10.0000	—	.01370	.055	16,850	3,590	286	5,535	21,309	23,222
Vienna .....	94	62	—	51	—	50	—	3.0000	—	.00856	.050	1,400	807	—	1,210	2,182	2,401
Waterville .....	4,936	1,920	754	1,806	745	1,900	678	72.0000	21.0000	.01065	.045	105,745	18,917	—	100,451	127,034	150,889
Wayne .....	124	65	—	62	—	56	—	3.0000	—	.01241	.046	5,300	1,260	—	1,700	5,632	6,125
West Gardiner .....	301	178	—	159	—	144	—	7.0000	—	.01405	.051	6,250	2,045	—	3,518	9,679	10,144
Windsor .....	223	116	—	111	—	99	—	5.0000	—	.00986	.048	5,000	1,679	—	2,254	6,676	6,957
Winslow .....	1,446	669	298	638	295	577	264	20.4000	12.2000	.01062	.055	36,644	6,676	300	25,956	43,853	52,068
Winthrop .....	794	411	162	377	159	340	142	11.0000	6.0000	.01080	.052	19,550	4,018	—	15,185	25,498	35,625
Unity Pl. ....	14	11	—	11	—	10	—	1.0000	—	.00619	.053	170	161	—	320	397	427
<b>Total .....</b>	<b>22,134</b>	<b>11,423</b>	<b>3,353</b>	<b>10,431</b>	<b>3,311</b>	<b>9,589</b>	<b>2,996</b>	<b>376.6409</b>	<b>110.9591</b>			<b>\$486,643</b>	<b>\$108,712</b>	<b>\$2,897</b>	<b>\$398,361</b>	<b>\$629,672</b>	<b>\$799,072</b>

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 expenditures 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	19	
Appleton.....	170	117	33	110	33	97	29	4.0000	2.0000	.01460	.058	\$3,760	\$1,795	\$256	\$3,334	\$5,866	\$7,124	
Camden.....	835	484	232	462	231	422	209	20.8000	8.6000	.00764	.043	34,130	4,240	—	29,955	42,016	56,805	
Cushing.....	95	64	—	59	—	50	—	3.0000	—	.01083	.050	2,000	1,229	—	1,648	3,582	3,832	
Friendship.....	186	106	30	100	30	90	27	4.0000	1.0000	.01286	.045	4,587	1,610	—	2,893	6,224	7,342	
Hope.....	153	98	—	90	—	86	—	5.0000	—	.01036	.052	2,700	1,533	—	2,188	3,919	4,405	
Isle au Haut.....	12	2	—	2	—	1	—	1.0000	—	.00160	.032	450	373	—	524	861	1,054	
North Haven.....	117	49	25	49	25	45	22	3.0000	2.0000	.00694	.036	5,900	847	—	4,508	6,236	7,039	
Owl's Head.....	157	112	—	103	—	84	—	4.0000	—	.00865	.050	2,985	1,444	—	2,193	4,447	4,999	
Rockland.....	2,169	1,589	484	1,457	484	1,291	416	41.5538	15.2462	.00860	.048	52,923	9,876	—	51,012	68,106	76,363	
Rockport.....	348	229	59	226	59	200	52	9.2077	3.0923	.00942	.051	13,892	1,905	—	10,379	15,969	17,835	
Saint George.....	492	295	75	277	75	243	66	11.0000	3.0000	.01333	.064	10,000	3,217	527	9,044	14,441	15,891	
South Thomaston.....	156	92	—	88	—	74	—	5.0000	—	.01509	.060	2,900	1,701	—	1,920	5,371	5,855	
Thomaston.....	477	322	118	315	116	287	105	11.2667	4.1333	.00604	.050	15,905	2,344	170	14,051	20,529	29,587	
Union.....	301	152	69	149	68	130	64	5.2667	3.1333	.01172	.061	6,850	2,227	308	5,142	10,043	11,321	
Vinalhaven.....	456	265	81	259	81	231	75	10.0000	3.0000	.01325	.058	11,050	2,982	480	9,954	13,942	15,119	
Warren.....	370	190	65	179	65	165	54	7.1333	2.0667	.01047	.057	8,100	2,207	—	6,040	10,891	12,141	
Washington.....	200	127	38	116	38	106	29	4.0000	2.0000	.01408	.094	3,000	1,508	342	3,427	5,207	5,535	
Matinicus Isle Pl.....	47	25	—	25	—	21	—	1.0000	—	.01850	.034	1,025	318	—	810	1,344	1,544	
<b>Total.....</b>	<b>6,741</b>	<b>4,318</b>	<b>1,309</b>	<b>4,066</b>	<b>1,305</b>	<b>3,623</b>	<b>1,148</b>	<b>150.2282</b>	<b>49.2718</b>			<b>\$182,157</b>	<b>\$41,356</b>	<b>\$2,083</b>	<b>\$159,022</b>	<b>\$238,994</b>	<b>\$283,791</b>	



LINCOLN COUNTY

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
Alna	76	38	—	36	—	31	—	3,000	—	.00934	.047	\$1,675	\$1,250	—	\$1,442	\$3,146	3,404
Boothbay	349	206	33	200	33	176	27	9,000	2,000	.01172	.060	11,050	3,375	\$392	8,220	14,628	15,961
Boothbay Harbor	583	354	174	320	174	307	156	11,000	6,000	.00658	.040	14,685	2,659	—	16,614	21,519	24,263
Bremen	141	74	—	65	—	59	—	4,000	—	.01093	.062	2,950	1,142	—	2,153	3,984	4,458
Bristol	453	176	63	167	62	163	56	9,000	4,000	.00420	.043	8,800	2,342	—	8,959	12,475	14,593
Damariscotta	332	134	—	132	—	119	—	4,000	—	.00888	.038	7,500	2,063	—	2,210	9,330	12,248
Dresden	253	99	31	77	31	84	30	6,000	—	.00550	.046	1,600	1,394	—	2,580	3,260	3,646
Edgecomb	175	73	—	63	—	55	—	4,000	—	.00986	.056	3,030	1,463	—	2,085	4,574	4,770
Jefferson	320	160	23	145	23	125	20	6,000	1,000	.01310	.062	5,750	2,566	240	3,625	8,116	8,686
Newcastle	341	191	—	172	—	158	—	8,000	—	.01111	.046	7,500	2,358	—	4,440	11,094	11,620
Nobleboro	212	96	—	93	—	86	—	4,000	—	.01270	.055	3,800	1,948	96	2,082	5,802	6,315
Somerville	106	82	—	72	—	61	—	3,000	—	.02372	.100	1,250	743	168	1,274	2,830	3,019
South Bristol	202	69	42	66	42	63	38	4,000	2,000	.00686	.037	6,480	1,036	—	3,962	6,118	14,016
Southport	132	73	—	70	—	66	—	4,000	—	.00499	.041	5,792	1,471	—	2,996	6,912	7,540
Waldoboro	719	386	139	363	139	289	120	14,000	4,000	.01195	.059	13,210	4,400	588	11,941	19,486	24,333
Westport	33	13	—	12	—	9	—	1,000	—	.00695	.045	1,200	460	—	495	1,252	1,329
Whitefield	298	171	22	160	22	140	17	7,000	1,000	.00976	.050	4,325	2,336	—	3,287	7,121	7,489
Wisasset	426	171	70	158	70	139	64	8,000	—	.00706	.055	7,950	2,098	—	4,893	9,962	10,843
Monhegan Pl.	29	16	—	16	—	13	—	1,000	—	.00800	.030	900	282	—	720	1,152	1,554
Total	5,180	2,582	597	2,389	596	2,143	528	110,000	20,000			\$109,447	\$35,386	\$1,484	\$83,978	\$152,761	\$180,087

OXFORD COUNTY

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
Albany	78	39	—	39	—	33	—	3,000	—	.00648	.065	\$1,800	\$684	—	\$1,472	\$2,825	\$2,967
Andover	227	130	49	129	49	117	42	6,000	2,000	.01375	.050	7,050	1,322	—	5,852	8,154	8,858
Bethel	602	350	—	323	—	311	—	15,000	—	.01521	.045	22,312	3,859	—	9,528	28,112	29,256
Brownfield	180	97	30	92	30	77	27	5,000	2,000	.01568	.058	5,820	1,627	306	4,757	7,930	8,821
Buckfield	266	153	97	144	96	126	86	8,000	5,500	.01333	.051	7,200	2,402	—	10,349	13,029	14,513
Byron	32	17	—	16	—	15	—	1,000	—	.00721	.049	1,409	357	—	640	1,761	1,856
Canton	247	133	64	133	64	113	56	5,000	3,000	.01485	.072	5,025	1,558	324	6,034	9,376	10,370
Denmark	143	86	29	81	28	74	25	3,1333	2,0667	.01123	.056	4,040	1,095	—	3,596	6,166	6,728
Dixfield	506	265	98	252	98	223	88	7,000	4,000	.01246	.045	11,900	2,371	—	9,792	16,983	19,228
Fryeburg	484	312	—	298	—	256	—	10,400	—	.01422	.050	16,725	2,800	—	7,111	19,466	20,929

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 expenditures for all school purposes
	1	2	3	4	5	6	7	8	9	10								
Gilead	36	21	—	20	—	19	—	1,000	—	.00663	.048	\$1,000	\$543	—	—	\$680	\$1,682	\$1,923
Greenwood	224	100	—	96	—	94	—	7,000	—	.01511	.086	5,100	2,537	\$362	4,208	8,171	9,010	
Hanover	39	23	—	23	—	20	—	1,000	—	.00720	.040	1,500	769	—	2,304	2,416	2,416	
Hartford	140	65	—	65	—	59	—	5,000	—	.00931	.051	2,475	1,586	—	2,186	4,451	5,082	
Hebron	147	87	—	78	—	67	—	5,000	—	.01151	.055	3,675	1,713	—	2,281	4,965	5,531	
Hiram	227	139	—	136	—	127	—	4,000	—	.01461	.065	7,070	1,699	132	2,368	8,849	9,319	
Lovell	167	121	—	105	—	95	—	6,000	—	.00754	.033	6,700	1,845	—	3,189	8,534	9,256	
Mexico	1,644	730	298	674	297	600	271	20,3889	9,0000	.01560	.062	23,050	7,724	1,500	22,836	30,079	34,052	
Newry	66	53	—	45	—	43	—	4,000	—	.00763	.058	2,550	1,057	—	2,261	3,645	4,181	
Norway	1,109	591	189	537	188	509	173	21,4000	10,0000	.01491	.054	27,800	6,402	1,000	26,200	38,434	48,286	
Oxford	469	211	56	203	55	181	48	9,0000	3,0000	.01517	.057	8,900	2,683	450	7,919	*11,824	16,177	
Paris	1,086	606	297	536	290	506	266	23,0000	11,0000	.01167	.050	32,266	6,940	—	23,287	36,710	45,619	
Peru	297	189	—	167	—	167	—	6,0000	—	.00708	.060	5,200	2,034	—	3,291	8,260	29,443	
Porter	242	148	67	135	67	128	61	4,2000	3,0000	.01423	.066	3,822	1,780	330	5,082	8,612	9,348	
Roxbury	107	67	—	65	—	55	—	3,0000	—	.01501	.054	2,640	1,142	120	1,800	3,634	3,983	
Rumford	3,621	1,411	619	1,282	613	1,209	610	50,0000	16,0000	.01171	.051	82,749	14,276	—	76,353	103,561	122,997	
Stoneham	67	66	—	47	—	40	—	3,0000	—	.01127	.046	1,930	869	—	1,401	2,938	3,261	
Stow	46	29	—	23	—	22	—	1,0000	—	.00992	.042	880	495	—	1,008	1,873	2,093	
Sumner	180	100	—	100	—	96	—	5,0000	—	.01269	.068	4,210	1,922	60	2,591	5,986	6,521	
Sweden	49	37	—	37	—	31	—	2,0000	—	.00516	.053	1,175	645	—	856	1,750	1,870	

## OXFORD COUNTY—Concluded

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
Upton.....	45	29	—	27	—	25	—	2.0000	—	.01106	.052	2,250	370	—	1,705	2,357	2,796
Waterford.....	322	189	—	174	—	154	—	8.0000	—	.01377	.060	6,800	2,602	240	4,579	9,711	10,524
Woodstock.....	288	168	56	155	54	140	49	6.1384	3.0616	.01560	.059	7,878	1,824	306	7,269	11,853	12,987
Plantations																	
Lincoln.....	38	31	—	31	—	29	—	2.0000	—	.00407	.024	2,500	446	—	1,684	4,012	4,373
Magalloway.....	50	38	—	38	—	31	—	2.0000	—	.00668	.051	2,400	428	—	1,786	3,858	4,151
Milton.....	55	39	—	29	—	29	—	1.0000	—	.01300	.064	825	279	31	760	1,487	1,552
Total.....	13,526	6,870	1,949	6,335	1,929	5,821	1,802	265.6606	73.6283			\$330,626	\$82,167	\$5,161	\$267,480	\$443,342	\$530,277

## PENOBSCOT COUNTY

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
Alton.....	100	57	—	53	—	48	—	3.0000	—	.01637	.077	\$1,500	\$973	\$117	\$1,423	\$2,827	\$3,000
Argyle.....	36	20	—	20	—	16	—	1.0000	—	.01145	.100	800	391	—	384	1,173	1,238
Bangor.....	7,762	4,109	1,308	3,600	1,295	3,174	1,130	132.0000	55.0000	.01153	.043	257,364	34,409	—	243,096	302,505	373,300
Bradford.....	206	128	30	123	28	108	22	5.0000	2.0000	.01378	.046	3,800	1,239	—	3,310	5,302	5,974
Bradley.....	212	122	—	120	—	108	—	4.0000	—	.01528	.069	3,700	1,845	144	2,476	5,819	6,541
Brewer.....	1,883	997	536	919	532	857	483	30.0000	21.0000	.01066	.046	49,306	8,284	—	46,084	65,554	76,040
Burlington.....	115	76	—	73	—	60	—	4.0000	—	.01016	.052	1,600	1,065	—	1,904	3,055	3,311
Carmel.....	337	214	56	199	55	169	48	7.0000	2.0000	.01296	.066	5,450	2,101	341	4,506	7,459	9,172
Carroll.....	110	67	—	65	—	58	—	4.0000	—	.01324	.073	1,600	1,618	165	1,618	3,658	3,900
Charleston.....	236	160	53	156	53	138	39	5.0000	—	.01763	.056	6,550	1,682	306	2,871	8,750	10,890
Chester.....	102	51	—	48	—	44	—	2.0000	—	.02213	.086	2,131	1,191	159	733	1,646	1,767
Clifton.....	47	35	—	31	—	26	—	2.0000	—	.01778	.080	1,545	803	84	990	2,186	2,268
Corinna.....	533	298	89	276	89	209	76	11.0000	—	.01342	.041	11,300	2,604	—	5,599	13,865	16,495
Corinth.....	288	190	59	167	59	163	51	6.2000	—	.01420	.047	6,750	1,405	250	2,891	8,831	9,608
Dexter.....	1,397	694	250	633	249	597	218	25.0000	8.0000	.01128	.047	27,969	6,190	—	25,538	40,636	47,160

## 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 expenditures 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
Dixmont . . . . .	147	101	—	90	—	82	—	6.0000	—	.01032	\$. 070	\$2,600	\$1,503	—	\$2,328	\$4,226	\$4,403
Drew . . . . .	23	11	—	11	—	8	—	1.0000	—	.00288	.082	500	328	—	503	952	1,057
East Millinocket . . . . .	609	378	104	366	103	340	98	12.0000	5.0000	.01312	.051	22,600	2,963	—	19,409	25,754	32,532
Eddington . . . . .	194	117	—	95	—	83	—	5.0000	—	.01382	.055	4,100	1,751	\$140	2,283	5,656	6,057
Edinburg . . . . .	12	9	—	9	—	9	—	1.0000	—	.00628	.055	200	126	—	396	513	573
Enfield . . . . .	336	254	—	239	—	198	—	8.0000	—	.01758	.058	7,735	2,514	304	4,556	10,412	12,470
Etna . . . . .	159	96	—	93	—	81	—	4.0000	—	.01253	.076	2,100	1,414	124	1,840	4,259	4,529
Exeter . . . . .	227	147	25	140	25	123	22	5.0000	2.0000	.01442	.067	4,500	1,472	297	3,432	6,335	6,864
Garland . . . . .	234	114	35	107	35	87	27	6.0000	2.0000	.01761	.083	5,104	2,006	473	4,728	7,459	8,066
Glenburn . . . . .	137	80	—	78	—	66	—	3.0000	—	.01493	.057	2,800	1,382	90	1,512	5,288	5,562
Greenbush . . . . .	127	84	—	80	—	63	—	5.0000	—	.03052	.110	2,100	1,250	320	2,584	3,606	3,943
Greenfield . . . . .	32	21	—	20	—	19	—	2.0000	—	.00956	.059	885	311	—	1,080	1,319	1,407
Hampden . . . . .	803	518	126	480	126	430	112	18.5000	—	.01763	.050	16,400	4,143	—	9,959	21,310	23,606
Hermon . . . . .	433	340	73	285	66	254	61	12.0000	3.0000	.01473	.048	7,485	2,473	—	7,784	10,499	12,331
Holden . . . . .	224	121	—	109	—	100	—	5.0000	—	.01277	.056	3,275	1,846	120	2,533	5,490	5,917
Howland . . . . .	575	375	156	364	155	336	130	10.0000	5.0000	.00731	.04	7,500	2,488	—	11,773	15,006	15,641
Hudson . . . . .	134	101	—	88	—	80	—	3.0000	—	.01743	.078	2,400	1,101	126	1,428	3,587	4,016
Kenduskeag . . . . .	119	66	—	59	—	57	—	2.0000	—	.01710	.058	2,635	1,234	76	1,198	3,789	3,936
Lagrange . . . . .	152	104	37	98	36	83	31	4.0000	2.0000	.01612	.070	4,510	1,325	304	4,369	6,220	6,665
Lee . . . . .	230	129	37	127	37	114	35	6.0000	—	.02395	.067	6,000	2,023	477	3,149	8,444	9,206

PENOBSCOT COUNTY—Concluded

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
Levant.....	196	145	—	134	—	114	—	5.0000	—	.01491	.063	3,403	1,877	175	1,908	5,938	6,300
Lincoln.....	1,098	699	240	642	239	600	215	23.4000	9.8000	.01640	.064	25,940	6,470	1,000	25,221	34,432	39,172
Lowell.....	65	47	—	44	—	43	—	2.0000	—	.01457	.080	1,210	516	72	938	1,666	1,767
Mattawamkeag.....	234	163	45	146	41	139	36	7.0000	2.0000	.01424	.056	5,800	1,419	252	5,608	8,166	8,985
Maxfield.....	31	17	—	15	—	15	—	1.0000	—	.01052	.082	500	324	—	480	783	860
Medway.....	273	164	37	151	37	133	33	4.0000	2.0000	.02340	.083	9,000	1,897	740	5,147	10,851	16,448
Milford.....	452	270	—	264	—	242	—	6.0000	—	.01189	.053	8,033	2,396	144	4,723	10,516	11,124
Millinocket.....	2,606	1,524	438	1,464	437	1,350	401	40.0000	16.0000	.01497	.056	66,000	11,763	1,000	58,439	82,168	105,942
Mount Chase.....	87	51	—	50	—	40	—	3.0000	—	.01582	.070	1,800	1,249	114	1,663	3,397	3,838
Newburg.....	183	127	—	109	—	100	—	7.0000	—	.01111	.050	3,500	1,893	—	2,684	5,556	5,975
Newport.....	545	354	158	332	157	291	143	10.2769	6.1231	.00973	.045	11,674	2,750	—	11,121	19,774	22,803
Old Town.....	2,376	1,261	563	1,179	560	1,077	507	31.5000	18.0000	.00916	.052	38,856	9,582	—	42,365	61,585	76,319
Orono.....	1,004	515	180	492	175	435	156	15.0000	7.0000	.01093	.046	25,454	4,482	—	22,175	30,724	33,269
Orrington.....	459	257	—	253	—	226	—	9.0000	—	.01630	.048	11,178	3,023	—	5,786	13,514	23,225
Passadumkeag.....	113	68	—	67	—	62	—	2.0000	—	.01413	.091	1,600	1,109	76	990	2,699	2,786
Patten.....	414	290	78	278	78	256	71	9.0000	—	.01495	.050	9,400	2,288	—	6,075	13,241	14,505
Plymouth.....	168	110	20	107	20	78	18	4.3273	1.0727	.01629	.066	3,450	1,735	222	2,790	5,484	5,821
Prentiss.....	132	66	—	60	—	52	—	4.0000	—	.01620	.072	2,400	1,706	190	2,076	4,135	4,590
Springfield.....	163	98	30	98	30	89	28	3.0000	—	.03602	.092	4,350	1,399	712	2,140	5,807	6,829
Stetson.....	128	70	33	69	26	57	26	3.0000	2.0000	.01788	.072	2,600	1,337	294	2,949	4,807	5,056
Veazie.....	173	112	—	99	—	101	—	4.0000	—	.01055	.043	6,090	1,468	—	4,068	7,761	9,720
Winn.....	197	123	40	113	40	98	35	4.0000	2.0000	.01909	.098	4,558	1,478	384	4,429	6,673	7,300
Woodville.....	37	40	—	32	—	24	—	2.0000	—	.00234	.051	370	364	—	1,080	1,894	2,204
Plantations																	
Grand Falls.....	24	18	—	11	—	12	—	1.0000	—	.00717	.054	550	200	—	495	734	784
Kingman.....	120	78	—	75	—	66	—	3.0000	—	—	.090	3,600	727	—	1,486	3,446	3,837
Lakeville.....	17	6	—	6	—	5	—	1.0000	—	.00163	.024	400	194	—	608	1,657	1,709
Seboeis.....	27	13	—	12	—	10	—	1.0000	—	—	.021	—	244	—	740	1,120	1,210
Stacyville.....	177	137	—	130	—	119	—	5.0000	—	.01542	.060	3,000	2,484	170	2,932	7,311	7,710
Webster.....	36	21	—	20	—	17	—	1.0000	—	.00622	.057	350	361	—	540	887	1,043
Total.....	29,806	17,228	4,836	15,873	4,783	14,239	4,252	571,2042	172,9958			\$741,860	\$166,188	\$9,962	\$651,923	\$980,116	\$1,171,186

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 expenditures for all school purposes
		Elementary	Secondary	Elementary	Secondary	Elementary	Secondary	Elementary	Secondary								
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
Abbot	161	102	33	98	33	90	31	5.0000	2.0000	.02391	.070	\$4,625	\$1,831	\$576	\$3,927	\$6,457	\$6,794
Atkinson	141	93	—	87	—	65	—	4.0000	—	.01273	.053	3,200	1,501	96	1,526	5,856	6,605
Blanchard	25	21	—	17	—	17	—	1.0000	—	.00545	.058	690	363	—	577	1,130	1,248
Bowerbank	12	—	—	—	—	—	—	—	—	.00018	.028	468	299	—	—	935	1,010
Brownville	662	380	148	360	148	329	133	11.0000	8.0000	.01990	.049	19,000	3,535	—	17,495	23,159	25,888
Dover-Foxcroft	1,214	744	252	689	252	608	220	27.0000	—	.01300	.045	38,400	6,387	—	19,986	45,571	48,316
Greenville	638	388	144	383	144	382	141	12.0000	6.0000	.01416	.051	13,600	2,831	—	11,800	18,877	22,350
Guilford	487	309	80	300	79	282	73	10.9000	4.7000	.01455	.048	14,300	3,141	—	13,137	20,204	22,678
Medford	58	34	—	31	—	28	—	3.0000	—	.01647	.110	2,020	856	126	1,443	2,905	3,225
Milo	1,008	625	240	596	238	546	209	18.0000	9.0000	.01289	.055	24,000	5,720	806	21,306	32,647	38,113
Monson	294	165	62	159	62	149	58	6.0000	—	.01714	.057	6,395	2,279	476	3,694	8,670	9,518
Orneville	78	60	—	54	—	49	—	3.0000	—	.01460	.088	1,490	796	139	1,364	2,244	2,408
Parkman	162	121	—	109	—	98	—	6.0000	—	.01444	.055	3,120	1,720	196	3,076	5,388	6,117
Sangerville	422	263	63	243	62	232	57	10.0000	3.0000	.01658	.064	9,850	2,863	555	10,381	13,956	15,143
Sebec	103	67	—	56	—	50	—	3.0000	—	.00839	.038	2,650	1,219	—	1,624	4,760	5,106
Shirley	95	62	—	62	—	60	—	2.0000	—	.01553	.052	2,100	1,009	—	1,296	3,231	3,523
Wellington	128	91	—	76	—	66	—	3.0000	—	.01228	.061	2,150	1,223	112	1,696	3,566	3,853
Williamsburg	43	17	—	16	—	15	—	1.0000	—	.00835	.050	1,000	401	—	478	1,447	1,907
Willimantic	55	38	—	32	—	29	—	3.0000	—	.01375	.066	1,770	885	93	1,728	2,643	2,918

PISCATAQUIS COUNTY—Concluded

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
Plantations																	
Barnard	21	14	—	14	—	11	—	1.0000	—	.00472	.044	500	190	—	527	727	884
Elliottsville	25	16	—	14	—	12	—	2.0000	—	.00400	.027	1,200	340	—	1,223	1,964	2,226
Lake View	21	10	—	10	—	9	—	1.0000	—	.00632	.048	600	137	—	672	905	988
Lake Bay	13	12	—	11	—	10	—	1.0000	—	—	.019	—	197	—	733	1,386	1,640
Total	5,866	3,632	1,022	3,417	1,018	3,137	922	133.9000	32.7000			\$153,128	\$39,723	\$3,175	\$119,689	\$208,628	\$232,458

SAGADAHOC COUNTY

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
Arrowsic	24	11	—	10	—	9	—	1.0000	—	.01256	.052	\$800	\$475	—	\$ 510	\$1,171	\$1,218
Bath	2,580	1,388	518	1,254	503	1,106	459	43.0000	18.0000	.00720	.044	60,228	11,130	—	53,489	71,499	84,802
Bowdoin	197	127	—	122	—	105	—	7.0000	—	.01762	.065	3,700	2,370	\$273	2,834	6,509	7,165
Bowdoinham	256	142	50	121	49	118	43	6.0000	2.0000	.01382	.056	6,120	1,814	280	5,116	8,229	9,005
Georgetown	86	46	—	42	—	38	—	2.0000	—	.00479	.039	2,175	934	—	1,122	2,489	2,665
Phippsburg	288	179	—	160	—	132	—	9.0000	—	.00793	.047	5,390	2,481	—	4,384	7,099	7,660
Richmond	498	297	89	280	87	249	81	9.0000	4.0000	.01388	.065	13,600	2,956	594	10,550	16,551	18,376
Topsham	685	293	—	280	—	247	—	14.4000	—	.01110	.040	18,750	3,991	—	10,501	23,015	25,452
West Bath	78	42	—	34	—	33	—	2.0000	—	.00922	.044	1,742	1,005	—	1,220	2,559	2,697
Woolwich	254	163	—	141	—	125	—	7.0000	—	.01221	.059	5,000	2,199	196	3,345	7,134	7,909
Total	4,946	2,688	657	2,444	639	2,162	583	100.4000	24.0000			\$117,505	\$29,355	\$1,343	\$93,071	\$146,255	\$166,949

SOMERSET COUNTY

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
Anson	659	397	—	372	—	333	—	16.3000	—	.01184	.086	\$15,900	\$4,523	\$678	\$8,029	\$20,787	\$22,132
Athens	210	160	25	146	25	125	20	6.0000	—	.01117	.064	4,750	1,283	—	2,539	5,940	6,571
Bingham	303	162	95	151	93	140	88	4.1384	5.0616	.00675	.041	4,815	1,217	—	6,386	9,576	11,863
Cambridge	77	63	—	56	—	56	—	3.0000	—	.00714	.054	1,200	1,069	—	1,202	2,708	3,001
Canaan	236	153	—	143	—	129	—	4.0000	—	.01320	.058	3,900	2,192	120	2,172	6,279	6,776

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 expenditures 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
Cornville.....	182	112	—	97	—	91	—	5,000	—	.01002	.050	\$3,800	\$1,593	—	\$2,114	\$5,904	\$6,153
Detroit.....	153	79	—	75	—	67	—	3,300	—	.01496	.059	2,310	1,502	\$102	1,240	3,863	4,095
Embsden.....	122	75	—	71	—	62	—	5,000	—	.00756	.043	3,100	1,620	—	2,125	4,652	4,829
Fairfield.....	1,846	655	341	599	330	521	296	23,400	11,000	.00953	.052	27,413	6,480	—	23,439	37,444	45,115
Harmony.....	273	173	60	158	57	132	51	7,000	2,000	.00167	.066	7,000	1,863	407	5,530	9,200	9,652
Hartland.....	369	232	65	211	65	197	61	6,3461	—	.01124	.051	7,080	2,154	500	4,280	10,341	11,338
Madison.....	1,257	698	285	650	285	593	267	26,000	11,000	.01050	.045	39,087	6,038	—	34,460	51,574	59,906
Mercer.....	130	73	—	64	—	58	—	5,000	—	.01308	.067	2,000	1,833	186	1,744	3,283	3,519
Moscow.....	159	89	—	77	—	70	—	4,000	—	.00125	.020	4,100	1,439	—	2,800	5,531	6,267
New Portland.....	234	166	56	153	55	131	52	7,1333	3,0667	.01596	.084	5,750	2,234	633	6,087	9,332	9,996
Norridgewock.....	484	320	77	301	77	194	67	5,000	5,000	.01245	.061	9,058	2,646	252	5,845	12,973	18,244
Palmyra.....	272	150	—	142	—	120	—	6,000	—	.01452	.060	5,600	2,341	192	2,939	9,002	9,508
Pittsfield.....	907	598	—	564	—	518	—	16,000	—	.01343	.053	31,660	5,554	768	12,607	35,294	38,111
Ripley.....	118	77	—	74	—	64	—	4,200	—	.01085	.053	1,790	1,087	—	1,990	3,935	4,339
Saint Albans.....	349	195	—	172	—	152	—	7,000	—	.01627	.057	6,400	2,728	256	3,184	8,909	9,986
Skowhegan.....	2,162	975	373	915	367	806	326	31,5333	9,2667	.00950	.043	53,500	8,682	—	41,329	65,761	77,706
Smithfield.....	102	61	—	56	—	50	—	4,000	—	.00444	.054	1,950	1,084	—	1,748	3,078	3,280
Solon.....	250	169	52	158	50	134	46	6,1333	2,0667	.01200	.066	6,000	2,055	448	5,533	8,376	9,292
Starks.....	108	68	—	64	—	53	—	3,000	—	.00959	.064	2,200	1,439	—	1,244	4,088	4,244



SOMERSET COUNTY—Concluded

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
<b>Plantations</b>																	
Bigelow	2	—	—	—	—	—	—	—	—	—	.074	—	2	—	—	193	319
Brighton	50	27	—	23	—	21	—	2,000	—	.01073	.056	1,200	485	—	952	1,678	1,904
Caratunk	42	20	9	16	9	17	8	1,000	1,000	.00738	.056	1,510	290	—	2,010	2,818	3,414
Concord	60	31	—	31	—	26	—	2,000	—	.01605	.110	1,200	914	84	1,194	2,760	3,018
Dead River	21	18	—	11	—	12	—	1,000	—	.00451	.038	500	202	—	720	2,059	2,347
Dennistown	26	15	—	15	—	15	—	1,000	—	.00053	.021	300	149	—	598	1,295	1,628
Flagstaff	60	40	19	31	19	34	17	2,000	2,000	.01457	.066	2,800	719	198	2,673	4,752	5,068
Highland	19	10	—	8	—	8	—	1,000	—	.00350	.110	200	257	—	629	1,184	1,264
Jackman	291	77	51	72	51	73	44	3,000	2,000	.01108	.045	5,450	1,065	—	5,210	7,995	9,174
Lexington	44	26	—	24	—	22	—	2,000	—	.00805	.072	725	466	—	948	1,690	1,831
Mayfield	—	—	—	—	—	—	—	—	—	.00316	.034	250	172	—	216	379	460
Moose River	80	36	—	36	—	34	—	2,000	—	.00410	.046	1,300	796	—	1,512	3,457	3,848
Pleasant Ridge	38	23	—	23	—	20	—	1,000	—	.00108	.018	2,900	666	—	745	4,441	4,938
The Forks	43	27	—	25	—	23	—	1,000	—	.00368	.032	425	740	—	932	2,651	2,938
West Forks	28	20	19	19	19	18	16	1,000	1,000	.00152	.028	225	201	—	2,001	2,985	3,146
<b>Total</b>	<b>11,766</b>	<b>6,270</b>	<b>1,527</b>	<b>5,813</b>	<b>1,502</b>	<b>5,119</b>	<b>1,359</b>	<b>228,484</b>	<b>54,4617</b>			<b>\$269,348</b>	<b>\$71,780</b>	<b>\$4,824</b>	<b>\$200,906</b>	<b>\$378,167</b>	<b>\$431,220</b>

WALDO COUNTY

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
Belfast	1,635	876	355	804	353	737	315	27,000	10,000	.00857	.053	\$28,305	\$6,784	—	\$30,951	\$40,130	\$51,867
Belmont	65	41	—	37	—	29	—	2,000	—	.01784	.059	1,990	741	\$80	925	2,339	2,412
Brooks	207	133	70	128	69	111	62	4,000	4,000	.01456	.059	4,570	1,410	224	5,366	8,257	8,619
Burnham	246	127	—	127	—	117	—	6,000	—	.01346	.070	3,500	2,049	192	2,245	5,725	5,905
Frankfort	170	83	35	76	35	73	31	4,000	2,000	.01174	.055	3,700	1,167	168	3,763	5,331	5,844
Freedom	188	84	—	84	—	72	—	3,000	—	.01663	.072	2,700	1,639	152	1,539	4,450	4,653
Islesboro	202	137	45	130	45	114	39	5,000	3,000	.00799	.050	9,000	1,326	—	7,912	11,435	12,247
Jackson	92	54	—	50	—	41	—	2,000	—	.01208	.080	1,350	1,330	96	972	2,624	2,783
Knox	169	96	—	88	—	79	—	3,000	—	.01107	.070	2,700	2,455	—	1,330	4,266	4,384
Liberty	156	92	64	89	64	79	60	4,000	2,000	.01076	.060	2,400	1,175	—	3,793	5,511	9,448

## 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 expenditures 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
Lincolnville.....	306	154	—	147	—	133	—	6,000	—	.01229	.044	\$5,650	\$1,941	—	\$3,180	\$8,729	\$9,041
Monroe.....	188	95	34	93	33	78	24	6,000	3,000	.01687	.078	4,025	2,092	\$504	4,299	5,856	6,200
Montville.....	175	99	—	92	—	86	—	5,000	—	.01566	.085	3,500	1,765	195	1,593	5,564	5,723
Morrill.....	102	57	—	54	—	49	—	3,000	—	.01476	.055	2,210	1,074	84	1,344	3,134	3,220
Northport.....	164	103	—	99	—	79	—	4,000	—	.00565	.036	4,300	1,252	—	1,941	4,932	5,168
Palermo.....	122	84	—	75	—	67	—	4,000	—	.01302	.058	3,000	1,783	120	1,712	4,937	5,102
Prospect.....	135	77	—	72	—	65	—	3,000	—	.01372	.056	3,150	1,360	78	1,620	4,498	4,687
Searsmont.....	179	114	17	105	17	90	14	6,000	2,000	.00916	.054	2,600	1,029	—	3,424	4,526	4,961
Searsport.....	386	241	55	223	55	190	49	9,000	3,000	.01292	.050	11,031	2,061	—	9,503	13,344	17,270
Stockton Springs.....	279	164	81	158	79	130	70	5,000	3,000	.01243	.055	6,725	1,788	566	6,063	9,748	19,327
Swanville.....	106	90	—	86	—	74	—	5,000	—	.01242	.059	2,250	1,341	140	2,326	4,129	4,418
Thorndike.....	132	75	—	69	—	59	—	3,000	—	.01198	.053	2,800	1,635	144	1,928	4,484	4,952
Troy.....	225	104	—	104	—	92	—	6,000	—	.01245	.060	3,650	2,031	168	2,119	5,910	6,110
Unity.....	278	134	85	134	85	125	71	5,000	3,000	.01090	.044	5,150	1,462	—	4,855	9,432	11,820
Waldo.....	112	81	—	75	—	66	—	3,000	—	.01543	.060	1,900	1,311	102	1,320	3,623	4,096
Winterport.....	394	256	86	230	84	211	76	7,1333	4,0667	.01823	.070	10,050	3,142	588	7,901	13,345	17,349
Total.....	6,413	3,651	927	3,429	919	3,046	811	140,1333	39,0667			\$132,206	\$47,143	\$3,601	\$113,924	\$196,259	\$237,606

WASHINGTON COUNTY

	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
Addison . . . . .	242	141	33	128	32	124	29	7.0000	2.0000	.01854	.086	\$5,173	\$2,222	\$495	\$4,775	\$7,840	\$8,300
Alexander . . . . .	92	45	—	45	—	35	—	3.0000	—	.00933	.056	1,000	679	—	1,218	1,772	1,991
Baileyville . . . . .	755	413	154	403	154	381	145	16.0000	8.0000	.00978	.044	24,063	3,685	—	19,286	31,298	39,355
Baring . . . . .	73	51	—	45	—	43	—	2.0000	—	.01489	.058	1,300	625	68	1,054	1,907	2,022
Beals . . . . .	171	100	9	88	9	91	8	2.0000	2.0000	.02613	.070	2,900	1,624	522	3,406	4,592	5,886
Beddington . . . . .	10	7	—	7	—	5	—	1.0000	—	.00404	.050	125	122	—	370	436	471
Brookton . . . . .	109	80	—	75	—	62	—	2.0000	—	.01048	.054	1,200	884	—	1,151	2,495	2,623
Calais . . . . .	1,598	761	333	719	332	651	339	26.0000	12.0000	.01034	.054	30,374	6,950	—	31,637	44,998	51,146
Centerville . . . . .	30	29	—	23	—	22	—	1.0000	—	.00404	.072	400	152	—	512	719	879
Charlotte . . . . .	91	71	—	69	—	59	—	4.0000	—	.01658	.068	1,800	1,211	152	1,434	3,046	3,169
Cherryfield . . . . .	338	182	—	182	—	171	—	7.0000	—	.01398	.058	6,200	2,466	224	3,384	8,403	8,942
Columbia . . . . .	142	84	—	82	—	69	—	4.0000	—	.01505	.068	1,925	1,258	144	1,482	3,630	4,092
Columbia Falls . . . . .	213	127	50	127	50	110	45	6.0000	2.0000	.01223	.060	2,500	1,258	224	3,484	4,426	5,270
Cooper . . . . .	52	42	—	37	—	33	—	2.0000	—	.01097	.066	840	447	—	766	1,544	1,637
Crawford . . . . .	39	17	—	17	—	15	—	1.0000	—	.00691	.050	750	294	—	567	1,064	1,126
Cutler . . . . .	169	89	—	84	—	76	—	4.0000	—	.01413	.064	2,700	1,114	132	2,127	3,720	4,153
Danforth . . . . .	476	318	136	287	136	246	111	9.0000	5.0000	.01415	.080	6,000	2,861	576	9,203	12,624	13,649
Deblois . . . . .	11	6	—	6	—	5	—	1.0000	—	.00872	.056	320	188	—	384	490	528
Dennysville . . . . .	118	71	61	67	61	54	53	3.0000	3.0000	.02077	.080	2,325	950	540	3,646	5,633	7,036
East Machias . . . . .	421	232	—	217	—	199	—	9.0000	—	.01889	.073	7,400	2,906	405	4,725	11,114	11,910
Eastport . . . . .	1,084	686	282	639	269	501	230	20.0000	10.0000	.01259	.067	23,066	7,111	1,000	24,125	30,995	35,719
Edmunds . . . . .	171	96	—	85	—	81	—	3.0000	—	.02497	.100	2,050	1,792	180	1,434	3,866	3,960
Harrington . . . . .	302	187	53	175	52	162	46	7.0000	2.0000	.01221	.065	4,350	1,753	290	4,228	6,533	8,306
Jonesboro . . . . .	185	88	42	81	39	80	35	4.0000	2.0000	.01909	.073	3,100	1,339	360	3,566	4,435	4,842
Jonesport . . . . .	595	349	100	325	98	295	88	13.0000	4.0000	.01258	.061	9,000	3,740	588	9,257	13,092	15,246
Lubec . . . . .	1,097	605	168	558	167	518	151	20.0000	6.0000	.01961	.058	25,476	6,310	1,000	22,433	31,791	39,238
Machias . . . . .	606	364	186	338	185	307	171	7.0000	8.0000	.01329	.059	12,421	3,099	540	12,176	16,710	19,505
Machiasport . . . . .	282	146	—	135	—	118	—	8.0000	—	.01952	.074	3,678	2,481	360	3,935	7,086	8,131
Marion . . . . .	29	12	—	11	—	9	—	1.0000	—	.01646	.088	820	282	42	460	802	923
Marshfield . . . . .	47	30	—	28	—	26	—	2.0000	—	.01442	.067	990	836	66	896	1,724	1,796

COMMISSIONER OF EDUCATION

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 expenditures 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	
Meddybemps	39	27	—	27	—	24	—	1,000	—	.01838	.088	\$715	\$460	\$46	\$525	\$1,093	\$1,35	
Milbridge	427	249	59	237	59	227	52	8,000	2,000	.01432	.057	6,136	2,241	336	5,427	8,574	9,474	
Northfield	26	5	—	5	—	5	—	1,000	—	.00856	.045	1,000	580	—	525	1,524	1,563	
Pembroke	309	175	87	153	87	140	80	6,000	3,000	.01370	.048	4,700	1,668	—	4,678	8,517	10,615	
Perry	207	116	—	110	—	97	—	6,000	—	.01749	.060	4,500	2,268	228	2,787	6,964	7,284	
Princeton	319	212	72	202	60	182	60	8,000	3,000	.01397	.074	5,665	2,112	455	7,592	9,267	10,182	
Robbinston	202	120	—	116	—	98	—	3,000	—	.01254	.053	1,900	1,566	72	2,217	5,120	5,637	
Rogue Bluffs	39	19	—	19	—	19	—	1,000	—	.01492	.051	700	380	—	434	1,395	1,436	
Steuben	221	141	44	141	44	124	38	6,000	2,000	.01408	.058	3,825	1,717	224	3,500	6,042	6,639	
Talmadge	12	—	—	—	—	—	—	—	—	.00098	.041	450	130	—	—	495	542	
Topsfield	81	41	—	39	—	32	—	2,000	—	.01028	.085	760	983	—	876	1,969	2,131	
Trescott	170	104	—	95	—	85	—	5,000	—	.02214	.080	2,200	1,499	260	2,400	3,495	3,620	
Vanceboro	231	114	60	110	60	102	53	4,000	2,000	.01798	.048	5,500	1,089	—	4,757	6,716	7,854	
Waite	41	27	—	27	—	25	—	2,000	—	.01026	.045	544	374	—	1,038	1,430	1,584	
Wesley	57	30	—	30	—	27	—	3,000	—	.01112	.077	1,200	687	—	1,056	1,895	1,976	
Whiting	137	75	—	73	—	68	—	4,000	—	.01708	.046	2,775	1,488	—	1,950	4,177	5,110	
Whitneyville	97	61	—	54	—	52	—	2,000	—	.01190	.049	1,050	958	—	1,224	2,616	2,758	
Plantations																		
Codyville	38	19	—	19	—	17	—	1,000	—	.00170	.076	64	260	—	704	966	1,028	
Grand Lake Stream	71	38	7	37	7	34	6	2,000	1,000	.00960	.042	1,375	641	—	1,829	2,658	3,249	
Number 14	34	21	—	20	—	17	—	2,000	—	.00754	.053	285	425	—	768	1,297	1,333	
Number 21	36	23	—	22	—	21	—	1,000	—	.00119	.034	75	304	—	628	926	988	
Total	12,342	7,046	1,936	6,619	1,901	5,944	1,740	265,000	79,000	—	—	\$229,665	\$82,469	\$9,529	\$222,036	\$345,921	\$398,029	

YORK COUNTY

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
Acton . . . . .	98	71	—	69	—	60	—	6.0000	—	.01137	.052	\$4,200	\$1,615	—	\$3,404	\$6,174	\$6,660
Alfred . . . . .	271	176	54	159	54	145	48	4.1333	2.0667	.01253	.05	7,100	1,367	—	5,111	9,609	10,155
Berwick . . . . .	692	336	90	310	90	282	82	14.1333	4.0667	.01385	.055	14,386	4,064	\$644	13,682	18,615	20,230
Biddeford . . . . .	6,226	1,223	516	1,005	506	915	451	44.0000	16.0000	.00469	.048	66,899	19,134	—	57,852	86,306	112,162
Buxton . . . . .	492	316	84	289	82	259	65	13.1333	4.0667	.00696	.037	12,100	2,762	—	11,510	15,162	17,939
Cornish . . . . .	221	128	40	122	40	109	36	4.1333	4.0667	.01450	.061	5,561	1,384	288	4,542	7,484	9,071
Dayton . . . . .	114	49	—	47	—	46	—	4.0000	—	.01106	.041	3,380	1,339	—	2,312	5,061	5,516
Eliot . . . . .	462	268	102	250	101	235	94	8.1333	4.0667	.00718	.030	13,500	2,476	—	11,290	16,013	17,956
Hollis . . . . .	298	192	58	172	57	158	50	8.0000	3.0000	.00648	.037	8,350	1,729	—	7,475	11,075	12,418
Kennebunk . . . . .	990	616	157	568	155	525	144	20.0000	6.0000	.00971	.041	31,250	4,355	—	23,923	35,050	44,398
Kennebunkport . . . . .	369	220	67	211	67	179	64	12.2769	5.1231	.00987	.054	22,450	2,392	—	16,630	25,263	28,289
Kittery . . . . .	1,060	696	264	655	264	594	248	26.0000	—	.01704	.054	36,733	6,767	1,000	21,199	49,232	57,112
Lebanon . . . . .	300	216	—	193	—	175	—	10.0000	—	.01789	.046	12,900	2,450	—	6,354	15,119	15,987
Limerick . . . . .	292	196	48	175	47	150	44	5.1333	2.0667	.01396	.052	8,000	1,517	—	5,638	9,642	12,563
Limington . . . . .	234	167	33	147	33	121	31	7.1333	—	.01372	.061	6,500	1,765	330	4,051	8,156	8,561
Lyman . . . . .	102	66	—	61	—	48	—	3.0000	—	.00948	.044	3,379	1,489	—	1,944	5,682	15,709
Newfield . . . . .	120	79	22	76	22	61	18	3.0000	2.0000	.01889	.067	4,200	1,046	301	3,644	5,392	5,769
North Berwick . . . . .	420	201	65	187	64	178	62	7.0000	4.0000	.01279	.062	9,200	2,231	364	8,085	11,983	14,767
North Kennebunkport . . . . .	226	135	—	128	—	109	—	6.0000	—	.01459	.059	4,455	1,976	192	3,486	6,853	7,259
Old Orchard Beach . . . . .	588	404	94	332	88	298	69	8.2667	8.1333	.00371	.027	16,979	2,308	—	13,842	18,571	31,751
Parsonfield . . . . .	252	146	26	143	26	127	23	7.0000	—	.01210	.054	5,388	1,874	240	3,542	6,737	7,384
Saco . . . . .	2,109	1,346	331	1,233	94	1,142	322	41.0000	—	.01024	.045	71,900	9,805	—	36,612	84,052	101,556
Sanford . . . . .	5,646	1,770	523	1,713	520	1,605	467	55.0000	23.0000	.00765	.047	82,825	18,410	—	75,821	106,262	181,831
Shapleigh . . . . .	125	90	22	78	21	71	16	6.0000	2.0000	.01362	.049	5,300	982	—	5,052	6,073	6,421
South Berwick . . . . .	641	282	—	268	—	243	—	11.2000	—	.01324	.058	19,100	4,081	330	8,250	24,319	30,482
Waterboro . . . . .	281	182	42	158	42	150	39	7.0000	2.0000	.01254	.050	9,650	1,701	—	6,445	11,242	31,018
Wells . . . . .	831	441	151	409	149	341	128	16.6000	5.6000	.00949	.054	25,575	3,918	—	19,114	28,963	122,412
York . . . . .	782	453	184	318	179	370	166	21.0000	7.0000	.00744	.045	32,800	4,270	—	24,702	37,732	44,255
Total . . . . .	24,242	10,465	2,973	9,576	2,701	8,696	2,667	378.2767	104.2566			\$544,060	\$109,207	\$3,689	\$405,512	\$671,822	\$979,631

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 expenditures for all school purposes
		Elementary	Secondary	Elementary	Secondary	Elementary	Secondary	Elementary	Secondary						
1	2	3	4	5	6	7	8	9	10	13	14	15	16	17	18
Androscoggin . . . . .	21,960	9,431	2,934	8,417	2,895	7,500	2,592	324,5984	117,0016	\$438,935	\$93,688	\$767	\$396,119	\$552,317	\$692,185
Aroostook . . . . .	35,686	21,427	4,101	19,897	4,043	17,523	3,567	666,5000	159,0000	567,179	208,088	15,696	532,400	891,882	1,082,475
Cumberland . . . . .	43,625	20,716	6,947	19,571	6,883	17,580	6,252	700,5622	264,1562	1,198,746	195,164	480	1,060,328	1,419,153	2,036,289
Franklin . . . . .	5,722	3,494	1,142	3,224	1,127	2,825	1,010	127,5383	41,1847	142,830	36,516	764	116,081	201,927	229,338
Hancock . . . . .	9,864	5,600	1,630	5,296	1,606	4,850	1,449	228,9333	75,2001	284,388	68,932	5,992	228,587	377,735	447,886
Kennebec . . . . .	22,134	11,423	3,353	10,431	3,311	9,589	2,996	376,6409	110,9591	486,643	108,712	2,897	398,361	629,672	799,072
Knox . . . . .	6,741	4,318	1,309	4,066	1,305	3,623	1,148	150,2282	49,2718	182,157	41,356	2,083	159,022	238,994	283,791
Lincoln . . . . .	5,180	2,582	597	2,389	596	2,143	528	110,0000	20,0000	109,447	35,386	1,484	83,978	152,761	180,087
Oxford . . . . .	13,526	6,870	1,949	6,335	1,929	5,821	1,802	265,6606	73,6283	330,626	82,167	5,161	267,484	443,342	530,277
Penobscot . . . . .	29,806	17,228	4,836	15,873	4,783	14,239	4,252	571,2042	172,9958	741,860	166,188	9,962	651,923	980,116	1,171,186
Piscataquis . . . . .	5,866	3,632	1,022	3,417	1,018	3,137	922	133,9000	32,7000	153,128	39,723	3,175	119,689	208,628	232,458
Sagadahoc . . . . .	4,946	2,688	657	2,444	639	2,162	583	100,4000	24,0000	117,505	29,355	1,343	93,071	146,255	166,949
Somerset . . . . .	11,766	6,270	1,527	5,813	1,502	5,119	1,359	228,4844	54,4617	269,348	71,780	4,824	200,906	378,167	431,220
Waldo . . . . .	6,413	3,651	927	3,429	919	3,046	811	140,1333	39,0667	132,206	47,143	3,601	113,924	196,259	237,606
Washington . . . . .	12,342	7,046	1,936	6,619	1,901	5,944	1,740	265,0000	79,0000	229,665	82,469	9,529	222,036	345,921	398,029
York . . . . .	24,242	10,465	2,973	9,576	2,701	8,696	2,667	378,2767	104,2566	544,060	109,207	3,689	405,512	671,822	979,631
Unorganized Territory . . . . .	1,367	657	—	590	—	535	—	32,0000	—	—	48,000	—	19,436	52,153	54,612
Total . . . . .	261,186	137,498	37,840	127,387	37,158	114,332	33,678	4,800,0605	1,416,8826	\$5,928,723	\$1,463,874	\$71,447	\$5,068,853	\$7,887,104	\$9,953,091