

MAINE STATE LEGISLATURE

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MAINE PUBLIC DOCUMENTS

July 1, 1938 - June 30, 1940

R E P O R T

OF THE

**Commissioner of
Education**

OF THE

STATE OF MAINE

FOR THE

SCHOOL BIENNIUM

ENDING

June 30, 1940

STATE OF MAINE

Department of Education,
Augusta, July 1, 1940

*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, 1938, and closing June 30, 1940.

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

Respectfully submitted,

BERTRAM E. PACKARD,
Commissioner of Education

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CHAPTER I

INTRODUCTION

I herewith submit a report of the public schools of Maine for the biennial period ending June 30, 1940. There have been very few changes in the personnel of the office force and our work has proceeded efficiently and without interruption. Again I wish to emphasize the fact that 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 have been no radical changes or departures from established policies. I shall make this part of the report brief, emphasizing only certain changes which have taken place during the biennium.

Reports adequately covering the divisions of the department will be found in the main body of this report. Appended will be found the usual statistical figures relating to public education for the biennium.

OFFICE SPACE

With the necessity of directing additional activities in an expanding program of public education, we have reached a point where in order to accomplish the best work additional office space is imperative. When the Legislature is not in session, the department has the use of the committee rooms of the Legal Affairs and Judiciary Committees. While these rooms might be fairly adequate as to floor space, they are not arranged for the best conduct of work for the reason that too large a number of clerks, stenographers and heads of divisions are located in each room, which makes for confusion and many interruptions of the work especially when business visitors come in for conferences with the heads of divisions. The same difficulty holds true with our regular main office which houses the Deputy and three heads of divisions.

When the Legislature is in session those occupying the rooms utilized by the Legal Affairs and Judiciary Committees are transferred to a small, inadequate space on the fifth floor which is unlighted save by artificial light and has no means of proper venti-

lation. It is impossible under these conditions during the legislative session for our office force to accomplish any degree of efficient work. While each member of the force does his best under these conditions, it is impossible to avoid confusion and disruption of work. I wish to point out the fact emphatically that the time has come when additional and more adequate office space should be provided for this department. No business concern could possibly expect the highest degree of efficiency among its personnel under such conditions. It is only because of the fact that the majority of our personnel have been here for a long time that they can efficiently work under such conditions. Much more efficient work could be accomplished with an adequate and modern arrangement of office space.

EQUALIZATION

I have continually emphasized the necessity for adequate equalization funds to, in part at least, assist in eradicating the wide differences in financial ability between the poorer and the abler communities in order that there may be guaranteed to our youth at least a decent minimum program of educational opportunity.

As I mentioned in my last report, the Legislature of 1937 passed a bill which would have guaranteed a minimum educational program in all the communities of the state. Because of the evident unpopularity of the type of tax supporting this program, the bill was defeated at a referendum election. At a special session of the Legislature, held in October 1937, about 40 per cent of the amount necessary to guarantee a minimum program was appropriated for a two-year period. The Legislature of 1939 continued this program without increasing the appropriation.

This special appropriation for equalization, combined with a small equalization fund already in existence on our statute books, has been of vast assistance in nearly one-half of the municipalities of the state. It has meant a better supply of textbooks, reference and library books, laboratory materials and teaching supplies. It has accomplished on the whole a slight increase in the low salaries of teachers, has brought about a longer school year and in many ways has brought about a better program for the children in our poorer communities.

But the amount of the appropriation is inadequate in any way

to establish and guarantee a minimum educational program in all the communities of the state. It is my conviction that both the Legislatures of 1937 and 1939 accepted the principle that an equalization policy was sound and that the majority of the citizens of the state believe that the plan is equitable. I would earnestly recommend and 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, we will be enabled to establish a basic foundation program 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. Without additional funds there can be possible no satisfactory minimum program guaranteed in the poorer communities of the state.

STATE SCHOOL FUND

The state school fund is derived from a tax of three and one-third mills on the property of the state, one-half the tax on savings banks and trust companies and a small amount of interest on what is known as the permanent school fund. The law further provides that all expenditures in connection with public schools are to be derived from these funds. Legislative appropriations so-called are provided from this fund from each session of the Legislature to care for such items as general office expense, salaries of the office force, the support of normal and training schools, supervision of school unions, aid to academies, the schooling of children in the unorganized territory, subsidies for domestic science, manual training and physical education, teachers' pensions, vocational education and other activities. In addition, the law provides that there shall be allocated to each town \$100 for each teaching position, \$3 per census pupil and any additional amount over these allocations shall be distributed on the basis of aggregate attendance. In 1933 and 1935 there was a sharp drop in the valuation of the state of nearly \$100,000,000 which brought about a large reduction in the fund on the basis of the three and one-third mill tax. At the same time a law was passed changing the rate of 6% on the permanent school fund to the rate earned on that fund and this has meant that the income on that fund has been cut approximately one-half. During the same period

of time there has been a marked decrease in the income from the tax on savings banks and trust companies. During the period since 1933 the amount necessary for teachers' pensions has mounted rapidly. The expenditure of \$160,000 in 1933 for teachers' pensions, has increased to about \$280,000 per year for this purpose. Each Legislature had de-organized certain towns and plantations, making an additional burden upon that fund. An expenditure of \$48,500 was necessary in 1933. For the year ending June 30, 1940 an amount of \$72,500 was necessary for this activity.

With the decrease in the state school fund and the expanding expenses in the fields above mentioned, we have reached the point where there is no amount for allocation under aggregate attendance and the amount for school census has decreased from \$3 in 1930 to \$1.90 in 1939. For the year 1940 the amount of census allocation will necessarily be decreased further by about 25 cents per pupil.

These facts mean that for one reason or another towns have shown a constant decrease annually in the amount derived from the state school fund since the year 1930. This can mean only one thing, namely, that with a decrease in the amount allocated by the state to the towns there must necessarily be an additional amount raised by the towns to make up for this decrease which results in a higher property tax in each municipality.

The property tax in Maine is already unreasonably high and is bearing too large a share of the burden of state and municipal expense. If some tax plan could be adopted by the state which would bring in revenues from other than property tax and allocate from these revenues funds to the towns for the support of schools, there would be an immediate relief in the property tax of the municipalities of the state. Every dollar allocated to towns by the state for the support of schools from sources other than the property tax means a relief to each town in property taxation.

It is not my purpose to discuss the tax situation in this report but I do wish to emphasize the fact that the Legislature should take measures to guarantee to the towns of the state the amounts specified by statute or else some amendment should be made to the statutes. We are reaching the point of diminishing returns in the matter of allocations from the state school fund to the municipalities of the state.

THE PROBLEM OF THE SMALL SECONDARY SCHOOL

We have reached a point where practically all our pupils desire to attend a secondary school. With the type of school program which must be maintained to meet the individual needs of all the pupils in attendance, the per capita cost of such a program in the small secondary school is well nigh prohibitive. In the larger type of school an adequate type of program can be offered at a considerably lower per capita cost than in the smaller school. We have a considerable number of two-teacher secondary schools in Maine ranging in attendance from as low as twelve or fifteen pupils to approximately forty-five or fifty. Some of these schools are located in areas where conveyance to a larger school would be out of the question. Under such conditions we must endeavor to make the program as much worth while as possible even though the numbers be few but we have a considerably larger number of schools where road conditions are excellent and distance is not great where much better facilities might be provided for the pupils through the closing of the school and conveyance to a larger school. Under such a plan the cost would not, for tuition and conveyance, exceed and in numerous instances it would be less than the actual cost of maintaining the small high school. Naturally such a plan can become operative only through action taken by the local community. Such action is oftentimes difficult to secure. High schools were established in these communities at a time when the curriculum was comparatively simple and where the population to be served was considerably larger than that of today. The citizens in the small community naturally have a feeling that with the closing of their high school they are taking a backward step. Such is not the case and our problem is to convince the citizens and stimulate in every way possible the plan whereby smaller high schools whenever feasible may be consolidated with larger school units. It is utterly impossible in the small high school, even at the most prohibitive cost, to maintain an adequate program of studies for boys and girls of the present day.

In my last report, I mentioned the fact that there is no valid reason why, even if smaller high schools cannot be consolidated with larger high schools, they might not unite in the employment of part-time teachers in such fields as art, music, home econom-

ics, agriculture and the like. There is no good reason why a small high school should not enjoy the advantage of the services of a part-time teacher, the same teacher devoting part time to similar work in another not far distant school.

There is also the possibility in the small high school of the establishment of correspondence courses in certain subjects where pupils desirous of pursuing such a subject would not form a sufficient number to constitute a class. In various sections of the country this plan has worked out with admirable success and might be well followed from an experimental standpoint at least in some of our smaller secondary schools.

When we find from reliable statistics that throughout the nation there are some four million youths who are high school graduates, between the ages of eighteen and twenty-five, without employment, and that Maine has its full share in percentage of this number, we can realize that the type of program in our high school has not been in any way conducive to helping youth to secure employment after graduation. While it probably is not the function of the high school to adequately prepare youth for instant employment upon graduation, he should have such a well-rounded training that he can secure employment in almost any line of work to which his aptitudes and inclinations may lead him. It is a vital question and demands an adequate solution, there being practically no employment today for youth under the age of eighteen. It becomes the responsibility of the community to provide an adequate type of training which will meet the needs of youth.

VOCATIONAL EDUCATION

Through a long and intimate knowledge of conditions in Maine secondary schools, I some time ago arrived at the conclusion that while adequate courses were being maintained for pupils preparing to attend college, very little work on the whole was being done to broaden and enrich the curricula for that group of school pupils completing their education in the secondary school.

Maine has very largely followed a classical tradition in its curricula for secondary schools. A half century ago when the majority of pupils in attendance at secondary schools were planning to prepare for some institution of higher education such a plan

was probably defensible. The great majority of pupils completed their school work in the grades and did not attend secondary schools.

Conditions have changed materially in our economic and social life since that time. The latest statistics available show that over 88 per cent of the pupils completing the work of the elementary grades in June were found to be enrolled as freshmen in secondary schools the following September. This means that at the present time our enrollment in secondary schools is more than five times as great as that of forty years ago and the population of the state during this period of time has not greatly increased.

We still find in far too many of our secondary schools that the curriculum has not been broadened so as to meet the needs of our youth. While it is true that there is a gratifying increase each year in secondary schools offering vocational courses in agriculture and home economics, we still find very few of our secondary schools offering courses in trades and industries. We should continue to prepare adequately for college those who have the ability and determination to attend college and in addition to this we should make a strenuous effort to introduce courses in our secondary schools of a more practical nature for that great majority of youth who can never hope to attend college.

In the majority of our Maine secondary schools courses which are vocational in character and known as commercial courses are included in the curriculum. While these courses are valuable for a limited number of students who are able to secure positions in this line of work after graduation, our secondary schools may properly be criticised for placing too much stress upon this type of work. More than six times as many pupils graduate from the commercial course each year in our secondary schools than can possibly secure positions. Obviously these courses should be limited in scope to that group of students needed for commercial positions after graduation, and this type of work should be supplanted by other work of a vocational character which might more readily meet the needs of youth after completing their secondary school training. It is surely poor economy to place too much stress upon courses which lead only to a dead end after they are completed.

Studies made not only in New England but throughout the

country conclusively prove that there are far greater opportunities for youth in the industrial field than in the field which has in the past absorbed so many of our youth in what is known as "white collar jobs."

Recently this matter was brought very forcibly to our attention. The Federal Government has made available the sum of \$15,000,000 for the training of adults in a defense program. Naturally the most logical place for this training is in schools offering courses in trades and industries. After making a careful survey of the state it is found that one can count almost on the fingers of two hands the communities in Maine offering facilities for such courses as would be of material assistance in a defense program. Up to the present time it has been found possible to organize courses of this character in only four Maine communities.

The inference is clear, namely, that because of lack of interest, on the part of citizens in our larger industrial communities, in the development of vocational courses it is found that we can participate only to the smallest extent in training adults in a defense program.

While in many of our smaller communities which are non-industrial in character the right type of vocational course is possible, yet such is not the case in our larger industrial municipalities.

We can no longer afford to be short-sighted in this important matter. A vast number of youth are going out from our secondary schools each year with no adequate preparation for their lifework. Steps should be taken immediately to correct this situation.

It is highly important that youth in the upper elementary grades and in the secondary schools should have afforded to them a program of vocational, occupational and informational guidance to stimulate this program. The Division of Vocational Education in the State Department of Education has recently added to its force a full-time director who will work in this field. It is expected and hoped that under his leadership programs of guidance for youth will be speedily formulated in many of our school systems. The ultimate hope is that after studying and analyzing the abilities and needs of youth, communities will see to it that a broader type of vocational opportunity is offered for that group desiring to participate in such a program.

All vocational courses are liberally aided through federal subsidies under the Smith-Hughes and George-Deen Acts. Once the plant and necessary equipment are provided the teaching of these subjects can be accomplished at minimum cost.

INDUSTRIAL ARTS

When industrial arts was first established in the schools of Maine the curriculum was largely in the woodworking field and the program largely designed for the upper grades of the elementary schools. Since that time there has been a gradual expansion of this program to the general shop where not only woodworking but other types of activity like sheet metal and machine shop work, electrical wiring, plumbing, printing and other types of activities have been included in the program. The underlying idea is to give exploratory courses during the last years of the elementary grades and the first year or two of the secondary school, attempting through vocational guidance and direction and through actual experience in the work involved to ascertain better as to what type of work is best fitted for the individual youth.

To meet this need the course in industrial arts at Gorham has been expanded from three to four years with a director in charge who is thoroughly versed in the field of general shop work. Combined with his duties as director he will also act as a part-time field supervisor in this field of industrial arts. The industrial arts plant at Gorham is being remodelled, new machinery introduced, a broader curriculum arranged so as to adequately prepare teachers for this type of work. An appropriate degree will be awarded at the end of four years to students successfully completing the course.

In order to assist the numerous teachers in this subject throughout the state, who have needed the advantages of this type of training, a summer course of six weeks has been inaugurated at Gorham that these teachers may pursue intensive work in the general shop area. It is our plan to continue these summer courses. Credits will be given to students successfully completing summer work and after the required number of credits have been secured degrees may be awarded. We are hoping in this way

to greatly stimulate and improve the work in the industrial arts field in our public schools.

Our people throughout the state are becoming intensely interested in a program of more adequate vocational opportunity for youth. I believe our superintendents and school officials are becoming aroused to the need and will assume the necessary leadership in order that the program may be properly expanded.

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.

I have already referred in another section to the proposed plan for the expansion of the Industrial Arts course at Gorham.

An interesting and somewhat unusual occurrence took place in our normal schools during the last year of the biennium in the retirement of three principals after a long and noteworthy service which I doubt could be duplicated in any other section of the country. Wilbert G. Mallett retired as principal of the Farmington Normal School after forty-nine years of continuous service in that school, thirty-one years of which were served as principal. Walter E. Russell of the Gorham Normal School retired after forty-six years of continuous service in that school, of which thirty-four were served as principal and Mr. San Lorenzo Merriman retired from the principalship of the Aroostook Normal School after serving thirty-three years in that capacity. It certainly speaks well for the community and the state that these men could serve so long a period of time with distinction and credit to themselves and the state as in the case of these retiring principals.

ARTS AND CRAFTS

In my previous report I referred to the possibility of the establishment of a Division of Arts and Crafts in the Vocational Division of the Department of Education. Through action of the Governor and Council funds were made available in December 1938 to try this plan out for a six months' period on an experimental basis. Through action of the Legislature of 1939 funds

were made available for the employment of a full-time Director of Arts and Crafts.

In the brief space of time that this plan has been tried out, it has worked out with remarkable success. Through an organization known as the Arts and Craft Guild a standard of excellence must be passed upon by the organization before materials may be submitted for sale in retail stores throughout the state. A private store has been established on the state highway between Saco and Portland for the exclusive sale of Maine-made products, and numerous other places in the state have established either this type of an activity or gift shops in summer tourist communities. A great deal of interest has been shown and numerous classes have been organized for instruction in these courses. Noteworthy advancement was made in the St. John Valley through cooperating with a local organization in assisting a large group of people in the matter of hand knitting of a large number of articles which find a ready sale.

From the experience already gained, in my opinion, this is a most valuable activity and in the years ahead will result in large sources of income for those of our citizens who necessarily have only part-time employment. Maine has become a distinctly tourist state and our summer visitors have exhibited a willingness to purchase articles made in Maine possessing a high standard of excellence.

CONCLUSION

I have attempted in this brief report to present a statement of actual facts pertaining to the public schools of Maine. Education is the most important function of the state. It is our greatest common defense and as a matter of fact it is our front line of defense. A little over three centuries ago our forefathers came across the seas from England to secure for themselves, within the borders of New England, a type of democratic and religious freedom which was at that time denied to them at home. These men and women were possessed of high character and lofty ideals. They were for the most part a well-educated group of people for that day. They clearly saw that in order to make a success of a type of government in which all might participate they must depend upon education as the foundation stone of a free government. Within seventeen years from the time of their landing,

aside from their difficult task of clearing land and erecting homes in the wilderness, they had found time to establish a private school and a college and had enacted as a law of the Massachusetts Bay Colony that every township should afford a type of education which would enable children to learn how to read and write at public expense. From this humble beginning a system of free public education has been developed throughout the length and breadth of our land. We have constantly had an ideal, an ideal which we have never yet accomplished and which we never may accomplish and yet an ideal which is worthy of constantly striving for its attainment. Our ideal has been that it is the responsibility of the community to offer a type of education to youth which would meet the individual needs of each boy and girl in accordance with individual ability and capacity.

If democracy has been successful in the United States, and I think no thinking citizen would have the temerity to challenge the statement that it has been successful, it has been wholly due to the fact that throughout the years of our history the ideas of the founding fathers have been carried out, namely, that a system of free universal public education has been provided for our youth. A successful democracy and free public education are inseparable and at this critical time we must make a strenuous effort to the end that there shall be no letdown in support for education.

If our schools are to be successful in saving for America, the American way of life, there can be no lessening of support for public education, rather must such support be increased and through state and federal appropriations existing inequalities lessened. In our own state gross inequalities exist as between the educational opportunities which we find in our abler and average-wealth communities and the poorer communities. Every child is entitled to an adequate minimum program of educational opportunity and the only manner in which the problem can be solved is through increased funds for equalization purposes. The same situation which exists in our state exists as between the several states of our nation. Every reliable study made, including the latest by President Roosevelt's Advisory Committee on Education, plainly demonstrates the fact that there are millions of youth in the United States who are having meager educational opportunity as compared with children in the abler and wealthier

states. If we are to attack our problem successfully, such a condition cannot be allowed to continue to exist and again the only solution of the problem is through the allocation of federal funds to the states on an equalized basis. In the allocation of such funds we should stand firmly on the principle that federal aid must in no sense mean federal control of educational policies and programs.

In so far as Maine is concerned we cannot be satisfied as citizens that we are accomplishing our whole duty until each child is guaranteed a type of education which will meet his needs. With adequate financial support for our public schools, we can give to each child an opportunity for success in life in so far as is consistent with his ability and capacity and at the same time we can build up an appreciation and understanding of all the great liberties which we enjoy, an appreciation of moral and spiritual values and a sense of the responsibility that goes with liberty and freedom.

Important as those functions are, it is not in the building up of an army or a navy or air forces that our front line of defense lies. Through adequate expenditures of public monies, we may build up forces which may resist any outside attack. Stronger, more insidious and more pernicious forces are clearly demonstrated to be working within our nation and it is only through a well-established system of public education that these forces can be combated and overcome. Again I say, education is our first line of defense.

Respectfully submitted,

BERTRAM E. PACKARD,
Commissioner of Education

CHAPTER II

SCHOOLING IN THE UNORGANIZED TERRITORY

*To the Commissioner of Education,
Augusta, Maine*

Dear Sir:

The school system of the Unorganized Territory of Maine has attracted much attention on account of its unique and unusual character. As a unit of direct school administration it may be considered entirely distinctive in itself. Obviously an adequate description of the system cannot be made a part of each biennial report and, therefore, those interested persons who may wish a background of information are referred to previous reports, especially the report for the biennium ending June 30, 1930, and subsequent biennial reports. In brief, this school system has as its function the provision of school privileges, under direct administration from the State Education Department, for all the children resident of that distinct portion of the state known as the Unorganized Territory. The fact that this is comprised of more than 600 unorganized townships and other unorganized units of all classes, of which nearly one-sixth have permanent residents and numerous others may have temporary residents at any time, conveys some idea of the extent of the system.

A complete report of school conditions and school privileges provided for the past two years in each of more than one hundred different unorganized units scattered throughout the state in fourteen of the sixteen counties would require a sizeable volume in itself. This report is, therefore, confined for the greater part to matters of outstanding importance with respect to the system as a whole. During the past two years the most significant change in the system has been the further increase in its size and the most important matter of educational progress has been a marked advance in the program of school consolidation. There have also been the usual problems of school administration peculiar to

this system, some of the most important of which will be discussed in later paragraphs.

Any addition to the Unorganized Territory is always of direct importance and concern in the administration of the school system therein, since this means not only increased administrative responsibility but also provision for greater financial support for the schooling of children. Therefore, as a matter of record and in accordance with the usual custom, the action of the most recent session of the Legislature relative to the disorganization of towns and plantations is made a part of this report. The Eighty-ninth Legislature in session during the winter months of 1939 disorganized six towns and plantations, this being the net result of the introduction of twelve acts for this purpose. Thus this process, which became active to a marked degree several years ago, continues to go on. During the past six years thirteen towns and plantations have been placed in the status of unorganized townships by the Legislatures of 1935, 1937 and 1939. There is already prospect of the introduction of disorganization acts for a considerable number of towns and plantations in the Legislature of 1941. How long this process will continue is a matter of conjecture but doubtless with economic conditions as at present until all the financially weak towns and plantations have been made a part of the Unorganized Territory and thus relieved of their problem of burdensome taxation.

Formerly there was a gradual interchange between the organized and unorganized areas of the state, a large and prosperous township occasionally organizing as a town or plantation while at somewhat greater intervals a decadent town or plantation was disorganized. However, the tendency now seems wholly in one direction, toward disorganization. This is indicated by the fact that thirteen of the twenty-four former towns and plantations now a part of the unorganized territory school system have been disorganized since 1935, while not a single township has been organized as a town or plantation for a long period of time.

The three towns disorganized by the Eighty-ninth Legislature were Medford and Williamsburg in Piscataquis County and Marion in Washington County, while the three plantations disorganized by the same Legislature were Concord, Lexington and Bigelow, all in Somerset County. Concord, which had been disorganized as a town by the Legislature of 1935 and reorganized as a

plantation immediately thereafter, and Marion, a town since 1834, were both disorganized by emergency acts which took effect in April, 1939. The four other towns and plantations were disorganized by acts which became uniformly effective on March 31, 1940. The towns of Prentiss in Penobscot County and Topsyfield in Washington County were also disorganized by the Eighty-ninth Legislature but reorganized, as understood would be the case, as plantations by the usual procedure under the authority of the board of county commissioners. Acts were passed by the same Legislature providing for the disorganization of the Town of Orneville in Piscataquis County and the Plantation of Milton in Oxford County but in each case the inhabitants failed to approve the act by referendum vote, which is now usually made a condition of disorganization acts, and thus these two places continue in the same status as organized municipalities. An act was also passed by the Eighty-ninth Legislature disorganizing the Plantation of Dallas in Franklin County under the usual conditions, but this was vetoed by the Governor, thus establishing a precedent for such action. An act was introduced to disorganize the town of Greenbush in Penobscot County, but an unfavorable report was accepted by the Legislature.

There were in the six new townships added to the Unorganized Territory 611 inhabitants, 231 persons of school age, eight schools, numerous cases of conveyance, board of elementary school pupils, and tuition of secondary school pupils, together with not a few special school problems. Such new townships from the very nature of the situation usually have school systems which are not of a high standard and hence a process of reorganization more or less difficult is considered immediately necessary. Already substantial progress in this direction has been made in these new townships. This is somewhat of a task from an administrative point of view, since reorganization efforts in one group of new townships have hardly been completed before there is another group following the close of the next session of the Legislature to be put through the same process. A special problem is found in a newly disorganized township with 200 or more inhabitants, which by statute is required to bear the cost of school privileges provided by the state to the same extent as a town or plantation. This means in such townships, which usually have a low valuation and a relatively expensive school sys-

tem to maintain, that school improvements necessarily must be very gradually made in order not to place burdensome taxation on the inhabitants.

During the past two years school privileges were provided in 118 different unorganized townships and other unorganized units, an increase of ten over the previous biennial period and for the second successive report the largest number in the history of the unorganized township school system. Despite the constant addition of new townships, the total number of schools has been kept at a minimum through the fixed policy of consolidation. Three of the schools in the six new townships have already been closed and similar action is contemplated for most if not all of the remaining number. Thus the number of schools in this constantly growing school system increases very slowly, but conversely the number of conveyance routes increases rapidly. In the last biennial report a number of contemplated consolidation projects were described. These have all been put into successful operation, including the closing of two schools in Albany and conveyance of thirty-nine pupils a distance of twelve miles to Bethel; the closing of one school in Argyle and conveying twenty-six pupils a distance of seventeen miles to Howland; the closing of two schools in 1938 and a third school in 1939 in Freeman and conveying thirty-seven pupils by three different routes at distances from five to ten miles to Strong and Kingfield; and the closing of one school in Edmunds and the improvement of the service on the conveyance route already established for about fifty pupils by replacing the old privately owned bus with a modern bus jointly owned by the state and the conveyance contractor.

In each of the above briefly described conveyance routes except in the township of Freeman a contract was made with a responsible party to provide an approved chassis upon which was mounted a modern steel school bus owned by the state, the contract to continue for a period of three years with a provision for its termination with proper adjustments should there be reason therefor. All these new conveyance routes have proved most satisfactory to the school patrons and met with general approval. The pupils have been given greatly improved school privileges and secondary school pupils have been given an equal opportunity with elementary pupils to continue their education without expense to their parents. The cost has been approximately the

same, in some cases less, than under the former plan of maintenance of schools combined with conveyance on a limited and inadequate plan in most cases.

It is now planned at the beginning of the school year of 1940 to close the one remaining school in Concord and convey all pupils by two conveyance routes to Bingham and to close the one school in Williamsburg and convey all pupils of this township to Brownville Junction. Conveyance projects will also probably be carried out in the future in Lexington, Medford and possibly Marion. The long contemplated projects of conveying pupils from the two Rockwood schools and near-by areas to the new modern school in Greenville, pupils from Long Pond to Jackman, and pupils from Lambert Lake to Vanceboro have been deferred until conditions appear more favorable. Some consideration is now being given to a very ambitious project of conveyance of fifty to sixty upper grade and high school pupils from Guerette and Ouellette a distance of fifteen miles to Fort Kent and the maintenance of only schools for primary grades in these two communities. This would relieve the very crowded condition in these two school buildings, provide better school privileges, and could probably be done without any increase in expense to the state.

Questions of residence of parents of school children provide administrative problems in varied and unusual forms in the Unorganized Territory. These questions are often of a technical nature and very difficult to determine until much careful investigation has been made. The intent of the person concerned usually must be the determining factor but it is obvious that a parent may be influenced to claim residence in one place in preference to another which would seem the more logical with the object of this resulting to his financial advantage. The provisions of the law for the schooling of children in the Unorganized Territory are manifestly intended for the purpose of providing school privileges and for no other purpose. Unfortunately there is a class of parents who seek to benefit financially through the schooling of their children and sometimes this seems to be their predominant purpose. The settlement of such cases often involves perplexing questions of justice as between parents and the state, or in the case of tuition, as between the state and a town. Occasionally attempts are made to use political influence in favor of

interested parties but fortunately this is seldom experienced in the adjustment of questions of schooling in the Unorganized Territory.

The problem of families with children of school age who move temporarily into the woods to live in camps, usually on pulpwood operations, has been repeatedly discussed in these reports. This continues to provide one of the most difficult problems of schooling in the Unorganized Territory. In view of the anticipated resumption of pulpwood operations on an extensive scale in Maine it will probably be an increasing difficulty during the next few years unless some effective means can be found to remedy the situation. The boarding of these children for attendance at town schools is the only practicable method to provide school privileges. This can be done only at a relatively large expense and in many cases parents cannot or will not cooperate on account of their remote location, inability to provide proper clothing for children or inability to find a satisfactory boarding place.

Circular letters have been sent from time to time to pulpwood operators and land owners with the object of securing their cooperation in keeping the number of such families so located in the forest sections to a minimum. Excellent cooperation has been received from most of the large pulpwood concerns but small contractors employed by these companies continue to cause most of the difficulty. It is now planned to ask for a conference of the representatives of the more important pulpwood concerns in the state to see if some action cannot be taken to solve definitely this problem. Such a conference should be productive of favorable results when the responsible officials of these important companies, which are among the large taxpayers of the state, fully appreciate this undesirable situation whereby a considerable number of pupils are either deprived of school privileges or the public is caused an unnecessary and unwarranted expense for their schooling. The following is a copy of a letter sent to pulp operators and land owners two years ago:

To Pulpwood Operators and Wild Land Owners:

Three years ago we sent a letter to all pulpwood operators in Maine calling attention to the large expense caused for the schooling of children of families living unnecessarily in the forest sections of the state remote from school privileges and asking for cooperation in keeping the number of such families to the minimum. We received an excellent response with the result that many hundreds of dollars were doubtless saved the taxpayers of the state.

During the past several months we find that there seems again to be a tendency for such families to take up residence in the woods under the usual primitive living

conditions. Many of these families are of foreign extraction; some are not even citizens of the United States, and very few have any regard for the schooling or social welfare of their children. The location of these families in the woods is altogether undesirable and not in the interests of the public welfare. Once they become well established it is exceedingly difficult to secure their removal and for obvious reasons it is inadvisable to antagonize this class of people.

Every old camp and abandoned building is a potential habitation for such families. We believe the practice of some operators in destroying all camps as soon as they cease to be of use is a wise one. We also believe that the practice of issuing leases for camp sites for the summer season only to be advisable as otherwise some families are certain to live in these camps the whole year. While we hesitate to make any suggestions relative to business policies, we wonder if the bringing of families into the woods for a few months or more by some small contractors is of any real advantage. It certainly is an economic loss so far as the public is concerned, as it costs more to school the children of most such families than the father earns.

The State Department of Education is anxious to provide school privileges in all cases where the presence of a family in the unorganized territory is necessary, as in the case of men holding positions of responsibility or engaged in legitimate business, and many thousands of dollars have been expended on this account. We are, however, exceedingly anxious to secure your cooperation in preventing, so far as can be done without injustice, the taking up of residence in the forest regions of irresponsible parents with children of school age.

We shall be glad to hear from you and to receive any suggestions relative to this problem.

Very truly yours,

ADELBERT W. GORDON,
General Agent for Unorganized Territory

The State of Maine, in accordance with well established practice, continues to pay certain items of the cost for schooling of children resident in the U. S. Government reservations. During the past two years board was paid for children from sixteen different U. S. light stations on the Maine coast for attendance at schools on the mainland under the plan which has been in operation so successfully for a period of years. Tuition was paid to various towns and cities at the fixed rate of \$27 per pupil for elementary school pupils attending their schools from Government reservations, including the U. S. Navy Yard at Kittery, Fort Preble at South Portland, Fort Williams at Cape Elizabeth, the Veterans' Administration Facility at Togus, the Naval Radio Station at Schoodic Point near Winter Harbor and the Passamaquoddy Government Reservation at Eastport. In the case of some of these Government reservations elementary school pupils must be conveyed, and since the state pays tuition only, parents have found it necessary to provide conveyance at their own expense. This is a real hardship where there is a large number of children with a family of low income and particularly true of "Quoddy" where more than fifty pupils are conveyed to the Eastport schools. Parents living on Government reservations are also required to pay secondary school tuition in the case of some towns making such a charge, as there is no provision of law for payment of such expense by the state.

The pupils from U. S. light stations, fog-warning stations and lifesaving stations enjoy a special privilege through a provision of the Maine statutes of long standing which provides that such pupils shall be admitted to any public school, elementary or secondary, in the state without payment of tuition. This places the responsibility for the schooling of such children on the town or city instead of the state. While it has never proved burdensome to any municipality on account of the small number of such pupils, it may now seem somewhat inconsistent in view of the recently established practice of payment of elementary tuition by the state for the pupils from other Government reservations. This complicated and unsatisfactory situation persistently raises the long standing question of Federal responsibility for the schooling of children resident of the U. S. Government reservations. Investigations have been made in recent years of the situation in this and other states by government agencies and various reports for Maine have been filed with Federal officials. However, the Federal Government has thus far failed to take favorable action and thus the state of Maine continues to assume limited responsibility. It is hoped that the time may come in the near future when the state will be relieved of this considerable expense. The total expenditure for the past biennium was \$5,879.98, or an average of \$2,939.99 for each of the two years.

School consolidation has resulted in there being a considerable number of unused school buildings in the Unorganized Territory both in the townships recently disorganized as towns and plantations and in other townships where schools have been closed for a considerable period. There is no prospect that these school buildings, with few exceptions, will be needed again for school purposes. It seems a useless expenditure of funds to keep the exterior of these abandoned schoolhouses in proper condition of repair and on the other hand, to permit such buildings to become dilapidated, unsightly old structures in clear view of the highways would hardly be a credit to the state. It is, therefore, proposed to seek proper authority from the Governor and Council to dispose of as many of these buildings as conditions would seem to warrant. A few have already been turned over to the Department of Inland Fisheries and Game for use of the warden service. It is anticipated that this department will be glad to take over a considerable additional number for this purpose. Others can be

readily disposed of at a reasonable price, with the understanding that they are to be torn down and the material removed from the premises.

School lots cannot be sold except by an act of the Legislature and there is a question in most cases as to any legal title resting with the state to the land on which these buildings are located. It would, further, be poor policy to dispose of such buildings in any manner which would make it possible for their use for dwelling purposes. If this were done it would eventually result in a much greater expense to the state for the schooling of children of families who might take up residence therein than would be received for the sale of the buildings. It perhaps should be explained that the statutes provide when a town or plantation is disorganized that all school property therein becomes the property of the state.

For many years it has been hoped that the time would come when a full-time field worker or supervisor could be employed whose services could be wholly devoted to the unorganized territory school system. With the present constant expansion of the system it would seem that this might well be considered in the near future. Such a general supervisor could give much helpful aid and guidance to teachers by closer supervision than is now possible. There would also be ample opportunity for such an assistant to do a great deal of valuable work in the state office by taking charge of numerous administrative details and undertaking some new activities which seem desirable in a modern school system.

Helpful assistance and cooperative service which it is pleasing to acknowledge have been given during the past two years in various ways by officials and employees of a number of state departments, including the Departments of Health and Welfare, Inland Fisheries and Game, Forestry Service, Highways and the State Tax Assessor's office. It is also desired to acknowledge the courtesy of the officials of the Bangor & Aroostook and Canadian Pacific Railroads in making it possible to visit remote points on their lines more expeditiously, and the cooperation of the Sea Coast Missionary pastor in making trips to coast islands comfortable and possible at convenient times on the mission yacht *Sunbeam*.

By reference to the appended comparative summary of statistics the growth of the unorganized township system in practically all respects will be noted. The fact that school privileges were provided in a less number of townships in 1940 than in 1939 might be construed otherwise, but this was unimportant. It is accounted for by the fact that school privileges were no longer required in a comparatively large number of townships of very small population through the removal of but one or two families, the graduation of one pupil from secondary school, or for other similar reasons involving very few pupils. It will be noted that there was a substantial increase in school population and in most of the other statistical items in connection with the schooling of children. In the financial statistics the increased cost during the past two years for conveyance and for tuition of both elementary and secondary school pupils should be noted, especially as compared with the relatively small increase in the cost for maintenance of schools. This is the direct result of the school consolidation program. The addition of new townships to the system, most of which have had a considerable number of pupils for whom school privileges in one form or another must be provided, is reflected in the increase in the total cost for the maintenance of the unorganized township school system.

For the next two fiscal years careful estimates based on present costs with conservative allowance for the usual contingencies of the system indicate that annual appropriations of \$68,000 to \$70,000 will be required, together with anticipated credits of \$9,000 to \$10,000 each year. This takes into consideration the new townships which have been recently added to the system but not any new townships which may be added through the action of the next Legislature.

Respectfully submitted,

ADELBERT W. GORDON,
General Agent for Unorganized Territory

COMPARATIVE SUMMARY OF STATISTICS FOR THE
UNORGANIZED TERRITORY

For the Years Ending June 30, 1938, 1939, and 1940

	1938	1939	1940
Number of townships in which school privileges were provided.....	108	111	103
School population, 5 to 21 years of age.....	1,803	1,839	1,999
Number of schools maintained.....	37	34	36
School enrollment.....	852	768	817
Aggregate attendance.....	116,411	110,023	119,316
Average attendance.....	681	628	679
Number of pupils transported.....	307	408	445
Number of pupils boarded.....	90	90	87
Length in days of the school year.....	171	174	176
Number of pupils attending public elementary schools outside the townships.....	376	469	440
Number of pupils attending private elementary schools outside the townships.....	7	4	4
Number of pupils attending public secondary schools outside the townships.....	162	173	181
Number of pupils attending private secondary schools outside the townships.....	46	35	32
Teachers' wages and board.....	\$21,588.90	\$21,977.00	\$22,393.50
Fuel.....	1,162.34	1,418.65	1,984.75
Janitor service.....	1,133.75	1,006.41	1,187.80
Conveyance.....	8,451.01	14,616.71	13,146.57
Board of pupils.....	7,257.66	7,563.30	7,375.21
Elementary school tuition.....	6,653.25	7,325.86	8,845.72
Secondary school tuition.....	5,232.05	7,381.74	9,831.63
New lots and buildings.....	0	0	0
Repairs.....	1,957.12	652.16	1,387.20
Apparatus and equipment.....	280.13	199.61	97.75
Textbooks.....	1,751.39	1,939.66	1,843.51
Supplies.....	647.45	653.63	922.90
Agents.....	1,136.42	1,123.13	1,425.78
Rent and insurance.....	301.00	290.00	191.00
	\$57,552.47	\$66,237.86	\$70,633.32

CHAPTER III

RURAL EDUCATION

*To the Commissioner of Education,
Augusta, Maine*

Dear Sir:

The two years ending June 30, 1940 have been years of improvement in the rural schools of the state. On the whole we find these schools better taught, better supplied with the materials of instruction, and with better facilities for caring for the physical well-being of the pupils.

In the smaller and poorer towns and plantations the effects of equalization allotments are most noticeable. In many of these schools where a lamentable shortage of suitable text and reference books existed a few years ago the worn-out material has been replaced with a sufficient supply of excellent books. Where there were no reference materials, maps or other teaching aids we now find a reasonable supply. As stated in the report of one of the field agents, the lack which most often exists is suitable blackboard space. This is doubtless due in large measure to the fact that we cannot, under our present law, purchase blackboards or school desks with money received from the equalization fund because these items are considered a part of the building, and state school funds may not be used for construction or repair of buildings. While the distribution of the amount available for equalization purposes has been of great benefit to the schools it must not be forgotten that only about sixty per cent of the amount needed to insure a reasonable minimum program is available. In other words we are now distributing \$275,000 to towns which need \$500,000.

No report on conditions in the rural schools of Maine could properly fail to recognize the benefits to rural children which have come from the distribution of surplus commodities to be used in school lunches and the cooperation of the Works Progress Administration in providing help in serving these lunches. While complete information is not available those of us who work in

the rural schools cannot fail to be impressed by the good that is being done.

This biennium has been an eventful one in closing of rural schools and in taking necessary steps to standardize and improve the conveyance of school children. During the year 1938-39 sixty-one one-room schools and during the year ending in June 1940, ninety-six one-room, four two-room and one rural high school were closed. The closing of these schools will result in increased expenditures for conveyance of these children. For the last year for which complete figures are available, 1938-39, 19.8 per cent of the elementary pupils enrolled were conveyed at public expense to the amount of \$741,443 while 5.1 per cent of the secondary enrollment were conveyed at a cost of \$52,259. These figures regarding secondary schools, however, do not give a correct picture of the actual conditions, because many towns owning their own buses and conveying elementary pupils over established routes convey secondary pupils at no additional expense and, of course, such pupils are not listed as being conveyed at public expense since no additional cost is involved.

In April 1939, a conference of manufacturers of school buses, representatives of the manufacturers of chassis for school buses, and a delegate from each state met in New York for a week to work out a set of recommended standards for school buses for the whole country. This conference was called at the joint request of the chief school officers of the several states and the manufacturers of school buses, because with no uniformity of standards the manufacturers were obliged to produce a great number of different models thus increasing the cost to the purchasers of their product. The General Education Board of the Rockefeller Foundation felt that such a conference would be of sufficient value to warrant their contributing funds to pay for it so that there was no expense to the states sending representatives.

The major objectives were safety and economy and the work of the week was directed toward their accomplishment. By Council Order No. 638 these minimum school bus standards were made effective as follows:

“CONVEYANCE OF SCHOOL CHILDREN”

“Equipment: That all new equipment purchased after January 1, 1940 for school conveyance purposes where the

the seating capacity is for over twenty passengers must conform to the school bus standards as accepted at the National Conference of School Bus Standards, Teachers College, Columbia University, April 6, 1939.”

The only justification for the expenditure of school money for conveyance is that a reasonable opportunity to secure reasonable equality of school privileges can be provided only in this way. It is obviously the duty of school officials to provide at minimum cost, the maximum of safety and comfort for these children, who are handicapped at best. The following tabulation, made from the returns of 304 towns on type and cost of hired conveyance and on the cost of 54 municipally-owned buses, seems conclusively to show that the cost per pupil-day and per pupil-mile decreases as the number of pupils conveyed per conveyance-unit increases.

In computing the cost of operating municipally-owned buses 20 per cent of the cost of the bus was added to the other operation costs. Since the hired conveyances included many home-made wooden bodies it is unquestionably true that the town-owned buses provide safer and more comfortable transportation. It is also true that, since the serviceable life of a steel bus body is much more than five years, the difference in cost over a period of years is even greater than shown by the computation.

SUMMARY OF CONVEYANCE COSTS
SCHOOL YEAR 1939-40

Type of Conveyance	No. of Conveyances	No. of Pupils Conveyed	Cost per Pupil-Day			Cost per Pupil-Mile		
			High	Low	Average	High	Low	Average
Hired Conveyance								
1-3 Pupils.....	114	240	\$. 6933	\$. 2312	\$. 4889	\$. 0859	\$. 0288	\$. 0528
4-6 Pupils.....	210	1070	.3932	.2432	.3142	.0386	.0166	.0270
7-10 Pupils.....	161	1353	.4345	.1110	.2455	.0272	.0101	.0184
11-20 Pupils.....	226	3351	.2278	.1654	.1823	.0173	.0074	.0121
Over 20 Pupils.....	242	8785	.1891	.1088	.1429	.0097	.0027	.0059
Town-owned buses....	54	3478	.2159	.0450	.1002	.0308	.0007	.0056

Our routine work has continued as during previous years. Calls from school officials for help and advice on matters of buildings, consolidation of schools, and conveyance matters have been answered by visitation and surveys. The instructional

services of this department are performed by the three field agents whose reports are herewith appended.

Respectfully submitted,

RICHARD J. LIBBY,
State Agent for Rural Education

*To the Commissioner of Education,
Augusta, Maine*

Dear Sir:

For the past two years the field agent's work in the supervisory school unions has continued. In company with the superintendents visits were made to the individual teachers in their individual schools. The rural supervisor hopes to accomplish certain things on these visits. First, is the improvement of instruction in the school subjects. This is done by demonstration classes in the different subjects, by conferences with the teacher, by arrangement of the school schedule and by inspection of textbooks to make sure that the material is not too difficult for the children.

In addition to this the aim is to give the young teacher, in her lonely rural area, a courage which may carry her on; a vision of her task with rural children; a professional spirit that will keep her progressing and, if possible, a personal word that will help her personal problems, making her a happier person and thus a better teacher.

The other duties of the field worker have continued the same as stated in the last report but to an increased extent; more teachers' meetings, more speaking at mothers' clubs and grange meetings, more work in the field of testing the individual child with the *Stanford Revision of the Binet-Simon Intelligence Test*. This test is given in order that the superintendent and teacher may know the abilities of the child and so adjust the school work to his needs and mental capacity whether it be for the highly intelligent child or for that child who finds the academic material of

his grade too difficult. More work should be done in this field and more schools should be established to take care of the education of both the genius and the very dull child.

It seems wise to keep in touch with the normal schools that we may know the training of the young teachers who go out to the rural areas. The cooperation and help the workers have received at the schools have done much to make the supervisor's work more meaningful to the rural teachers.

The need of the rural and small town schools still remains great. True, there has been great growth during the past nine years that I have had the privilege of visiting schools in the state, but there is still far to go. The added requirement in teacher preparation has done much to improve teaching. The extra state money has made it possible to have more and better textbooks and library facilities, but more is still needed. It must be remembered that children learn to read by reading, and that many more primary books must be provided if we are going to send the children to the grammar grades ready to handle the amount of work that is required of them.

In many schools children sit all day in seats that are not only uncomfortable but a grave danger to their physical well-being. Small children are obliged to sit in unadjustable seats much too large for them. Thus they are unable to get any support for their backs, nor do their feet touch the floor. In other schools larger children are forced to sit in seats much too small for them. These maladjusted seats may cause curvature of the spine, poor circulation and a general letdown of the organic functions of the body.

One of the necessary pieces of equipment in any schoolroom is the blackboard. It should be in a condition that encourages board work both by the teacher and by the pupils. In many instances the boards are so worn that it is impossible to use them and much of the most valuable teaching has to be given up. It seems like extravagant economy to attempt to save on such important equipment.

In some towns there is no subprimary and the five-year-olds are sent to school to enter the first grade. They are expected to keep up with the children who enter grade one after they have had a year of training. No child can possibly get the foundation he needs for future grades if he is denied this year of growth and training. In towns having no subprimary, children should not

be allowed to attend school until six years of age. This grave difficulty should be corrected in one way or another.

The superintendents and teachers continue to give their full support and cooperation to the field supervisors. Since it is by all working as one that improvement is made, we are most appreciative of the kind and earnest way we have been received and helped in our endeavors, and of the professional interest that is apparent in those who work with our future citizens. Maine has much to be proud of in her continued effort to improve the youth of her state.

Respectfully submitted,

GLADYS PATRICK,
Field Agent for Rural Education

*To the Commissioner of Education,
Augusta, Maine*

Dear Sir:

During the biennium ending June 30, 1940, my work as Field Agent for Rural Education has been an endeavor to improve educational practices in the rural schools of Maine. It has been my aim to stimulate and encourage initiative, self-reliance and individual responsibility in the teacher so that she may become more effective in the school and thus promote these same qualities in her pupils. Stress has been placed upon instructional deficiencies. This has been done by means of classroom observations of teaching procedures followed by demonstration lessons when necessary, conferences and the offering of suggestions for the improvement of the teacher's specific situation. From September 1938 to July 1940, thirty-one unions were visited.

It is obvious that the teaching profession is becoming more and more complex. The schools are being given added responsibilities. A century ago, all the schools needed to do was to dispense a knowledge of the three R's to a relatively few people. The children got practically everything else in an out-of-school environment. Today, the school must accommodate even the pre-school child and to a large extent take care of his growth men-

tally, morally, physically, socially and vocationally until he is practically mature. The teacher's task is stupendous. She must not only develop the child in the ways mentioned above but she must also strive to do it attractively, economically and according to developing changes. We find that our elementary schools are in very definite need of necessary equipment for teaching.

If the child is to be developed so as to become a worthy member of the society in which he is to participate, it becomes necessary for the schools to achieve unity in their teaching. It has not been my aim to tell the teachers what to do, how to do it, when to begin and where to stop. My aim has been to try to enlarge the teacher's vision and to make her understand that her teaching procedures must be planned and adapted to what education aims to achieve. We should not be too largely concerned with the immediate, for what the teacher does today will be reflected in what the teacher and pupils will do tomorrow.

It is to be regretted that a teacher can never be adequately prepared beforehand, for the challenges are forever changing. She cannot remain at one standard of efficiency for each group of pupils will be different and there are continuous inevitable changes at work in our society. Confronted with these new situations it is almost impossible for some teachers to do effective work without close supervision. In many instances poor practice in teaching procedures have been replaced with better ones when the necessary suggestions could be given at the time that they were needed.

In classroom observations, the emphasis with reference to teachers has been upon technique, distribution of time, evidence of teacher preparation and classroom organization. With reference to pupils the emphasis has been upon their immediate responsiveness to the technique emphasized by the teacher and their ability to demonstrate thinking power.

Any teacher is a challenge to a supervisor. More frequent visits are needed by all teachers. They are especially needed by the teacher in a new school. Teachers who are just entering the profession as well as those who have been in the profession for a number of years need help to adjust to the group with whom they have to work.

It is only with the friendly cooperation of parents, teachers, superintendents, supervisors and field agents that our aim in edu-

cation may be developed to the extent of bringing about the finest possible well-rounded continuous development of the personality of each individual child. There has been much work done in that field; there is much left to be done. It is our belief that our elementary schools, rural as well as urban, should provide experiences which will help these individual children to develop to the finest and fullest extent for useful and happy living now and in the future. This requires the development of not only mental and physical skills but desirable social, moral and spiritual attitudes, habits, appreciations, and ideals. This we are striving for in our elementary schools of Maine.

Respectfully submitted,

YVONNE DAIGLE,
Field Agent for Rural Education

*To the Commissioner of Education,
Augusta, Maine*

Dear Sir:

The two years ending June 30, 1940 have been stimulating and challenging because of the growth and progress observed in many schools brought about by the continued cooperation of teachers, music supervisors and superintendents of the state.

It has been the practice where it is practical and the superintendents request it, to make return visits in the spring to check the work started in the fall and winter terms. This procedure has been more successful than when visits were made once a year or once in two years. It gives the field agent and the teacher an opportunity to get better acquainted. Then problems and newer educational practices are discussed with more freedom in the light of each teacher's situation. Before leaving the school the agent takes an inventory of the school's physical condition and the textbooks and supplies available. Some improvement has been observed in the above conditions.

The number of school unions visited including follow-up work, from July 1, 1938 to July 1, 1940 was sixty-five.

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; attend county, state and national conventions, besides the necessary office work.

The practice of getting back to a school union more than once in a year has been especially helpful where music has been introduced for the first time. Tone production has been especially stressed during the past two years. It is important to get the child to use his voice correctly. This work has consisted principally 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, enunciation, 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.

In many instances where the teacher does not sing, phonographs and records have been purchased and the work carried on successfully. However, 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.

As soon as the pupils are ready, part-singing and the use of syllables is introduced. While each music lesson is an appreciation lesson, the radio has given the pupils more opportunities to learn to listen intelligently to music.

Another phase of the work is the giving of *The Stanford Revision of the Binet-Simon Individual Tests*. These tests give teachers and superintendents added clues which aid in the process of teaching more effectively the individual child.

Interest in the proposed elementary social studies curriculum for the state has been shown by the requests from superintendents for discussions of units of work and the activity program in teachers' meetings and teachers' study groups. In these discussions with teachers on the social studies curriculum it is possible to stress the important values of life that we expect children to learn, and also to show that the unit activity program is one of

the best mediums for developing the ability "to live the learning way."

It is very encouraging that many of our rural schools have taken steps toward activity and integration of experiences. There is no small school that cannot begin to put its emphasis on the child's needs and growth, rather than on subject matter and formal learning.

With the same valuable assistance of teachers and school authorities that has characterized the past years, and a spirit of all for one and one for all, we can go a long way toward making every rural school a place of genuine education and real life situations. I wish to express my sincere appreciation for the cooperation shown me by the teachers and school authorities.

Respectfully submitted,

VILLA E. HAYDEN,
Field Agent for Rural Education

CHAPTER IV

VOCATIONAL EDUCATION
INDUSTRIAL EDUCATION
EVENING SCHOOLS
HOME INDUSTRIES

*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, a report of Evening Schools, and a report of Home Industries.

VOCATIONAL EDUCATION

Agriculture

There has been little change in the economic conditions in the past year. Increased enrollments and unfavorable economic conditions are handicapping us greatly in our efforts to secure better teaching facilities. Five new departments were added this past year. Two of the older schools, Gorham and Greely Institute, have moved into fine new quarters. Two of the new schools, Fryeburg Academy and Old Town, have started with especially fine layouts. During the past year membership in the State Association of Future Farmers of America increased to 1424 members, an increase of 188 members over last year. Nine schools held 105 part-time meetings for out-of-school youth with a total enrollment of 160 boys.

Trade and Industrial Education

The present facilities for trade and industrial education are

woefully inadequate to supply the youth of the State with the training they so much desire and which industry so much needs. The few courses we are now operating have difficulty in meeting the needs of local youth. The need for trade training is becoming more imperative each day, and the task will require a very close cooperation between industry and the schools. Neither one will be able to do the job alone.

Vocational Home Economics

There has been a decided increase in the number of students reached by vocational home economics programs during the past two years. Five new departments have been established as follows: Hartland Academy, Limington Academy, Brewer, Old Town and Presque Isle. Ten previous general homemaking centers have changed to vocational, namely, Madawaska, Madison, Washburn, Maine Central Institute, Freedom Academy, Hodgdon, Lee Academy, Mars Hill, Rumford, and Wilton Academy.

The following table will show the percentage of expansion during the past six years.

	Voc. Home Economics Centers	Voc. Home Economics Teachers
1933-34	7	8
1936-37	14	15
1938-39	30	32
1939-40	40	42

Home economics training has moved forward rapidly and offers a broad program in relation to developing and conserving both human and material resources, in enriching individual growth and group relationships, in striving to strengthen civic loyalties and in enabling young people and adults to improve home and family living. Home economics has much to give education today and has specific opportunities in a program of defense and the preservation of democracy. It offers a program based on the needs and interests of students, a program which focuses attention on home activities, life activities and possible vocational pursuits.

During the year 1938-39 the teacher-training program has been improved through extensive curriculum revision, improved pre-

service and in-service training of teachers. Ten to twelve supervisory teaching centers have been selected on the basis of a well-organized department, a strong experienced teacher, a cooperative community set-up and satisfactory teaching and working conditions. All supervising teachers take a special course in techniques of guiding student teachers. This new program of field teaching has already proved its value in setting up a clearer understanding of a real teaching job, in improved standards in home economics departments and in a better philosophy of home economics education. This field teaching program includes students who are majors in home economics teacher training at the University of Maine, Farmington State Normal School and Nason College.

In-service training of teachers has had considerable emphasis through state conferences, regional conferences, individual conferences, school visits and mimeographed teaching helps.

The State Supervisor and Itinerant Teacher Trainer have cooperated actively with various groups through conferences, participation in various organizations, talks to school and adult groups, assisting in organizing and developing programs and courses, teacher placement and curriculum revision. There has been cooperation with the following organizations: State Congress of Parents and Teachers, State Child Health Council, State Extension Service, Grange, Business and Professional Womens Clubs, State Home Economics Association, Womens Legislative Council, Secondary School Principals Association, American Red Cross and other Service groups.

There is need for further expansion in the field of adult homemaking education and parent education. Home economics courses for boys have expanded and in 1939-40 there were sixteen schools offering such programs with a total enrollment of 307. The major purpose of these courses is wage-earning and homemaking with some occupational guidance.

There were changes in the State supervisory staff from January 15 to August 1, 1940. Miss Florence L. Jenkins, State Supervisor, was on a six-months' leave of absence to work in the United States Office of Education as Regional Agent for the North Atlantic Region. Miss Beatrice Coney, formerly Itinerant Teacher Trainer, was Acting State Supervisor and Miss Arline Pinkham was Assistant and Field Supervisor during this period.

ESTABLISHED COURSES IN VOCATIONAL EDUCATION

Town or Institution	Enrollment			
	Agriculture	Trade and Industry	Home Economics	Teachers
Aroostook Central Institute	47		53	2
Ashland	36			1
Bath			111	1
Biddeford		75		6
Brewer			78	1
Brooksville			32	1
Buckfield	34		32	2
Bucksport	32			1
Buxton	17			1
Canton	23			1
Caribou	74		139	4
East Corinth Academy	25			1
Easton	35			1
Farmington			21	1
Fort Fairfield	71		53	2
Fort Kent	29			1
Freedom	26		30	2
Freeport			38	1
Fryeburg Academy	48		54	2
Gorham	60			1
Greely Institute	14		19	2
Hampden Academy	15			1
Hartland Academy	43		68	2
Hermon	19			1
Hodgdon	33		46	2
Houlton	37		40	2
Island Falls	19			1
Leavitt Institute	35			1
Lee Academy	28		43	2
Limestone	32			1
Limington Academy	13		16	2
Lisbon			17	1
Machias	28		25	2
Madawaska	29		41	2
Madison		37	25	3
Maine Central Institute			47	1
Mapleton	43			1
Merrill	21			1
Mexico			53	1

Town or Institution	Agri- culture	Trade and Industry	Home Economics	Teachers
Monmouth Academy	31			2
Newcastle	43		31	1
New Gloucester	12			1
Newport	21			1
North Anson Academy	22			1
North Yarmouth Academy	21			1
Norway	44		43	2
Oakfield	27			1
Old Town	68		95	2
Parsonsfield Seminary			12	1
Patten Academy	25			1
Pennell Institute			28	1
Presque Isle	78		97	2
Rockland			101	1
Rumford	20		105	2
Sanford		48	143	3
Scarboro			15	1
Sherman	19			1
South Paris			30	1
Thornton Academy			70	1
Unity	25			1
Van Buren	30			1
Waldoboro	29			1
Washburn	49		47	2
Westbrook		48	70	4
Wilton Academy	41		51	2
Windham	29		33	2

INDUSTRIAL EDUCATION

Industrial Arts

Courses in industrial arts for boys are being added each year and are being organized on a broadened basis. The junior high school period requires activities in a variety of hand manipulations and our schools are gradually introducing activities other than the traditional courses in woodworking. Many schools still lack sufficient equipment to provide the exploratory work necessary for boys to discover their aptitudes and abilities. Additional facilities should be made available for specialization in

the last two years of the secondary school period so that pre-vocational work can be given to those adapted for training in the skilled trades.

General Home Economics

School officials show increasing evidence of a desire to meet the needs of a larger number of students. Home economics has a unique relationship to the daily needs and interests of young people through the contribution to individual growth, family and group relationships, and guidance and skill in relation to various home activities. During the last two years new general courses have been developed at Belgrade, Freedom Academy, Hodgdon, Madawaska, Mars Hill, Potter Academy, Solon, and Traip Academy. Others will be added in the fall of 1940. There are 121 high schools and academy departments and 61 elementary departments, but there are still many high schools which do not offer any home economics work to their pupils.

There is a large teacher turnover each year. With the expansion in home economics education and expansion in many other vocational fields using home economics trained people, there is a shortage of qualified home economics teachers this year in Maine. This is a good professional vocational field for young women to enter.

General home economics is an exploratory type of program to help girls and boys to better meet their present problems in personal, home and community life. Through the general program interest develops in more intensive vocational programs. The fields of service on the part of the supervisor are similar to those mentioned in vocational home economics and include in-service training, promotion of courses, preparing teaching materials, inspection of schools and classes, recommending equipment and programs, and leading conference groups.

ESTABLISHED COURSES IN INDUSTRIAL EDUCATION

Town or Institution	Manual Arts			General Home Economics		
	Enrollment		Teachers	Enrollment		Teachers
	Elem.	Sec.		Elem.	Sec.	
Anson				19		1
Anson Academy					17	1
Ashland				29	32	1
Auburn	340	295	5	326	161	5
Augusta	191	218	3	239	207	3
Baileysville	47	30	1	41	22	1
Bangor	386	207	7	400	148	4
Bar Harbor	64	67	1		48	1
Bath		190	2			
Belfast				72	80	1
Belgrade					37	1
Biddeford	187	22	1	125	111	1
Bingham	15	17	1	19	16	1
Brewer	150	237	2	77	21	1
Bridgton	77	41	1	73	52	1
Brooksville		24	1			
Brunswick	96	39	1	99	119	2
Bucksport	52	35	1	49	29	1
Calais	99	59	1	95	49	1
Camden	62	58	1	44	28	1
Cape Elizabeth	54	49	1	43	19	1
Cornish				7	15	1
Cumberland Center	28	25	1	25		1
Dexter	60	61	1	69	39	1
Ellsworth	68	58	1	76	42	1
Erskine Academy					30	1
Eustis				10	16	1
Fairfield	51	103	1	40	103	1
Falmouth	27	51	1	53	33	1
Freeport	52	34	1	45		1
Fryeburg Academy		61	1			
Gardiner	115	52	1	108	44	1
Gould Academy		72	2		62	1
Greenville	19	47	1	22	49	1
Guilford	34	31	1	25	18	1
Higgins Classical Institute					33	1
Houlton	69		1	64		1
Jay					63	1
Kennebunk	71	85	1	128	53	1
Kennebunkport	32	18	1			
Leavitt Institute					44	1
Lebanon Academy		32	1			
Lewiston	268	283	4	349	345	3
Lisbon	58	109	2	67	75	2
Livernore Falls	61	63	1	52	46	1
Madison	69	41	1	60	41	1
Mapleton		70	1	16	28	1
Mechanic Falls			1			
Mexico		105	1			
Millinocket					52	1
Milo	68	40	1	58	37	1
Mt. Desert	38	45	1	37	29	1
Newport				16	37	1
Norridgewock	29	64	1	37	32	1
North Berwick	25	27	1			
North Yarmouth Academy					23	1
Oakland	31	31	1	51	23	1
Old Orchard Beach	37	21	1	42	9	1
Pennell Institute		28	1			
Pittsfield	63	28	1	63		1
Portland	776	641	16	1041	649	14
Potter Academy					18	1
Rangeley	24	34	1	31	22	1
Rockland	146	111	2	170		1
Rumford		93	1			
Saco	177		2	116	54	1
Sanford	172	84	2	164		1
Scarboro	50	33	1	50		1
Skowhegan	96	11	1	92	120	3
Solon	18	24	1	15	20	1
Somerset Academy					21	1
South Portland	236	64	5	240	125	5
Southwest Harbor	20	46	1	18	44	1
St. George					36	1
Thomaston	77	50	1			
Thornton Academy		130	2			
Topsham	30		1	15		1
Traip Academy		70	1		43	1
Unity					31	1
Van Buren					80	1
Waterville	209	172	3	234	166	3
Wells		56	1		33	1
Westbrook	224	22	3	196		1
Winslow	41	31	1	57	18	1
Winthrop	40	42	1			
Yarmouth	40	9	1	31	5	1
York	78	42	1	76	15	1

Evening Schools

Enrollment in our old established evening schools remains rather constant and indicates that a need is being satisfied in a few communities. As in the last report, it is urged that many more communities survey their local situation and make adequate provision for evening school classes. Biddeford last year reopened its evening schools with a satisfactory enrollment, and Lewiston will reopen in the fall of this year.

EVENING SCHOOLS

Town	Enrollment		Teachers	Courses
	Male	Female		
Augusta.....	55	67	4	3
Bangor.....	165	381	15	13
Bath.....	228	190	12	9
Eiddeford.....	293	68	27	10
Phillips.....		23	1	1
Portland.....	450	581	46	21
Rumford.....		70	1	1
Sanford.....	222	256	23	16
Strong.....		33	1	1
Winslow.....	12	72	2	3

Home Industries

The home industries program established in December, 1938, is proving valuable in that many persons in the low income groups have been aided in the manufacture of handmade articles, thus adding appreciably to their earnings. Definite financial returns have been seen as a result of this program. Part-time workers are now employed full time and others are receiving part-time employment on handicraft. Craftworkers have been aided in locating sources of material and equipment; in finding new markets for their products and were given constructive aid in establishing price and quality standards.

Thirty adult classes in handicraft have been established throughout the state. In all classes and in work with individual crafts-

men, improvement in both design and workmanship is continually stressed. The use of the Maine motif is urged in all craftwork wherever possible.

This past summer many gift shops which previously had stocked only foreign and machine-made merchandise sold large quantities of Maine-made handicraft instead, as a result of the State's program. This work will continue to prove itself to be a definite economic asset to the State in coming years.

Respectfully submitted,

S. E. PATRICK, *Director*

H. S. HILL, *Agricultural Supervisor*

FLORENCE L. JENKINS,

Supervisor of Home Economics

RALPH W. HASKELL,

Home Industries Supervisor

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.

Beginning July 1, 1940 several amendments to the Federal law for vocational rehabilitation went into effect. The most important of these is the one whereby we are allowed to pay for maintenance for trainees. This will enable our Division to rehabilitate a considerably greater number of cases than we otherwise could due to their not being able to take care of their own board and room.

Following is a statistical summary covering the nature of the work done and results obtained during the period from July 1, 1938 to June 30, 1940:

LIVE ROLL OF CASES AS OF JUNE 30, 1940

	<i>Number</i>	<i>Per Cent</i>
1. Reported in previous years	64	31
2. Interviewed	12	6
3. Plan completed	3	1
4. Appliance authorized	3	1
5. School training	27	13
6. Employment training	19	9
7. Other training	6	3
8. Ready for employment after preparation service	24	11
9. Temporary employment	5	2
10. Rehabilitation employment	15	7
11. Training interrupted	11	5
12. Other service interrupted	13	6
	202	95

CLOSURE OF REHABILITATED CASES

FOR THE PERIOD FROM JULY 1, 1938 TO JUNE 30, 1940

I. *By Nature of Disability of Cases*

	<i>Female</i>	<i>Male</i>	<i>Total</i>	<i>Per Cent</i>
Hand	0	7	7	7
Arm	2	7	9	9
Leg	6	32	38	37
Legs	0	4	4	3
Arm-Leg	1	0	1	1
Vision	0	3	3	3
Hearing	7	20	27	26
General debility	1	6	7	7
Miscellaneous	0	7	7	7
	17	86	103	100

II. *By Origin of Disability*

Employment accident	0	16	16	15
Public accident	1	20	21	21
Disease	7	41	48	47
Congenital	9	9	18	17
	17	86	103	100

III. *By Schooling*

	<i>Female</i>	<i>Male</i>	<i>Total</i>	<i>Per Cent</i>
Grades 1-6 completed	0	13	13	13
Grades 7-9 completed	4	34	38	37
Grades 10-12 completed	2	20	22	21
Other	11	19	30	29
	<hr/>	<hr/>	<hr/>	<hr/>
	17	86	103	100

IV. *By Age*

Under 21 years	7	10	17	16
21-30 years	9	42	51	50
31-40 years	1	21	22	21
41-50 years	0	8	8	8
51 or over	0	5	5	5
	<hr/>	<hr/>	<hr/>	<hr/>
	17	86	103	100
Cases registered, year 1938-39	20	75	95	56
Cases registered, year 1939-40	18	56	74	44
	<hr/>	<hr/>	<hr/>	<hr/>
	38	131	169	100

THE ANALYSIS OF CASES CLOSED DURING THE PERIOD
JULY 1, 1938-JUNE 30, 1940

<i>Rehabilitated Cases</i>	<i>Number</i>	<i>Per Cent</i>
1. School training	21	20
2. Employment training	64	63
3. Placement	18	17
	<hr/>	<hr/>
Total rehabilitated cases	103	100
<i>Other Closures</i>		
1. Died	3	4
2. Left state	2	3
3. Lost contact	5	6
4. Not feasible	10	11
5. Not cooperative	9	10
6. Service declined	7	8
7. Other	51	58
	<hr/>	<hr/>
Total other closures	87	100
<i>Summary of Closed Cases</i>		
1. Total rehabilitated cases	103	54
2. Total other closures	87	46
	<hr/>	<hr/>
Total closures	190	100

Cost of rehabilitation of 103 cases (years 1938-40).....	\$21,241.90
Average cost per case rehabilitated.....	206.23
Annual income of rehabilitated cases.....	79,180.92
Average wage earning per person per year.....	768.56
Average wage earning per person per week.....	14.78

SUMMARY OF RECEIPTS AND EXPENDITURES OF
 VOCATIONAL REHABILITATION DEPARTMENT
 FOR YEAR ENDING JUNE 30, 1939

	<i>Receipts</i>	
<i>Federal Funds</i>	<i>Federal</i>	<i>State</i>
Federal appropriations.....	\$12,321.94	
<i>State Funds</i>		
State Vocational Education.....		\$14,097.60

	<i>Expenditures</i>	
<i>Administrative</i>		
1. Salary of supervisor.....	\$966.73	
2. Salaries of clerical assistants.....	1,156.23	\$21.90
3. Travel of supervisor.....	171.18	128.02
4. Printing.....	5.36	103.50
5. Supplies — administrative.....	43.64	46.08
6. Rent, light, and heat.....	65.00	75.00

<i>Case Production Service</i>		
1. Salaries of supervisor and rehabilitation agent.....	\$3,951.55	
2. Travel of supervisor and rehabilitation agent.....	527.12	395.13
3. Tuition, educational institutions.....	1,606.27	3,871.15
4. Tuition, commercial and industrial.....	1,285.00	3,295.43
5. Tuition, correspondence.....	151.00	132.00
6. Tuition, tutorial.....	20.00	
7. Instructional supplies and equipment.....	1,116.51	2,768.50
8. Travel of trainees.....	764.30	1,853.33
9. Artificial appliances.....	438.00	1,265.18
10. Physical examinations.....	4.00	9.60
11. Other case production expenditures.....	50.05	132.78
	<hr/>	<hr/>
	\$12,321.94	\$14,097.60

SUMMARY OF RECEIPTS AND EXPENDITURES OF
 VOCATIONAL REHABILITATION DEPARTMENT
 FOR YEAR ENDING JUNE 30, 1940

<i>Receipts</i>		
<i>Federal Funds</i>	<i>Federal</i>	<i>State</i>
Federal appropriations	\$13,828.69	
<i>State Funds</i>		
State Vocational Education		\$13,828.69
<i>Expenditures</i>		
<i>Administrative</i>		
1. Salary of supervisor	988.94	
2. Salaries of clerical assistants	1,175.02	25.65
3. Travel of supervisor	283.58	6.45
4. Communication		1.74
5. Printing	9.35	18.42
6. Supplies — administrative		2.20
7. Rent, light, and heat	75.00	90.00
<i>Case Production Service</i>		
1. Salaries of supervisor and rehabilitation agent	4,011.46	
2. Travel of supervisor and rehabilitation agent	825.92	79.15
3. Tuition, educational institutions	2,791.75	4,336.18
4. Tuition, commercial and industrial	1,494.56	4,011.77
5. Tuition, correspondence	120.00	504.50
6. Tuition, tutorial		18.00
7. Instructional supplies and equipment	517.29	2,253.75
8. Travel of trainees	758.93	1,334.05
9. Artificial appliances	753.48	972.35
10. Physical examinations		4.00
11. Other case production expenditures	23.41	170.48
	\$13,828.69	\$13,828.69

Respectfully submitted,

LEROY N. KOONZ,
 Supervisor

CHAPTER VI

TEACHERS' ASSOCIATIONS

STATE ASSOCIATION

*To the Commissioner of Education,
Augusta, Maine*

Dear Sir:

This report covers the calendar years 1938 and 1939, the calendar year being the official year of the Maine Teachers' Association.

1938

The active participation of the membership in the affairs of the Maine Teachers' Association was apparent in a marked degree throughout the official year 1938. Altogether this was a year of much general activity and of important developments in Association affairs. The legislative program continued to be one of the chief and most important interests of the Association and plans were made for activity in the 1939 Legislature. The history of the campaign of the previous six years for increased state support of education, in which the Maine Teachers' Association took an active part, is well known and complete reports may be found in the Journals of Proceedings.

The Thirty-sixth Annual Convention at Bangor on October 27 and 28 was distinctive in at least three respects: An entirely new type of program, a record of attendance for Eastern Maine, and unusually important action by the Representative Assembly. An original program was actually and effectively built around the central theme of "Guidance." Speakers were chosen especially for their qualifications to discuss this important subject. Round tables, panel discussions, demonstrations, exhibits, and field trips to important industrial plants and public utilities were made a part of many of the departmental programs. Educational

clinics proved a very popular and successful feature, in a form entirely original with the Maine Teachers' Association, so far as known. The attendance was the largest in the history of the Association for a Bangor meeting, the actual number of attendance cards filed being 5082, or 331 more than the previous high record for Eastern Maine.

The meeting of the Representative Assembly may well be considered one of the most important business meetings held in the history of the Association. The outstanding matter of business was the consideration of the report of the Committee on a Full-time Executive Secretary, which had been printed in pamphlet form and distributed among the membership prior to the Convention. The vote, as anticipated, was favorable to the employment of a full-time Secretary, to take office on January 1, 1940. It was voted to amend various articles and sections of the Constitution to make this effective. One of the important amendments was to change the officers to a president, first vice president, second vice president and six other members of the Executive Committee consisting of one representative each of superintendents of schools, college faculties, normal school faculties, secondary school teachers, elementary school teachers, and one-room rural school teachers, this Executive Committee of nine members being empowered to employ a full-time Executive Secretary-treasurer for not exceeding three years and fix his salary. A second important amendment fixed a new scale of dues to become effective September 1, 1939, annual dues for both men and women to be on a graduated scale according to salary, with a minimum of \$2 for members with salaries less than \$1000 and a maximum of \$5 for members with salaries exceeding \$3000.

The sixteenth annual volume of the Journal of Proceedings, consisting of 244 pages, was published with a considerable profit, through the receipts from advertising, to the Association. The annual expense of publishing this Journal over a period of years has been comparatively small. It is believed that the Journal has served a useful purpose and that it will become as time goes on a valuable historical record of the activities of the Association, as well as of the educational trends of the period during publication. Similar journals are published by a few state associations but most associations with full-time secretaries publish magazines which are issued monthly for eight or ten months of the year. It

is assumed that such a magazine may be published when the new form of organization becomes effective and that, therefore, the 1938 Journal of Proceedings may be the last Journal published by the Association.

The total enrollment for 1938 was well over 6000. According to the N. E. A. annual reports, the Maine Teachers' Association has attained for the past dozen years the highest percentage for membership enrollment of any state association in the country. This has been the direct result of the annual membership campaign conducted for the past eighteen years through superintendents and principals, a large percentage of whom have enrolled their teachers 100% year after year. This remarkable and highly commendable record should be a matter of pride for Maine teachers. It is hoped it may be maintained in the future.

The convention of the National Education Association in New York City, June 26 to 30, 1938, attracted an unusually large attendance of Maine school people. Headquarters were maintained by the Maine Teachers' Association in the Pennsylvania Hotel, which provided a convenient meeting place for Maine folks. M. T. A. sent a full delegation and various county and local organizations were also represented. The official M. T. A. delegates were: Prin. Loring R. Additon, Ellsworth; Dr. Drew T. Harthorn, Washington State Normal School, Machias; Prin. Roy M. Hayes, Ricker Classical Institute, Houlton; Miss Julia L. Murphy, High School, Rumford; Miss Florence Pierce, High Schools, Brewer; Supt. Perry F. Shibles, Dover-Foxcroft; Prin. Perley S. Turner, Auburn; and Prin. Orlando C. Woodman, Gardiner.

The officers of the Maine Teachers' Association for the year 1938 were: President, Prin. Roland E. Stevens, Portland; First Vice President, Supt. Harold B. Clifford, Boothbay Harbor; Second Vice President, Miss Marion B. Fuller, High School, Sanford; Secretary, Mr. Adelbert W. Gordon, Augusta; Treasurer, Prin. Joseph E. Blaisdell, Rockland; Executive Committee, The President, First Vice President, Secretary, Treasurer, Mrs. Grace L. Dodge, Boothbay, Assistant Prin. Sanger M. Cook, Pittsfield; Supt. John T. Gyger, Falmouth.

1939

The year 1939 again saw much activity in the affairs of the

Maine Teachers' Association. A Legislative Committee of able personnel gave assistance to the State Department of Education in the promotion of its educational program. Since both political parties had adopted planks in their platforms against new forms of taxation, this was not a favorable time to seek additional funds for school purposes at the hands of the Legislature, and hence it was considered advisable to defer such efforts until there seemed a reasonable chance of success. A Committee on Teacher Welfare devoted its time, as directed by the vote of the Representative Assembly, to the continuation of the study of the subject of tenure begun last year. At the request of the M. T. A. Secretary, in cooperation with the National Education Association, over 5000 letters and post cards were sent by Maine school people and citizens to Washington officials, urging Federal aid for education, this convincingly indicating the very cooperative spirit of Maine school folks.

The Thirty-seventh Annual Convention held at Lewiston-Auburn, October 26 and 27, was considered one of the most outstanding in the history of the Association. Both the general session and departmental programs were unusually strong. The attendance was 5332, only slightly below that of the attendance record for Lewiston-Auburn in 1936 of 5415. The Eleventh Annual Meeting of the Representative Assembly was well attended and matters of special interest actively discussed. It was voted to instruct the Legislative and Welfare Committees for 1939 and the Welfare Committee for 1940 to prepare jointly a draft of a tenure bill and that copies be sent to all teachers in Maine through superintendents of schools by May 1, 1940, so that time could be given for full consideration and discussion of its terms. Officers were elected for the first time in accordance with the amended Constitution.

The new scale of dues for members took effect September 1, 1939, this being with the object of providing increased funds for the Association in becoming established with a full-time Executive Secretary and official headquarters on January 1, 1940. The nineteenth annual enrollment campaign, despite this increase in dues, was a marked success and the official membership again in excess of 6000 was only slightly less than that for the previous year. The financial affairs of the Association at the end of the official year 1939 were in excellent condition, the Association

being left to enter upon its new life with a substantial working capital well over \$12,000.

Despite the distance, a full delegation represented the Maine Teachers' Association at the summer meeting of the National Education Association in San Francisco, July 2-6, 1939, and delegates from county and local organizations were also present. The official Maine delegation was: Supt. Howard L. Bowen, Bingham; Miss Mary E. Campbell, Boothbay Harbor; Mr. Daniel W. Chick, Rockland; Miss Clara Jackson, Rumford; Mr. Theodore S. Johnson, Portland; Miss Ernestine McKay, Presque Isle; Prin. Elihu B. Tilton, Rangeley; and Mrs. Jennie G. Harding, Stockton Springs.

The officers for the Maine Teachers' Association for the year 1939 were: President, Supt. George M. Carter, Caribou; First Vice President, Supt. Frank D. Rowe, Warren; Second Vice President, Miss Minnie N. Gillis, Calais; Secretary, Mr. Adelbert W. Gordon, Augusta; Treasurer, Prin. Joseph E. Blaisdell, Rockland; Executive Committee, The President, First Vice President, Secretary, Treasurer, Asst. Prin. Sanger M. Cook, Pittsfield, Supt. John T. Gyger, Falmouth, Supt. Charles E. Glover, Waterville.

A new chapter in the history of the Maine Teachers' Association will begin on January 1, 1940, with the employment of the first full-time Executive Secretary and the establishing of official headquarters. For the past twenty-nine years, or since 1911, a member of the State Department of Education has served as part-time Secretary and the headquarters of the Association have been in the office of the Education Department. This has resulted in an excellent spirit of cooperation between the Association and the State Department of Education with consequent advantage to all concerned. It is expected that the new type of organization with a full-time executive and larger funds will prove of greatly increased service in promoting the interests of education and the teaching profession in Maine. While this important change means the physical separation of the Association from the State Department of Education, it is anticipated that the same friendly and cooperative relationship will be maintained. There will be ample opportunity for the Association to under-

take a program of activities which will be complementary to those of the State Department of Education and in no way conflicting with its regular functions. The new organization will have the good wishes and active support of the retiring Secretary and other members of the State Department of Education.

Respectfully submitted,

ADELBERT W. GORDON, *Secretary*

COUNTY TEACHERS' MEETINGS

*To the Commissioner of Education,
Augusta, Maine*

Dear Sir:

Through the cooperation of the officers of the several county teachers' associations and the office of the Commissioner, as authorized by Section 128, Chapter 19, Revised Statutes 1930, fifteen meetings were held in 1938-39 and fifteen in the year 1939-40. The trend away from prepared addresses to greater participation by local teachers in group discussion of local problems has been marked.

The large attendance at these meetings and the enthusiastic and intelligent participation of the teachers in the programs of the several departments have been most satisfactory.

TABLE OF ATTENDANCE AT THE SEVERAL COUNTY
MEETINGS FOR THE SCHOOL YEARS 1938-39 AND 1939-40

<i>County</i>	1938-39	1939-40
Androscoggin.....	437	No Meeting
Aroostook.....	657	701
Cumberland.....	1022	978
Franklin.....	204	202
Hancock.....	301	295
Kennebec.....	497	501
Knox.....	193	192
Lincoln-Sagadahoc.....	262	246
Oxford.....	319	295
Penobscot.....	No Meeting	691
Piscataquis.....	140	194
Saco Valley.....	110	113
Somerset.....	274	287
Waldo.....	217	184
Washington.....	329	379
York.....	414	517
	5376	5775

Respectfully submitted,

RICHARD J. LIBBY,
Director of County Meetings

CHAPTER VII

SECONDARY SCHOOLS OF MAINE

*To the Commissioner of Education
Augusta, Maine*

Dear Sir:

I herewith submit my report as State Director of Secondary Education.

The composite statistics for the secondary schools of Maine indicate very creditable progress. The close of the third decade since reclassification and reorganization of this division of schools finds a large increase in enrollment, much better trained teachers and modernized curriculums patterned to fit the needs of youth, advanced administrative and supervisory procedures, completion of a number of new buildings, and above all a growing consciousness of the activities of the schools by the people.

I. CLASSIFICATION

Maine's accredited secondary schools are divided into three classes. Class A schools are technically four-year high schools that meet certain definite minima as detailed in the High School Manual, Part I. To these four-year schools, fifty-three six-year schools are added. The Class B school, largely misunderstood, is not an inferior school in quality but it is rather a two-year high school in which grades nine and ten are similar to the work offered in a Class A four-year high school. The minima for this type of school are also printed in the High School Manual, Part I. The junior high school is a specialized school containing ordinarily grades seven, eight and nine. This type has a differentiated course of study and is adapted for youth at approximately the adolescent age. The requirements for this type of school are particularly rigid and not many junior high schools are in operation in Maine. Actually there are less than there were a decade ago. Probably the separate junior high school is not efficient

either educationally or financially excepting in large communities. Maine has solved the junior high school problem by forming many six-year high schools in which the junior high school idea is carried out but is administered by one principal, with one staff of teachers, and a single set of school equipment. This avoids duplication of auditoriums, gymnasiums, library, janitorial staffs, and the like.

TABLE I

Number of Accredited Secondary Schools

	1920	1930	1940
Class A Secondary Schools	219	242	250
Class B High Schools	39	18	14
Junior High Schools	4	23	11

The Class A division consists of 190 high schools and 60 academies. Fifty-three of these may be classified as unified six-year schools, an increase of 23 during the decade.

II. GROWTH IN ENROLLMENT

During the decade the secondary schools have shown a steady growth in spite of the fact that the elementary schools have begun to decrease in enrollment. The reason for the increase may be due to interest in secondary education, lack of employment, and revised curricula which follow more closely the practical needs of youth.

One source of enrollment data comes from the secondary school directory, a bulletin published each October which contains the entering enrollment statistics. Over a period of years these enrollments are interesting to study.

TABLE II

Students in All Secondary Schools

1922-23	28,680	1933-34	45,150
1928-29	36,443	1934-35	45,895
1929-30	37,569	1935-36	47,000
1930-31	39,573	1936-37	47,096
1931-32	42,006	1937-38	47,023
1932-33	44,416	1938-39	49,414
	1939-40	50,166	

Another encouraging factor in addition to the large enrollment of students in the secondary schools is the fact that these students tend to remain in school to complete their course and graduate. The tables show that large numbers of students actually complete their work.

TABLE III

Graduates of Secondary Schools

1922	4579	1932	6671
1923	4991	1933	7168
1924	4956	1934	7380
1925	5305	1935	7585
1926	5428	1936	7526
1927	5581	1937	7770
1928	5456	1938	8274
1929	5457	1939	8784
1930	5724	1940	9000*
1931	5989		

*Estimated

III. EDUCATIONAL STATUS OF TEACHERS

The secondary school teachers of Maine have shown a tremendous increase in professional training in the decade. In 1930 1679 teachers from 245 secondary schools showed 998 college graduates and 353 normal school graduates. In 1930 this was considered a remarkable record, but the 1940 survey shows that of the 2107 teachers reporting, 1568 held at least regular collegiate bachelor's degrees, and also 267 others were graduates of normal schools. In 1930, 59 per cent of the secondary teachers were college graduates, but in 1940 nearly 83 per cent of them had graduated from some collegiate institution.

Maine colleges prepared 70.9 per cent of these teachers, as the following table shows.

TABLE IV

Maine Secondary School Teachers Prepared by Maine Colleges, teaching in Maine Schools for School Year ending June 30, 1940

University of Maine.....	405
Bates College.....	303
Colby College.....	278
Bowdoin College.....	75
St. Joseph's College.....	34
Nasson College.....	16
Portland School of Fine Arts.....	1

In addition to the preparation of secondary school teachers by our Maine colleges, it is found that Maine teachers are prepared by institutions in all parts of the country and frequently teachers come to teach in Maine with preparation in other countries. The complete list is too lengthy for this report but Table V gives the institutions from which Maine secondary school teachers have graduated provided these institutions have prepared three or more teachers who were teaching in the school year 1939-1940. For comparison the 1929-30 figures are also given.

TABLE V

*Colleges Preparing Three or More Maine Secondary School Teachers
Who Were Teaching During School Years 1929-30 and 1939-40*

	1930	1940
University of Maine	209	405
Bates College	250	303
Colby College	212	278
Bowdoin College	50	75
Boston University	37	54
St. Joseph's College	10	34
Springfield College		24
Holy Cross College	5	23
University of New Hampshire	12	21
Simmons College	13	17
Nasson College		16
Tufts College	10	11
Wheaton College	10	11
Emerson School of Oratory	9	10
Montreal University, Canada		10
Boston College	3	9
Fordham University		9
Mt. Holyoke	9	9
New England Conservatory	14	9
Smith College	10	8
Wellesley College	8	8
Catholic University		7
Dartmouth College	4	7
Sargent — B. U. School of Physical Ed		6
Wesleyan University		6
Amherst College		5
Brown University	7	5
Columbia University	8	5
Middlebury College	3	5
Posse School of Physical Education		5

Assumption College		4
Bridgewater State Teachers College.....		4
Clark University.....	5	4
Northeastern University		4
Salem State Teachers College.....		4
Acadia University, Canada.....		3
College of St. Elizabeth Convent.....		3
Framingham State Teachers College.....		3
Harvard University.....	6	3
Lyons, France		3
Massachusetts State College.....		3
Pratt Institute		3
St. Elizabeth's College.....	4	3
Trinity College.....		3
	<hr/>	<hr/>
Totals	908	1442
Colleges preparing less than 3 teachers, 1939-40		126
<hr/>		<hr/>
Total number of college graduates.....	908	1568
Business college graduates.....	90	168
Normal school graduates.....	353	267
Number of non-graduates	328	104
	<hr/>	<hr/>
	1679	2107

Obviously such an increase in training on the part of the teachers would show that our Maine teachers now hold more degrees than a decade ago.

TABLE VI

Degrees Held by Maine Secondary School Teachers

	1930	1940
Number of Teachers Reporting	1679	2107
Degrees held: Bachelor's.....	931	1556
Master's.....	68	202
Doctor's	2	3
Others.....	4	5
	<hr/>	<hr/>
Total number of degrees	1005	1766

Large numbers of Maine teachers attend summer schools to increase their professional training. Many forward-looking communities are assisting these teachers to attend summer school by

giving bonuses for such attendance. This practice was fairly common previous to 1930 but during the depression years it was dropped. A revival of this practice is now under way and it should be of assistance in helping teachers better prepare themselves.

TABLE VII

Summer School Attendance of Secondary Teachers

	1930	1940
University of Maine	431	961
Bates College	430	883
Columbia University	116	244
Boston University	67	120
Harvard University	174	92
Maine School of Commerce	51	60
Simmons College	49	58
University of New Hampshire	18	56
Gorham State Normal School	39	54
Middlebury College	37	53
Farmington State Normal School	17	38
Aroostook State Normal School	6	32
Machias State Normal School	12	29
Cornell University	11	26
Boston College H. S. Teachers Institute		22
American Institute of Normal Methods	29	21
Montreal University		21
University of Vermont	9	21
University of New York		21
Castine Normal School	31	20
Laval University, Canada		20
Springfield College	14	17
Boston College		15
Massachusetts Institute of Technology	17	15
McGill University	11	13
St. Joseph's College	146	13
Clark University	6	10
Fordham University		10
Northeastern Coaching School		10
Oswego Training School	10	10
University of California		10
University of Michigan	7	10
Bread Loaf School of English		9
Rutgers University		9
Syracuse University		9
Sorbonne, France	5	9

Catholic University.....		8
Northeastern Business College.....		8
Pennsylvania State.....		8
Oxford University.....		7
Yale University.....	19	7
Lyons, France.....		6
University of Wisconsin.....		6
University of Minnesota.....		6
University of Pennsylvania.....		6
Colorado State College.....		5
Dartmouth College.....	8	5
Northwestern.....		5
Beal Business College.....		4
Bay Path Institute.....	5	4
Emerson College.....		4
Rhode Island State College.....		4
Toronto University, Canada.....		4
University of Paris, France.....		4
University of Illinois.....		4
University of Southern California.....		4
University of Virginia.....		4
University of Colorado.....		4
Western Maryland.....		4
A. N. Palmer.....		3
Bryant and Stratton.....		3
Colgate University.....		3
Hyannis Normal.....		3
Keene Normal School.....		3
Marguerite Pourgeois College.....		3
Radcliffe College.....		3
Trinity.....		3
University of Notre Dame.....		3
University of North Carolina.....		3
University of Buffalo.....		3
Other summer schools, attended by less than 3 teachers (1939-1940).....	137	100
Total number of summer sessions attended ..	1902	3275
Total number of teachers attending summer sessions.....	944	1455
Average number of summer sessions per teacher.....	2.025	2.220
Number of teachers reporting.....	1679	2107

The following table shows the experience in service of secondary school teachers. Considerable value is naturally gained by

long experience, especially when amplified by professional training.

TABLE VIII

*Experience of Teachers in Secondary schools, 1939-40
(including special teachers)*

Years of Experience	Number of Teachers	Years of Experience	Number of Teachers
0	196	25	33
1	171	26	17
2	133	27	17
3	135	28	23
4	112	29	12
5	95	30	11
6	83	31	13
7	62	32	14
8	75	33	10
9	91	34	6
10	74	35	12
11	69	36	4
12	73	37	7
13	73	38	2
14	60	39	2
15	63	40	4
16	63	41	6
17	45	42	2
18	32	43	4
19	28	44	1
20	28	45	1
21	36	46	3
22	36	49	1
23	30		
24	19		
Total number of years of experience			2107
Average number of years per teacher			10.49

IV. MEASUREMENT OF THE OUTCOMES
OF SECONDARY EDUCATION

Well equipped schools and well trained teachers should produce students who are well qualified to meet the activities of life as they leave high school. Two measurements are incorporated in this report that show something of the accomplishments of Maine students.

A. Freshman College Record.

It is fairly easy to get a mark that estimates scholastic achievement. While many educational authorities do not find it easy to justify school marks, nevertheless for a period of years this division of the State Department of Education has obtained the first semester marks achieved by Maine secondary school graduates in Bates College, Bowdoin College, Colby College and the University of Maine. These data form the Freshman College Record, a voluminous publication, the summary of which is shown in Table IX below.

TABLE IX

*Summary by Years for Five-Year Period of
Freshman College Record Data*

	1939-40	1938-39	1937-38	1936-37	1935-36
Total number of different schools reported	147	138	148	137	138
Number of students entering the four Maine colleges from the above schools . . .	684	576	581	558	530
Total number of grades assigned these students	3590	3034	3138	3000	2802
Number of students failing in <i>one</i> subject only	88	69	79	67	87
Number of students failing in <i>two</i> subjects only	30	25	32	20	27
Number of students failing in <i>three or more</i> subjects . . .	20	17	20	9	14
Total number of failures	214	184	207	142	190
Total number of honor grades	1120	1022	845	998	842
Grades per pupil	5.248	5.267	5.401	5.376	5.286
Per cent of failures to grades assigned	5.961%	6.064%	6.596%	4.732%	6.780%
Failures per pupil . . . . .	.312	.319	.356	.254	.358
Per cent of honors to grades assigned	31.197%	33.684%	28.075%	33.266%	30.049%
Honors per pupil	1.637	1.774	1.516	1.788	1.588

B. Occupations of Secondary School Graduates of the Classes of 1934 and 1939.

A much more difficult statistical attainment is the computation of places attained in life by students after they have left school. The scholastic mark is an easily attained measure even though it contains inaccuracies. The following study is an original investigation sponsored in 1934 by the Maine Association of Principals of Secondary Schools to discover what had happened to the graduates of the 1934 classes in the Maine secondary schools eleven months after graduation, and also to discover the same data relative to the 1939 classes.

TABLE X

Places Attained in Life by Graduates of the 1934 and 1939 Classes in Maine Secondary Schools Eleven Months Following Graduation

	1934	1939
Number of schools reporting	151	195
Number of graduates in above schools	4972	7088
Average number of graduates per school reporting	32.93	36.35
Number of members of graduating class continuing their education:		
In colleges:		
Liberal arts	269	331
Technical	118	121
Pre-teaching	50	67
Pre-medical	29	24
Pre-legal	14	13
Other colleges	61	234
In normal schools	234	238
In business schools	220	416
In nurses' training schools	171	237
In preparatory school or post graduate courses	285	548
In evening schools	18	11
In beauty culture schools	6	55
Home study (correspondence school study)	6	37
Music study	4	26

	1934	1939
In radio schools	3	7
Studying art or drama	3	13
In aviation schools	2	28
Other schools	8	51
Number of members of graduating class engaged in occupations:		
Farming:		
On family farm	272	293
Working as farm hand	64	70
As owner or manager	4	11
Other farming occupations	21	13
Industrial (exclusive of office work):		
Mills and factories:		
Pulp and paper	98	130
Textile	89	75
Boots, shoes and leather	73	70
Other mills and factories	49	100
Building trades	24	46
Machine and related trades	20	58
Printing trades	9	10
Plumbing or steam fitting	5	8
Other general industrial	18	9
Business:		
Salesman or agent	79	23
Owner or manager	11	6
Store clerk	66	398
Other business positions	—	17
Clerical (industrial, business and professional):		
Jobs in which bookkeeping skill is necessary	73	58
Jobs in which shorthand skill is necessary	69	86
Jobs in which both of above skills are necessary	102	83
Jobs in which neither of above skills is necessary	138	54
Other clerical jobs	8	15
Transportation:		
Garage, filling station, etc.	50	93
Bus driver, truck driver, etc.	45	52
Water transportation	28	34
Railroads, car shops, etc.	5	6
Aviation mechanic, etc.	2	6
Other (mostly road work or common labor)	47	2

	1934	1939
Government:		
C. C. C.....	98	89
N. Y. A. (out-of-school program).....	—	86
W. P. A.....	—	10
Army or navy.....	7	87
Post office clerk.....	5	6
Other government positions.....	—	1
Homemaking and allied occupations:		
Domestic.....	279	408
Girls married, running homes of their own.....	179	255
Hotel and restaurant employees.....	51	119
Personal services:		
Beauty culture operators.....	22	13
Chauffeurs.....	5	5
Barbers.....	2	2
Other (mostly waitresses).....	16	11
Janitors.....	5	2
Other homemaking and allied occupations.....	8	—
Communication:		
Telephone operators.....	34	23
Telegraph operators.....	3	6
Other communication occupations.....	—	3
Unclassified occupations not included above:		
Working irregularly or at odd jobs.....	192	407
Working in woods.....	10	48
Occupation unknown.....	219	593
Other unclassified occupations.....	20	36
Number of members of graduating class unemployed and not continuing education.....	846	589
Number of members of graduating class reported as deceased.....	—	6
Total number of graduates reported.....	4,972	7,088

Additional data were procured concerning the so-called highest ranking student and second highest ranking student in each school. It is interesting to learn that these students who have attained high scholastic standing have also generally attained satisfactory places in life in a short space of time.

TABLE XI

*Places Attained by High Ranking Students of 1934 and 1939
Graduating Classes Eleven Months Following Graduation*

	1934	1939
<i>Highest Ranking Students</i>	47	60
Attending college	36	—
Working	—	15
Domestic work	—	5
Clerking in store	—	24
Other occupations	20	15
Attending normal school	18	17
Staying at home	11	20
Attending business college	10	18
Post graduate or preparatory school	6	11
Attending nurses' training school	5	5
Girls married	—	5
Attending other schools		
<i>Second Highest Ranking Students</i>	40	—
Working	—	12
Office work	—	11
Domestic work	—	5
Clerking in store	—	4
Mill work	—	3
Telephone operator	—	3
Machine shop	—	8
Other occupations	24	58
Attending college	20	10
Attending normal school	16	29
Staying at home	14	11
Post graduate or preparatory school	11	11
Attending business college	11	11
Attending nurses training school	10	9
Girls married	5	4
Attending other schools	—	6
N. Y. A. (out-of-school program)		

V. BUILDINGS

The buildings housing the secondary schools of Maine are generally better than in the previous decade. A number of buildings have been built with the aid of federal funds and the results are demonstrated in the better facilities provided. The following table shows approximately the general condition of buildings, in 1940.

TABLE XII

Secondary Schools that have Built New Construction or Additions during the Decade 1930-1940

Public high schools	45
Academies	8
Combination secondary and elementary schools	15

VI. INTERPRETATION OF SCHOOLS TO THE PUBLIC

This report and others show that the secondary schools of Maine are generally "good" schools. The secondary schools in the larger and wealthier communities are generally excellent schools of a quality comparable to that found in other states. The schools in poorer communities, especially in the smaller poor communities, are not good schools in general. So many substitutions, "short cuts," and other inexpedient remedies have to be carried on in these schools that the results from an educational standpoint are open to question. This division has constantly reported that this type of school, small and impoverished, should be consolidated with some nearby school so that a unit large enough for efficient administration could be carried on. Until schools of a certain minimal size (perhaps around 150 pupils) are organized it can hardly be expected that these small schools can prepare youth adequately in the variety of ways in which modern secondary education does prepare youth today in America.

People should know about their schools because upon the schools and the training of the future citizens depends the success of our American democracy. National studies have shown that people want to know about their schools and consequently attempts are being made to interpret the schools to the people in a variety of ways. This Biennial Report is one of the more detailed ways in which the story of education can be presented to the

people. Other ways are through the newspaper, through educational and social meetings such as American Education Week, Parent-Teacher Associations, visiting nights, school demonstrations, and also through the means of that new medium of interpretation, the radio.

For the past seven years this division of the State Department of Education has been producing an interpretive educational program on the radio entitled "Maine Schools on the Air." Beginning in 1933 from a small address type of program, the series has grown into a four-station state-wide network broadcasting at four o'clock Sunday afternoons. Each program is designed to tell something about Maine education. This nucleus is surrounded by music and other entertaining materials. Results have been surprising. A recent doctorate study of the program has shown conclusively that 400,000 people have listened to the programs more or less frequently and that 50,000 people listen consistently every Sunday to the program. The actual outcomes of the programs have been increased interest and knowledge of Maine education, comparison of school systems, and above all a state-wide attention to the needs of school youth. Incidentally the by-products of the programs have been many. For example in four years the school bands increased from 49 to 86 and like increases are shown in other forms of instrumental, vocal, and appreciative music. This is because the programs have been competitive in nature though involuntarily so.

VII. CONCLUSION

The secondary schools in general have been visited at least once during the biennium. These visitations are of a supervisory nature and constructive criticisms are given to the administrators and teachers. In general the secondary schools of Maine have improved during the decade in spite of the fact that the financial situation has been difficult. The increased enrollment has brought about a new type of education. A decade or two ago the main objective of education still was essentially propaedeutic in nature, that is, preparing for some higher education such as college, normal school, business college, and the like. This is still a high ideal of the Maine secondary school and undoubtedly there has been much improvement in this college preparation.

However, the major objective today is more of a terminal educational nature. Since nearly 80% of the students will never have any education beyond the high school, the school now attempts to make that work that these students do as well rounded and complete as possible. Thus the student is prepared to become a good American citizen with a knowledge of history and government and the American way of living, together with a practical knowledge of various types of vocations, and the development to a certain degree of those skills and aptitudes which the individual pupil may possess. This plan looks forward to effectual placement of the student in a job for which he may be suited, whether the job be continuing his education or earning his living.

Respectfully submitted,

HARRISON C. LYSETH,
Director of Secondary Education

CHAPTER VIII

NORMAL SCHOOLS

*To the Commissioner of Education,
Augusta, Maine*

Dear Sir:

As Director of Teacher Preparation, I submit herewith, the report of the Maine state teacher-training program for the biennial period ending June 30, 1940.

The teacher-preparation policy in the state of Maine varies with the area of education to be served. Teacher training for the elementary field must of necessity differ from that of the secondary and special fields. The elementary teacher-training program in the Maine normal schools is under the immediate direction of the Board of Normal School Trustees. The secondary teacher preparation work is left to the several accredited Maine colleges. The training of commercial teachers is given by certain private and accredited commercial teacher-training institutions. At the present time, the Maine School of Commerce in Bangor, Maine School of Commerce in Auburn, Bliss Business College in Lewiston, and the Northeastern Business College in Portland are accredited for this purpose. Nasson College at Springvale gives a course in secretarial science leading to a special degree in this field, and said course is accredited for certification in this state. The Maine Schools of Commerce in Bangor and Auburn; the Bliss Business College in Lewiston, and Westbrook Junior College of Portland have an affiliated program with the University of Maine School of Education which leads to the degree of B. S. in Commercial Education. Through these institutions Maine has been able to provide a supply of adequately trained commercial teachers for its secondary schools.

This report will deal more specifically with the preparation of elementary teachers in Maine normal schools.

The nature of the problem of teacher training, its aims and

objectives are essentially the same throughout the nation. Methods and procedures may vary from time to time but the end sought is always the same, namely the best preparation for teaching service which the practice of education has yet evolved.

The Commissioner of Education by virtue of his office is a member of the Board of Normal School Trustees. Inasmuch as the state law charges the Commissioner with the responsibility for regulating teacher certification, this dual responsibility of serving on the board which directs the program of teacher preparation, on the one hand, and the certification of these prepared teachers, on the other hand, minimizes the possibility of conflicting regulations, thus simplifying the problem of establishing and maintaining standards of preparation and certification.

MAINE'S HISTORICAL BACKGROUND OF TEACHER PREPARATION

This state's educational history dates back to the time when the state was still a part of Massachusetts. The educational laws passed by the Bay Colony in 1642 made it compulsory for the masters or parents of families to teach the children to "read and understand the principles of religion and capital laws of the country." They were also required to teach their children and servants, principally by means of questions and answers, the principles of religion at least once a week. No mention, however, was made of the qualifications necessary to give this instruction. The regulations then provided that the grammar school teacher had to be approved by the minister of the town who issued a certificate to teach. He was to exercise his own judgment since no evidence of professional training was required by law. The matter of certifying elementary teachers was delegated to the selectmen.

When Maine became a state in 1821 it inherited the principles which were the bases of the Massachusetts law. The state then took its first steps in working out its future educational policy by the passage of its first educational law. It provided that all teachers were to be duly qualified before being engaged to teach. Each was obligated to show that she could teach the English language grammatically and the rudiments. For a period of approximately twenty-five years no great changes were made. In 1846 writing was added to the list of qualifications which the school teacher

was required to possess. During this year the first teachers' convention was held and the defects of the educational system considered.

Chief among these defects was the lack of suitable preparation for those who were called to the service. This act on the part of the teachers' association led to the passage of a law by the state legislature establishing a state board of education. The first step agreed upon to remedy the existing conditions was to have the state board through its secretary conduct teachers' institutes in various parts of the state. This initial move led to the awakening of an interest in the professional preparation of teachers. These institutes served to correct the more glaring errors in the practice of teaching and to stress the application of theoretical principles.

The state superintendent, in his annual reports covering nearly a score of years, urged the establishment of normal schools and teachers' seminaries. The first normal courses were offered by academies and institutes. Students desiring to qualify for this type of training were required to submit to examinations covering subjects taught in the common schools and if accepted as student teachers were expected to pay a fee of one dollar for men and fifty cents for women. This plan of giving instruction in the art of teaching and particularly the professional phase of this training did not prove to be satisfactory for the institute teachers themselves were woefully lacking in the methods, theory and practice of teaching. The legislature of 1862 abolished the plan of training teachers in the normal departments of the academies. From that point on a more highly professionalized system of teacher training was the aim of those vitally interested in educational progress.

The legislature which abolished the normal departments in the academies also passed a law authorizing the establishment of one or more regular normal schools which would prove to be a credit to the state. A recess committee was named to receive and consider proposals for continuing the same with offers of buildings, funds and apparatus, the same to be reported to the next legislature for such action as the circumstances of the state and treasury might warrant. The normal school act of 1863 read in part as follows:

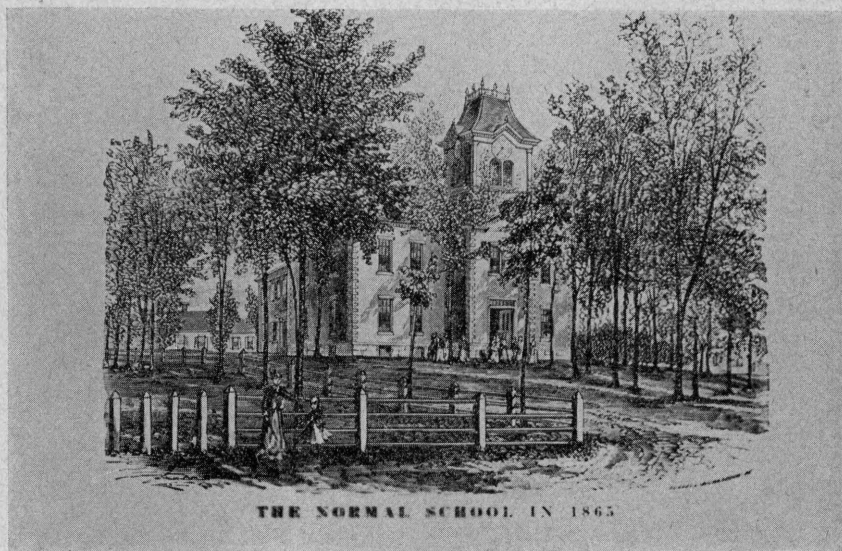
“... to train teachers in a course of study of two years in length, to embrace the common English branches and such

higher branches as are especially adapted to preparing teachers, as well as courses in school methods and management."

Applicants were required to be sixteen years of age if they were women and seventeen if men.

The committee was attracted to the location and liberal offer made by the citizens and trustees of Farmington Academy located in the town by that name. The first normal school was tentatively opened in that municipality on August 24, 1864.

FARMINGTON STATE NORMAL SCHOOL



The first regular Normal School established in Maine in 1864

After a trial period of five years the results were considered to be satisfactory and the state purchased the property for the permanent establishment of the school.

Castine was the site selected for the second oldest school and this institution was opened September 4, 1867. These two schools

WASHINGTON STATE NORMAL SCHOOL



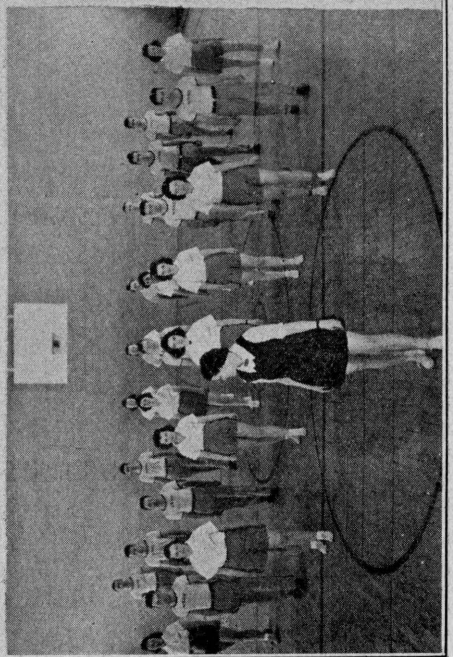
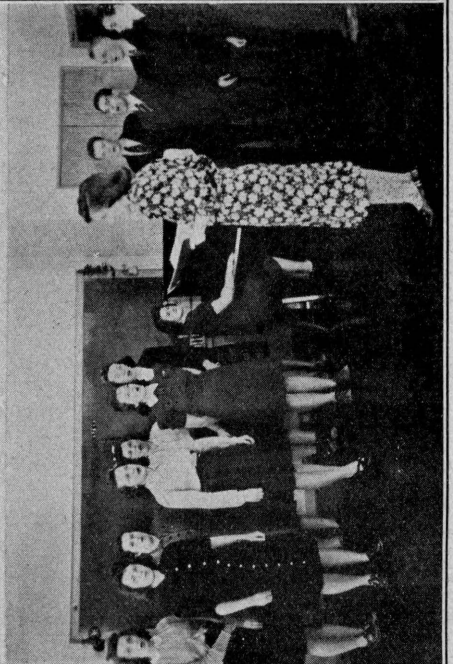
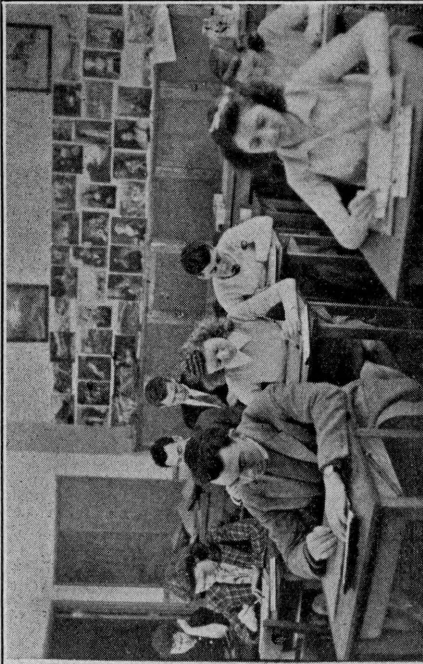
The last Normal School building erected in the State in 1936

could not meet the demand for trained teachers and consequently in 1870 the legislature reestablished the normal courses in the academies. It soon became apparent that more regular normal school facilities were necessary and the town of Gorham requested that a normal school be located there. An attractive offer was made to the legislature by the trustees of Gorham Academy and citizens of the town. This offer was accepted and a third school, known as Western State Normal, was opened in that town on January 29, 1879.

It then became apparent that the educational needs of northern Maine must be served. The Madawaska Territory, so-called, in the extreme northern end of the state was adjacent to the Canadian provinces. Many French-speaking people migrated to this section before and subsequent to the exile of the Acadians by the British in 1755, made famous by Longfellow in his epic poem, *Evangeline*. These people, bound by tradition and language, remained isolated in their customs, and French continued to be the language in use. Here was a need for Americanization and this could best be done through the training of native teachers who could speak both French and English.

To solve this bi-lingual problem the legislature authorized the establishment of such a school in 1878. Sessions were held in alternate years at Fort Kent and Van Buren until 1887 when it was permanently located at Fort Kent. This institution has since been known as Madawaska Training School. Students were admitted who had completed the elementary grades. The school offered four years of training on secondary school level with the fourth year devoted to very formal teacher-training work.

In 1903 a fourth normal school was opened at Presque Isle, known as Aroostook State Normal. It was not until 1909 that the fifth and last normal school was established at Machias in Washington County to serve that particular locality. This was named Washington State Normal. The administration building was completely destroyed by fire on February 10, 1936. It was immediately rebuilt and certain features incorporated not commonly found in teacher-training institutions. Folding partitions, dividing classrooms for student teaching, and a dual library for laboratory-school pupils and for the students working on college level were modern features included in this building.





In all of these schools the regular course covering two years was offered. This plan continued until 1932 when the regular requirements for graduation were raised to three full years of professional preparation except in the case of Madawaska Training School which offered a fifth year of work, or two years of professional training instead of one. In addition to these courses Farmington offered a four-year course leading to the degree of B. S. in Home Economics. Western State Normal at Gorham gave a three-year course in industrial arts and junior high work, while Washington State Normal also gave a three-year course in junior high methods. In June 1938 Western State Normal gave the degree of B. S. in Elementary Education to its first class to graduate from its four-year curriculum. This is the only Maine institution offering four years of work in the elementary field.

Attention is called at this time to the curriculum offering in the first established course and that of today, in order that a comparison may be made between the first professional work and that of the present. The curriculum offered at Farmington in 1866 called for courses in mental and written arithmetic, geometry, English grammar with symbolical analysis, geography with map drawing, reading and sound analysis, chemistry and physics. No courses of a professional nature were offered until the third term of the second year. At that time mental and moral philoso-

phy, school law, and the theory and art of teaching were introduced. No student teaching was offered or required. Today a unified course is given in all schools. This curriculum has been developed by the combined faculties of all the state teacher-preparation institutions. Subjects have been outlined in detail and are used experimentally, revised if necessary from year to year when the normal school faculties have their annual conference in September.

All schools are vitally concerned with the matter of extending such services as the faculty members may render to the environment which each serves as well as the state as a whole. None considers that its responsibility for the promotion of the educational welfare of the state ends with the awarding of diplomas on commencement day. A follow-up program is essential. Each school meets this need in its own peculiar way. For example, in one institution special institutes, known as Procedure Weeks, are observed. This offers recent graduates an opportunity to return to the school without cost, the institution even furnishing a student teacher as a substitute for each of the teachers nominated by their superintendents to attend these meetings. This gives the recent graduates an opportunity to check on their methods and those with limited training an exposure to practices employed in the laboratory schools, as well as the privilege of attending open discussion forums with members of the faculty and outside educators brought in for the occasion.

In our earlier reports mention was made of the unique in-service teacher-student exchange plan covering a period of six weeks and offered at Eastern State Normal School in Castine. Briefly stated, the teacher in service is nominated by her superintendent and provided with a student teacher as substitute. These two persons merely exchange places. This does not involve loss of salary to the teacher while attending normal school. A special six-week course including practice teaching for those with a limited amount of professional training is arranged by the institution. This is merely an exposure to modern teacher-training methods which has proved to be very beneficial. The student teacher is carefully supervised by the superintendent of schools and her critic teacher while substituting and is given an opportunity to make up the school work lost while away from the classroom. This has been

a very popular in-service training plan and the demand for the service has overtaxed the facilities.

The major emphasis of our state teacher-preparation program may be stated as follows:

1. Special attention is being given to the upgrading of the professional preparation of all teachers teaching in the public school system and all teachers teaching in private institutions particularly on the secondary level when said institutions desire to be accredited by the State Department of Education.
2. All teachers teaching in teacher-preparation institutions are expected to have had special training for and successful experience in this field of service.
3. Student teachers are required to do a full semester of student teaching under experienced critic teachers, this student teaching to be done in their major fields of concentration such as kindergarten-primary, lower elementary, intermediate, grammar, and junior high grades. This calls for an expansion of the laboratory school and off-campus training facilities in order that this work may be done under the watchful eye of a master teacher.
4. The provision of adequate facilities for the active participation of all students in the social life of the institution.
5. The encouragement of a reasonable amount of research and experimentation in promising but untried theories and suggested practices particularly in unexplored fields of education such as the nursery school, vocational and character guidance, training for the socially maladjusted school child and education for the home-bound crippled child.
6. The extension of services which each institution may be able to render to teachers in service as well as to those who are contemplating entering the profession.

THE CURRICULA

The normal school curricula consists of three types of training, as follows: (a) subject matter (academic and cultural in nature); (b) professional courses dealing with various branches of psychol-

ogy, principles, theory, methods of teaching and learning; (c) directed observation as well as teaching experience under critic teachers in both rural and urban practice schools.

The present balance of training in these three special divisions is not entirely satisfactory. Special consideration needs to be given to this important problem which would be simplified if the necessary facilities were available.

PRACTICE TEACHING

We learn to do by doing. This is a fundamental principle of teacher preparation. It is recognized as fundamental in the practice of almost any profession or career. Each situation differs in some respects from other similar situations. What works under a given situation may not work in another. The amount and kind of training necessary and its place in the curricula are first considerations to the administrator.

THE BEGINNING TEACHER

It is not enough to select and admit to normal schools those who give promise of being successful in this field of service. To counsel with them relative to the division for which they seem best adapted and to provide the necessary pre-service training is recognized as an essential element of this program. There is much more to the problem, important as the foregoing are. A follow-up of each graduate beginning his first experience in teaching is of paramount importance. Adjustments are oftentimes difficult to make. Small mistakes made at the outset of one's teaching may grow to serious proportions unless detected and corrected. It is a reasonable function and in fact an obligation of the training school to keep in close touch with its young graduates to insure as efficient an initial period of teaching as the situation will permit.

IN-SERVICE TRAINING

The state still has approximately one out of every five teachers in active service who has had little or no professional preparation whatsoever. Many of these hold permanent certificates which means that as long as local school authorities continue to employ

them they probably will not attend normal school or college. It is because of this fact that the schools must reach out into the field with a program sufficiently attractive and compelling that this group of teachers, as well as those who have been recently graduated, may want to attend summer school or during the academic year on a leave of absence.

STATE CERTIFICATION OF TEACHERS

In 1913 Maine through an act of its legislature made it mandatory for teachers to hold state teachers' certificates for service in the public schools and certain private institutions.

A study of the teacher personnel of the state reveals that prior to 1913 certification of teachers was left to the discretion of local school authorities. There were no uniform standards of accreditation. Many were given superficial oral and written examinations by local superintendents of schools to meet certain requirements then in force. As a result of the lack of standards set by some central agency many were admitted who had never completed the work of the elementary grades. Maine has never fully overcome the effect of such a slipshod policy of admissions to the teaching service. With the advent of professional supervision the demand for trained teachers became stronger. Teacher supply and demand have played a strong part in the quantity and quality of preparation for this field of service. When the demand exceeds too greatly the supply those with inferior preparation are admitted to fill the gap. It is therefore exceedingly important to have the demand and supply balance each other as nearly as possible.

Certain restrictions must be made in the matter of admitting applicants who seek admission to Maine normal schools. There are many who attend normal school but who have no thought of teaching as a life work. This is a very convenient way of getting a post high school education at minimum cost. Tuition was free to Maine residents until 1933. At that time the Maine legislature authorized the Board of Normal School Trustees to charge a tuition fee of \$50 per year for resident students and \$100 to non-residents. Board and room are furnished practically at cost. The normal school program, state-controlled, has therefore been attractive as the first step in the partial fulfillment of the require-

ments leading to a college degree. This practice has been discouraged by charging tuition and by a little closer inquiry into the intent of the individual when he seeks admission to the teacher-training institution.

PREPARATION AND CERTIFICATION OF SECONDARY SCHOOL TEACHERS

Students who enter normal school and who, at the time of admission or subsequent to it, decide that they want to teach on the secondary-school level are urged to transfer from normal school at the close of the second year of their teacher-preparation program.

Secondary teachers' certificates are issued now to normal graduates who have had not less than two full years of regular college work. This regulation was established to make certain that the preparation for secondary school teaching was not overbalanced on the professional side and that these teachers might have adequate subject-matter training to the extent of two full academic years. The above regulation is for those who enter the profession by way of the normal school.

Our Maine colleges have cooperated to the fullest extent with the state certification division that their graduates may fully meet the professional requirements upon graduation if they reveal their intentions to teach early enough during their period of college attendance to give their faculty advisors an opportunity to guide them properly in their preparation.

In closing this report, as Director of Teacher Education 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 cooperation and support.

Respectfully,

EDWARD E. RODERICK,
Director of Teacher Preparation

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 1937-1938 and 1939-1940:

FACULTY 1937-1938

San Lorenzo Merriman, A.B., A.M., <i>Principal</i>	<i>Psychology, Sociology</i>
Sanford E. Preble, C.E., <i>Vice Principal</i>	<i>Education, Mathematics</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>
Gertrude B. Mattoon, A.B., A.M.	<i>English, Expression</i>
Priscilla B. Peckham, B.S., A.M.	<i>Art, Library Science</i>
Evangeline Tubbs, A.B., B.S.	<i>Music</i>
Nellie T. Dunning	<i>Secretary, Penmanship</i>

Training School

Margaret J. Preble	<i>Director of Training</i>
Nedra Savage	<i>Grade 1</i>
Eva Zipple	<i>Grade 2</i>
Erma Robertson	<i>Grade 3</i>
Dorothy Weed	<i>Grade 4</i>
Cecilia Moreau	<i>Grade 5</i>
Ernestine McKay	<i>Grade 6</i>
Karlton Higgins, B.S.	<i>Grade 7</i>
Cecelia Campbell	<i>Grade 8</i>

FACULTY 1939-1940

San Lorenzo Merriman, A.B., A.M., <i>Principal</i>	<i>Psychology, Sociology</i>
Sanford E. Preble, C.E., <i>Vice Principal</i>	<i>Education, Mathematics</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>
Gertrude B. Mattoon, A.B., A.M.	<i>English, Expression</i>
Priscilla B. Peckham, B.S., A.M.	<i>Art, Library Science</i>
Evangeline Tubbs, A.B., B.S.	<i>Music</i>
James E. Jackson, B.S., A.M.	<i>Coach, Athletics, Science</i>
Nellie T. Dunning	<i>Secretary, Penmanship</i>

Training School

Margaret J. Preble	<i>Director of Training</i>
Nedra Savage	<i>Grade 1</i>
Eva Zipple	<i>Grade 2</i>
Erma Robertson	<i>Grade 3</i>
Dorothy Weed	<i>Grade 4</i>
Cecilia Moreau	<i>Grade 5</i>
Ernestine McKay	<i>Grade 6</i>
Elizabeth Ruark	<i>Grade 7</i>
Karlton Higgins	<i>Grade 8</i>
Charles Hilt	<i>Rural Training School</i>

SUMMER SESSION 1938

The twenty-sixth summer term of the Aroostook State Normal School opened July 5, 1938 and continued for six weeks, closing August 12, 1938.

The registration was 197, and the term was unusually profitable, being enriched by a course in Red Cross First Aid taught by Dr. Bryce A. Newbaker of Washington, D. C., and a course in Parent-Teacher activities taught by Mrs. Noel C. Little of Brunswick Maine.

Respectfully submitted,

SAN LORENZO MERRIMAN,
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, 1940 is herewith respectfully submitted.

We feel that we are justified in pointing with pride to some of the lines along which progress has been made throughout the two years.

In the training or demonstration school the authorized addition of a sub-primary grade, the restoration of the rural training school, the fourteen per cent increase in attendance as of October

1939 and the further later increase, the improvement in regard to school furniture in the lower grades and the excellent service rendered by the Director of Training, Miss Edith E. Leslie, and her corps of able assistants, all seem to us to be signs of progress.

All of the members of the class of 1939 and all of the class of 1940 were placed in teaching positions in the fall following graduation except one. That one, a young man, had several opportunities to teach but accepted a commercial position paying more than twice the average amount paid beginning teachers in Maine.

For the five-year period ending June 1940, the University of Maine has awarded to our institution at least one of the three tuition scholarships in the School of Education, granted to outstanding students in our Maine normal schools. For the school year ending June 1939 our school received two of the three scholarships.

In the spring of 1939 the school's scholastic average was 2.70, the highest for a corresponding ranking period since the spring of 1933 when we began to use the pointage system. For the spring of 1940 it was even higher, 2.77.

An outstanding successful extra-curricular achievement of the year 1939-40 was the production of Gilbert and Sullivan's opera *Patience* by members of the school under the personal direction of Ethel L. Wardwell of our faculty.

Since June 1938, up to June 1940, nine of our staff members have attended one or more summer or regular year sessions of advanced work leading to a college degree. Of this number two have received the degree of B. S. in Education and one an M. A.

Edna C. Harquail, critic teacher in grades seven and eight, retired as of June 1939 after twenty-five years of efficient service on our staff. I regret exceedingly the loss of James Hatch who died in January 1940. Mr. Hatch began his service with us as janitor-in-chief, in September 1923.

FACULTY 1938-1939

William D. Hall, B.S., <i>Principal</i>	<i>Education, Nature Study</i>
Ermo H. Scott, A.B., A.M., <i>Vice Principal</i>	<i>Leave of absence</i>
Grace S. Bowden, <i>Librarian</i>	<i>Library Science, Children's</i>
	<i>Literature, Penmanship, Social Science</i>
Lloyd D. Hatfield, B.S.	<i>Social Science, Sociology,</i>
	<i>Political Science</i>
Edith E. Leslie, B.S., <i>Director of Training</i>	<i>Psychology</i>

Gladys E. Milliken, A.B., A.M.	<i>Health Education</i>
Everett S. Nason, B.S.	<i>Mathematics, Art</i>
Orett F. Robinson, B.S.	<i>Science, Economics, Psychology</i>
C. Elizabeth Sawyer, A.B.	<i>English, Reading</i>
Ethel L. Wardwell	<i>Music</i>

Laboratory School

Edith E. Leslie, B.S.	<i>Director</i>
Elizabeth A. Sanborn (1st semester)	<i>Sub-primary, Grade 1</i>
M. Louise Reed (2nd semester)	<i>Sub-primary, Grade 1</i>
Ethel L. Friend	<i>Grades 3-4</i>
Hazel Killam, B.S., Ed.M.	<i>Grades 5-6</i>
Edna C. Harquail	<i>Grades 7-8</i>
Minnie Brown, B.S.	<i>Rural Training School</i>

Other Officers

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

FACULTY 1939-1940

William D. Hall, B.S., <i>Principal</i>	<i>Education, Nature Study</i>
Ermo H. Scott, A.B., A.M., <i>Vice Principal</i>	<i>Psychology, Educational Measures</i>
	<i>Mental Hygiene, Sociology</i>
Grace S. Bowden, <i>Librarian</i>	<i>Library Science, Children's Literature,</i>
	<i>Penmanship, Social Science</i>
Edith E. Leslie, B.S.	<i>Director of Training</i>
Gladys E. Milliken, A.B., A.M.	<i>Health Education, Household Arts</i>
Everett S. Nason, B.S.	<i>Industrial and Fine Arts, Mathematics</i>
Orett F. Robinson, B.S.	<i>Science, History, Political Science,</i>
	<i>School Law, Geography, Economics</i>
C. Elizabeth Sawyer, A.B.	<i>English, Reading, Literature</i>
Ethel L. Wardwell	<i>Music</i>

Laboratory School

Edith E. Leslie, B.S.	<i>Director</i>
Elizabeth A. Sanborn, B.S.	<i>Sub-primary and Grade 1</i>
Ethel L. Friend	<i>Grades 2-3-4</i>
Susie H. Nason (<i>fall term</i>)	<i>Grades 5-6</i>
Cecelia M. Campbell, B.S. (<i>winter and spring terms</i>)	<i>Grades 5-6</i>
Carleton Robbins	<i>Grades 7-8</i>
Laurie M. Fish	<i>Rural Training School</i>

Other Officers

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

We respectfully suggest the following improvements for your consideration: purchase of new living-room furniture for girls' dormitory; minor repairs and painting of woodwork exterior of gymnasium in summer of 1941; repairs and painting of woodwork exterior Administration Building in summer of 1941; minor repairs for parts of exterior brick walls of training school building and connecting corridor; cement walk from Administration Building to Main Street; cement walk from dormitory to gymnasium; and the seeding, fertilization and grading of parts of our school campus.

We again wish to express to the Board of Normal School Trustees our appreciation of their cooperative attitude particularly in regard to the professional advancement of our school and to the improvement of working conditions here.

Very respectfully yours,

WILLIAM D. HALL,
Principal

FARMINGTON STATE NORMAL SCHOOL

To the Commissioner of Education,
Augusta, Maine

Dear Sir:

I have the honor to submit the biennial report of the Farmington State Normal School for the two-year period ending June 30, 1940.

ATTENDANCE 1938-1939

Summer Term 1939.....		310
School Year by Classes:		
Home Economics	Seniors.....	16
	Juniors.....	9
	Sophomores.....	16
	Freshmen.....	17
Regular Course	Third Year.....	103
	Second Year.....	100
	First Year.....	98
		<hr/>
	Counted Twice.....	669
		8
		<hr/>
	Net Total.....	661

1939-1940

No Summer Term in 1940

School Year by Classes:

Home Economics	Seniors.....	10
	Juniors.....	16
	Sophomores	18
	Freshmen	19
Regular Course	Third Year.....	85
	Second Year.....	93
	First Year	123

 365

None Counted Twice

Among the administrative features of the school during the biennium just closing, the most important is the action of the Trustees in centralizing the admission methods. Heretofore each normal school had administered the law governing admissions and the rules prescribed by the Board of Trustees, as they were interpreted by each school. Under the new plan the administration of admission procedure differs little if at all in the standard of admission but does differ in the details of execution. The procedure is now uniform. Objective tests, one covering general ability and another English usage, are provided by the state office. All candidates for admission to normal schools must assemble at selected places in the state, preferably at a normal school, on a specified date in the late spring and at no other time except on a September date closely preceding the opening of the school year. More emphasis than formerly is now placed upon the reports of the high school principals as to candidates' scholarship and fitness for teacher training, and a health certificate from a reputable physician is also required.

A decade and more ago, when there seemed to be a surplus of teachers, one of our leaders in education declared, "There is no surplus of good teachers." There is no surplus now, but there is a dearth of adequate compensation to teachers. A graduate of a three- or even a four-year course in teacher preparation must face an employment market providing too scanty wages. It is hoped that some new provision may be made in the distribution of state school money to the municipalities so that a higher wage minimum may be established in the less wealthy towns.

Opportunity for physical education in the school has been

greatly promoted in the purchase of an athletic field by the Trustees, consisting of about ten acres of beautiful intervale within five minutes' walk from the school buildings. The physical education groups of the school have saved within a decade an amount of money which has been expended in promoting the building and equipping of a very useful gymnasium. The athletic field becomes their next object of improvement and already a large part of it has been smoothly graded and seeded for use of the several teams in locating their respective facilities for competitive games.

Finally, I am deeply mindful of the wise and interested support of the officials of the state who have always been progressive and helpful in making the work of this school serve the purposes for which it was established three-quarters of a century ago.

Respectfully submitted,

WILBERT G. MALLETT,
Principal

MADAWASKA TRAINING SCHOOL

*To the Commissioner of Education,
Augusta, Maine*

Dear Sir:

I have the honor to submit the following report of the Madawaska Training School for the two-year period ending June 30, 1940.

FACULTY 1938-1939

Richard F. Crocker, <i>Principal</i>	<i>Principles of Education, Psychology, Science, School Law</i>
Cathryn R. Hoctor	<i>Director of Training</i>
Gladys T. Sylvester	<i>Music</i>
Virginia Nadeau	<i>French</i>
Mrs. Levi Dow	<i>Domestic Science</i>
Waneta Blake	<i>English, Latin</i>
Floyd Powell	<i>Health, Social Science</i>
Angeline Michaud	<i>Mathematics, Art</i>
Dolores Marquis	<i>Domestic Science Assistant</i>

Theresa Marquis	Grades 1-2
Marion Pinette	Grades 3-4
Eleanor McKeen	Grades 5-6
Frances Wolverton	Grades 7-8

Other Officers

Belle B. Downes	Matron
Bernette Beland	Secretary
Jean O. Cyr	Janitor

FACULTY 1939-1940

Richard F. Crocker, <i>Principal</i>	<i>Principles of Education, Psychology, Science, School Law</i>
Harry R. Tyler	<i>Director of Training</i>
Gladys Sylvester	<i>Music</i>
Virginia Nadeau	<i>French, History</i>
Mrs. Levi Dow	<i>Domestic Science</i>
Waneta Blake	<i>English, Latin</i>
Floyd Powell	<i>Health, Social Science</i>
Angeline Michaud	<i>Mathematics, Art</i>
Ferne M. Lunt	<i>English, Physical Education</i>
Dolores Marquis	<i>Domestic Science Assistant</i>
Theresa Marquis	Grades 1-2
Marion Pinette	Grades 3-4
Ruth Gregory	Grades 5-6
Frances Wolverton	Grades 7-8

Other Officers

Belle B. Downes	Matron
Bernette Beland	Secretary
Jean O. Cyr	Janitor

The enrollment varies some from year to year but there is no definite trend in this respect. During the 1936-1938 period there was a drop from 166 to 141. The average enrollment for the past two-year period was 155. This is about the variation shown over the past ten-year period.

The above attendance has been maintained at a maximum while academic and professional standards have been gradually raised. This is especially true in respect to selectivity. Every effort has been made to cooperate with the State Department of Education in this respect.

The entrance examinations now employed in the other institutions are not used here because of the fact that a general intelligence test is an important part of this testing program. Such a test has little reliability or validity where any language difficulty

exists. Such a problem does exist in this northern part of the state. To further complicate this problem, the northern part of Aroostook County is part of the area of low opportunity cited in the so-called Mort Report of 1934.

In lieu of these examinations we require an acceptable scholastic record together with a confidential reference report for each applicant. The latter report is filled out by the principal of the school that the applicant has attended. Such personality traits as social maturity, work habits, personal habits, attitudes, character and the like are carefully checked, the belief being that personality and character traits are of the utmost importance to success in this field. Selectivity does not end with admission but is practiced all through the two years of training. We are receiving splendid cooperation from school authorities and the whole program seems to be working out very satisfactorily. The results are quite obvious at the present time.

All graduates during this period have secured positions or have gone on to institutions of higher learning. In fact there is a shortage of teachers in this territory at the present time. From past experiences and our present enrollment it would appear that there will be no surplus of teachers here during the next two-year period at least.

Repairs and small improvements have been made during this period and the physical equipment of the school is in the best condition it has been in for many years.

There are still some very real needs, however. Our library facilities are far from what they should be in an institution of this sort. This is true from the standpoint of both professional material and fiction.

One of the greatest needs at the moment is laboratory facilities. Rooms are available for such purposes and for very reasonable expenditures such facilities could be provided. If this could be done several parts of our program would be greatly benefited.

Visual education is another matter worthy of consideration. A large, well-arranged room is available for such work. The only expense involved would be for the purchase of shades and a projector.

In all respects I feel that the school is making real progress and that we have a right to feel optimistic about the future.

I want to take this opportunity to gratefully acknowledge the sympathetic consideration of our problems by the Commissioner of Education and Normal School Trustees during the biennial period just ended.

Respectfully submitted,

RICHARD F. CROCKER,
Principal

WASHINGTON STATE NORMAL SCHOOL

*To the Commissioner of Education,
Augusta, Maine*

Dear Sir:

I beg to submit herewith the report of the Principal of Washington State Normal School for the biennial period ending June 30, 1940.

As a matter of official record, I am listing the personnel of the faculty staffs for 1938-39, 1939-40 and the summer session of 1939.

FACULTY 1938-1939

Philip H. Kimball, <i>Principal</i>	<i>Sociology, Principles of Education</i>
Earle D. Merrill, <i>Vice Principal</i>	<i>Mathematics, Ethics</i>
Frank M. Kilburn	<i>Science</i>
Ethel I. Duffy (<i>Sept. to Dec.</i>)	<i>Art</i>
Samuel A. Brocato (<i>Jan. to June</i>)	<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>
Mildred P. Alden	<i>Health Education</i>
Anna J. Chynoweth	<i>English</i>
	<i>Laboratory School</i>
Rita Torrey	<i>Grades 7-8</i>
Elvena Mattson	<i>Grades 5-6</i>
Ruth G. Crozier	<i>Grades 3-4</i>
Adelaide McDonald	<i>Grades 1-2</i>
Marjorie Bartlett	<i>Preprimary</i>
Florence Blanchard	<i>Chase's Mills Rural</i>

Other Officers

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

FACULTY 1939-1940

Philip H. Kimball, <i>Principal</i>	<i>Sociology</i>
Earle D. Merrill, <i>Vice Principal</i>	<i>Mathematics, Ethics</i>
Frank M. Kilburn	<i>Science</i>
Samuel A. Brocato	<i>Art</i>
Lelia K. Tripp	<i>Director of Training</i>
E. Marion Dorward	<i>Music</i>
Lincoln A. Sennett	<i>Psychology, Social Sciences</i>
Drew T. Harthorn	<i>English, Education</i>
Anna J. Chynoweth	<i>English</i>
Mildred P. Alden	<i>Health and Physical Education</i>

Laboratory School

Rita Torrey	<i>Grades 7-8</i>
Elvena Mattson	<i>Grades 5-6</i>
Ruth G. Crozier	<i>Grades 3-4</i>
Adelaide McDonald	<i>Grades 1-2</i>
Dorothy Creed	<i>Preprimary</i>
Emeline Heath	<i>Chase's Mills Rural</i>

Other Officers

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

FACULTY, SUMMER SESSION 1939

Philip H. Kimball, <i>Director</i>	<i>Educational Sociology</i>
Frank M. Kilburn	<i>Nature, Geography</i>
Lincoln A. Sennett	<i>History, Economics, Testing</i>
Drew T. Harthorn	<i>Elementary English, Public Education</i>
	<i>Contemporary Events</i>
E. Marion Dorward	<i>Music</i>
Richard F. Crocker	<i>Mental Health, Science, Psychology</i>
Roland E. Stevens	<i>Junior High Assemblies, Junior High Social Studies,</i>
	<i>Psychology of Junior High Devices</i>
Charles L. Smith	<i>Art of Living, Creative Writing, Dramatics</i>
Thomas A. DeCosta	<i>Manuscript Writing, Penmanship, Drawing</i>
W. J. Fenton, M.D.	<i>Red Cross First Aid</i>
Richard J. Libby	<i>Rural School Administration</i>
Ruth E. Henderson	<i>Junior Red Cross Program</i>
Mrs. Gladys Patrick	<i>Social Studies</i>
C. Harry Edwards	<i>Health and Physical Educational</i>

FACULTY PERSONNEL

The continuance of our policy of requiring annual summer sessions from those faculty members who have not yet acquired a Master's degree in the college department or a Bachelor's degree in the laboratory school department has resulted in a highly satisfactory toning up of academic status.

We now have two earned Doctorates and one honorary doctorate in the college department and one earned Doctorate in the laboratory school; five Master's degrees and two partial Master's in the college section and three Bachelor's degrees or equivalent in the laboratory school faculty. The three remaining faculty members will meet the minimum degree requirements in their respective groups by 1942.

Nine faculty members are enrolled in 1940 summer sessions at various colleges and universities.

The past two years have been marked by a fine spirit of professional loyalty and interest on the part of each faculty member.

BUILDINGS AND GROUNDS

The State buildings including Powers Hall, girls' dormitory and the O'Brien House have been maintained in generally good condition. The grounds are being developed slowly and with small expenditures may be made increasingly attractive.

Suggestions for further future developments are noted at the end of this report.

PUBLIC SCHOOL SERVICE

During the two years covered by this report, Washington State Normal School has continued and developed its many phases of service to the public school systems of its area. The annual spring Procedure Week has steadily increased in numbers served and the interest shown by visiting teachers has been extremely satisfying.

The exchange system of seniors during this week has been supplemented by a large number of visiting days taken during this period. In 1940 the number of visiting teachers for the Washington State Normal School Procedure Week amounted to 139.

The program of follow-up calls and conferences with recent graduates of the school now in the field has been extended during the past two years and the cooperation of superintendents has been highly satisfactory.

The Placement Bureau is functioning with increased efficiency and includes a large number of earlier graduates as well as inexperienced teachers.

The School has been especially active in its conferences with teachers during the past year in the field of Social Studies. A considerable amount of experimental work has been done in this area in connection with the State Curriculum Committee on this subject.

A great deal of mimeographed material in the field of Remedial Reading has been distributed in Washington and Hancock counties in connection with extension service under the direction of Dr. Elvena Mattson.

FUTURE NEEDS

While an increased amount of funds has been allocated to our library during the past three years it is still the weakest part of our instructional system. Special consideration for its budget is seriously needed to carry out the collegiate program of our courses.

Completion of cement campus walks and the addition of a suitable fence for the athletic field, as well as the beginning on a permanent landscaping program already mentioned in the preceding report, form three pressing needs at Washington State Normal School.

While physically satisfactory rooms are found in town for men students, the lack of a dormitory for men produces for them a serious professional and social handicap. Our service for girls of the school in these respects is excellent. The men suffer from this discrimination. The enrollment of men students is sufficient to make a small men's dormitory self-supporting. It would materially add to the professional tone of the institution.

In conclusion may I express my appreciation of the fine spirit of cooperation which you and your staff have evidenced during the period of this report.

Respectfully submitted,

PHILIP H. KIMBALL,

Principal

WESTERN STATE NORMAL SCHOOL

*To the Commissioner of Education,
Augusta, Maine*

Dear Sir:

I have the honor of submitting a report for the Western State Normal School for the biennium closing June 30, 1940.

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

A summer session was held at the Western State Normal School in 1938. It is interesting to note that there has been a steady increase in attendance during the past three bienniums of about one hundred a year. In 1938 there were 317 in attendance and in 1940, 418, while before that the number was in the neighborhood of two hundred a year. These summer school students are now mostly teachers in service, with years of teaching service ranging all the way from one to fifty. They come knowing what they want and, for the most part, are willing to work hard to get it. Most of the students come from the state of Maine although there are representatives from seven other states.

The faculty in the summer session of 1938 was made up in part of the members of our own staff who were willing to teach during the summer. The following people from other institutions made up the balance: Dr. Edward S. Robinson, Oklahoma; Principal A. Everett Strout, Portland; Florence Black and Alice M. Morrill, Castleton Normal School, Vermont; Olive Reynolds, Maryland, together with the following part-time lecturers, C. Harry Edwards of the State Department; Dr. Bryce Newbaker, Philadelphia, and Mrs. Noel C. Little, Brunswick.

Our library has been steadily growing since the new quarters were provided several years ago. Each year a considerable number of new books are added. These are selected from recommendations presented by the members of the faculty, which makes a fairly balanced library. We have been very fortunate in having several young women student-assistants in the library, paid for through NYA funds. Without this aid we should need an assistant librarian.

The graduates of the Gorham Normal School in the years 1938 and 1939 were practically all placed in satisfactory teaching positions before the beginning of the fall terms. It is interesting to note that the average salary offered to the graduates of 1939 was somewhat better than the average salary secured by the graduates of 1938. During this biennium, as during preceding years, we have received reports from the employing superintendents in regard to the success of our graduates. It is pleasing to note that nearly 90% of them have been rated as either excellent or good on the scale of excellent, good, fair and poor, and that only rarely has one been called poor.

An optional fourth year carrying a Bachelor of Science in Elementary Education Degree was offered for the first time in 1937. During the past three years 84 young men and women have taken advantage of this opportunity and have been granted a Bachelor Degree. In the fall of 1939 a considerable number of second-year students who wished to take four years of work before going out to teach were organized into a separate class in order to give them an integrated and better-balanced four-year course than was possible by adding a year of work after the completion of a regular three-year course. These students do their practice teaching in the third and fourth years instead of doing it as heretofore in the second and third years.

Our campus practice school is growing a little larger each year. It has practically reached the limit of available space. Last year a regular teacher was employed in the fifth grade to take the place of the cadet teacher who held the position for one year only and was then replaced by another. It is desirable, in my opinion, that the cadet teachers in the second and third grades be replaced by teachers with more experience. While our cadet teachers have been giving us as good service as we can expect from inexperienced teachers I believe the position should have the services of the best experienced teachers we can afford.

I am very glad that it has been found possible to provide another teacher in the Industrial Arts field so that we may reorganize that course into an integrated four-year course leading to a degree. I think such a plan will be generally acceptable to the students of the coming year. Several Industrial Arts graduates, for the past three years have been coming back for a fourth-year curriculum comprised of academic subjects.

I could not close this, my last report as Principal of the Gorham Normal School, without expressing my deep appreciation of the whole-hearted support that has been accorded me by the State Department of Education, the Board of Trustees and the teaching staff, as well as the succeeding generations of students and the more than 4500 alumni. In these respects, I am sure that no principal ever worked under happier conditions.

Respectfully submitted,

WALTER E. RUSSELL,
Principal

COMPARATIVE STATEMENT OF NORMAL AND TRAINING SCHOOLS
School Years 1938-39 and 1939-40

Name of Institution	Year	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			
Aroostook State Normal School.....	1938-39 1939-40	158 166	37 23	51 45	14 26	22 45	14 9	20 18			14 8	18 14	32 22
Eastern State Normal School.....	1938-39 1939-40	68 65	11 11	22 12	4 6	16 20	2 1	12 15			1 1	10 15	11 16
Farmington State Normal School.....	1938-39 1939-40	362 368	25 41	73 83	23 33	77 60	38 17	65 68		61* 63*	22 15	80 77	102 92
Washington State Normal School.....	1938-39 1939-40	107 98	20 14	28 19	13 11	13 25	10 13	22 16			12 17	15 24	27 41
Western State Normal School.....	1938-39 1939-40	359 370	45 42	88 99	25 35	75 77	32 23	58 72	15 19	19 9	47 38	77 76	124† 114†
Madawaska Training School.....	1938-39 1939-40	69 55	15 12	35 14	4 6	19 28					4 6	17 26	21x 32x
Totals		2245	296	569	200	477	159	366	34	152	185	449	635

*Graduates of Home Economics Course

†Two-year total includes 53 graduates of Regular Course, 19 from Manual Arts Course, 77 graduates three-year Junior High Course, 17 from Kindergarten Course, and 60 who received B. S. in Elementary Education Degree.

xGraduates of two-year training course offered by this school only.

**NORMAL AND TRAINING SCHOOLS
FINANCIAL STATEMENT**

YEAR ENDING JUNE 30, 1939

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 (2/3 year).....	3,333.33	
Contract with Town of Castine (1/2 year).....	1,250.00	
Contract with Town of Machias.....	4,500.00	
Tuition.....	55,315.34	
Dormitory coal.....	12,557.27	
Western State, credit on light account.....	1,035.96	
Credits.....	99.48	
	\$275,091.38	\$275,091.38

Expenditures

Transfers out.....	\$11,781.73	
Teachers' salaries.....	200,719.02	
Janitors.....	13,302.73	
Fuel.....	26,352.29	
Lights.....	4,869.35	
Water.....	1,589.55	
Telephone and telegraph.....	789.11	
Repairs.....	3.00	
Postage.....	592.59	
Printing.....	1,192.06	
Textbooks.....	4,055.73	
Library.....	1,123.41	
Laboratory supplies.....	283.66	
Educational supplies.....	5,344.77	
Supplies not for school use.....	600.73	
Graduation.....	363.53	
Travel.....	1,955.62	
Miscellaneous.....	172.50	
	\$275,091.38	\$275,091.38

NORMAL AND TRAINING SCHOOLS
FINANCIAL STATEMENT

YEAR ENDING JUNE 30, 1940

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.....	6,666.66	
Contract with Town of Castine.....	3,750.00	
Contract with Town of Machias.....	3,000.00	
Tuition.....	55,484.82	
Dormitory coal.....	9,255.19	
Western State, credit on light account.....	877.30	
Credits.....	612.78	
		\$276,646.75

Expenditures

Transfers out.....	\$11,306.92	
Teachers' salaries.....	204,819.81	
Janitors.....	12,982.94	
Fuel.....	25,138.73	
Lights.....	4,174.81	
Water.....	2,053.66	
Repairs.....	3.85	
Telephone and telegraph.....	902.27	
Postage.....	910.91	
Printing.....	1,159.80	
Textbooks.....	4,022.87	
Library.....	1,325.93	
Laboratory supplies.....	204.04	
Educational supplies.....	5,042.00	
Supplies not for school use.....	183.64	
Graduation.....	98.80	
Travel.....	2,162.81	
Industrial equipment.....	152.96	
		\$276,646.75

NORMAL SCHOOLS AND TRAINING SCHOOL FINANCIAL REPORT
FOR DORMITORIES FOR YEAR ENDING JUNE 30, 1939

	Aroostook State Normal School	Eastern State Normal School	Farming- ton State Normal School	Western State Normal School	Washing- ton State Normal School	Mada- waska Training School
RECEIPTS						
Balance on hand....	\$ 884.95	\$ 35.22	\$ 4,414.09	\$21,286.68	\$ 1,235.53	\$2,528.45*
Room and board....	23,158.31	13,720.14	51,287.78	47,119.89	11,476.35	6,095.31
Transients' meals...	259.55	4,295.58			736.41	
Other sources.....	305.35	154.61	1,753.97	1,998.27		802.52
Total receipts.....	\$24,608.16	\$18,205.55	\$57,455.84	\$70,404.84	\$13,448.29	\$4,369.38
*(Overdrawn balance)						
EXPENDITURES						
Provisions.....	\$ 7,269.97	\$ 9,147.70	\$19,366.61	\$14,702.57	\$ 5,884.34	\$3,354.30
Labor.....	4,885.32	3,776.47	\$4,381.60	10,607.98	1,823.59	1,530.60
Repairs.....	151.17	28.23	4,355.37	4,074.84	848.83	99.96
Light, power, fuel...	3,172.99	929.26	6,538.91	4,529.72	1,832.45	377.20
Matron's salary.....	919.00	720.00	1,569.99	1,020.80	410.00	
Other items.....	4,235.63	3,426.34	3,848.12	3,649.94	1,157.25	861.62
Total expenditures	\$20,634.08	\$18,028.00	\$50,060.60	\$38,585.85	\$11,956.46	\$6,223.68
Balance on hand....	\$ 3,974.08	\$177.55	\$ 7,395.24	\$31,818.99	\$1,491.83	\$1,854.30*

*(Overdrawn balance)

SUMMARY

Total receipts, all dormitories..... \$188,492.06
Total expenditures, all dormitories.... 145,408.67

Balance on hand..... \$43,083.39

NORMAL SCHOOLS AND TRAINING SCHOOL FINANCIAL REPORT
FOR DORMITORIES FOR YEAR ENDING JUNE 30, 1940

	Aroostook State Normal School	Eastern State Normal School	Farming- ton State Normal School	Western State Normal School	Washing- ton State Normal School	Mada- waska Training School
RECEIPTS						
Balance on hand....	\$ 3,974.08	\$ 177.55	\$ 7,395.24	\$31,818.99	\$ 1,491.83	\$1,854.30*
Room and board....	19,681.58	11,749.28	59,729.31	36,165.20	12,802.20	9,302.65
Transients' meals...	181.31	4,035.72			1,284.63	
Other sources.....	406.05	270.92	2,884.46	3,605.77		928.82
Total receipts.....	\$24,243.02	\$16,233.47	\$70,009.01	\$71,589.96	\$15,578.66	\$8,377.17
*(Overdrawn balance)						
EXPENDITURES						
Provisions.....	\$ 6,463.27	\$ 8,225.36	\$24,001.94	\$12,615.53	\$ 7,314.70	\$2,510.95
Labor.....	4,597.42	3,739.09	17,948.93	9,185.50	2,298.16	1,558.50
Repairs.....	2,514.32	16.95	2,427.88	4,831.75	1,602.59	319.81
Light, power, fuel...	2,802.85	883.46	6,882.96	3,844.46	2,182.67	421.55
Matron's salary.....	821.05	720.00	1,360.00	1,147.88	541.50	
Other items.....	4,305.87	2,504.13	4,462.73	5,173.73	688.18	3,546.30
Total expenditures	\$21,504.78	\$16,088.99	\$57,084.44	\$36,798.85	\$14,627.80	\$8,357.11
Balance on hand..	\$2,738.24	\$144.48	\$12,924.57	\$34,791.11	\$950.86	\$20.06

SUMMARY

Total receipts, all dormitories..... \$206,031.29
Total expenditures, all dormitories.... 154,461.97

Balance on hand..... \$51,569.32

CHAPTER IX

MAINE TEACHERS' RETIREMENT ASSOCIATION
AND NONCONTRIBUTORY PENSIONS

To the Commissioner of Education,
Augusta, Maine

Dear Sir:

The Maine Teachers' Retirement Association is experiencing a phenomenal growth. During the biennial period beginning July 1, 1938 and ending June 30, 1940, enrollments in the various types of membership have increased from 2,724 to 3,270, an increase of more than twenty per cent. Maine now has approximately fifty per cent of its public school teaching staff enrolled in this Association.

There are various types of membership: *voluntary-temporary* members or those who enroll voluntarily, the law exempting them until they have reached their twenty-fifth birthday; *compulsory* members or those who are compelled by law to make their contributions annually, and *voluntary-permanent* membership or those who may take advantage of either but not both the retirement system and the noncontributory pension law.

The Association is under the management and control of the State Teachers' Retirement Board. This Board is made up as follows: Commissioners of Education, Banking, and Insurance, Treasurer of State, Attorney General, and two members elected from and by the membership. This Board meets annually on the second Tuesday in November and for special meetings at the call of the chairman. Rules and regulations governing the operation of the system are formulated by the Board but in no case shall these be repugnant to law.

During the biennial period just closed Mr. George Buck, Consulting Actuary, of New York City, was engaged to study the present system as it now operates and report to the Board. Mr. Buck's study included the operation and experience of the noncontribu-

tory pension law as a basis of comparison with the retirement system. Experience revealed that the life span of women pensioners was two years longer than that of men over the same period. An equitable adjustment of the retirement law calls for a mortality table for men and one for women since a single table could not be applicable to both. Mr. Buck reports an excellent portfolio of securities, his chief recommendation being an amendment of the law which would require a matching of members' contributions year by year. This feature of our present law is not as now operative considered sound since it calls for a matching of funds at the time of retirement. This means a pledge on the part of the State to meet this obligation when in 1954 such members as are eligible may retire and benefit under the provisions of this law. Strictly speaking, we of this generation are obligating those who follow after to pay our bills for us. It may be legally done in this way but it does not appear to be sound practice. It is recommended that a thorough study be made and that the legislature be presented with the facts, giving this body an opportunity to correct this weakness if it is found possible and desirable to do so at this time.

A thorough audit has been made annually as provided by law and the accounts found to be correct in every detail. The State Auditor's letter and the financial statement are appended to this report.

Respectfully submitted,

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

Augusta, Maine
December 4, 1940

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

Dear Mr. Packard:

This is to certify that this Department, represented by Mr. Albert E. Millier and Mr. Chester A. Douglas, has completed an audit of the accounts of the Maine Teachers' Retirement Association for the fiscal year ended June 30, 1940.

Cash and securities, as summarized on the following schedules, have been verified by us by examination of the several savings bank books and personal examination of the securities. Member account cards have been reconciled with the Ledger Control Balance as of June 30, 1940. Detail of Accounts Receivable have been reconciled with the General Ledger Control and found to be in agreement.

The statements and schedules of the following report were prepared after making all necessary adjustments and we believe them to be correct and to correctly set forth the financial standing and results of operations for the fiscal year ended June 30, 1940.

Very truly yours,

WILLIAM D. HAYES,
State Auditor

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

July 1, 1938 to June 30, 1939

INVESTMENT FUND

Cash Balance, July 1, 1938.....		\$20,798.67
<i>Receipts:</i>		
Members' contributions 1937-1938	\$101,588.38	
Members' contributions 1938-1939	1,060.11	
Accounts receivable.....	11,833.49	
Interest received from banks.....	401.62	
Interest received from securities.....	18,803.85	
Accrued interest on securities sold.....	640.00	
Sale of securities	46,278.75	
Interest on accounts receivable.....	213.70	
Profit on securities sold	1,128.00	
Refund on account of compulsory withdrawals	2.32	
Interest on delinquent payments from cities and towns.....	55.27	
Dividends on stock.....	490.00	
		<hr/>
Total receipts.....	182,495.49	
		<hr/>
		\$203,294.16

Expenditures:

Withdrawals of voluntary permanent members..	\$287.82
Withdrawals of voluntary temporary members	600.29
Withdrawals of compulsory members	31,486.41
Purchase of securities	150,524.50
Accrued interest on securities purchased	1,093.24
Special clerk hire	80.00
Actuarial audit expense	55.00
Refunds to towns account of overpayment of members' contributions	55.86
Commissions and expense on securities pur- chased	97.70
Interest on accounts receivable refund	17.09
Loss on securities sold	125.00
Town of Patten bonds coupon returned unpaid	405.00
Accounts receivable adj. Eastport	305.09
	<hr/>
Total expenditures	\$185,133.00
Cash balance June 30, 1939	18,161.16
	<hr/>
	\$203,294.16

PROFIT AND LOSS STATEMENT

Year Ending June 30, 1939

Income:

Interest on bank deposits	\$ 401.62
Interest on bonds	18,398.85
Dividends on stock	490.00
Accrued interest on securities sold	640.00
Interest on accounts receivable — net	331.86
Interest on delinquent payments from cities and towns	104.37
Amortization of bond discount, United States savings bonds	100.00
	<hr/>
Total net interest earnings	\$20,466.70
Profits on sales of the following securities:	
Roman Catholic bonds	\$35.50
Gardiner Water District bonds	400.00
Bucksport Water Company bonds	475.00
South Pittsburg Water Company bonds	62.50
Pennsylvania Power & Light Company bonds	312.50
	<hr/>
	\$1,285.50

Loss on Sales of the following Securities:

South Pittsburg Water Company.....	\$32.50
Ohio Power Company Bonds.....	123.75
Consolidated Water Company of Utica, New York.....	37.50
Jersey Central Power and Light Company	125.00

318.75

Net profit on securities sold.....	966.75
Miscellaneous Income.....	.40

Total net income \$21,433.85

Expense:

Interest accrued on members' accounts to June 30, 1939.....	\$18,338.12
Accrued interest on securities purchased	1,093.24
Interest accrued on withdrawals.....	350.23

Total net interest expense \$19,781.59

Miscellaneous Expense:

Actuarial audit expense.....	\$55.00
Special clerk hire.....	80.00
Commission and expense on securities purchased.....	97.70

Total miscellaneous expense 232.70

Total net expense 20,014.29

Net profit to surplus \$1,419.56

COMPARATIVE BALANCE SHEET
INVESTMENT FUND

<i>Assets:</i>	June 30, 1938	June 30, 1939
Cash.....	\$20,798.67	\$18,161.16
Securities.....	359,526.10	463,735.60
Accounts receivable.....	2,523.36	3,831.81
Amortization of bond discount, U. S. Savings bonds.....	100.00	200.00
	<u>\$382,948.13</u>	<u>\$485,928.57</u>
<i>Liabilities:</i>		
Members' accounts as per ledger cards.....	\$377,550.74	\$479,173.61
Reserve for members, 1938 contributions....	970.04	

Reserve for members, 1939 contributions		956.29
Surplus	4,427.35	5,798.67
	<hr/>	<hr/>
	\$382,948.13	\$485,928.57

CASH STATEMENT AS PER CASH BOOK
July 1, 1938 to June 30, 1939

RESERVE FUND

Cash balance, July 1, 1938		\$3,439.48
<i>Receipts:</i>		
Bond interest received	\$3,197.50	
Bank interest received	73.95	
Accrued interest on securities sold	123.07	
Profit on securities sold	1,012.50	
Sale of securities	7,787.50	
Stock dividend	35.00	
	<hr/>	
Total receipts		12,229.52
		<hr/>
		\$15,669.00
<i>Expenditures:</i>		
Purchase of securities	\$14,057.50	
Accrued interest on securities purchased	69.13	
	<hr/>	
Total expenditures		14,126.63
		<hr/>
Cash balance, June 30, 1939		\$1,542.37

COMPARATIVE BALANCE SHEET
RESERVE FUND

<i>Assets:</i>	June 30, 1938	June 30, 1939
Cash	\$3,439.48	\$1,542.37
Securities	69,402.40	75,672.40
	<hr/>	<hr/>
	\$72,841.88	\$77,214.77
<i>Liabilities:</i>		
Surplus	\$72,841.88	\$77,214.77

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

July 1, 1939-June 30, 1940

INVESTMENT FUND

Cash balance, July 1, 1939		\$18,161.16
<i>Receipts.:</i>		
Members' contributions, 1938-1939	\$116,489.36	
Members' contributions, 1939-1940	3,549.74	
Accounts receivable	11,198.03	
Interest received from banks	283.22	
Interest received from securities	21,541.91	
Accrued interest on securities sold	899.85	
Sale of securities	73,381.00	
Interest on accounts receivable .....	.58	
Profit on securities sold	2,661.95	
Interest on delinquent payments — cities and towns	267.92	
Dividends on stock	2,392.51	
Reinstated members	891.05	
Interest on reinstated members' accounts	1.48	
	<hr/>	
Total receipts		233,558.60
		<hr/>
		\$251,719.76
<i>Expenditures:</i>		
Withdrawals of voluntary permanent members	620.76	
Withdrawals of voluntary temporary members	1,163.49	
Withdrawals of compulsory members	39,216.20	
Purchase of securities	193,015.58	
Accrued interest on securities purchased	1,169.90	
Refunds to towns' account of overpayments of members' contributions	52.36	
Commission expense on securities purchased	17.20	
Loss on securities sold	736.50	
Refund interest on cities and towns .....	.72	
	<hr/>	
Total expenditures		235,992.71
		<hr/>
Cash balance, June 30, 1940		\$15,727.05

PROFIT AND LOSS STATEMENT

Year Ending June 30, 1940

Income:

Interest on bank deposits	\$ 283.22
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Interest on bonds	21,879.41	
Dividends on stock	2,277.50	
Accrued interest on securities sold	899.85	
Interest on accounts receivable net	140.19	
Interest on delinquent payments cities and towns	288.60	
Amortization of bond discount U. S. Savings bonds	400.00	
Interest on reinstated members	1.48	
		<hr/>
Total net interest earnings.....		\$26,170.25

Profit on sales of the following securities:

Biddeford & Saco Water Company....	\$180.00
Birmingham Alabama Water Works....	69.20
New York Central Electric Corp.....	210.00
Pennsylvania Power & Light Co.....	250.00
Long Island Water Corporation	15.00
Wisconsin Power & Light Co.....	746.00
Marion Reserve Power Co.....	200.00
Southern California Water.....	331.25
Brooklyn Union Gas Co.....	298.00
Public Service Co. of Northern Illinois	362.50

Total profit from securities sold..... \$2,661.95

Loss on sales of the following securities:

Maine Central Railroad Co.....	\$720.00
Central Illinois Public Service Co.....	16.50
Error in adjusting loss on sale of above	12.50

749.00

Net income from the sale of securities 1,912.95

Total net income..... \$28,083.20

Expense:

Interest accrued on members' accounts to June 30, 1940	\$22,952.42
Accrued interest on securities purchased.	1,170.73

\$24,123.15

Miscellaneous Expense:

Commission and expense on securities purchased.....	\$17.20
Adjustment city of Eastport account .	2.77

19.97

Total net expense	24,143.12
Net profit to surplus	<u>\$3,940.08</u>

COMPARATIVE BALANCE SHEET
INVESTMENT FUND

<i>Assets:</i>	June 30, 1939	June 30, 1940
Cash	\$18,161.16	\$15,727.05
Securities	463,735.60	583,356.85
Accounts receivable	3,831.81	3,248.07
Amortization of Bond Discount U. S. Savings bonds	200.00	600.00
	<u>\$485,928.57</u>	<u>\$602,931.97</u>
<i>Liabilities:</i>		
Members' accounts as per ledger cards	\$479,173.61	\$589,772.92
Reserve for members 1938-1939 contributions	956.29	
Reserve for members 1939-1940 contributions		3,396.93
Accounts payable		45.75
Surplus	5,798.67	9,716.37
	<u>\$485,928.57</u>	<u>\$602,931.97</u>

CASH STATEMENT AS PER CASH BOOK

July 1, 1939 — June 30, 1937

RESERVE FUND

Cash balance, July 1, 1939	\$1,542.37
<i>Receipts:</i>	
Bond interest received	\$3,044.50
Bank interest received	43.00
Accrued interest on securities sold	310.63
Profit on securities sold	2,281.25
Sale of securities	14,300.00
Stock dividends	165.00
Total receipts	<u>20,144.38</u>
	\$21,686.75
<i>Expenditures:</i>	
Purchase of securities	\$18,056.25
Accrued interest on securities purchased	95.00
Actuarial audit expense	1,880.03

Premiums on employees' bonds	175.00
<hr/>	
Total expenditures	\$20,206.28
Cash balance, June 30, 1940	1,480.47
<hr/>	
	\$21,686.75

COMPARATIVE BALANCE SHEET

RESERVE FUND

<i>Assets:</i>	June 30, 1939	June 30, 1940
Cash	\$1,542.37	\$1,480.47
Securities	75,672.40	79,428.65
	<hr/>	<hr/>
	\$77,214.77	\$80,909.12
<i>Liabilities:</i>		
Surplus	\$77,214.77	\$80,909.12

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>
1938-1939	142	2,799	71	3,012
1939-1940	121	3,070	79	3,270

TOTAL NUMBER OF WITHDRAWALS FROM
THE MAINE TEACHERS' RETIREMENT ASSOCIATION

	<i>Voluntary-Temporary</i>	<i>Compulsory</i>	<i>Voluntary-Permanent</i>	<i>Total</i>
1938-1939	10	255	3	268
1939-1940	16	275	3	294

REASONS FOR WITHDRAWALS

	1938-39	1939-40
Marriage	100	98
Change of occupation	45	51
Leaving Maine	32	39
Retirement from teaching profession	40	34
Further education	14	14
No reason given	19	12
Ill health	9	11
Home duties	8	8
Financial need	8	8
Miscellaneous	12	8
Refund to members already withdrawn	7	8
Death	4	3
	<hr/>	<hr/>
	268	294

NONCONTRIBUTORY PENSIONS

Number receiving pension at beginning of year 1938-39.....		542
Number of new pensions granted for year 1938-39.....	51	
Number of deaths of persons receiving pensions.....	18	
		<hr/>
Net increase for year ending June 30, 1939.....		33
		<hr/>
Number receiving pension at end of the biennium.....		575
Number receiving pension at beginning of year 1939-40.....		575
Number of new pensions granted for year 1939-40.....	55	
Number of deaths of persons receiving pensions.....	21	
		<hr/>
Net increase for year ending June 30, 1940.....		34
		<hr/>
Number receiving pensions at end of the biennium.....		609

CHAPTER X

PHYSICAL, HEALTH AND SAFETY EDUCATION

*To the Commissioner of Education,
Augusta, Maine*

Dear Sir:

I submit herewith my report of Physical, Health and Safety Education for the school years 1938-39 and 1939-40.

PHYSICAL EDUCATION

There are several ways to evaluate the changes taking place in the physical education program in the state. It is hoped that the most prominent one might be an appreciation of the value of health and training in physical preparation of our youth. It is further hoped that another stimulus may be realized from the efforts of the State Director who feels that a better understanding of the objectives and possibilities of the program is gradually developing. The various superintendents seem more alert in spending some effort toward using what limited facilities they have in the way of teacher personnel and physical equipment in developing at least a minimum program. However, there are still many secondary schools with gymnasiums which are not using any program of physical education other than the athletic competition which they maintain.

Various methods have been utilized in acquainting the superintendents, teachers, pupils and general public with the objectives of the program. The usual visits of observation were made at schools having certified directors and the normal schools for the purpose of aiding in developing more efficient programs and use of existing facilities. Visits were also made at many schools not having certified directors in the hope that adjustments and advice might bring about the development of some type of active program. During the two years past another important method of

creating better understanding has been through the several service clubs, granges, and Parent-Teacher Associations. The Director has appeared before these groups on many occasions and through talks and motion pictures has endeavored to clear away some of the misunderstanding which still exists in the public mind regarding the aims of physical education.

The Department now has a motion picture camera and projector which are very valuable in supplementing talks on the subject of physical education. It is felt that a definite budget for supplies would be well worth while as visual education is valuable to both children and adults.

Efforts are being extended toward the end that the state-wide program may be more and more standardized as most suitable to local conditions. Particularly is it the aim of the Department that the work may be planned to meet the requirements at the different age levels. There seems to be a gradual trend toward definite program building which is due no doubt to the increase in trained physical directors. This trend must be maintained and developed in a greater degree if we are to have programs in keeping with the high level of standards to which we must aspire. At the present time we are attempting to grade our work along the following lines:

Lower elementary grades

Story plays, singing games, mimetics, folk dances and games of low organization.

Upper elementary grades

Folk dancing, mimetics, posture work, game skills and body mechanics.

Junior and senior high schools

Folk, social, modern and tap dancing, body mechanics, gymnastic skills, athletic game skills including individual and team games. Programs of athletic competition both interscholastic and intramural are fostered in most of the secondary schools.

Much of the above material is carried on in a manner which reflects educational planning. Greatest difficulty and misunderstanding occur in the program of interscholastic athletic competition. The secondary school principals, coaches and physical educators are constantly studying the situation hoping that some

of the practices may be curtailed or discontinued. The question arises from time to time as to whether or not this Department should or could exert some authority in limiting competition in interscholastics. This question in its entirety would cover such items as:

1. Length of competitive season for interscholastic teams.
2. Advisability of limiting or discontinuing interscholastic competition in junior high and elementary grades.
3. Setting up compulsory medical examination of candidates for teams.
4. Use of public funds for maintaining interscholastic teams.
5. More careful check on transportation of teams to and from competition.

The athletic program is definitely a part of the physical education field and as such should be administered with the same care as any other part of the school program. Judicial control is what is needed. Definite standards of procedure should be set up. Would it help if this Department set them up? At the present time we may act in an advisory capacity when called upon.

One great drawback to a more universal acceptance of physical education in the schools is the question of finance. We need more trained physical educators to make possible better local supervision. There is a gradual increase in the number, and no doubt patience and education of the public will allow for a satisfactory development. The question is, how best can we bring to the children of Maine proper opportunities for necessary training in physical education?

The subsidies now being paid are of great value to the cities and towns now receiving them. In the case of cities or towns with inadequate supervision the financial difficulty lies with the local administration. They believe that they are not able to provide for the added teacher load necessary for an adequate course in physical education. During the school year of 1938 and 1939 there were 37 towns and cities with 20 part-time and 48 full-time physical education teachers sharing in a total state subsidy of \$27,192. In the school year from September 1939 to June 1940 there was an increase to 40 cities and towns sharing in a total of \$28,665. During this latter period two towns dropped their sub-

sided course. In the years 1938 and 1939 Norridgewock and Southwest Harbor appointed certified teachers while Limestone dropped out, and in 1939-40 Cape Elizabeth, Lincoln, Mexico, Old Town and Windham were added and Hampden and Yarmouth dropped.

Looking to the future we know that the school year 1940-41 will show another increase in employment of certified directors, and from all indications play days and demonstrations of physical education activities will be increased in number.

HEALTH EDUCATION

As economic changes occur there is an increasing demand for more attention to health education. There is no doubt that more health education work is being done than appears on the surface. This is due to the fact that much health "service" work is being done by federal groups. Much of this is definite practical education and provides a very important supplement to the actual classroom work done in the various school systems.

Our health education may well be divided into three classifications: *Health habits*, *health knowledge*, and *health service*. *Health service* is in need of more development. We need more school nurses who can spend more time in definite health education work in the schools. The rural areas suffer greatest in this work. Nurses in these areas are responsible for so much territory that their services may be limited to three or four visits per year. Rural areas are served by nurses representing several organizations. We are fortunate in Maine that there is fine cooperation between these organizations; hence there is what might be called maximum coverage with little overlapping. The problem lies in the fact that there are not enough nurses and very limited coverage.

At the present time a full-time school nurse employed by a school committee means that subsidy may be paid to that community on the basis of a full-time teacher. The larger communities or cities are so organized that this subsidy is not the determining factor in the hiring of the school nurse. The financial difficulties of the smaller communities work a hardship in these cases. Because the results of good school nursing are not always easily

discernible it is not easy to show the value of this service. We have only 15 such subsidized nurses in Maine.

There are 29 nurses who are directly responsible to the State Department of Health and 9 who are sponsored by the Maine Public Health Association doing varying amounts of school work. These nurses are primarily community public health nurses who engage in a limited amount of school work. The amount of school work is determined chiefly by whether or not the town makes any appropriation. In other words, there must be a feeling of local responsibility toward the problem. According to the school census there are 25 towns or cities with over 2,000 children; 25 towns or cities with 1,000 to 2,000 children, and 58 towns or cities with 500 to 1,000 children.

Using a national standard of distribution for efficient service, namely "one nurse to about 1,200 children," and our total of 38 nurses working part time in our schools along with 15 working full time it is readily seen that our ratio is very low. It is hoped that through the cooperation of all our groups in a public adult education endeavor that this problem may be better handled with an increase in personnel.

Considering health education as a classroom subject there is an increasing amount being done. Much of the actual work is being integrated with other subjects in an efficient manner. Particularly is the economic value of health being stressed. The increased interest in economic health values receives much impetus from the fact that many municipalities have included tuberculosis testing and diphtheria inoculation in their health program. With the follow-up work there is much local emphasis on health values from a practical standpoint.

Malnutrition in our school children became a very definite threat. Economic conditions in some parts of the state caused much concern. With increased work in the schools on the studies of food values and the use of surplus food commodities, as well as increase of the hot lunch plan, it would appear that we might have gained a little on this dangerous condition.

SAFETY EDUCATION

This important branch of modern education is gradually finding its proper place in the curriculum. A difficulty which has arisen centers around the question of whether or not this should

be treated as a separate full-time subject or an integrated part of the curriculum. Both types of programs are to be found in schools of Maine. In the lower elementary grades the habits of safe practices are taught. As the child grows into a broader type of life with many new experiences, the plan is that safe practices may be taught and impressed. So home safety, school safety, recreational safety and pedestrian safety are definitely used as subject matter. It is the observation of the Director that this is being well stressed in a large majority of our schools.

As the child enters the upper elementary grades the subject of safety may be more easily integrated with other subjects. Essays on safety topics as a part of grammar or English are stressed, while problems in arithmetic are couched in terms of insurance losses and financial costs. Posters may be made as part of the art course and in a few instances there are games and simple dramatic productions which may be integrated with other subjects.

On the secondary school level the subjects of civics, social science, physics and general science open up opportunities for integration. In some of the schools offering art courses there have been exceptional results from poster contests. Running through all grades, the moving picture has played an important part in visual education for safety teaching.

The State Highway Police, under the direct supervision of Sergeant McCabe and Patrolman Shaw, have been most cooperative in forming and teaching schoolboy patrol units. These units supplement the work of the local police and in some instances are the only control force in the direction of school-children pedestrians at crossings adjacent to the schools. The State Highway Police have also done fine work along the line of giving talks before the pupils in schools in their territories. Patrolman Shaw has spent considerable of his time visiting schools in order to give talks and motion pictures on the subject of highway safety.

Along the lines of specific highway safety the subject of driver training is always present. While there is much to be said in favor of definite road training in good driving habits as a course for our secondary pupils there is always the question of time involved. Only one of our secondary schools has been able to set up such a course and keep it active over a period of years. Rockland High School has integrated driver training with a course in Problems of Democracy and for several years now has had defi-

nite road instruction in automobile driving. They are now trying to make a follow-up study of their success by determining the incidence of accidents among the trained pupils who have gone through the course.

As yet there are no definite courses in teacher-training institutions in safety education.

Much impetus was given to safety education in the schools of Maine during the fall of 1939. This was through an institute which was held in four cities in the state for the teachers in service. Through the cooperation of the Center for Safety at New York University, the Automobile Association of America, the National Conservation Bureau, and the Department of Inland Fisheries and Game of the State of Maine, we were able to offer four speakers at each of these institutes. Lectures and discussions were offered on safety education at elementary, junior and senior high levels; highway safety, and driver training and fire-arm safety. Much interest was manifested and due to the fine cooperation among the superintendents and teachers the total attendance at all four institutes amounted to over 1,800, representing superintendents, principals, supervisors and teachers on secondary and elementary school levels.

This successful series of institutes led to the production of a *Safety Education Bulletin* by the Department. This bulletin was produced and mailed the first of each month to the superintendents. Upon request they received enough copies so that each of their teachers might be supplied. The monthly mailing list grew until the average monthly output amounted to well over 1,500 copies. The content material dealt with seasonal safety topics and was produced mostly in the form of topic headings so that the teacher adjusted the material to the age level of the group.

Much material is being collected along the line of lesson plans as a result of the experience gained from use of the bulletin. If proper committees can be organized it is hoped that this material may result in a course of study in safety education or at least a compilation of topics and references along that line.

Out of the recent experiences come two recommendations, first that our normal schools make provisions for at least a short

factual or overview course both in regular and summer sessions, and, second, that our colleges be helped in every way to incorporate some safety education into their teacher-training courses.

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, 1939

Resources

I. *Amount available from towns (fiscal year 1938-1939)*

Raised for common schools	\$6,398,471.00
Unexpended balance for common schools	303,113.00
From local funds for common schools	427,560.00

\$7,129,144.00

For school superintendence	\$214,713.00
For school committee expense	63,046.00
For repairs, apparatus, etc.	413,890.00
For rent and insurance	112,019.00
For manual training and domestic science	222,664.75
For new buildings	198,280.00
For compulsory education and medical inspection	30,029.00
For evening schools	13,711.05
For physical education	62,521.00
For receipts from loans, sales, and insurance	334,365.00

\$1,665,238.80

Total No. I \$8,794,382.80

II. *Amounts available from state for distribution to towns and school superintendents, State*

School Fund (fiscal year 1938-39)

Equalization (State School Fund)	\$125,000.00
Equalization (special legislative act)	200,000.00
4% Interest on Lands Reserved	8,786.54
Disbursement on tuition	139,133.03
Disbursement on census	499,080.63
Disbursement on teaching positions	580,698.26
Disbursement on physical education	27,000.00
Disbursement on industrial education	116,000.00
Disbursement on temporary residents	2,324.20
Pensions for retired teachers	242,000.00
Adjustment (estimate-actual)	66,306.76

\$2,006,329.42

For school superintendence (annual appropriation 1938)	\$175,000.00
For transfers, cash etc., to school superintendence	1,854.07

\$176,854.07

Total No. II. \$2,183,183.49

III. *Amounts available from state for special educational activities, higher education, and educational institutions (annual appropriation 1938).*

For schools in unorganized townships	\$60,000.00
From taxes, tuition, conveyance, and transfers to unorganized townships	8,810.36
For teachers' meetings	2,500.00
For normal schools and training school	185,000.00
For cash receipts and transfers in	90,091.38
For normal schools extension	5,000.00
For balance brought forward year ending June 30, 1938.	5,249.07
For normal schools upkeep	25,000.00
From transfers into normal schools upkeep and cash receipts	1,814.29
For interest on lands reserved	32,500.00
For transfer to lands reserved and cash receipts	14,718.55
For training of rural teachers	13,000.00
For vocational education	35,000.00
For transfers, also Federal vocational grant, and cash receipts	21,020.72
For aid to academies	85,000.00
For transfers in	395.37
For registration of teachers	500.00
Fees and transfers for registration of teachers	699.84

\$586,299.58

IV. *Amounts available from state administrative purposes (annual appropriation, 1938)*

For salaries and clerk hire	\$32,700.00
For general office expense	11,500.00
For cash receipts and transfers in	2,273.23
For state certification of teachers	500.00

\$46,973.23

Total amount available from public funds and appropriations for current school expenses \$11,610,839.10

Expenditures

I. *For activities supported wholly by amounts appropriated by towns (fiscal year 1938-39)*

For school committee expense.....	\$52,212.00
For rent and insurance.....	112,701.00
For new buildings.....	145,129.00
For compulsory education.....	11,056.00
For medical inspection.....	28,895.00
For redemption of bonds or interest on indebtedness.....	564,322.00

Total No. I..... \$914,315.00

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

For elementary schools (fiscal year 1938-39)	\$5,135,921.00
For textbooks and supplies.....	441,923.00
For repairs, apparatus, supplies, etc.....	402,807.00

\$5,980,651.00

For school superintendence by towns (fiscal year 1938-39).....	\$211,138.00
For school superintendence by state.....	168,155.90

\$379,293.90

For secondary education, direct support (fiscal year 1938-39).....	\$2,342,273.00
For secondary education, tuition (for year ending June 30, 1939).....	595,104.00

\$2,937,377.00

For industrial education.....	\$345,140.00
For evening schools.....	16,480.00
For physical education.....	84,763.00

\$446,383.00

Total No. II..... \$9,743,704.90

III. *For activities wholly supported or aided by accounts appropriated by state (year ending June 30, 1939)*

For schools in unorganized townships.....	\$68,114.36
For teachers' meetings.....	2,212.19

SUMMARY OF ALL PUBLIC APPROPRIATIONS AND
EXPENDITURES FOR CURRENT EXPENSES OF
SCHOOLS FOR FISCAL YEAR TERMINATING
WITHIN THE TWELVE MONTHS ENDING
JUNE 30, 1940

Resources

I. *Amount available from towns (fiscal year 1939-40)*

Raised for common schools	\$6,577,989.00
Unexpended balance for common schools	354,209.00
From local funds for common schools	425,045.00

\$7,357,243.00

For school superintendence	\$212,351.00
For school committee expense	43,588.00
For repairs, apparatus, etc.	404,732.00
For rent and insurance	112,340.00
For manual training and domestic science	240,973.00
For new buildings	104,891.00
For compulsory education and medical inspection	33,694.00
For evening schools	8,492.00
For physical education	66,715.00
For receipts from loans, sales, and insurance	214,240.00

\$1,442,016.00

Total No. I \$8,799,259.00

II. *Amounts available from state for distribution to towns and school superintendents, State School Fund (fiscal year 1939-40)*

Equalization (State School Fund)	\$125,000.00
Equalization (special legislative act)	200,000.00
4% interest on lands reserved	8,948.46
Disbursement on tuition	144,387.88
Disbursement on census	490,502.10
Disbursement on teaching positions	579,671.31
Disbursement on physical education	28,000.00
Disbursement on industrial education	118,000.00
Disbursement on temporary residents	1,416.97
Pensions for retired teachers	257,628.00
Adjustment (estimate-actual)	72,702.20

\$2,026,256.92

For school superintendence (annual appropriation, 1939)	\$170,000.00	
For transfers, cash, etc., to school superintendence	1,650.00	
	<hr/>	
	\$171,650.00	
Total No. II		\$2,197,906.92

III. *Amounts available from state for special educational activities, higher education, and educational institutions (annual appropriation, 1939)*

For schools in unorganized townships	\$60,000.00	
From taxes, tuition, conveyance, and transfers to unorganized townships	12,527.46	
For teachers' meetings	2,500.00	
For normal schools and training school	185,000.00	
For cash receipts and transfers in	91,646.75	
For normal schools extension	5,000.00	
For balance brought forward year ending June 30, 1939.	10,249.07	
For normal schools upkeep	25,000.00	
For cash receipts	100.00	
For interest on lands reserved	32,500.00	
For cash receipts	20,766.29	
For training of rural teachers	13,000.00	
For vocational education	35,000.00	
For transfers, also federal vocational grant, and cash receipts	39,887.87	
For aid to academies	85,000.00	
For registration of teachers	500.00	
Fees and transfers for registration of teachers ...	727.83	
	<hr/>	
Total No. III		\$619,405.27

IV. *Amounts available from state administrative purposes (annual appropriation, 1939)*

For salaries and clerk hire	\$33,030.00	
For general office expense	13,000.00	
Cash receipts and transfers in	1,112.92	
For state certification of teachers	500.00	
	<hr/>	
Total No. IV		\$47,642.92

Total amount available from public funds and appropriations for current school expenses \$11,664,214.11

*Expenditures*I. *For activities supported wholly by accounts appropriated by towns (fiscal year 1939-40)*

For school committee expense.....	\$32,940.00
For rent and insurance.....	110,182.00
For new buildings.....	170,649.00
For compulsory education.....	12,975.00
For medical inspection.....	28,031.00
For redemption of bonds or interest on indebtedness.....	670,862.00

Total No. I..... \$1,025,639.00

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

For elementary schools (fiscal year 1939-40)....	\$5,585,227.00
For textbooks and supplies.....	412,397.00
For repairs, apparatus, supplies, etc.....	407,946.00

\$6,405,570.00

For school superintendence by towns (fiscal year 1939-40).....	\$208,229.00
For school superintendence by state.....	167,158.50

\$375,387.50

For secondary education, direct support (fiscal year 1939-40).....	\$2,372,682.00
For secondary education, tuition (for year ending June 30, 1940).....	616,922.00

\$2,989,604.00

For industrial education.....	\$398,863.00
For evening schools.....	21,550.00
For physical education.....	85,867.00

\$506,280.00

Total No. II..... \$10,276,841.50

III. *For activities wholly supported or aided by accounts appropriated by state (year ending June 30, 1940)*

For schools in unorganized townships.....	\$70,633.52
For teachers' meetings.....	1,701.15
For teachers' pensions.....	260,994.39
For interest on lands reserved.....	53,266.29
For normal schools and training school.....	265,339.83
For normal schools repairs and equipment.....	18,232.60

For aid to academies.....	85,000.00	
For normal schools extension	9,677.24	
For training rural teachers.....	10,008.32	
For vocational education	72,975.02	
For registration of teachers.....	1,227.83	
	<hr/>	
Total No. III		\$849,056.19
IV. <i>For state administration purposes from amounts appropriated by state (year ending June 30, 1940)</i>		
For salaries and expenses of Commissioner of Education and office assistants.....	\$32,099.84	
For printing, postage, office expenses.....	13,799.89	
For state certification of teachers.....	95.20	
	<hr/>	
Total No. IV		\$45,994.93
Total expenditures from public funds and appropriations for current school expenses		\$12,197,531.62
Deficit		\$533,317.51

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, 1938, and ending June 30, 1939, and gives a comparison with the year 1928-1929.

PUPILS

PUPILS	1929	1939
School census (5 to 21 years).....	245,934	259,998
Total enrollment:		
Elementary.....	135,866	134,607
Secondary — High schools.....	26,844	36,734
Academies.....	6,006	8,400
Total.....	168,716	179,741
Net enrollment:		
Elementary.....	124,385	125,422
Secondary — High schools.....	26,566	36,311
Academies.....	5,960	8,268
Total.....	156,911	170,001
Urban distribution (elementary only).....	59,497	58,566
Rural distribution (elementary only).....	76,369	76,041
Conveyed at expense of town:		
Elementary.....	14,294	26,670
Secondary.....	678	2,316
Total.....	14,972	28,986
Aggregate attendance:		
Elementary.....	19,372,866	20,206,009
Secondary — High schools.....	4,301,492	5,919,673
Academies.....	957,881	1,390,244
Total.....	24,632,239	27,515,926
Average daily attendance:		
Elementary.....	109,629	114,066
Secondary — High schools.....	23,574	32,884
Academies.....	5,206	7,615
Total.....	138,499	154,565
Average length of school year:		
Elementary.....	177	177
Secondary — High schools.....	182	180
Academies.....	180	182
Non-resident:		
Elementary.....	1,312	1,350
Secondary — High schools.....	3,066	4,161
Academies.....	2,010	2,865
Total.....	6,388	8,376
Persons of compulsory school age not attending school regularly.....	461	391
Enrollment by years:		
Elementary —		
Kindergarten and sub-primary.....	7,890	10,816
Grade I.....	18,950	15,526
Grade II.....	16,034	14,617
Grade III.....	15,682	14,515
Grade IV.....	14,872	13,908
Grade V.....	14,894	13,933
Grade VI.....	14,029	13,977
Grade VII.....	11,329	11,923
Grade VIII.....	10,305	11,251
Grade IX.....	1,394	354
Ungraded or special.....	1,284	376

PUPILS	1929	1939
Junior High Schools —		
Elementary grades	3,253	6,172
Secondary grades	993	4,147
Senior High Schools —		
Year I	8,201	9,085
Year II	6,980	7,729
Year III	5,713	7,718
Year IV	4,582	5,937
Special	183	578
Academies		
Year I	1,790	2,273
Year II	1,396	1,970
Year III	1,212	1,749
Year IV	1,272	1,835
Special	305	386
Enrollment by courses:		
High schools —		
English or General	9,261	12,699
College preparatory (classical)	7,182	7,451
College preparatory (scientific)	1,235	1,599
Commercial	7,409	10,987
Industrial arts	956	1,686
Home economics	392	796
Agricultural	240	821
Academies —		
English	2,121	2,695
College preparatory	2,304	2,439
Commercial	1,019	1,699
Industrial arts	27	112
Home economics	113	399
Agricultural	164	352
Promoted or Graduated:		
Elementary	10,252	12,450
Senior high schools	4,337	6,768
Academies	1,120	2,016

TEACHERS

TEACHERS	1929	1939
Positions for men:		
Elementary	314	437
Secondary — High schools	436	598
Academies	130	222
Total	880	1,257
Positions for women:		
Elementary	4,677	4,269
Secondary — High schools	757	719
Academies	225	237
Total	5,659	5,225
Different persons employed:		
Elementary	5,338	4,971
Secondary — High schools	1,232	1,356
Academies	374	474
Total	6,944	6,821
Average wages of men per week:		
Elementary	\$31.33	\$25.89
Secondary — High schools	\$52.10	\$40.80
Academies	\$55.11	\$48.71
Average wages of women per week:		
Elementary	\$23.86	\$22.12
Secondary — High schools	\$35.54	\$31.56
Academies	\$34.44	\$27.91

TEACHERS	1929	1939
Average annual salaries of men:		
Elementary.....	\$1,119.93	\$932.84
Secondary — High schools.....	\$1,907.78	\$1,600.58
Academies.....	\$2,012.27	\$1,827.99
Average annual salaries of women:		
Elementary.....	\$881.00	\$799.03
Secondary — High schools.....	\$1,305.08	\$1,162.34
Academies.....	\$1,248.39	\$1,034.62
Average annual salaries of men and women:		
Elementary.....	\$896.04	\$811.46
Secondary — High schools.....	\$1,525.35	\$1,361.71
Academies.....	\$1,560.67	\$1,412.99

SCHOOLS

SCHOOLS	1929	1939
Classification:		
Elementary —		
Towns.....	4,801	4,596
Unorganized townships.....	29	31
Total.....	4,830	4,627
High schools —		
Class A.....	184	191
Six year (included in Class A).....		37
Class B.....	17	16
Junior.....	36	9
Total.....	237	216
Academies —		
Contract.....	35	28
Non-contract.....	22	30
Failing to report.....	4	2
Total.....	61	60
Distribution of public schools:		
Urban.....	1,618	1,862
Rural.....	3,212	2,981
Number in one-room buildings.....	1,836	1,382
Number to which pupils are conveyed.....	1,899	2,613
Number discontinued during year.....	70	61
Number with school improvement leagues.....	1,182	912
Number with libraries.....	2,100	2,739

BUILDINGS

BUILDINGS	1929	1939
Public school buildings used for:		
Elementary school purposes only.....	2,356	2,010
Secondary school purposes only.....	94	90
Elementary and secondary school purposes.....	165	143
Number not in active use.....	500	498
Number rented for school purposes.....	33	37
Seating capacity.....	187,182	192,054

BUILDINGS	1929	1939
Number of new buildings completed during year	25	16
Cost of new buildings	\$888,895	\$354,454
Estimated value of school property:		
Public schools.....	\$30,972,096	\$35,470,261
Academies.....	\$4,091,953	\$5,159,008

FINANCIAL

FINANCIAL	1929	1939
Resources:		
Amount appropriated for maintenance*		
Public schools	\$6,231,335	\$6,398,471
Academies.....	\$161,904	\$162,252
State aid toward maintenance —		
Public schools	\$1,828,971	\$1,657,649
Academies.....	\$104,729	\$110,611
Total resources for maintenance —		
Public schools	\$8,745,382	\$8,786,793
Academies.....	\$618,107	\$694,450
Total resources for all school purposes —		
Public schools	\$11,128,745	\$10,772,937
Academies.....	\$1,099,678	\$1,721,096
Expenditures:		
For instruction —		
Public schools — Elementary	\$4,087,537	\$3,724,171
High schools	\$1,661,896	\$1,752,274
Total	\$5,749,433	\$5,476,445
Academies.....	\$479,806	\$532,766
For tuition —		
Public schools — Elementary	\$36,927	\$29,285
High schools	\$431,638	\$595,104
Total.....	\$468,565	\$624,389
For fuel —		
Public schools — Elementary	\$364,342	\$280,005
High schools	\$94,763	\$121,127
Total.....	\$459,105	\$401,132
Academies.....	\$52,658	\$68,938
For janitor service —		
Public schools — Elementary	\$388,566	\$390,302
High schools	\$142,722	\$177,162
Total.....	\$531,288	\$567,464
Academies.....	\$53,518	\$54,889
For conveyance —		
Public schools — Elementary	\$598,257	\$699,930
High schools	\$22,130	\$52,259
Total.....	\$620,387	\$752,189
For textbooks —		
Public schools — Elementary	\$215,467	\$209,333
High schools	\$77,094	\$102,366
Total.....	\$292,561	\$311,699
Academies.....	\$17,013	\$20,932
For supplies —		
Public schools — Elementray	\$185,527	\$232,590
High schools	\$81,688	\$137,085
Total.....	\$267,215	\$369,675
Academies.....	\$15,112	\$16,925

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

FINANCIAL	1929	1939
Total expenditures for maintenance —		
Public schools — Elementary	\$5,890,589	\$5,577,844
High schools	\$2,511,931	\$2,937,377
Total	\$8,402,520	\$8,515,221
Academies	\$618,107	\$694,450
For supervision	\$234,473	\$211,138
For new lots and buildings	\$732,492	\$145,129
For repairs	} \$510,215	\$313,003
For permanent improvements		\$24,221
For equipment	\$116,289	\$65,583
For medical inspection	\$26,709	\$28,895
For physical education	\$95,664	\$84,763
For industrial education	\$257,699	\$240,963
For vocational education	\$55,208	\$104,177
For evening schools and Americanization	\$36,369	\$16,480
Total expenditures for all school purposes —		
Public schools	\$11,215,198	\$10,587,449
Academies	\$1,215,623	\$1,255,398
Per capita costs:		
On total enrollment and expenditures for maintenance		
— Elementary	\$43.36	\$41.44
Secondary	\$76.47	\$65.08
On total enrollment and total expenditure	\$66.47	\$58.90
On average attendance and expenditure for maintenance — Elementary	\$53.73	\$48.90
Secondary	\$87.00	\$72.53
On average attendance and total expenditure	\$80.98	\$68.50
On school census and total expenditure	\$45.60	\$40.72
On state census and total expenditure	\$14.60	\$13.28

STATE AID

STATE AID	1929	1939
Toward public school maintenance	\$1,740,870	\$1,216,454
Toward academy maintenance	\$100,500	\$85,000
Toward equalization of expense	\$85,831	\$369,661
Toward physical education	\$38,801	\$27,192
Toward industrial education	\$110,489	\$93,679
Toward vocational education	\$38,556	\$84,005
Toward evening schools	\$7,660	} \$13,410
Toward Americanization	\$8,502	

THE FOLLOWING TABLE SHOWS CERTAIN ITEMS REGARDING SCHOOLS IN INDIVIDUAL TOWNS
OF THE STATE OF MAINE FOR THE YEAR ENDING JUNE 30, 1939

ANDROSCOGGIN COUNTY

COMMISSIONER OF EDUCATION

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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 and part time	Secondary								
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
Auburn	5,054	2,874	1,040	2,559	1,024	2,264	937	87	39	.01030	.0390	\$150,379	\$21,037.17	\$.....	\$136,451	\$176,265	\$266,438
Durham	275	163	.....	143	.....	124	.....	9	.....	.01110	.0500	6,000	2,421.50	.....	3,747	8,717	9,255
Greene	248	137	.....	124	.....	112	.....	5.2	.....	.01108	.0406	6,600	1,981.20	.....	3,160	8,630	9,123
Leeds	232	164	5	138	5	129	4	8.2	1	.01241	.0640	6,000	2,160.80	.....	5,027	8,959	9,698
Lewiston	11,281	2,988	1,230	2,587	1,218	2,414	1,087	101	42	.00673	.0360	206,475	34,675.17	.....	197,011	247,385	288,070
Lisbon	1,185	546	267	517	267	482	243	17.4	14	.01003	.0490	33,000	5,182.24	.....	30,145	40,198	49,195
Livermore	527	287	.....	277	.....	252	.....	11.7	.....	.01692	.0640	12,150	2,951.30	3,061	6,980	18,530	19,300
Livermore Falls	968	558	206	511	203	487	188	17	10	.01133	.0465	26,503	4,363.01	.....	25,405	34,421	44,700
Mechanic Falls	553	309	144	289	143	271	133	9	6	.01337	.0570	15,900	2,405.44	.....	15,376	22,438	24,010
Minot	217	107	.....	102	.....	93	.....	6.25	.....	.01393	.0620	5,375	1,842.30	637	3,932	8,797	9,187
Poland	434	352	.....	318	.....	297	.....	14.5	.....	.01132	.0500	13,500	3,174.60	.....	9,252	17,361	18,643
Furner	392	238	99	230	99	213	91	11.2	.....	.01176	.0520	12,575	2,545.46	500	6,118	15,264	17,121
Wales	135	74	.....	71	.....	63	.....	4.2	.....	.00890	.0400	2,800	1,248.37	.....	1,977	4,447	4,738
Webster	346	223	31	203	30	180	27	6	3	.01346	.0535	7,750	1,857.40	349	6,782	9,729	10,685
Total	21,847	9,020	3,022	8,069	2,989	7,381	2,710	307.65	115			\$505,007	\$87,845.96	\$4,547	\$451,363	\$621,141	\$780,163

AROOSTOOK 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 and part time	Secondary								
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
Amity.....	140	82		79		67	114	4	5	.01652	.0830	\$2,290	\$1,466.00	\$1,152	\$1,639	\$4,306	4,447
Ashland.....	1,017	628	140	587	140	478		19.4		.02049	.0820	15,500	4,503.35	4,954	18,547	31,044	36,197
Bancroft.....	93	47		42		40		3		.01137	.0580	1,400	870.85		1,639	3,258	3,730
Benedicta.....	126	65		65		61		3		.02387	.0680	2,600	1,239.40	592	1,872	4,174	4,359
Blaine.....	392	229		206		179	78	7		.01807	.0560	8,175	2,244.80	823	4,419	11,850	12,089
Bridgewater.....	449	282	88	270	88	229	528	8	21	.01281	.0460	7,575	2,349.46		4,938	11,082	12,093
Caribou.....	3,034	1,483	609	1,357	605	1,200		40		.01632	.0680	59,100	12,076.99		82,572	78,646	91,805
Castle Hill.....	299	201		185		147		7.25		.01176	.0500	5,687	1,993.10	926	4,286	7,531	8,287
Chapman.....	177	109		105		84		6.25		.01187	.0500	2,850	1,661.30	1,015	3,673	6,527	6,945
Connor.....	248	180		162		135		4		.01762	.0800	3,000	1,671.20	529	1,920	4,700	4,836
Crystal.....	151	92		86		75		5		.02500	.0820	5,000	1,586.90	2,307	2,962	8,308	8,698
Dyer Brook.....	110	99		91		75		3		.01253	.0600	2,400	1,459.00		1,665	5,233	5,783
Eagle Lake.....	858	510		490		439		14		.02262	.0910	5,000	3,796.87	2,762	8,752	14,480	15,101
Easton.....	566	331	112	318	110	291	99	12	4	.01282	.0640	13,035	2,675.40		11,960	17,571	18,281
Fort Fairfield.....	2,155	1,306	346	1,237	346	1,121	312	36	12	.01198	.0420	49,500	9,494.50		39,434	61,439	78,121
Fort Kent.....	2,088	1,259	203	1,203	203	1,057	184	34	7	.01960	.0720	20,600	8,471.64	8,478	26,649	43,180	45,189
Frenchville.....	739	468		451		409		14		.02250	.0650	7,357	4,374.10	4,561	8,939	20,253	21,197
Grand Isle.....	708	458	42	445	42	393	36	14	1	.01857	.0760	4,550	3,164.09	2,928	8,788	18,220	19,669
Haynesville.....	100	74		69		57		3		.01402	.0610	1,200	721.89	860	1,668	2,850	3,064
Hersey.....	55	27		27		25		2		.00824	.0620	1,500	375.17		1,190	2,270	2,398

AROOSTOOK COUNTY—Continued

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
Hodgdon.....	406	227	102	193	101	173	87	9	5	.01762	.0780	8,180	2,137.75	4,158	9,312	17,083	18,894
Houlton.....	2,345	1,114	577	1,041	568	949	512	34	20	.01281	.0550	60,816	9,267.37	.....	49,262	73,265	91,537
Island Falls.....	483	291	121	287	121	260	107	7.5	6	.01827	.0800	9,168	2,259.30	3,636	10,458	17,021	18,784
Limestone.....	849	552	144	503	144	459	137	17	6	.02201	.0740	25,300	4,069.96	2,804	18,803	32,259	42,012
Linneus.....	260	194	.....	174	.....	149	.....	7	.....	.02145	.0770	7,125	2,194.00	3,156	4,059	11,163	11,619
Littleton.....	451	239	.....	227	.....	200	.....	10	.....	.02172	.0520	9,933	2,556.90	3,704	5,071	12,311	12,768
Ludlow.....	117	67	.....	67	.....	50	.....	3	.....	.01429	.0740	2,675	1,107.51	623	1,375	3,772	3,925
Madawaska.....	1,809	1,209	177	1,177	176	1,041	163	32	13	.01226	.0490	32,797	8,198.61	.....	31,735	44,967	62,461
Mapleton.....	456	287	132	271	132	220	112	9.5	7	.01319	.0550	9,448	2,349.89	328	9,686	14,143	17,750
Mars Hill.....	616	406	.....	357	.....	326	25	14	1	.01660	.0670	17,000	3,670.40	1,427	9,005	22,637	25,095
Masardis.....	221	110	29	103	29	89	67	5	4	.01719	.0620	5,809	1,715.97	1,383	4,453	8,910	9,630
Merrill.....	179	72	76	70	75	64	.....	3	.....	.01128	.0800	2,348	858.68	.....	5,129	8,657	11,463
Monticello.....	558	404	.....	372	.....	321	.....	10	.....	.01604	.0580	11,200	2,860.20	.....	7,961	19,177	21,223
New Limerick.....	144	94	.....	90	.....	77	.....	4	.....	.01625	.0570	3,200	1,373.60	979	2,463	6,233	6,603
New Sweden.....	251	159	.....	153	.....	125	.....	8	.....	.01213	.0524	5,000	2,072.90	.....	3,682	7,396	8,264
Oakfield.....	475	238	83	238	83	212	70	7	4	.02832	.0850	9,700	1,986.67	3,744	8,312	13,811	15,097
Orient.....	52	34	.....	33	.....	31	.....	2	.....	.01571	.0850	1,450	554.66	284	1,102	2,704	2,801
Perham.....	311	159	.....	151	.....	129	.....	5	.....	.00953	.0390	3,500	1,996.90	.....	2,725	6,112	7,419
Portage Lake.....	333	196	34	183	33	164	28	6.25	1	.01847	.0650	4,600	1,882.24	1,674	5,433	8,652	9,772
Presque Isle.....	2,690	1,650	494	1,523	490	1,365	438	40.5	16	.01198	.0520	57,805	10,685.40	500	53,731	72,717	93,733
Saint Agatha.....	795	518	93	468	91	411	81	16	6	.02650	.0730	8,633	3,459.96	4,657	13,350	19,988	20,378
Sherman.....	312	185	104	181	103	166	92	8	5	.01764	.0680	7,271	1,866.53	2,469	9,232	15,425	18,066
Smyrna.....	122	99	.....	85	.....	85	.....	4	.....	.01429	.0700	3,490	1,431.80	272	2,427	6,113	6,798
Stockholm.....	420	269	31	264	31	212	25	6	2	.01935	.0700	3,778	1,988.55	2,104	4,980	8,265	9,437
Van Buren.....	2,076	1,468	311	1,408	311	86	283	43	16	.01284	.0700	34,827	9,431.27	12,488	38,510	60,179	67,092
Wade.....	159	102	.....	87	.....	1,219	.....	4	.....	.00753	.0490	1,336	1,252.10	.....	2,253	3,833	4,550
Washburn.....	907	415	142	391	142	343	124	12	7	.02216	.0800	16,525	3,564.18	.....	15,776	26,681	32,106
Westfield.....	309	196	.....	176	.....	159	.....	6.2	.....	.01100	.0370	6,049	1,907.10	.....	3,407	8,425	9,571
Weston.....	138	93	.....	76	.....	69	.....	4	.....	.02881	.1130	2,500	1,562.20	1,302	2,584	6,069	6,427
Woodland.....	392	285	.....	270	.....	220	.....	11	.....	.01819	.0760	8,429	2,644.80	4,612	6,231	13,791	14,151

COMMISSIONER OF EDUCATION

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 expenditures for school maintenance	Total expenditures for all school purposes
		Elementary	Secondary	Elementary	Secondary	Elementary	Secondary	Elementary and part time	Secondary								
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
Plantations																	
Allagash	245	152		152		121		5		.00520	.0520	\$2,600	\$1,268.17		\$2,527	\$5,768	\$6,143
Cary	89	59		54		40		3		.01712	.0680	1,465	835.69	664	1,440	2,781	3,095
Caswell	305	220		214		152		5		.01765	.0700	3,500	1,942.00	646	2,372	6,231	6,373
Cyr	201	139		122		114		6		.00250	.0350	559	1,399.17		2,654	3,979	4,421
E	36	29		21		21		1		.01187	.0450	765	429.73		635	1,457	1,622
Garfield	24	10		10		9		1		.00793	.0550	200	313.77		609	1,286	1,341
Glenwood	30	17		17		14		1		.00054	.0730	50	332.96		646	1,257	1,324
Hamlin	247	173		98		157		6		.01699	.0600	1,100	1,490.81		2,769	4,671	4,990
Hammond	35	20		16		15		1		.00361	.0500	600	403.79		585	1,520	1,575
Macwahoc	70	49		44		42		2		.01098	.0600	1,000	918.33		1,242	2,283	2,474
Moro	58	37		37		34		2		.00786	.0510	750	794.07		1,090	2,339	2,423
Nashville	11									.00022	.0300		337.53			1,133	1,212
New Canada	313	188		179		166		7		.01603	.0750	2,500	1,824.34	1,030	3,755	6,979	16,233
Oxbow	63	43		43		31		2		.00799	.0450	800	681.05		1,211	2,204	2,451
Reed	154	76	38	76	38	63	32	3	2	.01036	.0950	2,000	836.94	231	1,644	4,562	5,165
Saint Francis	602	406	36	397	36	350	31	10	1	.02078	1.000	4,500	2,662.56	2,707	6,507	9,816	12,997
Saint John	251	154		153		140		5		.01032	.0750	2,000	1,177.68	329	2,334	4,199	4,732
Silver Ridge	63	47		45		42		2		.00605	.0620	1,400	661.17	285	1,029	2,083	2,327
Wallagrass	492	331		316		285		13		.02178	.0900	4,300	3,034.80		7,465	11,902	12,828
Westmanland	34	28		20		21		1		.00248	.0280	290	438.64	2,353	527	1,271	1,342
Winterville	178	131		118		110		4		.00802	.0750	740	810.20		1,750	2,774	2,975
Total	35,642	21,571	4,264	20,226	4,238	17,863	3,765	666.85	169			\$629,321	\$181,690.81	\$96,436	\$591,144	\$1,009,176	\$1,179,758

CUMBERLAND COUNTY

COMMISSIONER OF EDUCATION

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
Baldwin	218	129	.....	120	.....	112	130	7.2	6	.01004	.0436	\$7,450	\$1,834.20	.....	\$4,000	\$9,901	\$10,899
Bridgton	759	482	149	436	147	417	486	14	21	.01038	.0540	22,236	3,849.23	.....	17,597	27,047	31,674
Brunswick	2,500	951	547	890	542	780	112	33.6	8	.00789	.0430	49,395	10,394.05	.....	53,592	74,988	93,869
Cape Elizabeth	765	470	120	426	117	340	58	13.4	3	.00882	.0370	32,000	3,616.19	.....	27,294	37,543	58,924
Casco	282	181	66	166	66	150	63	6.4	2	.01437	.0630	6,005	1,549.08	10	6,619	9,541	10,702
Cumberland	480	233	70	225	70	201	134	10.2	11	.00781	.0360	14,900	2,220.64	.....	9,154	13,326	40,076
Falmouth	783	432	149	388	146	357	119	13.4	6	.00815	.0380	22,798	3,677.59	.....	19,907	27,920	42,157
Freeport	657	457	134	385	131	365	179	13.6	8	.01171	.0480	21,300	3,703.57	.....	16,661	24,755	30,854
Gorham	1,030	708	190	646	183	584	75	26	.....	.00981	.0370	29,450	4,138.07	.....	24,484	34,273	65,356
Gray	385	206	77	186	77	167	.....	7.2	.....	.01178	.0470	9,250	2,028.75	.....	4,684	11,417	13,227
Harpwell	390	235	.....	218	.....	194	.....	12	.....	.01064	.0450	14,650	2,757.67	.....	8,661	17,805	19,575
Harrison	325	222	.....	202	.....	192	.....	8	.....	.01478	.0530	10,525	2,217.50	436	5,214	12,629	13,385
Naples	186	118	.....	112	.....	101	.....	5.2	.....	.01139	.0530	8,536	1,473.40	.....	2,756	10,118	10,597
New Gloucester	322	213	42	193	40	169	42	11	2	.01049	.0400	7,700	1,906.88	.....	8,132	11,277	12,810
North Yarmouth	190	102	.....	94	.....	81	.....	4	.....	.01030	.0470	4,650	1,461.00	.....	2,626	5,431	6,027
Otisfield	153	88	.....	74	.....	70	.....	4.2	.....	.01112	.0580	4,560	1,678.70	.....	2,482	6,452	6,927
Portland	23,012	9,213	3,324	9,071	3,324	8,145	3,021	302.6	128	.00922	.0460	692,979	82,672.15	.....	625,455	778,543	1,084,327
Pownal	184	134	.....	110	.....	102	.....	4	.....	.00817	.0470	3,900	1,857.93	50	1,993	5,634	6,052
Raymond	153	91	.....	88	.....	81	.....	3.2	.....	.00690	.0450	3,575	1,510.70	.....	2,039	5,628	6,092
Scarborough	934	560	133	501	133	457	117	17	7	.00750	.0430	22,895	4,060.10	.....	18,774	25,514	34,084
Sebago	135	83	24	81	24	70	20	4.2	.....	.01063	.0470	4,875	807.46	.....	5,606	9,347	11,327
South Portland	4,328	2,555	1,146	2,339	1,133	2,170	1,036	98	43	.01360	.0500	165,391	21,128.03	.....	163,134	201,253	274,948
Standish	423	263	70	244	70	222	62	12.2	4	.00821	.0410	17,600	2,787.03	.....	11,984	20,716	22,712
Westbrook	3,216	1,293	620	1,215	613	1,129	556	48	21	.00973	.0390	93,240	12,229.69	.....	84,290	105,632	135,480
Windham	713	433	149	404	147	356	140	14.6	7	.00886	.0440	20,500	3,522.25	.....	13,685	27,137	34,490
Yarmouth	605	387	29	359	29	330	27	16.2	1	.01602	.0490	24,000	3,407.00	.....	11,977	26,686	31,422
Total	43,128	20,239	7,039	19,173	6,992	17,342	6,377	709.4	278			\$1,314,360	\$182,488.86	\$496	\$1,152,800	\$1,540,513	\$2,107,993

FRANKLIN COUNTY

REPORT OF THE

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 and part time	Secondary										
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	
Avon	115	33		26		24		2		.01968	.0840	\$3,000	\$1,208.50	\$642	\$1,050	\$4,946	\$5,055	
Carthage	66	49		48		43		3		.00760	.0560	1,350	625.40		1,620	2,695	3,019	
Chesterville	161	100		97		87		4		.01327	.0440	3,500	1,605.90		1,947	5,074	5,335	
Eustis	153	126	50	107	49	99	44	4	3	.01000	.0560	4,000	1,415.36		5,351	8,532	11,320	
Farmington	949	568	297	529	295	481	260	16	13	.00868	.0440	25,900	3,776.25		27,151	38,570	44,221	
Industry	73	44		34		28		3		.00753	.0700	1,700	1,087.10		1,092	2,529	2,778	
Jay	1,141	499	176	456	176	426	155	21.6	8	.01032	.0500	26,500	5,317.90		22,581	33,540	38,517	
Kingfield	286	176	75	162	74	151	67	4	3	.01281	.0760	5,750	1,205.79	286	5,974	9,105	9,788	
Madrid	57	43		42		31		2		.00927	.0680	1,735	676.00		1,210	2,085	2,404	
New Sharon	239	131	58	123	58	116	51	4	2	.01370	.0620	5,480	1,735.49	251	4,296	7,941	8,559	
New Vineyard	130	84		76		66		3		.00942	.0650	3,050	1,586.00		1,692	4,350	4,785	
Phillips	345	237	96	219	94	202	82	10.2	3	.01280	.0490	8,450	2,042.00	1,060	9,153	13,220	14,848	
Rangleley	384	242	105	226	103	212	88	10	5	.00876	.0440	14,889	2,411.31		13,389	19,680	22,580	
Salem	26	13		13		12		1		.01160	.0540	450	299.40		541	1,005	1,141	
Strong	266	182	69	167	69	154	58	4.2	3	.01218	.0510	7,500	1,323.77		6,323	10,612	11,157	
Temple	57	38		32		30		1		.00732	.0500	1,120	752.77		828	1,973	2,315	
Weld	171	94	29	92	29	81	22	4	2	.01186	.0460	6,200	1,240.90	76	3,886	6,973	7,590	
Wilton	929	615	198	577	198	545	185	20		.01158	.0500	24,500	4,672.63		13,054	29,813	33,273	

FRANKLIN COUNTY — Concluded

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	
Plantations																		
Coplin	16	12	.....	11	.....	8	.....	1	.....	.00350	.0470	350	597.07	.....	740	1,636	1,794
Dallas	48	28	.....	28	.....	23	.....	2	.....	.00979	.0370	1,983	640.40	.....	1,506	2,825	3,178
Rangeley	17	.....	.....	.....	.....	.....	.....	.....	.....	.....	.0430	.....	248.70	.....	.....	2,081	2,324
Sandy River	21	20	.....	20	.....	19	.....	1	.....	.....	.0280	.....	217.14	.....	1,024	2,853	3,370
Total	5,650	3,334	1,153	3,085	1,145	2,838	1,012	121	42				\$147,441	\$34,685.78	\$2,315	\$124,408	\$212,038	\$239,351

HANCOCK COUNTY

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
Amherst	50	30	.....	30	.....	27	.....	2	.....	.00953	.0580	\$ 900	\$ 556.33	.....	\$1,023	\$1,480	\$1,586
Aurora	27	15	.....	15	.....	15	.....	1	.....	.00801	.0470	700	399.97	.....	568	1,230	1,241
Bar Harbor	1,388	808	273	757	272	664	242	26	13	.00696	.0480	52,475	6,285.18	.....	43,752	62,197	74,135
Bluehill	418	190	73	186	73	171	67	11.4	.....	.00996	.0460	14,300	3,083.31	\$ 500	6,983	17,578	19,099
Brooklin	235	107	48	101	48	95	44	5.2	4	.01248	.0470	6,500	1,466.50	1,091	6,652	8,734	12,205
Brooksville	263	143	60	136	60	120	54	9	4	.01725	.0680	6,400	1,599.70	4,102	8,888	13,228	14,783
Bucksport	958	587	265	552	263	497	227	17	9	.00972	.0700	23,900	4,337.94	.....	20,741	32,354	39,892
Castine	156	.....	50	.....	49	.....	44	.....	3	.01007	.0385	7,579	770.37	.....	6,125	8,742	9,869
Cranberry Isles	121	59	.....	58	.....	52	.....	4	.....	.00942	.0370	3,606	874.34	.....	2,924	4,594	5,050
Dedham	82	50	.....	45	.....	43	.....	2	.....	.00469	.0420	2,000	786.96	.....	1,110	2,928	3,175
Deer Isle	411	212	85	208	84	186	75	12.4	3	.01712	.0700	10,766	2,320.90	4,015	10,499	15,633	16,634
Eastbrook	54	24	.....	22	.....	22	.....	2	.....	.01699	.0540	1,800	1,042.13	426	932	3,108	3,336
Ellsworth	1,038	650	290	610	287	548	257	20	12	.00599	.0510	30,600	5,398.36	.....	24,686	40,888	48,989
Franklin	245	156	51	142	50	128	44	6	2	.01523	.0550	5,485	1,436.21	905	5,725	8,659	9,483
Gouldsboro	279	143	.....	136	.....	129	.....	9	.....	.01372	.0500	7,200	2,273.85	986	4,644	10,925	11,734

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 and part time	Secondary										
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	
Hancock	232	137	19	116	19	107	16	5	1	.01198	.0440	\$4,975	\$1,840.80		\$3,927	\$6,771	\$7,228	
Lamoine	140	102		99		85		3		.01296	.0570	3,500	1,366.00	467	1,782	5,268	5,790	
Mariaville	38	18		18		16		2		.01353	.0560	1,425	616.67	226	1,296	2,227	2,313	
Mount Desert	686	435	130	409	129	379	123	19	9	.00940	.0510	29,600	4,247.85		27,400	44,770	60,869	
Orland	295	165		154		136		5		.01388	.0660	6,000	2,160.50	231	2,697	8,847	9,614	
Otis	56	48		46		38		2		.01319	.0600	1,000	487.53		1,194	1,796	2,206	
Penobscot	205	110	27	108	25	98	22	5	2	.01487	.0640	4,650	1,489.50	2,364	4,684	9,207	9,828	
Sedgwick	237	129	38	109	38	106	34	7.2	2	.01724	.0730	4,850	1,635.80	1,905	5,992	8,701	9,640	
Sorrento	52	26		26		23		2		.00609	.0400	2,145	807.47		1,400	2,789	3,875	
Southwest Harbor	367	233	111	228	110	202	102	8	6	.00804	.0420	12,750	1,799.39		9,948	18,260	99,254	
Stonington	372	217	79	209	79	194	64	6	5	.01548	.0570	10,911	1,806.80	81	8,691	13,631	15,755	
Sullivan	239	143	46	139	45	120	41	6	2	.01329	.0470	6,540	1,485.03		5,663	8,265	8,959	
Surry	131	91		81		71		2		.00746	.0520	3,746	1,748.90		1,043	4,356	4,839	
Swan's Island	125	67		62		56		5		.01387	.0550	2,260	1,025.22		2,690	3,708	4,181	
Tremont	413	262		256		238		12		.01651	.0660	8,290	2,606.92	581	6,619	11,580	13,599	
Trenton	120	77		71		74		3		.01302	.0600	2,350	1,465.00	130	1,870	4,326	4,720	
Verona	123	87		81		70		3		.01667	.0580	2,700	1,233.70	682	1,877	4,213	4,508	
Waltham	51	41		41		38		2		.00942	.0585	845	793.03		992	1,942	2,367	
Winter Harbor	125	80	66	70	66	69	61	3	3	.01013	.0430	7,295	669.22		5,731	7,727	9,311	
Plantations																		
Long Island	28	15		15		13		1		.02820	.0530	1,032	663.91	325	774	1,617	1,694	
Number 33	19	22		22		16		1		.00418	.0310	310	136.10		526	640	787	
Osborn	7	5		5		4		1		.00092	.0218	60	113.30		602	681	763	
Total	9,786	5,684	1,711	5,363	1,697	4,850	1,517	230.2	80			\$291,445	\$62,830.69	\$19,017	\$242,650	\$403,600	\$553,311	

KENNEBEC COUNTY

COMMISSIONER OF EDUCATION

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
Albion	317	194	62	178	62	163	57	7	3	.01565	.0510	\$7,186	\$1,555.04	\$1,576	\$6,191	\$9,132	\$9,561
Augusta	4,921	2,239	997	2,066	969	1,872	915	72	33	.00922	.0440	123,246	18,559.28		119,498	154,790	198,204
Belgrade	316	201	60	192	59	172	51	7.2	3	.01090	.0460	9,350	2,175.79		7,377	12,483	13,851
Benton	437	253		235		202		6.2		.01723	.0550	8,000	2,450.30		4,038	11,587	12,640
Chelsea	339	240		208		184		7		.02006	.0700	5,500	2,144.10	2,244	3,991	9,221	11,508
China	372	201	68	182	68	164	70	6		.01117	.0400	7,950	1,953.53		3,137	10,063	10,894
Clinton	332	209	67	204	67	178	55	7	3	.01265	.0560	8,446	1,886.89		6,694	10,469	12,095
Farmingdale	335	224		203		195		6.1		.01021	.0380	9,300	1,946.50		4,859	11,058	11,744
Fayette	143	81		69		67		4		.01543	.0640	2,666	1,671.70		1,616	4,329	4,760
Gardiner	1,541	971	502	875	496	843	459	28.8	19	.00843	.0400	38,025	6,687.31		46,283	62,220	71,849
Hallowell	1,043	529	180	457	176	452	151	13	6	.00930	.0480	15,425	3,916.50		14,769	20,465	29,594
Litchfield	248	163	41	154	41	133	39	8		.00946	.0630	4,110	1,495.64		3,516	5,869	6,521
Manchester	209	143		132		114		4		.00728	.0400	4,100	1,697.10		2,762	6,060	6,637
Monmouth	427	232	77	220	77	178	68	9		.00715	.0440	11,908	2,002.12		4,766	13,549	15,216
Mount Vernon	240	162		147		131		7		.01247	.0570	4,950	2,046.00		3,106	8,571	9,452
Oakland	813	447	180	420	180	388	160	11.8	8	.01240	.0600	19,325	3,384.74		16,419	25,745	42,684
Pittston	504	205		189		160		9		.00894	.0500	3,800	2,557.60		3,783	7,608	8,252
Randolph	478	320		293		279		7.5		.02361	.0620	9,300	2,318.20	2,738	6,015	14,353	14,936
Readfield	319	155		143		126		6		.01297	.0580	7,350	2,106.10	108	3,225	9,744	10,366
Rome	118	72		66		63		6		.00743	.0410	3,500	1,524.20		3,006	5,163	5,491
Sidney	257	160		144		130		8		.01494	.0610	7,100	2,288.30	1,979	4,306	10,703	11,243
Vassalboro	530	359		313		298		10		.01368	.0550	17,350	3,107.00		5,938	19,749	21,208
Vienna	85	55		54		48		3		.00975	.0580	1,500	775.19		1,398	2,298	2,486
Waterville	4,809	1,878	877	1,707	869	1,643	806	67	27	.01055	.0460	118,571	17,287.61		112,254	137,354	155,227
Wayne	122	81		71		55		3		.01211	.0440	4,035	1,075.80		1,759	5,274	6,974
West Gardiner	289	171		152		137		7		.01495	.0520	6,528	1,849.10	897	3,181	7,980	8,377
Windsor	220	157		124		121		5		.01203	.0490	4,900	1,618.00		2,220	6,316	6,871
Winslow	1,319	577	294	538	291	497	272	17.4	14	.01048	.0410	35,100	5,664.44		24,814	43,214	65,591
Winthrop	803	374	154	353	154	322	139	11	6	.01061	.0470	20,250	3,466.98		15,274	25,361	36,114
Unity Pl.	13	9		9		8		1		.00697	.0550	300	204.70		343	432	459
Total	21,899	11,062	3,559	10,098	3,509	9,333	3,242	365	122			\$519,071	\$101,415.76	\$9,542	\$436,538	\$671,160	\$820,805

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 and part time	Secondary								
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
Appleton	197	134	35	131	34	115	31	5	2	.01731	.0600	\$3,700	\$1,544.69	\$2,037	\$4,030	\$7,249	\$7,662
Camden	825	501	250	476	250	418	224	19.9	10	.00790	.0430	33,645	4,002.82	29,640	41,232	57,843	
Cushing	86	47	.....	43	.....	39	.....	3	.....	.01084	.0500	2,700	1,452.40	1,728	4,112	4,347
Friendship	177	88	25	86	25	69	23	5	1	.00979	.0430	5,168	1,892.45	3,426	7,369	8,496	
Hope	170	92	.....	87	.....	80	.....	3	.....	.00969	.0510	2,900	1,323.00	1,900	4,846	17,468
Isle au Haut	13	6	.....	6	.....	5	.....	1	.....	.00352	.0340	500	124.70	526	1,065	1,296
North Haven	102	57	.....	56	.....	50	.....	3	.....	.00757	.0420	5,950	793.80	4,475	6,271	8,171
Owl's Head	157	116	.....	105	.....	93	.....	4	.....	.00915	.0430	3,705	1,398.30	2,321	5,071	5,529
Rockland	2,194	1,535	432	1,409	432	1,273	394	41.6	19	.00830	.0480	53,550	9,387.77	51,443	68,485	80,523	
Rockport	350	222	83	204	83	178	73	9.8	4	.01019	.0515	15,210	1,980.00	11,398	17,099	18,776	
Saint George	448	266	79	257	79	222	71	11	4	.01520	.0800	10,500	2,411.20	1,841	10,742	17,358	19,646
South Thomaston	130	94	89	77	501486	.0610	3,000	1,447.00	1,133	2,817	5,439	5,582
Thomaston	503	327	155	316	155	297	147	10.2	4	.00695	.0500	16,600	2,169.76	14,339	21,147	28,038	
Union	318	166	79	155	78	141	74	5	3	.01186	.0500	6,850	1,850.22	5,345	9,595	12,462	
Vinalhaven	441	248	91	242	90	225	88	9	3	.01337	.0590	11,250	2,235.90	9,583	13,935	15,218	
Warren	357	188	63	177	62	161	58	7.2	2	.00111	.0520	8,775	2,094.84	300	6,064	11,211	12,076
Washington	216	112	47	102	47	96	41	4	2	.00953	.0850	3,500	1,277.20	748	3,307	6,024	6,334
Matinicus Isle Pl.	45	20	.....	19	.....	17	.....	1	.....	.02140	.0420	1,045	446.41	853	1,423	1,575
Total	6,729	4,219	1,339	3,960	1,335	3,556	1,224	147.7	54			\$188,548	\$37,832.46	\$6,059	\$163,937	\$248,931	\$311,042

LINCOLN COUNTY

COMMISSIONER OF EDUCATION

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1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
Alna	99	47		45		36		2		.01061	.0540	\$2,000	\$878.41		\$1,035	\$2,464	\$2,684
Boothbay	359	201	37	193	37	170	32	9	2	.01210	.0600	13,184	2,882.10	\$ 995	8,511	15,776	17,676
Boothbay Harbor	574	319	183	311	182	277	165	11	6	.00604	.0410	15,442	2,617.28		16,953	22,075	26,547
Bremen	121	72		63		58		4		.01242	.0590	2,450	1,061.47		2,108	4,002	4,388
Bristol	484	186	74	180	74	166	65	9	4	.01143	.0464	11,475	2,498.58		9,676	13,148	15,588
Damariscotta	265	159		147		143		4		.00898	.0520	7,000	1,803.50		2,772	9,615	12,414
Dresden	282	116	35	98	35	102	31	6		.00540	.0450	2,025	1,357.01		2,580	3,310	3,778
Edgecomb	179	59		51		50		4.2		.01127	.0570	3,000	1,460.10		2,040	4,897	5,062
Jefferson	307	169	21	159	20	157	19	6	1	.01124	.0650	5,740	2,180.68	339	3,693	9,148	10,014
Newcastle	290	154		151		141		7		.01366	.0540	5,200	2,251.00		4,333	11,151	12,414
Nobleboro	204	107		91		90		4		.01238	.0540	4,615	1,887.60	341	2,516	6,980	7,590
South Bristol	189	71	26	70	26	66	24	4	2	.00499	.0370	8,150	4,959.10		4,997	7,903	8,761
Southport	125	68		66		59		4		.00456	.0370	5,182	1,437.50		3,187	6,895	8,066
Waldoboro	693	372	140	349	140	316	128	14	6	.01223	.0560	16,544	3,666.63		12,861	21,591	24,332
Westport	27	15		14		12		1		.00579	.0430	700	401.30		510	1,417	1,573
Whitefield	253	152	24	136	23	134	18	7	1	.01115	.0500	4,500	2,262.78		3,592	6,920	7,366
Wiscasset	410	167	54	162	54	143	50	9.6		.00819	.0476	9,250	2,190.77		6,022	11,119	13,201
Monhegan Pl.	26	14		14		12		1		.00514	.0265	1,100	180.51		948	1,399	1,696
Somerville Pl.	111	77		73		60		3		.02186	.0900	1,460	862.63		835	1,506	3,528
Total	4,998	2,525	594	2,373	591	2,192	532	109.8	22			\$119,017	\$32,838.95	\$2,510	\$89,840	\$163,338	\$186,792

OXFORD COUNTY

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
Andover	218	126	37	122	37	112	32	6	2	.01298	.0590	\$6,910	\$1,204.20		\$5,754	\$8,214	\$8,975
Bethel	562	400		375		337		16		.01513	.0500	22,824	3,667.80	\$370	9,947	26,406	27,965
Brownfield	182	103	26	90	26	85	23	5.8	2	.01766	.0660	5,790	1,394.30	1,159	5,980	9,712	10,533
Buckfield	261	155	93	143	93	131	83	7.2	5	.01593	.0530	7,150	1,583.00	129	7,452	11,557	15,410
Byron	35	22		20		18		1		.00745	.0470	1,405	324.84		676	2,029	2,124
Canton	249	128	61	128	61	107	52	5.3	3	.01616	.0720	6,000	1,144.69	1,294	6,616	10,659	11,500
Denmark	144	90	34	85	34	78	29	3.2	2	.01361	.0550	5,311	1,093.60	66	3,658	6,442	7,590
Dixfield	536	261	99	254	98	232	91	7	4	.01551	.0530	13,150	2,490.92		10,017	17,104	19,607
Fryeburg	472	307		287		252		10.7		.01516	.0530	18,610	2,766.80	529	8,177	21,577	22,626
Gilead	42	24		21		20		1		.00551	.0430	1,175	289.49		687	1,419	1,580
Greenwood	190	98		94		86		7		.01723	.0670	5,900	2,061.00	834	3,527	8,731	9,718
Hanover	45	28		24		23		1		.01478	.0400	1,800	433.50		756	2,176	2,312
Hartford	149	61		61		58		5		.00896	.0530	2,900	1,689.10		2,333	4,768	5,107
Hebron	148	87		79		76		5		.01081	.0570	2,875	1,681.20		2,777	5,929	6,365
Hiram	249	143		136		129		4.2		.01303	.0540	6,620	1,593.10	278	2,273	10,488	11,219

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 expenditures for school maintenance	Total expenditures for all school purposes
	Elementary	Secondary	Elementary	Secondary	Elementary	Secondary	Elementary	Secondary	Elementary and part time	Secondary								
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	
Lovell.....	163	107	.....	95	.....	88	.....	4 2	.....	.00775	.0330	\$ 7,775	\$ 1,729.70	\$.....	\$ 3,107	\$ 9,194	\$ 10,097
Mexico.....	1,633	657	330	627	328	584	301	19 8	12	.01808	.0720	26,791	6,048.74	3,857	23,479	34,335	39,928	
Newry.....	54	37	.....	30	.....	31	.....	3	.....	.00934	.0400	2,975	1,077.93	.....	1,961	3,420	3,800
Norway.....	1,130	550	270	529	268	479	249	18	12	.01499	.0560	31,440	5,247.13	.....	25,754	41,367	53,997
Oxford.....	473	205	56	196	55	176	49	9	3	.01550	.0550	8,700	2,162.65	1,132	8,890	13,762	14,893	
Paris.....	1,130	705	232	650	228	628	203	21	13	.01356	.0460	32,350	5,718.44	.....	25,389	40,931	64,374
Peru.....	315	192	.....	175	.....	167	.....	5	.....	.00814	.0480	8,400	2,283.50	.....	3,270	11,544	15,861
Porter.....	226	151	63	143	63	133	54	5 2	3	.01563	.0680	4,612	1,418.17	1,907	5,949	9,576	12,329	
Roxbury.....	114	64	.....	62	.....	56	.....	4	.....	.01251	.0560	3,076	1,312.17	302	1,837	4,703	4,954
Rumford.....	3,373	1,315	677	1,223	675	1,165	666	49	15	.01269	.0590	89,520	12,353.17	.....	76,680	105,184	119,163
Stoneham.....	68	42	.....	39	.....	37	.....	2	.....	.01226	.0430	2,300	1,129.20	263	1,270	3,482	3,612
Stow.....	49	25	.....	20	.....	21	.....	1	.....	.00935	.0440	1,100	693.10	.....	702	1,899	2,146
Sumner.....	197	93	.....	93	.....	86	.....	4 2	.....	.01307	.0590	4,225	1,890.30	82	2,642	6,471	6,828
Sweden.....	64	41	.....	38	.....	34	.....	2	.....	.00865	.0520	2,075	954.00	.....	941	2,636	2,880
Upton.....	55	43	.....	39	.....	38	.....	3	.....	.01377	.0640	1,900	363.67	.....	1,803	2,619	2,715

OXFORD COUNTY — Concluded

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
Waterford.....	350	188	.....	173	.....	158	.....	7	.....	.01601	.0670	8,800	2,265.00	634	4,526	12,159	12,852
Woodstock.....	269	153	52	147	52	137	46	7	3	.01625	.0640	8,300	1,546.55	592	7,221	11,460	12,553
Plantations																	
Lincoln.....	41	23	.....	23	.....	23	.....	2	.....	.00296	.0270	3,750	914.00	.....	1,634	6,064	6,568
Magalloway.....	37	26	.....	25	.....	22	.....	2	.....	.00968	.0550	3,200	670.30	.....	1,738	5,431	5,812
Milton.....	48	35	.....	33	.....	30	.....	1	.....	.01867	.0850	900	400.37	191	684	1,652	1,727
Total.....	13,271	6,685	2,030	6,279	2,018	5,840	1,878	254.8	79			\$360,609	\$73,595.63	\$13,619	\$270,105	\$475,100	\$559,720

PENOBSCOT COUNTY

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
Alton.....	113	63	.....	60	.....	54	.....	3	.....	.02238	.0870	2,000	\$ 1,214.70	\$ 966	\$ 1,616	\$ 4,897	5,051
Bangor.....	7,674	4,036	1,368	3,569	1,357	3,242	1,174	134	51	.01132	.0400	269,673	31,753.94	.....	250,929	313,329	379,366
Bradford.....	228	149	31	140	31	122	26	5	2	.01206	.0550	4,325	1,133.20	1,800	3,758	7,351	8,122
Bradley.....	204	108	.....	98	.....	99	.....	4	.....	.01253	.0740	3,675	1,587.60	.....	2,515	5,716	6,028
Brewer.....	1,891	1,014	593	924	577	875	541	31	23	.01139	.0464	55,561	8,478.41	.....	51,516	72,302	86,183
Burlington.....	122	72	.....	65	.....	63	.....	4	.....	.00971	.0560	1,850	1,051.78	.....	1,904	3,143	3,389
Carmel.....	312	208	51	193	49	176	43	7	2	.01487	.0550	5,500	1,671.55	1,324	5,181	8,271	8,827
Charleston.....	247	162	50	152	50	140	43	5.2	.....	.01688	.0650	6,200	1,169.30	1,041	3,260	8,378	10,358
Chester.....	92	49	.....	49	.....	42	.....	3	.....	.01558	.0810	137	953.47	.....	1,167	2,081	2,312
Clifton.....	49	30	.....	29	.....	23	.....	2	.....	.01775	.0820	1,400	538.84	343	1,176	2,607	3,109
Corinna.....	558	303	70	273	70	260	70	11.4	.....	.01421	.0480	12,300	2,772.56	1,464	6,256	15,088	16,245
Corinth.....	302	187	55	172	55	166	50	6.3	.....	.01399	.0470	8,413	1,407.98	529	3,690	9,362	9,811
Dexter.....	1,391	671	247	625	246	587	220	25.2	8	.01256	.0490	28,505	5,711.94	.....	25,979	39,709	47,008
Dixmont.....	156	111	.....	93	.....	79	.....	5	.....	.01282	.0700	2,950	1,756.40	735	2,481	5,560	5,795
East Millinocket.....	502	356	127	350	127	333	123	11	5	.01464	.0550	25,394	2,594.87	.....	20,969	27,905	35,553

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	Elementary and part time	Secondary								
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	
Eddington	181	117		110		101		5		.01555	.0540	\$ 4,200	\$ 1,543.90	\$ 884	\$ 3,059	\$ 6,280	\$ 6,740	
Edinburg	12	8		7		8		1		.00421	.0620	375	157.33		408	502	577	
Enfield	391	226		215		203		7		.01475	.0520	8,399	2,242.90	684	4,703	11,597	16,450	
Etna	175	110		106		90		4		.01841	.0640	3,100	1,432.50	1,422	2,164	5,440	5,730	
Exeter	219	152	26	148	26	126	22	5	2	.01391	.0700	5,293	1,116.10	1,489	4,324	8,515	9,165	
Garland	216	109	27	102	27	91	23	6	2	.01660	.0800	4,675	1,403.48	1,506	4,744	7,246	7,635	
Glenburn	175	106		101		92		4		.01405	.0530	3,500	1,410.28	559	1,732	6,795	7,126	
Greenbush	126	95		90		80		5		.01876	.1170	3,170	887.75	1,610	3,078	5,122	5,435	
Greenfield	34	22		19		19		2		.00703	.0550	1,000	344.60		1,080	1,403	1,576	
Hampden	818	546	146	489	146	451	120	18.6		.01741	.0480	16,200	4,036.59	3,718	9,855	19,838	22,999	
Hermon	443	306	71	266	70	253	58	11	3	.01640	.0520	8,675	2,513.23	3,283	8,179	11,516	16,430	
Holden	224	127		114		108		5		.01619	.0560	4,400	1,725.60	876	2,810	6,925	7,334	
Howland	571	365	180	353	179	320	156	9	6	.00942	.0440	9,200	2,391.34		12,213	15,751	16,937	
Hudson	133	96		88		77		3		.01557	.0710	2,400	883.59	281	1,601	4,282	4,518	
Kenduskeag	109	79		76		58		2		.01518	.0590	2,600	1,107.10	337	1,366	3,931	4,023	
Lagrange	143	98	31	92	31	86	27	4	2	.01567	.0570	4,500	964.91	769	4,669	7,053	7,388	
Lee	221	128	42	126	42	116	41	6		.02749	.0750	6,500	1,511.20	3,455	4,215	12,221	12,945	
Levant	219	160		147		130		6		.01730	.0650	4,200	1,816.10	1,592	2,878	8,531	9,044	
Lincoln	1,210	707	228	680	225	639	201	25.6	9	.01878	.0630	29,313	5,964.22	3,785	28,448	39,934	44,206	

PENOBSCOT COUNTY — Concluded

COMMISSIONER OF EDUCATION

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1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
Lowell	60	31		31		29		2		.01350	.0800	1,388	657.85	4	1,050	2,109	2,725
Mattawamkeag	252	196	48	168	47	152	44	7	2	.01538	.0630	6,636	1,245.86	98	6,628	9,572	10,850
Maxfield	27	11		11		10		1		.00951	.0640	550	284.63		540	1,051	1,126
Medway	260	150	42	157	42	131	38	4	3	.02210	.0930	7,560	1,171.48	858	5,623	10,493	14,512
Milford	413	254		248		224		6		.01221	.0580	8,340	2,084.70		4,127	10,107	10,327
Millinocket	2,414	1,406	493	1,352	491	1,244	464	38	19	.01574	.0590	73,961	9,964.81		67,449	91,222	109,149
Newburg	185	138		125		115		7		.01377	.0600	3,200	1,851.50	1,247	3,540	6,639	6,959
Newport	601	318	173	284	170	275	156	10.4	7	.00809	.0470	10,830	2,681.19		12,545	20,355	23,069
Old Town	2,386	1,057	588	993	586	935	530	30	19	.01104	.0530	46,281	9,101.31		49,220	66,480	74,598
Orono	940	497	198	480	196	430	187	14	7	.01083	.0470	25,849	3,988.49		23,014	30,750	32,901
Orrington	435	252		335		217		8		.01848	.0500	11,600	2,846.50	1,293	5,897	15,213	18,160
Passadumkeag	103	53		53		46		2		.01276	.0740	1,519	802.49	174	1,152	2,761	2,844
Patten	434	308	75	277	75	272	65	9		.01795	.0580	11,000	2,209.89	1,131	6,131	13,231	14,105
Plymouth	188	106	13	83	13	85	13	4.2	1	.01779	.0680	3,582	1,691.27	1,313	3,149	6,932	7,315
Prentiss	130	71		65		56		4		.01616	.0970	2,200	1,173.88	907	2,525	4,947	5,192
Springfield	159	109	33	107	33	94	30	3		.02918	.1090	4,500	898.57	1,286	1,903	5,602	5,901
Stetson	143	77	22	71	22	61	15	4	2	.01815	.0610	3,090	1,060.11	1,789	3,798	6,088	6,422
Veazie	155	90		86		80		4.2		.01048	.0360	6,750	1,394.50		4,195	8,624	11,128
Winn	204	131	32	124	32	113	29	5	2	.01590	.0820	4,578	1,034.72	602	4,741	7,933	8,287
Woodville	42	26		24		22		3		.00398	.0600	466	482.43		828	1,639	2,012
Plantations																	
Carroll	102	70		62		55		3		.01460	.0800	2,000	1,493.80	1,503	1,750	5,642	5,818
Drew	27	15		15		13		1		.00570	.0450	550	594.63		511	1,232	1,299
Grand Falls	20	12		12		10		1		.00585	.0460	50	236.67		464	635	679
Kingman	118	82		77		73		3		.02269	.0730	2,000	1,102.20	858	1,689	3,222	3,423
Lakeville	19	13		13		10		1		.00109	.0233	300	745.20		648	2,055	2,161
Mount Chase	87	51		49		46		3		.02613	.0740	2,400	711.97	1,138	1,751	3,751	4,005
Sebouis	18	11		7		8		1		.00004	.0210		287.80		700	1,163	1,439
Stacyville	182	128		117		113		5		.02471	.0700	4,200	1,545.80	1,247	3,315	9,262	9,966
Webster	32	23		25		20		1		.00511	.0460	240	160.80		563	732	797
Total	29,597	16,773	5,060	15,472	5,015	14,248	4,509	571.1	177			\$795,113	\$150,705.31	\$49,900	\$703,389	\$1,058,024	\$1,230,584

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 and part time	Secondary								
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
Abbot.....	165	100	.....	95	.....	82	.....	5	.....	.02649	.0750	\$ 4,650	\$ 1,713.50	\$ 2,276	\$ 3,974	\$ 9,570	\$ 16,676
Atkinson.....	118	61	.....	61	.....	49	.....	4	.....	.01481	.0630	3,416	1,324.20	388	2,099	5,679	6,283
Blanchard.....	32	23	.....	18	.....	19	.....	1	.....	.00515	.0490	730	410.80	.....	612	1,268	1,459
Bowerbank.....	14	.....	.....	.....	.....	.....	.....	.....	.....	.00439	.0320	650	143.93	.....	.....	937	1,022
Brownville.....	633	330	144	322	144	293	126	11	8	.01946	.0490	19,500	3,276.96	1,145	18,052	24,136	26,211
Dover-Foxcroft.....	1,213	721	265	671	265	623	235	27	.....	.01330	.0500	39,350	6,342.01	.....	20,351	45,874	50,248
Greenville.....	632	370	154	370	154	364	148	12	8	.01446	.0520	15,000	2,825.14	.....	12,963	19,768	24,850
Guilford.....	472	322	119	311	118	292	112	10	4	.01404	.0470	15,285	2,694.27	.....	13,489	19,765	23,085
Medford.....	62	35	.....	33	.....	28	.....	3	.....	.01691	.1030	1,700	857.18	431	1,539	3,604	3,780
Milo.....	1,040	625	247	596	242	558	229	19	9	.01313	.0570	25,400	4,714.31	.....	22,249	33,228	39,613
Monson.....	292	165	69	162	69	149	63	6	.....	.01702	.0600	7,500	1,721.39	1,059	3,909	9,952	10,816
Orneville.....	79	44	.....	41	.....	36	.....	2	.....	.01527	.0900	1,750	869.49	569	1,270	2,828	3,064
Parkman.....	165	117	.....	110	.....	97	.....	7	.....	.01181	.0570	3,975	1,813.50	857	3,349	5,622	6,051
Sangerville.....	395	232	71	224	71	214	66	10	3	.01564	.0640	10,600	2,250.50	1,075	10,442	13,718	14,822
Sebec.....	112	71	.....	62	.....	56	.....	3	.....	.01094	.0420	3,400	1,212.80	.....	1,622	4,765	5,207
Shirley.....	89	50	.....	50	.....	48	.....	2	.....	.01600	.0550	2,025	928.20	.....	1,296	3,172	3,398
Wellington.....	121	93	.....	78	.....	76	.....	3	.....	.01162	.0900	1,650	1,343.55	.....	1,621	3,729	4,148
Williamsburg.....	43	31	.....	31	.....	28	.....	1	.....	.01471	.0560	1,150	401.70	41	523	1,406	1,556
Willimantic.....	54	36	.....	32	.....	32	.....	3	.....	.01287	.0730	1,810	619.27	183	1,814	2,705	2,889

PISCATAQUIS COUNTY — Concluded

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
Plantations																	
Barnard	24	11		11		9		1		.00426	.0410	475	285.60		547	771	888
Elliottsville	29	22		21		18		2		.00571	.0320	1,325	355.10		1,225	2,012	2,202
Kingsbury	15	7		5		5		1		.00383	.0460	725	260.17		528	788	1,010
Lake View	19	18		17		16		1		.00010	.0200		136.10		778	1,687	1,797
Total	5,818	3,484	1,069	3,321	1,063	3,092	979	134	32			\$162,066	\$36,499.67	\$8,024	\$124,252	\$216,984	\$251,075

SAGADAHOC COUNTY

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
Arrowsic	28	22		18		17		1		.01110	.0510	\$ 700	\$ 234.42		\$ 589	\$ 1,261	\$ 1,380
Bath	2,694	1,399	590	1,279	577	1,149	505	44	20	.00813	.0450	61,553	10,842.82		58,818	77,607	91,294
Bowdoin	207	126		111		98		7		.01245	.0620	3,550	2,134.30	\$ 1,228	4,041	8,650	9,214
Bowdoinham	257	148	44	132	44	112	37	6	2	.01341	.0560	6,150	1,461.06	70	5,240	8,649	9,709
Georgetown	91	59		59		51		2		.00525	.0430	2,025	857.78		1,340	3,061	3,295
Phippsburg	279	198		179		151		9		.00836	.0470	6,200	2,058.07		4,446	8,689	9,543
Richmond	562	311	98	296	98	261	86	9	4	.01338	.0600	13,500	2,350.30	425	10,220	17,905	18,807
Topsham	702	314		282		254	15.4			.01338	.0410	18,850	3,813.80		9,835	23,571	26,425
West Bath	74	53		50		38		2		.00682	.0330	2,199	1,040.60		1,404	3,331	3,786
Woolwich	286	180		152		146		9		.01120	.0590	7,500	2,103.40	842	4,562	9,828	12,703
Total	5,180	2,810	732	2,558	719	2,277	628	104.4	26			\$122,227	\$26,896.55	\$2,565	\$100,495	\$162,552	\$186,156

SOMERSET COUNTY

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
Anson	646	388		364		338		17.2		.01542	.0780	\$ 15,300	\$ 3,777.40	\$ 3,157	\$ 10,685	\$ 25,226	\$ 28,540
Athens	231	148	34	140	34	123	26	6		.01399	.0750	4,750	1,165.31	770	2,873	6,678	7,272
Bingham	332	175	103	156	102	157	90	5.2	5	.00606	.0415	5,294	1,261.09		6,462	9,911	12,318
Cambridge	92	77		64		58		3		.00906	.0500	1,300	1,174.80	50	1,365	2,980	3,240
Canaan	231	156		153		134		4		.01305	.0550	4,475	2,038.90		2,356	6,875	7,365

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	Elementary and part time	Secondary								
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	
Cornville.....	191	117	.....	100	.....	89	.....	5	.....	.01209	.0600	\$ 5,000	\$ 1,562.90	\$ 601	\$ 2,520	\$ 6,789	\$ 7,128
Detroit.....	159	82	.....	75	.....	78	.....	3.2	.....	.01618	.0550	2,950	1,433.35	893	1,728	5,046	5,340
Embsden.....	99	55	.....	54	.....	47	.....	4	.....	.00961	.0530	2,000	1,450.10	.....	2,179	4,130	4,372
Fairfield.....	1,802	611	395	542	385	495	348	20	14	.01097	.0530	26,400	6,618.09	.....	23,977	38,701	50,202
Harmony.....	258	170	52	162	48	144	48	6	3	.01648	.0700	5,800	1,327.89	1,519	6,455	10,471	10,946	
Hartland.....	328	227	69	209	69	191	63	5	.....	.01097	.0610	7,500	1,467.48	.....	4,354	9,932	17,800
Madison.....	1,239	723	304	677	300	616	282	23	15	.01017	.0440	39,512	5,663.56	.....	32,166	47,209	71,765
Mercer.....	104	67	.....	61	.....	54	.....	5	.....	.01124	.0690	1,800	1,228.71	.....	2,160	3,589	3,916
Moscow.....	150	90	.....	88	.....	79	.....	4.1	.....	.00136	.0200	4,500	1,395.00	.....	3,260	5,926	6,502
New Portland.....	248	132	59	128	58	118	53	7.2	3	.01892	.0830	6,000	1,469.07	2,660	7,323	12,656	13,377	
Norridgewock.....	499	296	113	274	112	252	104	6.2	6	.01341	.0710	9,500	2,619.27	.....	6,813	13,428	18,404
Palmyra.....	290	146	.....	133	.....	114	.....	6	.....	.01749	.0680	5,900	1,996.00	1,154	3,249	9,648	10,277
Pittsfield.....	881	588	.....	537	.....	508	.....	16.4	.....	.01351	.0520	27,562	4,513.90	.....	12,816	34,692	37,649
Ripley.....	127	72	.....	71	.....	67	.....	4	.....	.01440	.0650	2,442	1,264.40	44	1,693	4,426	4,713
Saint Albans.....	352	185	.....	162	.....	151	.....	7.2	.....	.01674	.0630	6,600	2,388.80	2,335	4,004	10,308	10,819
Skowhegan.....	2,084	940	442	858	434	773	391	30.7	13	.01077	.0480	58,617	8,552.99	.....	41,798	67,800	94,024
Smithfield.....	103	64	.....	61	.....	52	.....	3	.....	.00808	.0550	2,000	1,364.63	500	1,590	3,651	9,505
Solon.....	281	154	56	145	55	134	50	6	3	.01160	.0660	6,660	1,615.35	419	6,627	9,492	10,070	
Starks.....	101	67	.....	65	.....	60	.....	3	.....	.01192	.0680	2,650	1,514.35	.....	1,206	4,185	4,336

SOMERSET COUNTY — Concluded

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
Plantations																	
Bigelow	8										.0810		15.20			1,075	1,201
Brighton	62	30		30		27		2		.00707	.0520	1,200	484.47		1,051	1,842	2,018
Caratunk	33	16	10	16	10	15	9	1	1	.00545	.0480	1,638	257.17		2,066	2,912	3,381
Concord										.01403	.0890	1,400			1,350	3,115	3,350
Dead River	21	17		11		12		1		.00727	.0430	600	352.87		728	2,259	2,484
Dennistown	21	8		8		8		1		.00158	.0230	300	139.90		673	1,295	1,514
Flagstaff	60	41	22	41	22	38	20	2	2	.01463	.0560	2,500	482.09	146	3,114	5,461	7,271
Highland	15	10		10		8		1		.00161	.1050	100	128.50		642	1,162	1,251
Jackman	293	80	56	80	56	77	53	3	2	.01039	.0520	5,450	1,005.39		5,015	8,549	9,131
Lexington	49	32		28		26		1		.01021	.0660	1,800	557.33	186	864	2,036	2,205
Moose River	71	37		37		35		2		.00650	.0490	1,800	1,034.90		1,507	3,988	4,844
Pleasant Ridge	34	17		17		16		1		.00113	.0180	3,700	689.60		790	4,620	4,745
The Forks	36	22		20		18		2		.00250	.0350	750	701.73		1,160	2,804	3,081
West Forks	32	22	11	19	11	19	10	1	1	.00122	.0280	300	229.24		2,066	3,067	3,554
Total	11,563	6,062	1,726	5,596	1,696	5,131	1,547	218.4	68			\$275,990	\$64,941.73	\$14,434	\$210,685	\$398,024	\$499,910

WALDO COUNTY

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
Belfast	1,562	904	347	837	342	753	307	23	15	.00919	.0530	\$ 29,950	\$ 6,442.21		\$ 31,420	\$ 42,951	\$ 50,328
Belmont	57	33		28		22		4		.01131	.0390	1,490	473.70		523	1,719	1,780
Brooks	221	147	65	140	65	122	59	4	4	.01658	.0600	5,500	1,201.52	\$ 1,600	5,914	9,634	10,193
Burnham	236	121		111		99		6		.01210	.0360	4,500	1,748.40	1,593	2,635	6,779	7,088
Frankfort	191	97	31	92	31	78	26	4.3	2	.01275	.0630	4,500	1,086.08	531	4,188	6,144	6,665
Freedom	200	96		85		79		3		.01546	.0700	3,050	1,380.00	542	1,496	4,976	5,356
Islesboro	234	117	51	116	51	107	48	6	3	.00964	.0580	10,300	1,544.60		7,678	11,792	12,843
Jackson	85	49		47		43		2		.00961	.0710	1,550	1,047.47		896	2,579	2,776
Knox	173	74		74		66		3		.01027	.0710	2,500	1,703.70	365	1,336	4,679	4,774
Liberty	174	95	71	86	70	79	62	4	3	.01743	.0660	4,000	1,199.68	1,448	4,871	9,257	9,814

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 and part time	Secondary								
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
Lincolnton	315	143	26	132	104	6	6	0.01202	0.0440	\$ 6,050	\$ 1,898.50	\$ 215	\$ 3,204	\$ 9,065	\$ 9,426		
Monroe	189	115	26	100	93	21	6.5	0.01577	0.0850	3,765	1,609.10	2,983	6,009	9,446	10,279		
Montville	181	110		104	84	4	4	0.01568	0.0840	3,000	1,518.90	549	1,736	6,559	6,910		
Morrill	99	56		53	46	3	3	0.01483	0.0540	2,010	1,144.61	874	1,344	3,105	3,313		
Northport	185	103		94	84	4	4	0.00525	0.0350	4,100	1,451.50		1,833	4,076	5,150		
Palermo	136	78		74	71	4	4	0.01285	0.0610	3,000	1,461.92		1,840	5,209	5,344		
Prospect	150	83		75	70	3.2	3.2	0.01605	0.0560	3,550	1,106.67	539	1,774	5,086	5,399		
Searsmont	165	104		101	85	5	5	0.00812	0.0580	2,900	1,497.37		2,195	4,577	4,838		
Searsport	332	222	53	210	183	48	48	0.01335	0.0530	11,238	1,819.48		9,689	13,567	16,864		
Stockton Springs	268	135	67	128	67	115	61	0.01321	0.0610	7,250	1,670.65	83	6,380	10,169	11,320		
Swanville	107	66		65	58	4.2	4.2	0.01285	0.0610	2,300	1,086.03	643	2,171	4,438	4,807		
Thorndike	126	72		71	60	3	3	0.00949	0.0600	3,200	1,539.40		1,715	4,952	5,278		
Troy	206	121		106	98	6	6	0.01300	0.0580	3,800	1,691.40	1,063	2,399	6,529	6,775		
Unity	290	158	83	145	138	72	72	0.00967	0.0440	6,225	1,364.86		5,755	9,158	12,497		
Waldo	116	78		75	64	3	3	0.01395	0.0530	2,850	1,470.40	660	1,372	4,031	4,236		
Winterport	463	259	91	241	88	223	78	0.01863	0.0710	11,349	2,519.92	2,569	8,201	18,117	19,456		
Total	6,461	3,636	885	3,393	875	3,024	782	135.7	44		\$143,927	\$42,678.27	\$16,257	\$118,574	\$219,194	\$243,519	

WASHINGTON COUNTY

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
Addison	247	141	39	132	39	128	35	7	2	.02137	.0800	\$ 5,125	\$ 1,564.35	\$ 2,389	\$ 6,383	\$ 11,554	\$ 12,554
Alexander	99	48		48		40		3		.00751	.0580	900	568.10		1,289	1,847	2,022
Baileyville	717	383	174	379	173	361	158	16	8	.01141	.0460	30,142	3,346.94		23,459	34,037	43,011
Baring	66	39		38		36		2		.01174	.0770	1,400	918.73	40	1,073	2,633	2,997
Beals	175	94	14	85	14	84	11	4	2	.02300	.0920	2,300	932.50	1,630	4,047	5,278	6,242
Beddington	4	5		5		3		1		.00595	.0630	175	107.60		320	363	399
Brookton	112	73		72		66		2		.01737	.0600	1,250	1,160.91	185	1,178	2,706	2,894
Calais	1,502	702	354	641	352	596	330	25	3	.01028	.0540	29,516	6,168.04		31,082	42,446	48,002
Centerville	39	29		19		22		1		.00448	.0470	500	435.21		576	1,035	1,264
Charlotte	96	65		62		57		4		.01001	.0600	2,250	836.20	1,259	1,896	3,407	3,579
Cherryfield	326	179		179		154		7		.01505	.0540	6,250	2,119.40	845	3,664	9,224	10,062
Columbia	149	84		80		71		3		.01178	.0800	2,144	1,400.48	161	1,355	3,530	3,991
Columbia Falls	193	109	49	109	49	101	47	6	2	.01399	.0570	2,950	1,112.83	2,188	4,955	6,400	7,006
Cooper	57	41		40		35		2		.00944	.0640	943	481.63		880	1,534	1,591
Crawford	39	22		22		18		1		.00693	.0480	750	313.05		487	957	1,165
Cutler	167	89		84		74		4		.01851	.0670	2,500	1,150.63	585	2,268	4,255	4,574
Danforth	516	306	153	282	149	259	133	9	5	.01399	.0800	8,000	2,225.66	2,053	10,069	14,835	15,873
Denblos	9	5		5		5		1		.00821	.0500	342	117.10		384	446	489
Denysville	105	54	55	53	53	51	47	3	3	.02326	.0850	2,625	614.87	1,410	4,991	7,185	7,703
East Machias	401	225		209		191		9.5		.01761	.0690	8,500	2,411.90	2,467	6,039	13,515	14,386
Eastport	984	564	290	538	289	492	241	18	10	.01298	.0710	19,106	4,540.93	3,561	21,513	30,614	35,470
Harrington	316	203	59	191	59	178	55	8	2	.01607	.0760	5,150	1,582.31	2,272	6,849	10,378	12,909
Jonesboro	167	94	32	88	32	85	28	4	2	.01898	.0670	3,100	1,014.09	2,041	4,373	6,107	6,547
Jonesport	606	324	105	306	104	285	92	12	4	.01583	.0645	10,000	2,838.77	3,820	11,887	18,374	19,715
Lubeck	1,069	544	150	519	148	489	139	19	6	.02024	.0540	23,275	4,840.23	2,058	22,563	32,558	34,895
Machias	580	349	188	339	188	306	169	13	8	.01243	.0570	15,115	2,343.57	1,121	16,123	20,875	24,896
Machiasport	283	154		148		134		10.5		.02056	.0700	4,900	2,287.70	1,862	6,078	10,545	11,118
Marion										.01217	.0950	350			495	774	813
Marshfield	46	29		26		23		2		.01745	.0670	1,100	637.92	560	1,082	2,147	2,301
Meddybemps	47	31		29		26		1		.01202	.0920	600	321.90		480	1,048	1,076

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 and part time	Secondary								
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
Milbridge.....	438	239	60	233	59	207	53	7	2	.01429	.0590	\$6,775	\$1,900.47	\$1,428	\$6,524	\$10,244	\$11,076
Northfield.....	18	7		7		6		1		.01064	.0410	800	442.27		510	1,174	1,459
Pembroke.....	253	156	102	151	100	129	92	5	3	.01506	.0600	4,950	1,414.85	1,567	5,359	9,561	10,135
Perry.....	222	135		119		105		6		.01790	.0560	4,102	1,921.80	1,770	3,493	8,476	8,906
Princeton.....	331	193	80	182	78	166	68	7	3	.01764	.0830	7,416	1,581.17	1,769	8,760	16,689	17,906
Robbinston.....	189	114		111		100		3		.00961	.0530	2,400	1,546.10		1,532	4,102	4,229
Roque Bluffs.....	44	27		27		23		1		.02112	.0550	1,150	456.23	373	552	1,739	1,820
Steuben.....	206	119	38	119	38	111	35	6	2	.01541	.0700	4,320	1,563.11	2,006	5,014	8,800	9,297
Talmadge.....	10									.00907	.0440	253	196.50			431	478
Topsfield.....	75	36		36		33		2		.00993	.1040	970	733.55		919	1,890	1,999
Trescott.....	178	104		100		91		5		.02214	.0800	1,300	1,388.87	1,148	2,730	4,724	4,963
Vanceboro.....	219	100	65	96	65	90	54	4	2	.01897	.0540	5,800	1,002.96	698	5,237	7,220	8,856
Waite.....	39	34		30		27		2		.00829	.0420	637	349.62		977	1,407	1,527
Wesley.....	58	30		28		24		3		.01670	.0930	1,300	751.04	763	1,571	2,659	3,014
Whiting.....	144	76		72		68		4		.01062	.0370	1,765	1,373.60		1,776	3,785	4,041
Whitneyville.....	103	64		63		59		2		.01139	.0550	1,607	1,071.13	89	1,156	2,826	2,979
Plantations																	
Codyville.....	28	20		17		17		1		.00080	.0600	75	251.50		577	989	1,113
Grand Lake Stream.....	62	30	12	30	12	28	10	2	1	.00955	.0470	1,500	590.05		2,114	2,741	11,605
Number 14.....	35	22		22		17		2		.00201	.0490	225	378.78		800	1,431	1,499
Number 21.....	42	32		32		29		1		.00136	.0330	125	219.80		612	827	1,053
Total.....	11,811	6,523	2,019	6,203	1,995	5,700	1,797	262	70			\$238,728	\$67,526.95	\$44,118	\$248,101	\$392,322	\$447,499

YORK COUNTY

COMMISSIONER OF EDUCATION

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1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
Acton.....	112	65	63	57	401382	.0500	\$ 4,500	\$ 1,602.80	\$ 2,077	\$ 5,749	\$ 6,014
Alfred.....	278	164	47	162	47	144	43	4.2	2	.01368	.0510	8,700	1,339.78	.....	5,472	10,409	10,956
Berwick.....	674	305	86	291	85	266	78	12.7	4	.01389	.0870	14,000	3,100.60	.....	12,854	17,481	18,987
Biddeford.....	6,184	1,103	502	579	500	904	448	45	16	.00480	.0560	59,196	17,764.98	.....	59,962	91,465	128,567
Buxton.....	505	342	80	317	80	283	69	13.2	3	.00777	.0420	14,000	2,594.00	.....	11,532	17,052	19,937
Cornish.....	226	135	41	118	41	109	37	4.2	4	.01625	.0610	6,325	1,153.37	879	5,187	8,177	9,234
Dayton.....	122	69	.....	66	.....	61	.....	4	.....	.01258	.0430	3,989	1,331.80	.....	2,312	4,950	5,447
Eliot.....	499	277	113	269	112	239	97	9.3	4	.00774	.0320	13,700	2,468.10	.....	11,766	16,063	19,262
Hollis.....	285	175	53	167	53	150	50	8.2	3	.00891	.0410	10,200	1,751.50	.....	7,943	11,775	12,723
Kennebunk.....	1,038	592	210	574	208	525	190	20	6	.00948	.0440	29,750	4,608.95	.....	25,284	35,840	48,448
Kennebunkport.....	415	251	69	247	69	220	61	12.4	5	.01021	.0540	23,750	2,409.52	.....	16,399	24,837	28,586
Kittery.....	1,155	684	295	642	295	587	267	26	.....	.01793	.0520	41,450	5,794.50	932	20,239	47,167	53,214
Lebanon.....	399	204	.....	188	.....	176	.....	10	.....	.01754	.0480	11,900	2,603.10	1,559	6,498	15,475	16,408
Limerick.....	300	186	38	184	38	166	34	5.2	2	.01421	.0570	8,500	1,490.00	.....	5,967	10,260	12,242
Limington.....	254	164	33	153	33	141	26	7.2	.....	.01392	.0590	6,600	1,392.75	1,069	4,012	9,360	9,927
Lyman.....	141	98	.....	86	.....	74	.....	3	.....	.01044	.0460	5,041	1,767.90	.....	1,944	7,178	11,716
Newfield.....	130	84	26	77	26	70	23	3	2	.01799	.0670	4,100	914.73	1,156	3,968	7,769	9,131
North Berwick.....	412	177	76	172	76	157	72	6	4	.01058	.0670	9,200	1,866.56	.....	7,821	12,301	14,775
North Kennebunkport.....	258	159	.....	143	.....	136	.....	6	.....	.01424	.0590	6,031	1,790.20	634	3,990	7,679	8,281
Old Orchard Beach.....	637	438	117	410	109	339	93	9.4	10	.00436	.0410	21,163	2,850.30	.....	17,090	24,296	44,832
Parsonsfield.....	230	133	33	124	33	110	31	6.1	.....	.01289	.0620	5,742	1,552.08	41	3,491	7,443	8,731
Saco.....	2,222	1,380	359	1,268	359	1,185	330	41	.....	.01095	.0480	75,900	9,692.04	.....	37,293	85,565	110,706
Sanford.....	5,589	1,589	611	1,529	608	1,470	572	55	26	.00847	.0510	100,917	17,959.77	.....	86,596	118,177	174,549
Shapleigh.....	151	91	.....	85	.....	79	.....	16	2	.01413	.0500	5,300	1,086.90	1,025	4,996	6,165	6,585
South Berwick.....	622	300	.....	284	.....	262	.....	10.3	.....	.01480	.0640	19,849	3,501.80	.....	8,653	24,394	30,538
Waterboro.....	263	190	53	154	53	134	48	7	2	.01510	.0540	9,850	1,580.85	.....	7,156	12,590	14,034
Wells.....	868	410	167	388	167	346	142	16.6	6	.00354	.0520	26,235	3,909.20	.....	19,581	30,164	36,535
York.....	810	447	184	405	180	381	170	22	7	.00759	.0510	37,000	4,329.00	.....	26,104	41,284	53,138
Total.....	24,779	10,212	3,210	9,545	3,189	8,771	2,897	377	108			\$582,888	\$104,207.08	\$7,295	\$426,187	\$711,065	\$923,503

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	21,847	9,020	3,022	8,069	2,989	7,381	2,710	307.65	115	\$505,007	\$ 87,845.96	\$4,547	\$451,363	\$621,141	\$780,163
Aroostook	35,642	21,571	4,264	20,226	4,238	17,863	3,765	666.85	169	629,321	181,690.81	96,436	591,144	1,009,176	1,179,758
Cumberland	43,128	20,239	7,039	19,173	6,992	17,342	6,377	709.4	278	1,314,360	182,488.86	496	1,152,800	1,540,513	2,107,993
Franklin	5,650	3,334	1,153	3,085	1,145	2,838	1,012	121	42	147,441	34,685.78	2,315	124,408	212,038	239,351
Hancock	9,786	5,684	1,711	5,363	1,697	4,850	1,517	230.2	80	291,445	62,830.69	19,017	242,650	403,600	553,311
Kennebec	21,899	11,062	3,559	10,098	3,509	9,333	3,242	365	122	519,071	101,415.76	9,542	436,538	671,160	820,805
Knox	6,729	4,219	1,339	3,960	1,335	3,556	1,224	147.7	54	188,548	37,832.46	6,059	163,937	248,931	311,042
Lincoln	4,998	2,525	594	2,373	591	2,192	532	109.8	22	119,017	32,838.95	2,510	89,840	163,338	186,792
Oxford	13,271	6,685	2,030	6,279	2,018	5,840	1,878	254.8	79	360,609	73,595.63	13,619	270,105	475,100	559,720
Penobscot	29,597	16,773	5,060	15,472	5,015	14,248	4,509	571.1	177	795,113	150,705.31	49,900	703,389	1,058,024	1,230,584
Piscataquis	5,818	3,484	1,069	3,321	1,063	3,092	979	134	32	162,066	36,499.67	8,024	124,252	216,984	251,075
Sagadahoc	5,180	2,810	732	2,558	719	2,277	628	104.4	26	122,227	26,896.55	2,565	100,495	162,552	186,156
Somerset	11,563	6,062	1,726	5,596	1,696	5,131	1,547	218.4	68	275,990	64,941.73	14,434	210,685	398,024	499,910
Waldo	6,461	3,636	885	3,393	875	3,024	782	135.7	44	143,927	42,678.27	16,257	118,574	219,194	243,519
Washington	11,811	6,523	2,019	6,203	1,995	5,700	1,797	262	70	238,728	67,526.95	44,118	248,101	392,322	447,499
York	24,779	10,212	3,210	9,545	3,189	8,771	2,897	377	108	582,888	104,207.08	7,295	426,187	711,065	923,503
Unorganized Territory ..	1,839	768	.....	708	.....	628	.....	37	.....	2,713	.....	.....	.....	64,003	66,268
Total	259,998	134,607	39,412	125,422	39,066	114,066	35,396	4,752	1,486	\$6,398,471	\$1,288,981	\$297,134	\$5,476,445	\$8,567,165	\$10,587,449