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REPORT
OF THE
**Commissioner of
Education**

OF THE
STATE OF MAINE
FOR THE
SCHOOL BIENNIUM

ENDING
June 30, 1944

R E P O R T

OF THE

**Commissioner of
Education**

OF THE

STATE OF MAINE

FOR THE

SCHOOL BIENNIUM

ENDING

June 30, 1944

STATE OF MAINE

Department of Education,
Augusta, July 1, 1944.

*To His Excellency, Sumner Sewall, 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, 1942, and closing June 30, 1944.

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

Respectfully submitted,

HARRY V. GILSON,
Commissioner of Education

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CHAPTER I

INTRODUCTION

Submitted herewith is a report of the public schools of Maine for the biennium period ending June 30, 1944. The past two years have been the most difficult under which our system of public education has ever functioned due to the effects of wartime conditions. The schools have been called upon to make important contributions to the war effort, a call to which both teachers and pupils have splendidly responded. But the schools have also been required to make grave sacrifices because of the necessity for directing the energies of this country to the task of winning the war. School officials, both state and local, have labored to maintain during the present crisis, as high standards of education as are possible under existing conditions. It must be realized, however, that there has been a loss of educational efficiency the results of which will be keenly felt long after the present conflict is ended. Recognizing the challenge which the future presents to public education, school officials have included in their many duties the task of planning an educational pattern that will meet the demands of the postwar era.

Reports which follow relate in detail the operations of our public schools during the past two years. In this part of the report, it is my intention to summarize the more important problems facing education and to outline certain recommendations for the improvement of public instruction throughout the state.

EDUCATION FOR THE FUTURE

Any program of education designed to meet the future needs of the State of Maine must provide that such educational opportunities shall be *equal* and *adequate*. *Equal* educational opportunity has been our goal for a long time but much remains to be done before this goal shall be accomplished. Vast differences exist in the educational priv-

ileges granted to children in the rural areas of our state as compared with those available to children residing in the larger towns and cities and these differences should be eliminated. School programs must be broadened to give consideration to the needs of *all* the pupils with particular emphasis on those who will complete their formal school careers at the high school level. Arrangements should be made whereby opportunities for advanced educational training shall be available to more young people of superior ability.

To understand specifically what is meant by *adequate* education, it should be borne in mind that requirements have changed vastly in the last 50 or 100 years and the educational pattern of the past is simply not sufficient for the citizens who must live in the increasingly complex society of today and tomorrow. Considering the needs of the present and the future, it is generally agreed that any basic public school program should provide for the following:

1. *Education in Health, Physical Fitness and Recreation*

A fundamental responsibility of any public school is to recognize the importance of housing a trained mind in a sound body to the extent that every child who graduates from our schools should be in as good physical condition as medical and dental science make possible and should be given knowledge and training such as will permit him to retain such physical fitness. Besides periodic physical examinations, this program should provide for health knowledge and for training in proper health habits. A program of physical activities, including athletics, should be arranged for every boy and girl as a means of properly developing the body and to give training in teamwork, character and sportsmanship. The development of community recreation programs is important and the school, by virtue of its facilities and personnel, should be the center where instruction and activity in various leisure-time pursuits are available to adults as well as children.

2. *A sound basic training in English and Mathematics*

To speak, read and write with facility the English language and to possess a basic mastery of mathematical prin-

ciples are, and always have been, prime requisites of American education. Lacking a knowledge of these key subjects, it is impossible for any individual to become truly educated.

3. *An elementary knowledge of the sciences*

Since ours is a scientific world, it naturally follows that proper adjustment to modern society requires at least an elementary knowledge of the principles of the physical and natural sciences and it is important that every child obtain some background in these subjects, particularly in the application of the principles of the sciences to everyday life.

4. *Education in the arts*

Conflicts which have raged periodically in certain educational quarters regarding the comparative importance of cultural subjects versus practical training have tended to obscure the fundamental fact that both are essential to any complete program of basic education. A study of literature, music, art and the allied subjects is of utmost importance to the intellectual development of the individual.

5. *Pre-vocational and occupational training*

Since the vast majority of the children who now attend our public schools will complete their formal education at the high school level, it is essential that the preparation of these children include some training of a practical nature such as will fit them to become useful citizens in the world of work. It is in the development of this phase of education that the schools of Maine have been particularly backward and the potential demands for occupational training facilities are becoming increasingly urgent, not only for our youth but for men and women returning from military service and for workers released from war industries.

Considering the limitations of our public school facilities, it is apparent that occupational education in the secondary schools of Maine must, for the most part, be limited to training in certain principles such as will enable the individual to acquire those basic skills necessary to secure a job. In addition to these facilities for pre-vocational education, there is a need in Maine for at least two "area" vocational

schools. These schools should be located in centers of population from which substantial enrollments can be secured within a commuting distance, and resident facilities should be provided for a limited number of young men and women living at too great a distance from the "area" school to make daily transportation possible. The curriculum of these area schools should be sufficiently broad to include training in any one of several occupations for which there may be a demand in Maine. This training should be on a post-high-school level and should be sufficiently technical to properly develop the abilities of persons who have already demonstrated their fitness for advanced training. Courses of study might include the fields of electricity and radio, the metal trades, the construction trades, training in aircraft mechanics, Diesel engines, auto mechanics, secretarial work, accounting, restaurant and hotel trades, merchandising, etc. It is important that the curriculum of these schools be sufficiently elastic to permit expansion and contraction of the training program in any particular field and to provide for the inclusion of additional types of training for which employment conditions may indicate a demand.

6. *Training in citizenship*

Citizenship carries with it certain very definite responsibilities for which all our students must be prepared by means of (a) a knowledge of the historical background of this and other countries, (b) a study of the mechanics of democratic government, and (c) a basic knowledge of the current problems facing the community, the state and the nation. Also, we must seek to imbue our young people with the spirit of citizenship to the extent that they will automatically assume the responsibilities of citizens and maintain an active interest in civic and governmental affairs.

Having defined the objectives of equal and adequate educational opportunity, the next step is to consider the problems to be overcome in providing such a program in the schools of Maine. For purposes of explanation, most of these problems can be classified in four categories, namely, 1. Teachers and Teaching, 2. School Facilities, 3. Administration and Supervision and 4. The School Curriculum.

TEACHERS AND TEACHING

The scarcity of capable teaching personnel constitutes the most serious educational problem facing the state at the present time. Even during the depression Maine was already beginning to experience a shortage in skilled and capable teachers due to declining enrollments in our normal schools and to a loss of teachers to school systems of other states. When war conditions began to make heavy demands on the manpower of this country, the exodus of teachers from the schools of Maine increased and has become steadily more intensive. It is safe to say that fully one-third of the 6,000 people teaching in our public schools in 1940 have since left their positions. During this same period enrollments in our normal schools have declined more than 50%, with the result that we are no longer graduating anywhere near the number of teachers necessary to meet even normal demands. One normal school has been closed and operations suspended in another principally because enrollments declined to a point where it became impracticable to operate these institutions.

During the past two years various steps have been taken in an attempt to relieve the teacher shortage at least to the extent of making it possible for schools to remain open. Intensive recruiting campaigns have been conducted to secure the services of former teachers and to enroll promising high school graduates in our normal schools. Students from the normal schools have enlisted in "cadet teacher" programs whereby they teach in rural schools as a part of their teacher-training program and, incidentally, help to defray the costs of their education. Teaching staffs have been reduced and teaching loads increased. Courses of study in health, physical education, shop work, agriculture, music, etc. have been dropped in many schools because no one could be found to teach them. As conditions became worse appeals were issued from this Department urging local school officials to close non-essential units and to transport the children to nearby schools wherever conditions made it possible to do so. In no sense a directive, this appeal was made as a suggestion to reduce a demand for teachers that

far exceeded the supply. But probably the greatest sacrifice of all has been the lowering of standards for teaching. Slowly, and over a period of many years, teaching requirements have been raised as a means of improving the efficiency of our schools. However, conditions have required that these standards be sacrificed in order that our schools may remain open next fall. "Permits" are being granted to persons who lack even the minimum training requirements for teaching and it is anticipated that the Department may soon be compelled to "sanction" the employment of persons having no teacher training whatever, nor any formal education beyond the high school level.

While it was to be expected that abnormal employment conditions would create a substantial drain on school personnel, the fact remains that Maine is extremely vulnerable to these conditions because of extremely low salary levels for teaching. When the war began many of our teachers were being paid on a salary scale which had a base of \$540 per year as indicated in the provisions of the equalization law. Recognizing the gross inadequacy of this minimum, the Legislature of 1943 increased state school appropriations to towns and cities by \$500,000 to make possible a minimum salary provision of \$720 per year. This would have constituted a substantial step in the improvement of the teacher-salary situation had not inflated living costs and increases in personal taxes eliminated most of the benefit thus provided.

Acting upon a recommendation made by the Governor, the Legislature appropriated \$949,556 to the Maine Teachers' Retirement System which represented the past due obligations of the state to the retirement system. Also appropriated were amounts totaling \$143,373 and \$154,302 respectively, to meet the state's commitments to the Maine Teachers' Retirement System for the years 1943-44 and 1944-45. This action on the part of the Legislature was valuable in restoring the confidence of the teachers in their retirement system, even though pension and retirement benefits for teachers are inadequate and must remain so until the salaries on which such benefits are based are more adequate.

It is difficult to anticipate what the future holds in terms of an available supply of teachers but it is only reasonable to expect that, given anything like normal employment conditions, the schools of Maine may suffer from a lack of trained personnel for years to come unless decisive steps are taken to make the teaching profession more attractive by means of increased salaries and greater security benefits. This is a matter in which the state has a heavy obligation. Local appropriations for schools have increased 46% during the past 20 years, whereas state appropriations to towns and cities for support of schools have actually declined about 6% during the same period. Therefore, it is apparent that the state has not given proper recognition to the problem of the towns and cities in their attempts to support an adequate program of education. It appears that the state must increase its educational appropriations to avoid the possibility of a breakdown in its public school system. In this connection, it is recommended that a minimum teaching salary of \$1,000 per year be established and that the state increase its educational appropriations by the amount necessary to make this minimum possible. Such a step would require the allocation of an additional \$1,176,000 to towns and cities.

The present pension laws of the state should be revised, at least to the point of increasing the amounts available under the non-contributory pension plan in recognition of increases in living costs. Consideration should also be given to the appointment of a legislative committee to study the present Teachers' Retirement System for the purpose of proposing such changes as would provide pension benefits for teachers on a par with those available to State Employees.

Teachers, like the members of other professions, must keep abreast of advances and changes in knowledge and techniques if their results are to reflect the needs of the times. To thus maintain the efficiency of teaching personnel, the normal schools and colleges of the state have, for many years, maintained summer sessions and extension programs. Plans have been made to hold a special workshop at the University of Maine this summer for teachers and superintendents. This workshop will be devoted to a

study of improvements in elementary teaching and it is anticipated that nearly 200 persons will attend, constituting, I believe, the largest program of its kind ever given in this country. This workshop is only part of a larger plan devised by state and local officials to promote the efficiency of teaching in our elementary schools and will be supplemented by a series of local conferences and workshops for the purpose of improving instruction in the elementary schools.

SCHOOL FACILITIES

For the most part, Maine is a state of small schools liberally dispersed throughout the length and breadth of the state. Efforts to improve education are blocked in many communities simply because the school buildings are inadequate to the present-day needs. To appreciate fully the extent of this difficulty it should be remembered that the pattern of local school structure prevailing in most areas was originally designed for a period when the study of the 3 R's constituted a sufficient education for most people and when comparatively few young people attended high school, except for the purpose of preparing for college. Too, these facilities were designed for an era when transportation conditions made it necessary that almost every child be within walking distance of a school and when the spread of population throughout the state was considerably different than at the present time. Because of inadequate building facilities, we are maintaining in many communities an outmoded, inefficient and extremely extravagant program of education. Still operating in this state are about 1200 ungraded rural schools and more than 50 two-teacher high schools. Because of increased costs and declining enrollments, the per pupil cost in many of these schools amounts to anywhere from \$200 to \$400 per year. To support these hopelessly inadequate institutions costs more money than would be necessary to operate a modern and efficient school plant with a broad program of studies.

The best solution to this problem of inadequate school buildings lies in a state-wide program of consolidation whereby small, ungraded schools within a community shall

be combined into a single graded elementary school and small high schools and academies consolidated into district high schools or academies, each serving several towns. Such a pattern would make it possible to gather a sufficient number of students into one school unit as to make practical a broad and efficient program of education at a reasonable per capita cost.

Recommendations for the consolidation of schools have been made to the people of Maine for the past 20 years and constitute no new-born theory. Many other states have long since discovered that this is the only practical answer to the problem of providing children living in small towns and rural areas educational privileges on a par with those available to city children. One of the chief reasons for our long adherence to the small school structure in the State of Maine lies in a natural sentiment for the "little red school-house." Faced with such an urgent demand for a better program of education we cannot afford, however, to sacrifice the future of our children and the welfare of the state simply to gratify our sentiments.

To effect a consolidation of existing school facilities would require a considerable investment in the construction of new school buildings. This burden would be too great for many towns to bear and the state should aid this program by appropriating a fund from which towns can be subsidized for the purpose of erecting new school plants. Should postwar employment conditions require that a national public works program be undertaken, the state should take advantage of such a program to further improve its public school facilities.

ADMINISTRATION AND SUPERVISION

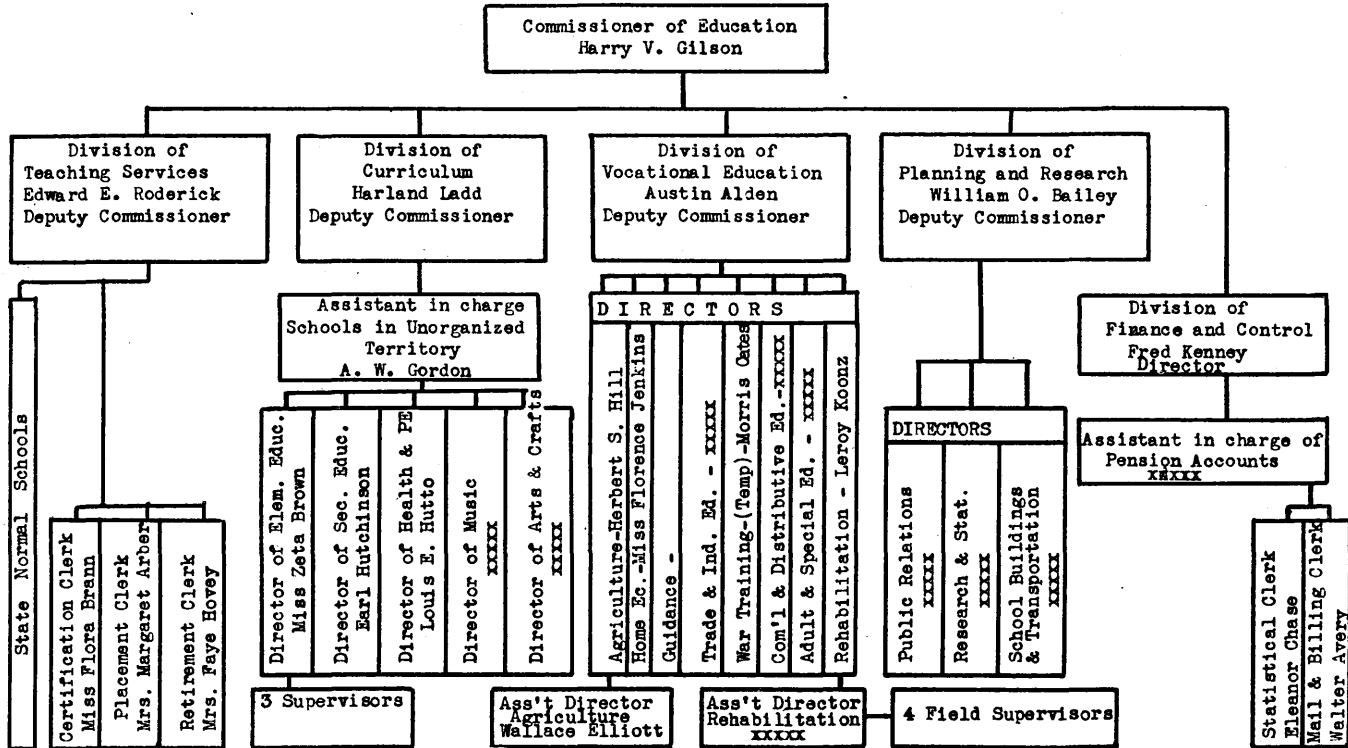
Maine's system of school administration and supervision functions on three levels: *the state*, represented by the Commissioner and Department of Education; *the supervisory union*, represented by the joint school committee and the union superintendent of schools; and *the local school system* represented by the school committee, the superintendent, principals and supervisors.

The State Department of Education has for many years functioned with a staff that was inadequate to carry out its

functions and responsibilities as defined by law and as dictated by the need for its services. Also, with changing developments came a need for reorganizing the administration of the Department that its members might more adequately and more efficiently serve the interests of the state. To this end, a plan for reorganization of department personnel was approved by the Governor and Council in June, 1944 and has been put into effect to the extent that budgetary limitations permitted.

The reorganization chart on Page 17 shows a grouping of the responsibilities of the Department into five divisions: the Division of Teaching Services, the Division of Curriculum and Instruction, the Division of Vocational Education, the Division of Planning and Research, and the Division of Finance and Control. Each of the first four of these divisions is administered by a Deputy Commissioner of Education and the fifth by a Director of Finance and Control. The Division of Teaching Services includes supervision of the five normal schools of the state, the Teacher Placement Bureau, the Teacher Certification Bureau and the Bureau of Teacher Retirement Records. A Deputy Commissioner of Curriculum and Instruction was appointed to replace the Agent for Rural Education and has administrative responsibility for a division that includes the Department of Elementary Education, the Department of Secondary Education, the Department of Health, Physical Education and Recreation, the Department of Music Education and the Department of Arts and Crafts. Under his direction comes the work of developing courses of study and other materials for both elementary and secondary schools and for field supervision of these programs on the local level. An assistant to the Deputy Commissioner in charge of Curriculum and Instruction will eventually assume the duties now held by the Agent for Schools in Unorganized Territory. The Deputy Commissioner in charge of Planning and Research is directly responsible for the development and approval of plans for construction of all school buildings, and approval of school conveyance. He supervises the Department's functions in the fields of research, public relations and war activities for schools.

State Department of Education
Organization and Personnel



xxxxx Proposed Positions

The Division of Vocational Education retains almost identically its former structure as designed under the regulations of the United States Office of Education. Before the war this Department carried a Supervisor of Trades and Industrial Education and this position should be filled as demands for this type of training increase. Also included in this division is the Department of Home Economics, the Department of Agriculture, the Department of Vocational Guidance and the Department of Vocational Rehabilitation. Eventually it will probably be advisable to add a Supervisor of Distributive and Commercial Education to supervise two important phases of occupational training that are expanding rapidly. As the need for vocational education for out-of-school youth and adults becomes more urgent, provision should also be made for the employment of a Supervisor of Adult and Special Training, who could supervise the development and operation of additional vocational and general courses of the type needed by adults.

All matters pertaining to appropriations, budgetary procedures and controls are being concentrated in a Division of Finance and Control. Already the creation of this department has resulted in a marked improvement in the efficiency with which state school funds are allocated and expended. The responsibility for maintaining the records of the Maine Teachers' Retirement System, previously handled by the Director of Vocational Rehabilitation, are being transferred to the Division of Finance and Control since the increased duties of the Rehabilitation officer now require his services full time in that capacity. An assistant to the Director of Finance and Control will keep these records as a part of his duties and one-half his salary will be paid from the Maine Teachers' Retirement System fund.

It will be noted from the reorganization chart that provisions have also been made for the addition of several specialists for whom there is great need if the Department is to accomplish adequately its dual responsibility of providing for the efficient expenditure of state school monies and assisting in the improvement of local programs of education. One of the most important of these needs is for the services of a person trained and experienced in research, whose duty

it would be to collect and assemble for distribution information regarding the operations of the schools of this and other states. Eventually there should also be attached to the Department a person trained in the field of public relations, who would disseminate to school officials and to the public information regarding the progress and problems of the schools of Maine. Recommendation is also made for employment of a State Music Supervisor to assist in the development of study materials in music and to help local school officials and teachers in the promotion of music education in the schools. The demand for this type of service has been so great, during the past few years, as to have required more than one-half the time of one of the Elementary Supervisors who happens to be trained in this work. Obviously, little is to be gained if the state is to promote the teaching of music at the expense of supervision of our elementary schools, therefore, a full-time person should be employed for this purpose. Provision should be made for a State Supervisor of Arts and Crafts whose services would be extremely valuable in promoting education in handicraft skills among both children and adults.

The results of departmental reorganization are already noticeable in a more effective channeling of departmental work which relieves key officials from a great amount of detail, thus freeing these officers for more important administrative duties. The new plan is also resulting in prompter and more complete service to local school officials than has been possible under the former plan. The addition of personnel sufficient to carry the responsibilities of the Department, as outlined by law, would increase the administrative budget by \$18,500. This added expenditure would be more than justified by the increased service and efficiency that would result. In this connection, it is interesting to note that the *Report of the Maine Public School Finance Commission*, published in 1934, advised as follows: "In order that the State may continue to serve in the continuous promotion of adjustments of the school program to new conditions, to the discovery of such adjustments where made by localities, and to their dissemination throughout the State, it is recommended that the staff of the State Department of Education be extended."

The Supervisory Union was created by the Legislature in 1917 to replace a local system of school supervision that had become obsolete. Provision was made in 1933 for the appointment of a State Committee to which was given the responsibility for regrouping all the towns and cities of the state having less than 75 teachers. The plan of the committee has been put into effect during the past 11 years as conditions made it possible to do so. The original plan is about 95% completed and constitutes one of the most constructive steps the state has ever taken in education. However, many changes have occurred since the original regrouping plan was adopted resulting in a need for further action based on present locations of schools, improvements in transportation and population trends. It is anticipated that a considerable number of changes will be suggested by the Regrouping Committee in the near future.

Expansion in the size of school unions, as provided for in the regrouping plan, has made it possible for a majority of unions to employ clerical assistance, thus permitting the superintendent to devote more of his time to supervisory and administrative work. The creation of larger unions has also made it possible to pay higher salaries to superintendents. At the same time costs to the state for subsidy of superintendents' salaries have been reduced about \$20,000 as a result of regroupings which reduced the number of school unions.

It is suggested that future plans for the regrouping of towns in school unions give consideration to the trend toward the elimination of isolated, ungraded schools. Consolidation of these units greatly reduces the distances superintendents must travel to supervise teachers. This trend is certain to continue, probably at an accelerated rate, thus making it possible to include even larger territories within the boundaries of the school union.

The Local School Systems of the state, except in certain of the larger communities, provide for little supervision and administration other than that done by the union superintendent. This weakness, like many others, is attributable to a pattern of local school structure which divides the school activities of a community into many small units, few

of which are of sufficient size to permit the services of a full-time, or even a part-time local supervisor. Thus the teachers are denied any assistance or supervision other than that given by the superintendent during his periodic visits. This results in a lack of coordination in local programs of education, a lack of uniformity in teaching procedures and an attitude on the part of the individual teacher that her responsibilities have no particular connection with those of the other teachers in the system.

On the other hand, in certain of the larger cities where the size of the school units make it possible to provide for a local supervisor, teachers are given the benefit of experienced assistance and supervision. Teachers' meetings are held frequently and in-service training programs are instituted to improve the efficiency of the teacher. As the consolidation of schools progresses and the size of school unions increases, communities should arrange for the employment of elementary supervisors to serve the grade schools of the community or the school union. High school principals should be relieved of teaching duties so that they may devote all, or at least a part of their time to the administration of the secondary school program. Teachers who demonstrate marked abilities for supervision should be encouraged to train for this work by means of summer school and extension courses.

THE CURRICULUM

It is inevitable that a rapidly changing society should impose on its members a challenge to change ways of doing things in such a manner as to provide successful adjustment to the conditions under which we live. Since education is a process of preparing individuals for life, the school system should adapt its program to the conditions of the times. This is not to say that everything taught in our schools should be scrapped periodically, but rather that the subjects taught and the content of those subjects should be analyzed and evaluated, from time to time, to determine their significance and relative importance in a program which has for its purpose the preparation of people for life and living. A considerable amount of evaluating is being

done at all times and in all parts of the country, as a result of which we can hardly fail to realize that certain changes are necessary in subjects taught, how they are taught and the degree of emphasis placed on each subject. Wartime demands, for example, have served to give a very searching and critical evaluation to our program of education, sufficient to point out the need for certain adjustments in order that education shall better serve the interests of this nation in war and in peace. Programs of health and physical education are revealed as inadequate when subjected to the test of demands for military service. The relative importance of mathematics and science is emphasized. Glaring weaknesses are revealed in the teaching of foreign languages. At the same time, a study of our current delinquency problem indicates a need for better recreation programs than have ever been available to most of our young people—in school or out. These and many other illustrations are available, all of which indicate the importance of making certain revisions in the curriculum of our public schools. Since the beginning of the war, it has been difficult to give adequate attention to curriculum study and to the development of new educational materials. Nevertheless, plans have been made and work has already begun on several projects. In connection with the University Workshop, a program is under way to revise the State Elementary Course of Study, the last revision of which was published in 1931. A study of the Secondary Curriculum has begun with the objective of issuing a new State Course of Study and uniform standards of achievement within the next two years. During the past biennium, a considerable amount of study and reference material has been prepared and issued by the Department in the fields of Reading, Health, Physical Fitness and the Social Sciences. These are only a few of the more important activities scheduled for the next two years in an effort to gear the schools of Maine to an era of peaceful, useful and democratic living.

Respectfully submitted,

HARRY V. GILSON,
Commissioner of Education

CHAPTER II

SCHOOLING IN UNORGANIZED TERRITORY

*To the Commissioner of Education,
Augusta, Maine*

Dear Sir:

During the biennial period ending June 30, 1944, school privileges were provided throughout the Unorganized Territory, despite the unprecedented difficulties of a war-time period, without any serious interruptions in the usual service or lowering of the standards of recent years. Most of the problems of regular school systems were experienced together with some additional problems peculiar to the Unorganized Territory with its extensive area and numerous remotely located communities. It is gratifying to state, however, that the school children of this distinctive portion of the state enjoyed school privileges during the past two years comparable with those of normal times. It is hoped this record may be maintained for the duration and plans are already underway to this end for the ensuing school year.

An even one hundred unorganized units, legally so-called, were included in the school system of the Unorganized Territory during the past two years. These unorganized units as usual comprised townships of the regular size, six miles square, townships of irregular area such as gores, points, strips and tracts, coast islands and U. S. government reservations under various classifications. Twenty-seven of this number were formerly towns and plantations. They were scattered over the state in fourteen of the sixteen counties, Androscoggin and Waldo Counties excepted. It is also interesting to know that these unorganized units marked the extreme boundary points of the state from the U. S. Navy Yard at Kittery

to the Quoddy Government Reservation at Eastport and from the Island of Criehaven, twenty miles from the mainland, to the northern-most township in the State, 20, R. 11 and 12, W. E. L. S., Aroostook County, forty miles by highway through Canada from Fort Kent. It is obviously not possible to give detailed information relative to the school activities in such a large area and hence this report is confined to matters of general importance. Office records, however, are very complete and include detailed school statistics and financial records.

As would be expected, this was a period of many and unusual difficulties in school administration, chief of which were the extreme shortage of teachers, the difficulty in procuring motor vehicles for conveyance together with rationing of tires, gasoline, and motor equipment, priorities on certain school supplies and materials, ceiling prices on firewood, and a shortage of labor for all school services, as well as many regulations and restrictions of the Federal and State governments. It was also necessary to make a constant readjustment in the administrative organization, especially with respect to local school agents, a record number of whom resigned within such a short period as a result of the unsettled times.

Consolidation continues to be an outstanding feature of the school system of the Unorganized Territory. This is convincingly indicated by the comparatively small number of schools maintained for a system of this size and conversely by the relatively large number of pupils conveyed. It is further shown by a decrease in the number of schools maintained although former towns and plantations with a considerable number of schools have been constantly added to the system. The number of schools was further decreased from thirty-four in 1942 to twenty-seven in 1943 and again to twenty-four in 1944. It is anticipated that a still further decrease will be made in the next few years. The names of schools closed are given as a matter of record as follows: Lafayette school in T. 15, R. 6, W. E. L. S., Aroostook County; Fort McKinley school, Cumberland County; Eagle Island school, Hancock County; Clark school, Albany township, and Mason school, Oxford County; Grind-

stone school, Penobscot County; Chesuncook school, Piscataquis County; Lexington school, Somerset County; Forest City and Indian Township schools, Washington County. Some of these schools were closed because of the small enrollment but the larger schools were closed for school consolidation as will be mentioned in a later paragraph.

The closing of schools in the Unorganized Territory is a simple matter as it does not require a favorable vote of the citizens concerned but may be done by direct action of the Commissioner of Education or his duly authorized agent. This may seem an undemocratic procedure but it results in providing pupils with improved school privileges without the long delay usually necessary in the process of educating a community to such advantages. The procedure further seems justified since in practically every case the decided advantages of the new arrangement are soon recognized and no desire is indicated to return to the former conditions.

Conveyance of pupils is an important factor in school consolidation in the Unorganized Territory as in other school systems. All of the routes with large modern school buses, described in former reports, have been continued under practically the same conditions and with the same satisfactory service. These routes include the Guerette-Ouellette and Silver Ridge to Sherman routes in Aroostook County, the North Freeman to Kingfield and Lang to Stratton routes in Franklin County, the Albany to Bethel route in Oxford County, the Argyle to Old Town route in Penobscot County, and the Edmunds route in Washington County. Following the closing of schools in the respective townships, a number of new conveyance routes were established. A contract was made to convey the pupils of Mason to Bethel by privately owned school bus and Bethel pupils on a part of this route were included on a cooperative basis. The Edmunds route was extended with the same school bus to include the pupils of Marion. A route was established for the conveyance of a small number of pupils by passenger automobile from Grindstone to Medway but a larger conveyance should probably be provided in the future when available. Arrangements were made by agreement with

the school officials of New Portland to convey the pupils of Lexington to North New Portland by their school bus. The school in Indian Township was closed because of the impossibility of engaging a teacher properly qualified to instruct these Indian pupils and arrangements made to convey them by private conveyance to the Indian school maintained at Peter Dana Point, a recently improved highway making this possible. These various new arrangements not only resulted in the provision, in most instances, of better school privileges but also in the employment of a less number of teachers, a matter of general importance under present conditions of critical teacher shortage.

As usual a comparatively large number of small conveyance routes were maintained where converted panel trucks, station wagons and passenger automobiles were used. In some instances it was necessary to make two trips to properly accommodate the number of pupils in these vehicles of small capacity, while in a few cases it was necessary to use motor vehicles which would not be approved under normal conditions. In Williamsburg arrangements were finally made, after an effort of several years, for conveyance of all pupils to Brownville Junction with one trip by the Brownville school bus, this being a great improvement over the former arrangement of conveyance by a privately owned bus making several trips. On the whole this service was reasonably satisfactory in view of the present conditions and practically no complaints were received. The establishing of conveyance routes from Guerette and Ouellette to Fort Kent, Rockwood to Greenville, Long Pond to Jackman, Lambert Lake to Vanceboro, as mentioned in former reports, and also from Milton to Rumford and the extension of the Albany route to Lynchville in that township, are matters for future consideration pending either further improvement in highways or more favorable conditions in some other respects.

Pupils of the Unorganized Territory in relatively large numbers have always been boarded away from home for attendance at school as a natural result of the location of families remote from school privileges. The number has decreased the past two years as a direct result of the de-

creased school population in the Unorganized Territory. This has become a particularly difficult problem on account of the present high rate for board and the difficulty in some cases of finding satisfactory boarding places at any rate. However, boarding places in every case where this arrangement seemed necessary and advisable were finally found. Parents usually desire to assume this responsibility and were given the opportunity to do so. While there was a decrease in the number of pupils boarded, the total expenditure for this purpose was proportionately much larger.

The boarding of children of lighthouse keepers located on the Maine Coast for attendance at school on the mainland has been reduced to a few children on account of the removal of such families from most light stations as a result of war conditions. For the year ending in June, 1943, children from seven light stations were boarded but for the following year ending in June, 1944, children were boarded from but three light stations. Next year it appears the number will be still further reduced. Another factor aside from war conditions is the fact that the U. S. Coast Guard has recently assumed administration of the lighthouse service and many of the light keepers are becoming members of the Coast Guard. As a result they receive liberal allowances for children which it is considered will be sufficient to compensate for the schooling of these children without aid from the State of Maine. A few civilian keepers, so-called, still remain in the service who do not receive such allowances and aid will probably be necessary toward the board of their children for attendance at school for a few years to come unless this long established practice should be discontinued. Eventually, however, it is anticipated that all light keepers will become members of the Coast Guard and the Federal government will thus become responsible, indirectly, for the expense of schooling these children which Maine has so generously undertaken since 1915, previous to which a considerable number of such Maine children were deprived of school privileges at public expense.

The history of the schooling of lighthouse children since it was undertaken as a part of the educational program of the Unorganized Territory would make a very interesting

story. At first a plan of traveling lighthouse teachers was tried but this proved unsuccessful. The plan of boarding these children on the mainland for attendance at school was then adopted and a large number of these children have received satisfactory school privileges over a period of years as a result. At one time nearly sixty children from twenty-two lighthouses located over the length of the Maine coast were being boarded under this plan and for many years the number was comparatively large while the total expenditure by the state for the schooling of lighthouse children since 1915 amounts to many thousands of dollars.

The schools of the Unorganized Territory took an active part in wartime activities such as rationing, salvage collections, and the purchase of War Stamps and Bonds. A considerable sum was realized by some schools from the sale of salvage materials and this money was used for the benefit of the schools. The amount of War Stamps and Bonds purchased in some schools seemed truly remarkable. The outstanding record of the Howe Brook school, not only for the Unorganized Territory but for the state as a whole, received considerable publicity in the newspapers.

It was necessary, on account of the discontinuance of the plan of supplying schools with surplus commodities at the expense of the Federal government as described in the last biennial report, to discontinue the noon-lunch plan in these schools. Fortunately, however, by reason of the more prosperous condition of the poorer families in these communities pupils did not suffer for lack of this food which was used to supplement their regular noon lunches. It is anticipated that a noon-lunch plan in some form may be undertaken when we return to normal conditions.

The comparatively large number of students in attendance at secondary schools from the Unorganized Territory was called to attention in the last biennial report. It is to be regretted that there has been a very large decrease in this number during the past two years. This is accounted for by the wartime conditions which have affected secondary school attendance in general and also by the decrease in school population of the Unorganized Territory. It is anticipated that the number of such students will

increase again with the return to normal conditions. Ninety-seven pupils were promoted to secondary school in 1943 and seventy-six in 1944. Fifty-two of the number in 1943 and forty of the number in 1944 were promoted from schools of the Unorganized Territory by the State Examination for Entrance to Secondary School. Some of these pupils attained a very high score in this examination and the general results were satisfactory for an examination of this type.

The school buildings of the Unorganized Territory could be made the subject in itself of a somewhat lengthy report. Eighteen different buildings were in use at the end of the school year in June, 1944. Of this number fourteen were state owned and four were leased or rented. Of the fourteen state-owned buildings seven may be considered model rural school buildings, two of this number being two-room buildings. Of the remaining seven buildings two are fairly satisfactory remodelled buildings, one is an unsatisfactory portable building, and the other four are buildings of an old type erected many years ago in former towns and plantations now a part of the Unorganized Territory. These old type buildings have not been improved or replaced for one reason or another, such as the prospect of school consolidation, uncertain future of the school, or lack of time in case of recently disorganized places. Although a considerable number of old school buildings have been disposed of by sale or transfer to the State Department of Inland Fisheries and Game for wardens' camps, yet there remain a comparatively large number of such buildings not in use. It is possible that some of these buildings may be required for schools again but it is certain that others will never again be used for school purposes. It is somewhat of a problem to dispose of this latter class of buildings but this is gradually being done. In communities of a temporary nature such as lumber-mill settlements, it is usually necessary to use improvised buildings as the investment in a regular school building by the state is not warranted by the conditions. In some other communities it seems of advantage to rent a building where school consolidation may be in prospect or for other reasons.

On account of the shortage of labor and materials only repairs of a minor nature were made to school buildings during the past two years. Fortunately a general program of repairs was carried out just prior to the War, present conditions having been anticipated, and therefore nearly all school buildings now in use will not greatly suffer for major repairs in the immediate future. It is now planned to carry out a Postwar Program of Improvement in the school buildings of the Unorganized Territory including possibly the erection of several new buildings. Detailed recommendations for such a project have already been placed in the hands of the Commissioner of Education.

Welfare cases which have never been a serious problem in the Unorganized Territory appear to have increased rapidly during the past few years, especially in some of the towns and plantations recently disorganized. The difficulty appears, in most cases, not a financial matter but a low standard of living conditions with morals actually involved in some cases. The children in these cases have presented a special problem on account of uncleanness and irregular attendance at school. The assistance of the State Department of Health and Welfare was given in various cases but some of the problems are exceedingly difficult to solve, especially borderline cases where it seems inadvisable to attempt to take the children from parents by process of law.

Repeated reference has been made in these biennial reports relative to families with children of compulsory school age living temporarily in forest areas remote from school privileges. This problem has not been acute during the past two years but with the resumption of extensive pulpwood operations it is likely to become so. An amendment was made by the Legislature of 1943 to the Temporary Resident Act which now makes parents in such cases responsible for the cost of boarding their children within walking distance of an established public school or for providing conveyance to a public highway. Failure to do so shall be considered a violation of the truancy laws. A few cases have already come to our attention and parents have willingly accepted the responsibility placed upon them under this new provision of the statutes. It remains to be

seen, however, how effective this new provision can be made over a period of years. In any event, its strict enforcement throughout the Unorganized Territory of Maine may become a problem of considerable size and possibly require the services of a specially qualified attendance officer or officers familiar not only with law enforcement but also with a knowledge of the forest areas.

There were fewer acts introduced in the Legislature of 1943 than usual for the disorganization of towns and plantations. An act to disorganize Madrid Plantation received an unfavorable report from the Committee on Towns and this was accepted by the Legislature. An act to disorganize Milton Plantation was passed with a referendum provision which was voted upon favorably by the citizens at a special meeting called for the purpose and this plantation therefore became an unorganized township on April 1, 1944. Reports are received from time to time that numerous towns and plantations will ask for disorganization at the hands of the next session of the Legislature and the financial condition of some of these places would indicate that favorable action might be obtained. Thus this process of placing weak towns and plantations, over-burdened with taxation, in the Unorganized Territory will doubtless continue until all of this class of municipalities have given up local self-government for the sake of relief from financial difficulties. This seems an undemocratic movement in these modern times but apparently the only solution of the problem until perhaps the frequently mentioned plan of larger units of local government is worked out and put into operation.

The growth of the school system of the Unorganized Territory since first established in 1895 has been altogether remarkable. At first only a few townships were represented with a very small expenditure but new townships were rapidly added. Five years later, in 1900, when complete statistics were first recorded, thirty-three townships were served with an expenditure of \$2,992, while in 1910 fifty-eight townships were served with an expenditure of \$16,613, in 1920 sixty-one townships with an expenditure of \$38,642, in 1930 eighty townships with an expenditure of \$44,433, in 1940 one hundred three townships with an expenditure of

\$70,633, in 1941 one hundred six townships with an expenditure of \$74,912, in 1942 one hundred ten townships with an expenditure of \$84,105, in 1943 ninety-six townships with an expenditure of \$85,002, and in 1944 eighty-four townships with an expenditure of \$82,744. The decrease for the last few years has been on account of wartime conditions and may be considered temporary with relative unimportance as affecting further growth of the system.

The marked and almost continuous growth in size and extent of the school system of the Unorganized Territory indicates that it will continue to be an increasingly important part of the education system of the state. It also becomes more and more apparent that because of the size of the system and the diversity of conditions therein with constant changes from month to month, direct administration and responsibility for this distinctive school system must continue to be from the State Department of Education. This will be necessary not only for most effective and expeditious administration but also for the proper protection of the financial interests of the state which with respect to this school system do not always coincide with local and private interests.

When the present revision of the statutes of the state is completed the compulsory attendance laws, child labor laws, and certain other statutes should be adapted for the Unorganized Territory and brought up to date in accordance with the provisions of Section 10, Chapter 127, P. L. 1919. It is also recommended that Rules and Regulations Relative to Schooling in Unorganized Territory be revised and brought up to date. Section 1, Chapter 127, P. L. 1919, provides that such rules and regulations shall be made by the Commissioner of Education and approved by the Governor and Council.

Reference to the appended *Comparative Summary of Statistics* indicates that there has been a marked decrease during the past two years in the number of townships, in the school population, school enrollment, number of pupils conveyed and boarded, and in secondary school students. It is anticipated, however, that following the close of the War there will be a substantial increase again in the popula-

tion of the Unorganized Territory, as was the case following World War I, perhaps not immediately but within one or two years. The addition of new townships through the disorganization of towns and plantations as already mentioned in this report will probably be a factor also in the increase of population in the Unorganized Territory. The school system of the Unorganized Territory, therefore, seems destined to become a larger and larger unit of school administration, both with respect to school population and extent of territory included.

The total expenditure for all school purposes was somewhat less than anticipated two years ago. This was on account of the decreased school population and a marked reduction in certain items of expenditure which could not be foreseen, especially that for secondary school tuition. Present indications are, however, with the cost of all school services and materials constantly advancing and with possible addition of new townships to the Unorganized Territory, that an increased expenditure will be necessary for each of the two succeeding years. Detailed estimates in accordance with present budgetary requirements have been made.

Respectfully submitted,

ADELBERT W. GORDON,
General Agent for Unorganized Territory

**COMPARATIVE SUMMARY OF STATISTICS
FOR THE UNORGANIZED TERRITORY**

For the Years Ending June 30, 1942, 1943 and 1944

	1942	1943	1944
Number of townships in which school privileges were provided.....	110	96	84
School population, 5 to 21 years of age.....	2,096	1,695	1,496
Number of schools maintained.....	34	27	24
School enrollment.....	833	675	552
Aggregate attendance.....	108,111	86,620	71,733
Average attendance.....	629	497	414
Number of pupils conveyed.....	562	656	541
Number of pupils boarded.....	87	72	49
Length in days of the school year.....	172	174	173
Number of pupils attending public elementary schools outside the townships.....	580	515	468
Number of pupils attending private elementary schools outside the townships.....	8	2	11
Number of pupils attending public secondary schools outside the townships.....	223	138	137
Number of pupils attending private secondary schools outside the townships.....	53	40	36
Teachers' salaries.....	\$23,264.96	\$22,964.15	\$22,707.82
Fuel.....	2,259.59	1,683.75	3,220.65
Janitor service.....	1,222.80	1,474.20	1,606.15
Conveyance.....	17,163.16	18,350.43	19,854.11
Board of pupils.....	8,053.00	6,351.90	5,589.75
Elementary school tuition.....	11,267.58	13,358.39	13,505.75
Secondary school tuition.....	12,551.51	14,074.49	11,532.21
Repairs.....	1,903.32	609.10	463.34
Apparatus and equipment.....	302.64	96.02	30.50
Textbooks.....	2,061.75	1,897.21	931.61
Supplies.....	1,384.39	1,545.72	468.74
Water, light and power.....		59.03	62.26
Rent and Insurance.....	456.00	456.00	461.00
Agents.....	2,214.38	2,081.99	2,310.89
Totals.....	\$84,105.08	\$85,002.38	\$82,744.78

CHAPTER III

RURAL EDUCATION

*To the Commissioner of Education,
Augusta, Maine*

Dear Sir:

Any report on conditions in the rural schools of Maine for the biennium ending June 30, 1944 must be an account of the attempts to hold the educational line against the various wartime conditions which militate against the maintenance of educational standards in rural areas.

I shall mention briefly some of these conditions. Many rural towns located near centers of wartime industry have had an increase in population far in excess of the number which their school facilities could efficiently accommodate. The families of defense workers are now housed in every available habitation within commuting distance of the defense plants and, as a result, the school buildings and the conveyances have been called upon to serve many more than the number of pupils for which they were originally intended. The schools have been overcrowded, in some cases to such an extent that it has been found necessary to have pupils attend school for only a half day—one group in the forenoon, the other in the afternoon.

Conveyance has been restricted, and in many instances children have been obliged to leave home too early in the morning and have been unable to return until too late in the afternoon. The fine cooperation of the state and regional representatives of the Office of Defense Transportation will undoubtedly be covered in another report, but they have been unable to provide conveyance to the extent it has been needed.

The loss of teaching personnel is, of course, the most serious effect of the war in all educational fields and is nowhere felt more keenly than in the rural schools. We have been able, in the past, to count upon the availability of several hundred graduates of our teacher-training institutions as

teachers in the rural schools the following year. Now, at a time when more new teachers are needed, we find this source of supply cut off, first by the alarming decrease in the number training to become teachers and second, by the fact that employment in graded schools is now available to inexperienced teachers. Because of this condition, we have been obliged to lower the standards for certification of teachers. Even then, we have been forced to close a considerable number of schools because no one could be found who would accept the position of teacher.

In most cases the children served by these closed schools have been conveyed to other schools, but there have been some cases where groups of children have lost their school privileges for a considerable period before a teacher could be found or other adequate arrangements made.

FIELD AGENTS

It is now twelve years since Field Agents for Rural Education were added to the staff of the Department, and we feel that the several individuals who have served in this capacity have proven beyond question that this service is one of the most valuable which the Department offers. Mrs. Gladys Patrick retired during the year 1943-44, and Miss Yvonne Daigle at the end of the year. We hope that these vacancies may be filled by the appointment of others of the same high type of ability and efficiency, and that their work may be broadened to cover all elementary schools.

Respectfully submitted,

RICHARD J. LIBBY,
State Agent for Rural Education

*To the Commissioner of Education,
Augusta, Maine*

Dear Sir:

It has been the objective of the supervisor to follow the new conception of supervision insofar as conditions permit. Each school and school union present different problems, but the general procedure has been to contact first the superintendent with a view to reviewing what work has already been accomplished and what help the supervisor can give toward furthering the program of improvement. That is, the supervisor always tries to ascertain the aims and objectives of the superintendent so that they may both be working toward the same end.

The problems of the rural school are many and varied, but on the whole these are problems of organization and of school management. However, they are magnified when they are confined within the walls of one room and subject to the strength of one teacher. It takes no specialist in rural education to recognize that the problems multiply in number and become increasingly difficult. In the past, many plans have been promulgated for the solution of these problems. Frequently, these have been imposed by the state and by local administrators. Within recent years, rural school leaders have exhibited unusual courage in charting new courses to meet old problems. New practices thus developed have tended to tap unsuspected sources of strength and vitality in the rural field. Teachers everywhere are putting progressive theories into practice because the small school lends itself better than does the large one to educational procedures which are child-centered. Whenever adequate state leadership is present, this improvement has reached the significance and importance of an educational movement. The supervisors have tried to furnish that leadership.

“Supervision is no longer limited to the improvement of instruction, the improvement of teachers in service, or even the improvement of the school; it is concerned with the improvement of all of the factors in the home, school,

and community which affect the growth and development of boys and girls. It seeks not only teacher and pupil growth in terms of complete personality development but strives for improvement of the home, the community, and society as a whole. Special attention, however, is being given to those school factors which seem seriously to affect the teaching-learning situation or process, especially the following: (1) the school building, (2) the materials of instruction, (3) the organization and management of the school, (4) the curriculum, (5) the methods of teaching, (6) the personality of the teacher. The improvement of the teacher is not the only thing to be considered but all of the above factors have become the responsibility of all persons in school work, both teachers and supervisors." This was taken from the Yearbook of the Department of Supervisors.

For the benefit of the reader, I will discuss our activities as listed above in the *New Conceptions of Supervision*. Of course health and sanitation are important in the total development of the child. The environment in which a child lives and grows has much to do with shaping his personality. Many of our elementary buildings are unsanitary and wholly inadequate from the point of health and sanitation. We have certain statutory regulations governing heating, lighting, sanitation, and ventilation. We as supervisors have been asked to inspect and report conditions found and make suggestions for improvement.

Formerly we thought that textbooks in the hands of the pupils comprised the materials of instruction. Today we realize that to do the work of the schools we must use many sources of information that were not considered important twenty years ago. The wealth of material now in use in the more progressive school systems range from large amounts of free and inexpensive materials to elaborate commercial aids. These materials are used not only by pupils and teachers separately but by teacher and pupil working cooperatively. Supervisors have helped by suggesting sources of a variety of materials other than textbooks.

One of the most important and difficult duties of the supervisor is to help teachers in planning the organization

of the school for the scheduling of subjects and activities. The recent trend in program making has been toward larger time blocks. This makes more effective guidance possible, increases the child's interest in his activities, makes for better attitude toward his work, and control becomes more natural. Much more needs to be done in making the programs of our schools more flexible to fit the needs of the children.

During this biennium there has been much talk about the revision of the State Curriculum. As supervisors we have tried to spread information pertaining to the new curriculum. Rugg says, "The curriculum is the entire program of the school. It is everything that the students and their teachers do. Thus it is two-fold in nature, being made up of the activities, the things done, and the materials with which they are done." In order to familiarize the teachers with the functions of the new curriculum, much of the time of the supervisors while in the field has been spent with teachers. Teachers' meetings, personal conferences, meetings with parents and teachers together, discussion bulletins, suggested readings, source materials, and demonstrations have been used as techniques. Two and three meetings have been held in the union during the supervisor's visit. In most instances the teachers and superintendents have been most interested and have cooperated in the furtherance of the program. As we go about the state we find many teachers improving the "assign-study-recite" method of teaching. Others, feeling more secure in the unitary method, are doing a very creditable piece of work. The teacher shortage throughout the state caused by the loss of many of our more progressive teachers to other states and other occupations and professions has retarded the program of curriculum improvement. Music is a case in point. Music teaching has suffered because of the lack of music supervisors. Nevertheless, we expect teachers in rural areas to teach music the same as the Three R's and for the same reason even though, many of them are untrained, they lack the background for the task. In music, as in all other teaching, the teachers have been willing to do their best in promoting this phase of our educational pro-

gram. Music is a tool for more adequate learning in a modern world.

I take this opportunity to express my sincere appreciation for the splendid cooperation accorded me by the school people of the State.

Respectfully submitted,

VILLA E. HAYDEN,
Field Agent for Rural Education

CHAPTER IV
VOCATIONAL EDUCATION
INDUSTRIAL EDUCATION
EVENING SCHOOL

REPORT ON VOCATIONAL AGRICULTURE IN MAINE
July 1, 1942 to June 30, 1944

*To the Commissioner of Education,
Augusta, Maine*

Dear Sir:

During the past two years the fifty departments of vocational agriculture in operation July 1, 1942 dropped to the thirty-eight which completed the year ending June 30, 1944.

These twelve departments were closed for the following reasons: three because the teachers are in the armed services; two because the teachers are farming; two because the teachers are in the shipyards or in business; two because teachers handling two departments each, dropped one department; and three because the men left for a newly established department, or to teach elsewhere, or to work for Soil Conservation.

There are no replacements and when an agricultural teacher leaves for any reason a department must close somewhere.

Some of the schools where agriculture courses have been closed due to the lack of teachers had small enrollments and frequently were poorly equipped. Before these are reopened, or new ones started, the State Board for Vocational Education might well establish definite requirements as to minimum enrollments and teaching facilities.

There are other things worth consideration in the future.

1. Many schools have too few farm boys to justify an agricultural department. Until area schools can care

for this situation it might be desirable, in case it could be done, to allow boys to enroll in any secondary school agricultural department with their tuition paid even though their own towns maintain a standard secondary school.

2. There could well be a General Course in Agriculture, open in the Freshman year to all pupils, and reimbursed from Industrial Education funds.
3. Likewise there could well be one or two periods of a General Shop Course, taught by the teacher of agriculture and open to anyone not studying agriculture. The cost of such training might be borne by the school, but preferably it should be reimbursed from Industrial Education funds.
4. In some schools, a fifth unit of agriculture might well be provided. There is not time enough in four years to teach all of the agriculture and all of the Farm Shop which should be, provided only one unit of agriculture is taught each year. By offering a fifth unit to Juniors or Seniors this situation would be remedied, at least in part.
5. The success of our Food Production War Training Programs has shown a definite need and opportunity for Part-time and Evening Courses after the war. This is in line with the Smith-Hughes Act which says, "The courses are designed for persons who have entered upon, or are preparing to enter upon the work of the farm." According to this, under the Smith-Hughes Act, Part-time and Evening instruction is named ahead of all-day instruction. There will be a further demand for Part-time and Evening instruction from returning soldiers and from those who left the farm for industrial jobs in the cities and who will be returning to the farm. The agricultural teacher ought to be freed from outside responsibilities such as Coaching in order to have time for this important work. He might also be required to conduct Part-time and Evening courses as part of his regular job.

6. Even without area schools some two-teacher departments seem to be required if a school is to meet all the possibilities inherent in a really good department of vocational agriculture. It is too much to ask one man to do all these things alone.

The teachers of vocational agriculture have done a good job during the past two years, though they are greatly overworked.

They have helped develop an especially fine program in our Food Production War Training Program. This Program is described in some detail in a later section. Federal authorities have been so good as to say that our teachers, through their classes for potato roggers, have had one of the outstanding programs in the country in course 19 (Training of Farm Workers).

They have cooperated whole-heartedly with the Extension Service in the Farm Labor emergency. Most of them have given up their vacation time for this purpose. Under ordinary conditions teachers need, and should have, some time off in the summer to relax and get rested for the strenuous teaching days ahead. However, these are not ordinary times and for this reason this use of the teacher's time seems justified.

They have also done a good job in respect to their pupils' Home Project work. Each boy who studies Vocational Agriculture must have six months of Supervised Farm Practice. While this requirement may be met in any one of four different ways—Farm Enterprise projects (home projects), Improvement projects, Supplementary Farm Practices (farm skills) and Placement for Farm Experience (farm labor for hire), 70% of the pupils met these requirements by means of Farm Enterprise projects and 90.5% of these projects were standard size or larger.

During the last project year covered by this report it has been very difficult to get reports as completed projects due to the boys leaving home for the armed services, shipyards, etc. Nevertheless, we have reports on 797 completed projects, which yielded a total net income of \$164,424 — an average of \$206 per project.

To conserve gas and tires and also to avoid taking boys away from home when they might be needed for farm work, District and State Conventions of the Future Farmers of America have not been held during the past two years.

Nevertheless, the work of the local chapters has been carried on as usual, and the election of State officers of the organization was completed by mail.

In each of the two years two official delegates attended the National Convention in Kansas City. At each of these National Conventions a Maine boy was elected to the American Farmer degree. At the October, 1942 Convention, Norman Martin of Gorham, Maine was chosen National Second Vice President, and he was also named the Star Farmer of the Northeast Region. This honor is given yearly to the outstanding Future Farmer boy in the region. At the October, 1943 Convention, Richard Saunders of Monmouth, Maine placed fourth in the National Prize Speaking Contest, though the judges publicly announced that if he had not been penalized for overtime he would have placed either first or second. Previous to this National Contest he had won the Regional Speaking Contest held in New Jersey.

TRADE AND INDUSTRIAL EDUCATION

A very marked expansion has taken place in the field of Trade and Industrial Education due largely to equipment being made available from the War Production Training programs and from other Federal services.

New departments have opened in Auburn, Bath, Brunswick, Camden, Fryeburg, Millinocket, Rockland, Rumford and Sanford. These departments are in general proving very satisfactory. The enrollment is not as high as it would be in normal times due to the fact that many of the older boys are leaving school for the military services and war industries.

Most of the teachers in this branch are skilled mechanics with a broad background of trade experience. These men were recruited to teach in the War Production Training

program and have been interested to stay on as regular instructors.

When more equipment is made available by the closing of war time industries it will be possible to expand this field greatly.

Respectfully submitted,

HERBERT S. HILL,
Supervisor Agricultural Education

*To the Commissioner of Education,
Augusta, Maine*

Dear Sir:

I hereby submit my report as Director of Home Economics Education.

VOCATIONAL HOME ECONOMICS

Home Economics today centers around values in personal and family living. Programs are built around the needs of students in relation to: better health through improved nutrition and living habits, adequate housing, better appearance through careful grooming, selection and construction of appropriate and attractive clothes, better understanding of children, more satisfaction from family life, wiser use of money, better family and community relationships, happier people better able to assume responsibility for efficient home management, and preparation for earning a livelihood. Home Economics today is not the teaching of cooking and sewing skills. It is not concerned with the efforts of the home economics teacher alone but also in relation to the contribution of other teachers and other agencies. Both sexes are interested in these values and goals. Home Economics should be available to all although the instruction may vary in type and amount according to sex.

The past fifty years have shown an almost unbelievable expansion in home economics. It is true that some schools are still struggling for recognition and reaching only students who lack ability to survive in a really challenging curriculum. By and large recognition has come to us rap-

idly in recent years. Home Economists hold key positions in many fields.

Vocational home economics programs in Maine continue to expand. The following new departments have been developed during the past two years: (1) Gorham; (2) Bridgton Academy; (3) Howland; (4) Waldoboro. There are now fifty vocational home economics day programs with fifty-seven teachers and five adult vocational evening school programs with fourteen teachers. In 1942-43 home economics teachers conducted voluntarily thirty-nine adult classes in thirty-eight communities with five hundred registrants completing courses in nutrition, food conservation, canteen, clothing, child development, and consumer education. Forty-eight home economics teachers cooperated in the defense training program in the spring of 1943 by teaching twenty hour courses under the OSYA Program in Production, Conservation, and Processing of Food for Farm Families. More than 900 women were reached through these programs. There is need of further expansion in adult homemaking.

During the past two years the increasing shortage of foods and the program of food rationing, together with textile shortages and needs for conserving and repairing household equipment, furniture, linens, etc., have opened avenues for helping students with immediate and pertinent personal and family problems. With many mothers in defense work, members of the family in the armed forces, and small children left without guidance, high school girls have had increasing home responsibilities. In many instances they have asked for help with individual problems. Many general and vocational homemaking programs have been built around these student needs, using the home as a laboratory in child care, home care of the sick, management of time in planning and preparing meals, and care of the home.

To project the students' lives into the life of the community and nation at large, all home economics departments cooperated with organized war agencies and gave assistance to local agencies. They have rendered community service to the Red Cross, hospitals, OPA, salvage programs,

service clubs, nursery schools, charity organizations and war agencies. More than 50,000 garments and needed surgical supplies have been prepared for the Red Cross and War Service Agencies.

The teacher-training program includes pre-service and in-service training with curriculum revision, expanded field teaching and State and Regional conferences. All first year teachers are visited each year and as many experienced teachers as time and travel permit. Teacher-training facilities in home economics are extremely limited. With the ever increasing competition for professionally trained home economics personnel in allied fields as well as teaching, two needs stand out: (1) larger quarters and increase in personnel, (2) that school administrators and teachers urge more young women to take professional training in home economics. Home Economics training probably leads to a larger number of vocations for women than any other single field because its ramifications are as broad and deep as those of the institution it was created to serve—the home. In 1942-43 we did not have sufficient teachers to fill available positions. Four college seniors voluntarily gave up completing training as planned and thereby kept two departments from being discontinued.

The many problems existing now and coming to the forefront as postwar problems give evidence of the urgency of expansion in teacher-training facilities, personnel and trainees.

The State Director of Home Economics has actively participated with coordinating educational programs and organizations concerned with home and family life education: State Nutrition Committee, Chairman of sub-committee on School Lunch Program, State Child Health Council, Chairman of Committee on Education in Home and Family Life of State Congress of Parents and Teachers, State Consumers Service Committee, Director of State Cooperative Community Canning Center Project.

GENERAL HOME ECONOMICS

Increasingly families, servicemen and students are turning to home economics teachers for help with family prob-

lems. This portends a new and serious responsibility. Of all institutions being affected by the war, the home ranks high if not first. Sufficient evidence is at hand to indicate specific postwar objectives which will be necessary in education for home and family life: (1) to assist in reestablishing home and family life, (2) to train youth and adults to carry new and expanded home and family responsibilities, (3) to train for satisfying personal and home life, (4) to help in rebuilding communities in ways that contribute to better personal and family living, (5) to provide guidance in choices to be made in building home life—as to use of money, home relationships and values, nutrition, and health, consumer problems, housing, home management, etc. This training should be a part of the general education of every girl. Such objectives involve two types of home economics: (1) general home economics for all students, (2) vocational home economics for selective groups who wish intensive training and skill. The minimum essentials to provide adequate homemaking education will vary with each local area depending on the specific needs of that school and community, the present curriculum and the school enrollment as well as the present responsibilities and activities of girls and boys and homemakers.

There are at present 71 towns having general home economics courses with 111 teachers. It has been customary for some years to give emphasis to general home economics as a special subject during the upper elementary years. A gradual decrease in elementary home economics as a special subject is recommended. There is evidence of the need of careful study and revision of the elementary home economics program with increasing emphasis on a well-rounded high school program. It is recommended that consideration be given to full time home economics advisers at the elementary level who will work closely with general elementary teachers as to nutrition, etiquette, and school feeding problems. They will suggest and possibly assist in practical short units to be taught by general elementary teachers which will develop hand technics in the use of tools, familiarity with simple sewing technics, personal care and grooming, and interest in home activities. Ele-

mentary Home Economics will not then be limited to specific grades and set up as a special course.

It is recommended that there be established a one year general home economics requirement in the first (9th grade) or second (10th grade) year of high school for all girls. This might be set up on the same time basis as academic subjects (i.e. one period daily). Beyond this required year home economics should be elective in type and made available to more students of all grades of ability. These elective courses may be general or vocational in type. School administrators give increasing evidence of a desire to meet the needs of a larger number of students. Quite a group of administrators are initiating the above recommendations this coming school year.

During the past two years there have been four new general home economics departments in addition to the four vocational ones. There is still a large percentage of our Maine high schools offering no home economics.

General and vocational home economics teachers have shared equally in one type of adult education. No project in a long time has done more in adult education than the Statewide Community Canning Center Program to provide experience in community relationships and service and to raise the understanding of home economics and its contribution to the school and the home. It has been a means of broadening the experience of 160 home economics teachers and of extending a type of homemaking education during the past two years to more than 12,000 homes. In the two summers of 1942 and 1943 a total of 614,329 pints of food were canned with 418,409 pints going into the homes of Maine and 195,920 pints being given to the school lunch program in the areas represented. The summer project of 1944, which is still in operation, will increase this total figure to nearly 900,000 pints. The Director of Home Economics has been in charge of this program in 1943 and 1944 and was a co-director in 1942. Cooperating with her in the direction of the project has been Mrs. Donald M. Payson, Director of the Citizens' Service Corps, Office of Civilian Defense. In 1943 alone more than 70,000 hours of volunteer service were rendered by citizens. There has also

been student volunteer service in home economics classes during the fall months. Another cooperating agency has been the State Extension Service. The school administrators have also made a vital contribution by making available the facilities of their home economics departments and school lunch kitchens during the summer. The project has been possible through the Executive Department of State which allotted War Emergency funds to finance the program.

Respectfully submitted,

FLORENCE L. JENKINS,
Director of Home Economics

DISTRIBUTIVE EDUCATION

Courses in Distributive Education were started at Brewer and Bangor High Schools. These were the first in-school courses in the state. Reports show that over one hundred pupils have received this training during the two-year period of operation.

The following stores cooperated in the plan:

Endicott-Johnson Shoe Co.
First National Supermarket
Freese Department Store
W. T. Grant Company
Jake's Clothing Co.
J. J. Newberry Co.
Paine Dental Laboratory
Sears, Roebuck & Co.
Senter's Department Store
United Store
F. W. Woolworth Co.

Nearly two hundred people were trained to assist regular store personnel during the Christmas season. From all reports this service has been very worth while to all parties concerned and should be extended to other cities in the state.

ESTABLISHED COURSES IN VOCATIONAL EDUCATION

Town or Institution	Enrollment 1942-1943				Teachers
	Agri- culture	Trade and Industry	Home Economics	Distrib- utive	
Aroostook Central Institute.....	43	—	19	—	2
Ashland.....	41	—	—	—	1
Auburn—Winter's Scientific Institution.....	—	23	—	—	2
Auburn—Edward Little High Sch.	—	34	—	—	2
Augusta.....	—	22	—	—	2
Bangor.....	—	—	—	32	1
Bath.....	—	39	202	—	4
Boothbay Harbor.....	—	—	54	—	1
Brewer.....	—	—	55	43	2
Buckfield.....	23	—	36	—	2
Bucksport.....	38	—	—	—	1
Buxton.....	35	—	—	—	1
Camden.....	14	—	—	—	2
Canton.....	9	—	—	—	1
Caribou.....	76	—	84	—	4
Corinna Union Academy.....	24	—	—	—	1
East Corinth Academy.....	26	—	—	—	1
Easton.....	31	—	—	—	1
Erskine Academy.....	—	—	16	—	1
Fairfield.....	32	—	—	—	1
Farmington.....	—	—	23	—	1
Fort Fairfield.....	58	—	38	—	2
Fort Kent.....	30	—	—	—	1
Freedom Academy.....	—	—	36	—	1
Freeport.....	—	—	47	—	1
Fryeburg Academy.....	17	16	51	—	3
Gorham.....	48	—	47	—	2
Gould Academy.....	—	—	62	—	1
Greely Institute.....	12	—	120	—	2
Hampden Academy.....	20	—	—	—	1
Hartland Academy.....	40	—	28	—	2
Hodgdon.....	30	—	25	—	2
Houlton.....	30	—	—	—	2
Island Falls.....	10	—	—	—	1
Leavitt Institute.....	20	—	—	—	1
Lee Academy.....	31	—	34	—	2
Limestone.....	32	—	—	—	1
Limington Academy.....	—	—	13	—	1
Lincoln Academy.....	40	—	—	—	1
Lisbon.....	—	—	13	—	1
Livermore Falls.....	39	—	—	—	1
Machias.....	—	—	39	—	1
Maawaska.....	10	—	31	—	2
Madison.....	—	34	57	—	3
Maine Central Institute.....	—	—	28	—	1
Mapleton.....	28	—	—	—	1
Mattanawcook Academy.....	—	—	38	—	1
Mechanic Falls.....	—	—	36	—	1
Merrill.....	9	—	—	—	1
Mexico.....	—	—	54	—	1
Millinocket.....	—	164	131	—	4
Monmouth Academy.....	19	—	24	—	2
New Gloucester.....	12	—	—	—	1
Newport.....	29	—	—	—	1

ESTABLISHED COURSES IN VOCATIONAL EDUCATION—Cont.

Town or Institution	Enrollment 1942-1943				Teachers
	Agri- culture	Trade and Industry	Home Economics	Distrib- utive	
Norway.....	35	—	40	—	2
Oakfield.....	12	—	—	—	1
Old Town.....	43	—	85	—	2
Paris.....	—	—	55	—	1
Parsonsfield.....	—	—	8	—	1
Patten Academy.....	20	—	—	—	1
Pennell Institute.....	—	—	21	—	1
Potter Academy.....	—	—	17	—	1
Presque Isle.....	56	—	112	—	3
Rangeley.....	—	—	38	—	1
Rockland.....	—	28	90	—	3
Rumford.....	12	72	71	—	6
Sanford.....	—	195	59	—	5
Scarboro.....	—	—	62	—	1
Sherman Mills.....	13	—	—	—	1
Skowhegan.....	—	46	32	—	3
Standish.....	—	—	27	—	1
Thornton Academy.....	—	—	68	—	1
Traip Academy.....	—	—	64	—	1
Van Buren.....	22	—	—	—	1
Waldoboro.....	35	—	—	—	1
Washburn.....	39	—	55	—	2
Westbrook.....	—	121	60	—	4
Wilton Academy.....	23	—	61	—	2
Windham.....	25	—	35	—	2

ESTABLISHED COURSES IN VOCATIONAL EDUCATION

Town or Institution	Enrollment 1943-1944				Teachers
	Agri- culture	Trade and Industry	Home Economics	Distrib- utive	
Anson Academy.....	—	—	19	—	1
Aroostook Central Institute.....	29	—	—	—	1
Ashland.....	27	—	—	—	1
Auburn.. Edward Little High Sch.	—	28	—	—	2
Augusta.....	—	21	—	—	2
Bangor.....	—	—	—	22	1
Bath.....	—	32	186	—	4
Boothbay Harbor.....	—	—	57	—	1
Brewer.....	—	—	30	17	2
Brunswick.....	—	82	—	—	2
Buckfield.....	18	—	63	—	2
Bucksport.....	32	—	—	—	1
Buxton.....	25	—	—	—	1
Camden.....	—	12	—	—	2
Caribou.....	144	—	197	—	4
Corinna Union Academy.....	29	—	—	—	1
East Corinth Academy.....	27	—	—	—	1
Easton.....	24	—	—	—	1
Erskine Academy.....	—	—	17	—	1
Fairfield.....	35	—	—	—	1
Farmington.....	—	—	15	—	1
Fort Fairfield.....	48	—	72	—	2
Fort Kent.....	22	—	—	—	1
Freedom.....	—	—	35	—	1
Freeport.....	—	—	44	—	1
Fryeburg Academy.....	24	18	43	—	4
Gorham.....	41	—	21	—	2
Gould Academy.....	—	—	50	—	1
Greely Institute.....	11	—	121	—	2
Hampden Academy.....	15	—	—	—	1
Hartland Academy.....	32	—	27	—	2
Hermon.....	15	—	—	—	1
Hodgdon.....	14	—	13	—	2
Houlton.....	33	—	28	—	2
Leavitt Institute.....	29	—	—	—	1
Lee Academy.....	28	—	36	—	2
Limestone.....	27	—	—	—	1
Limington Academy.....	—	—	15	—	1
Lincoln Academy.....	35	—	—	—	1
Livermore Falls.....	21	—	—	—	1
Machias.....	—	—	34	—	1
Madawaska.....	—	—	59	—	1
Madison.....	—	32	16	—	3
Maine Central Institute.....	—	—	23	—	1
Mapleton.....	23	—	—	—	1
Mattawancook Academy.....	—	—	37	—	1
Mechanic Falls.....	—	—	36	—	1
Mexico.....	—	—	30	—	1
Millinocket.....	—	165	123	—	4
Monmouth Academy.....	27	—	22	—	2
New Gloucester.....	12	—	—	—	1
Newport.....	5	—	—	—	1

ESTABLISHED COURSES IN VOCATIONAL EDUCATION—Cont.

Town or Institution	Enrollment 1943-1944				Teachers
	Agriculture	Trade and Industry	Home Economics	Distributive	
Norway.....	31	—	27	—	2
Old Town.....	42	—	66	—	2
Paris.....	—	—	34	—	1
Patten Academy.....	17	—	—	—	1
Pennell Institute.....	—	—	21	—	1
Potter Academy.....	—	—	17	—	1
Presque Isle.....	58	—	127	—	3
Rangleley.....	—	—	16	—	1
Rockland.....	—	23	50	—	3
Rumford.....	16	91	114	—	5
Sanford.....	—	26	80	—	4
Scarboro.....	—	—	55	—	1
Sherman Mills.....	15	—	—	—	1
Skowhegan.....	—	134	47	—	4
South Paris.....	—	—	36	—	1
Standish.....	—	—	32	—	1
Thornton Academy.....	—	—	55	—	1
Traip Academy.....	—	—	57	—	1
Van Buren.....	17	—	—	—	1
Waldoboro.....	36	—	50	—	2
Washburn.....	30	—	46	—	2
Westbrook.....	—	146	62	—	4
Wilton Academy.....	21	—	64	—	2
Windham.....	42	—	25	—	2

INDUSTRIAL ARTS

Due to war time conditions many of our teachers have been called to the armed services and to war industries, but in spite of this fact we have been able to keep most of our school shops in operation. Although we lost five schools due to a lack of qualified teachers we opened seven new departments.

It has been possible to assist the local schools in many cases by placing in their shops tools and equipment purchased for the War Production Training program and not at present needed in that field. When this Federal training program closes much more equipment will be available.

Although most of our schools are still giving a large part of their time to woodworking each year more communities are changing to a general shop type of program.

In some of the larger cities where unit shops are maintained in different fields, we have succeeded in arranging a rotation of the students, thus making it possible for the students to broaden their field of exploration.

The use of progress charts and cumulative shop records has been widely accepted. These records are proving of great assistance in the guidance program and of assistance to boys when they seek employment.

ESTABLISHED COURSES IN INDUSTRIAL EDUCATION

Town or Institution	General Home Economics					
	1942-1943			1943-1944		
	Enrollment		Teachers	Enrollment		Teachers
	Elem.	Sec.		Elem.	Sec.	
Anson Academy	14	12	1	21	14	1
Ashland	24	37	1	22	32	1
Auburn	343	54	4	346	169	4
Augusta	185	48	3	416	122	3
Baileyville	36	23	1	31	43	1
Bangor	428	261	5	301	181	5
Bar Harbor	65	54	1	46	41	1
Bath	78	42	2	83	—	1
Belfast	72	52	1	76	34	1
Belgrade	—	61	1	—	—	—
Biddeford	128	89	1	139	75	1
Bingham	16	16	1	17	12	1
Brewer	111	—	1	120	8	1
Bridgton	56	36	1	39	19	1
Brunswick	90	135	2	101	113	2
Bucksport	50	42	1	48	18	1
Calais	70	29	1	37	31	1
Camden	57	22	1	51	22	1
Cape Elizabeth	50	32	1	50	39	1
Chebeague Island	11	13	1	—	—	—
Cornish	14	36	1	11	11	1
Dexter	76	60	1	77	31	1
Ellsworth	30	47	1	39	31	1
Eustis	13	6	1	4	18	1
Fairfield	22	98	1	22	64	1
Falmouth	55	29	1	57	42	1
Freeport	39	35	1	39	—	1
Gardiner	114	50	1	89	26	1
Greely Institute	49	69	1	29	—	1
Greenville	20	32	1	13	29	1
Guilford	30	37	1	38	30	1
Higgins Classical Institute	—	35	1	—	32	—
Houlton	118	—	1	111	—	1
Howland	—	56	1	35	32	1
Jay	—	30	1	—	38	1
Kennebunk	116	198	1	58	34	1
Leavitt Institute	—	59	1	—	40	—
Lebanon Academy	—	13	1	—	—	—
Lewiston	138	584	5	580	274	5
Lisbon	40	43	1	—	—	—
Lisbon Falls	—	—	—	32	46	1
Livermore Falls	61	61	1	55	56	1
Machias	—	—	—	10	—	1
Madison	69	38	1	57	39	1
Maine Central Institute	74	28	1	56	—	1
Mapleton	21	46	1	22	40	1
Milo	65	49	1	67	42	1
Mt. Desert	32	25	1	24	26	1
Newport	—	63	1	—	19	1
Norridgewock	31	34	1	30	33	1
North Yarmouth Academy	—	39	1	—	47	1
Oakland	47	33	1	24	35	1
Old Orchard Beach	65	22	1	38	22	1
Fennell Institute	—	—	—	13	—	1
Portland	968	520	14	927	561	14
Rangeley	22	26	1	27	—	1
Rockland	144	—	1	140	—	1
Rumford	13	100	1	38	—	2

ESTABLISHED COURSES IN INDUSTRIAL EDUCATION—Cont.

Town or Institution	General Home Economics					
	1942-1943			1943-1944		
	Enrollment		Teachers	Enrollment		Teachers
	Elem.	Sec.		Elem.	Sec.	
Saco.....	149	65	1	137	51	1
Sanford.....	144	—	1	148	—	1
Skowhegan.....	82	27	1	98	30	1
Somerset Academy.....	—	25	1	—	7	1
South Brooksville.....	—	15	1	5	13	1
South Portland.....	343	113	4	303	156	3
Southwest Harbor.....	24	66	1	26	58	1
Sullivan.....	—	79	1	—	—	—
Tenants Harbor.....	—	27	1	—	29	1
Topsham.....	22	—	1	—	30	1
Traip Academy.....	—	39	1	—	—	—
Unity.....	6	28	1	11	13	1
Van Buren.....	—	116	2	71	88	2
Waterville.....	288	115	3	396	198	3
Wells.....	—	115	1	—	47	1
Westbrook.....	181	—	1	200	—	1
Winslow.....	36	56	1	24	47	1
Yarmouth.....	50	13	1	52	8	1
York.....	29	18	1	32	22	1

ESTABLISHED COURSES IN INDUSTRIAL EDUCATION

Town or Institution	Industrial Arts					
	1942-1943			1943-1944		
	Enrollment		Teachers	Enrollment		Teachers
	Elem.	Sec.		Elem.	Sec.	
Anson Academy.....	11	12	1	9	18	1
Auburn.....	313	263	5	358	243	5
Augusta.....	272	36	2	230	78	2
Baileyville.....	43	21	1	—	—	—
Bangor.....	443	290	8	378	306	7
Bar Harbor.....	69	57	1	64	34	1
Bath.....	78	182	2	92	185	2
Biddeford.....	142	—	1	114	—	1
Bingham.....	28	16	1	20	28	1
Boothbay Harbor.....	—	47	1	—	62	1
Brewer.....	105	136	2	76	81	2
Bridgton.....	30	41	1	42	27	1
Brooksville.....	4	16	1	6	22	1
Brunswick.....	98	23	1	86	31	1
Bucksport.....	54	29	1	54	26	1
Calais.....	88	41	1	42	49	1
Camden.....	25	33	2	21	34	2
Cape Elizabeth.....	47	36	1	53	42	1
Dexter.....	67	30	1	59	30	1
East Millinocket.....	40	47	1	34	45	1
Eliot.....	—	54	1	—	46	1
Ellsworth.....	30	62	1	—	—	—
Fairfield.....	19	63	1	22	51	1
Falmouth.....	—	27	1	52	29	1
Foxcroft Academy.....	—	—	—	—	21	1
Freeport.....	57	27	1	47	43	2
Fryeburg Academy.....	—	65	1	—	68	1
Gardiner.....	86	70	1	91	53	1
Gould Academy.....	—	56	1	—	16	—
Greely Institute.....	49	69	1	25	29	1
Greenville.....	16	34	1	14	29	1
Guilford.....	27	44	1	27	35	1
Hallowell.....	41	24	1	44	—	—
Houlton.....	75	—	1	81	—	—
Kennebunk.....	62	75	1	75	58	1
Kennebunkport.....	31	26	1	—	—	—
Lebanon Academy.....	—	26	1	—	—	—
Lewiston.....	257	306	5	278	213	5
Lisbon.....	62	67	2	36	47	1
Livermore Falls.....	53	75	1	58	60	1
Machias.....	9	20	2	—	19	1
Madison.....	72	32	1	78	47	3
Mattawancook Academy.....	71	19	1	78	35	1
Mechanic Falls.....	40	60	1	16	40	1
Mexico.....	—	145	1	—	102	1
Millinocket.....	70	121	2	68	119	2
Milo.....	46	58	1	60	42	1
Mt. Desert.....	27	33	1	34	24	1
Norridgewock.....	29	24	1	33	38	1
North Berwick.....	16	17	1	—	—	—
Oakland.....	40	34	1	25	30	1
Old Orchard Beach.....	68	17	1	38	28	1
Pennell Institute.....	—	37	1	—	44	1
Pittsfield.....	62	23	1	71	13	1
Presque Isle.....	—	124	1	—	108	1
Portland.....	1,375	692	15	1,177	634	15
Sebago.....	—	—	—	—	41	1
Rangeley.....	25	16	1	—	—	—
Rockland.....	123	22	1	71	77	2

ESTABLISHED COURSES IN INDUSTRIAL EDUCATION—Cont.

Town or Institution	Industrial Arts					
	1942-1943			1943-1944		
	Enrollment		Teachers	Enrollment		Teachers
	Elem.	Sec.		Elem.	Sec.	
Rumford.....	—	69	2	—	76	2
Saco.....	116	53	1	139	94	1
Sanford.....	166	110	3	166	101	3
Scarboro.....	—	52	1	—	40	1
Skowhegan.....	87	7	1	102	39	2
South Portland.....	297	134	4	229	190	4
Southwest Harbor.....	21	55	1	29	39	1
Tenants Harbor.....	—	19	1	—	16	1
Thomaston.....	35	115	1	36	26	1
Thornton Academy.....	—	92	2	—	37	1
Topsham.....	21	—	1	26	—	1
Traip Academy.....	—	89	1	—	88	1
Unity.....	9	22	1	13	23	1
Waterville.....	277	134	3	265	125	3
Westbrook.....	211	97	3	203	88	3
Winslow.....	39	14	1	31	29	1
Winthrop.....	59	32	1	36	29	1
Yarmouth.....	42	14	1	43	12	1
York.....	27	53	1	36	42	1

GENERAL EVENING SCHOOLS

Town	Enrollment 1942-1943					Enrollment 1943-1944				
	Male	Female	Total	Teachers	Courses	Male	Female	Total	Teachers	Courses
Augusta.....	28	39	67	3	3	35	62	97	4	4
Belfast.....	—	—	—	—	—	5	60	65	2	1
Bangor.....	285	453	738	22	17	107	164	271	17	12
Bath.....	29	204	233	6	6	7	216	223	7	4
Biddeford.....	—	—	71	4	2	11	17	28	3	2
Bucksport.....	23	2	25	1	1	—	—	—	—	—
Caribou.....	—	—	74	4	3	—	—	—	—	—
Lewiston.....	20	62	82	4	2	12	36	48	3	2
Mexico.....	15	—	15	1	1	15	—	15	1	1
Millinocket.....	10	69	79	3	2	—	—	—	—	—
Portland.....	189	331	520	15	9	236	365	601	22	17
Mount Desert.....	—	—	—	—	—	15	—	15	1	1
Rumford.....	6	37	43	2	1	8	34	42	2	1
Sanford.....	22	203	225	12	5	—	—	—	—	—
Southwest Harbor.....	10	5	15	1	1	—	—	—	—	—
Winslow.....	6	35	41	2	2	3	15	18	2	2
Totals.....	643	1,440	2,223	80	55	454	969	1,423	64	47

THE FOOD PRODUCTION WAR TRAINING PROGRAM*

IN MAINE

July 1, 1942 to June 30, 1944

The Food Production War Training Program provides vocational courses of less than college grade in food production and conservation, mechanics, farm-machinery repair, and farm-labor training. These courses are designed to give general preemployment mechanical training and to assist in attaining the production goals for those farm commodities designated from time to time in the food-for-freedom program promulgated by the United States Department of Agriculture. Federal appropriated funds care for all expenses of this program, without cost to either the State or local centers in which the courses were organized.

During the two-year period covered by this report 449 courses were organized in 127 towns representing every county in the State.

The total cumulative enrollment for all courses was 7,760. Of this number 4,258 were in the course of the "Repair, Operation and Care of Farm Machinery and Equipment," 1,673 were enrolled in the courses for the "Training of Farm Workers," and 898 (mainly women) enrolled in the courses for the "Production, Conservation and Processing of Food for Farm Families." The enrollment in the other courses varied according to their popularity.

One phase of the Labor Training Program was organized solely for the training of potato roguers**, in the certified seed producing areas of Maine. It was set up to provide training for a rather specialized and highly essential phase of seed potato production. A total of 75 courses was organized in 33 towns of Aroostook, Penobscot, and Piscataquis counties, with a total enrollment of 1,293 including 378 women and girls. With the exception of three classes, this training was all given by teachers of vocational agriculture. Three other phases of the labor-training program included a course designed to teach girls and women how to drive tractors, the training of supervisors (for day-haul

*This program has been known as OSY, OSYA and the Rural War Production Training Program, as provided by the various Public Laws.

**Roguing is the detection and removal of seed propagated diseases.

labor), and a general farm labor training course for the local community.

The courses for the "Repair, Operation and Care of Farm Machinery and Equipment" have made a definite contribution to the war effort. Commercial farm machinery repair shops could not have handled the amount of repairing that had to be done locally. This condition was brought about because skilled mechanics had been lost to industry and the armed forces. Furthermore, very little new machinery was available. This meant that old machinery had to be repaired, reconditioned and overhauled to care for the increased acreages necessary to meet the production goals. Therefore, by providing a place for farmers to repair their own machinery under the instruction of a skilled mechanic more was accomplished than the mechanic could have done by himself.

There were 236 courses for the repair of farm machinery organized in 76 communities located in 15 counties, with a total enrollment of 4,258. The records show that the men worked 103,522 hours repairing and constructing farm machinery and equipment, with an estimated savings to the farmers of \$66,018.94, which represents a savings of 63 cents per hour of class time.

When the farmers became aware of the practical value of this training program, their response was shown in the enrollment, and by the work accomplished. Some of the major items repaired during the past two years are, as follows: tractors—755; trucks—475; planters (all types)—370; harrows—222; plows—209; mowers 206 and 84 cultivators. In addition to these items many other types of farm machinery were repaired as a part of this program.

In some communities this program has been limited due to the local facilities available, which are often too small for a program of this nature. The location of qualified instructors has been a limiting factor in many instances. To help solve this problem a mechanic was employed to serve as an itinerant instructor to work in communities where

local mechanics were not available. This instructor conducted 24 courses in nine communities located in six counties. More instructors of this type could have been used to advantage, if they had been available for short periods during the winter and spring.

VOCATIONAL TRAINING FOR WAR PRODUCTION WORKERS
PROGRAM

July 1, 1942 to June 30, 1944

During the past two years Congress, under the heading of Office of Education, has appropriated funds for the continuation of the opportunities provided by the program, Vocational Training for War Production Workers. Funds in the amounts of approximately \$780,000 for operations and \$34,000 for equipment have been used in Maine within this period. These costs bring the total expended in Maine, since the inception of this program, to: (a) \$1,270,000 for operations; (b) \$153,000 for equipment. The program has provided for preemployment and supplemental, upgrading, training. Most of the preemployment training was carried on in shops established in our public school buildings. During the past year the trend in training has been toward pre-production supplemental training in cooperation with industry and the Armed Forces. Through this method trainees are full time employees while receiving training. The upgrading, supplemental type of class provides opportunity for employed persons to improve themselves in their present field of employment or prepare themselves for higher rated positions in the same field. Such classes are conducted at hours which permit the trainee to attend outside his employment hours. The accompanying table explains the type of training offered in Maine and cumulative numbers of trainees up to June 30, 1944.

In June of 1942 the Department began cooperating with the Training Within Industry division of the War Man-

power Commission by making available to the industries of the state Job Instructor Training. This was done by calling in a group of top management who attended institutes at Bangor and Portland. Job Instructor Training, the first of Training Within Industry services to be released, was a streamline 10-hour course on the Job Training following the lines of T. R. Allen's plan.

The second course to be offered was Job Relations Training which deals with the supervisors relation in handling people, based on the General Motors course by A. P. Sloan for Junior Executives. We have held two institutes on this course within the state and have several certified leaders available.

Following on the heels of Job Instruction and Job Relations, Job Methods was offered. This course has to do with improving production by making better use of men, materials and machines now available. One institute was conducted in the Portland area on this course and at the time of writing has not seemed to have met with as much enthusiasm as the other courses.

The following is a list of companies that have held 10-hour courses dealing with Job Instruction, Job Relations or Job Methods: American Woolen Company

Old Town Mill	
Vassalboro Mill	
Dover-Foxcroft Mill	
Skowhegan Mill	
Fairfield Mill	
Pittsfield Mill	
Lockwood Manufacturing Co.	Waterville
Wyandotte Worsted	Waterville
Berst, Foster & Dixfield	Oakland-Dixfield
Moose River Shoe Co.	Old Town
Foster Manufacturing Co.	Strong
Stowell & MacGregor	Dixfield
McCormick Spice Co.	Washburn
First Service Command—USAAF	Houlton, Presque Isle, Bangor
Fraser Paper Limited	Madawaska

Madison Woolen Co.	Madison
Hathaway Shirt Co.	Waterville
Edwards Manufacturing Co.	Augusta
Hill Manufacturing Co.	Lewiston
Bates Manufacturing Co.	Lewiston
Androscoggin Mills	Lewiston
Continental Mills	Lewiston
Libby Manufacturing Co.	Lewiston
Verney Brunswick	Brunswick
Paris Tanning Co.	South Paris
York Manufacturing Co.	Saco
Pepperell Manufacturing Co.	Biddeford
Saco-Lowell Shop	Biddeford
Camden Marine Railway	Camden
Snow Shipyard	Rockland
Frank Sample, Jr. Shipyard	Boothbay Harbor
Socony Vacuum Oil Co.	Portland
Portland Pipeline Co.	Portland
American Can Co.	Portland
Southworth Machine	Portland
Maine Steel, Inc.	Portland
National Biscuit Co.	Portland
Utilities Distributors	Portland
Dana Warp Mills	Westbrook
Universal Laundry	Portland
New England Shipbuilding Corp.	South Portland
Fort Williams	Portland
Northland Woolen Co.	Corinna
Kenwood Woolen Co.	Corinna
Cummings Co.	Newport

For the first 15 months the state carried out this program with no assistance from the Training Within Industry group. At the end of this period they furnished a man who did contact work, leaving us with our duties of arranging schedules, reporting and paying instructors.

We have been developing a further service to industry during the last year, namely: Foreman Training. We were fortunate to be able through the cooperation of Massachu-

setts Department of Education to train some men in Conference Leadership and fundamentals of Foreman Training. At present we have 5 qualified men in the state, including one from our staff, who are available to present these courses. The following courses are offered to industry: Techniques of Industrial Supervision, Foreman Instructor Training and Conference Leadership. Some companies within the state have already availed themselves of this opportunity, namely:

Portland Pipeline	Portland
New England Shipbuilding Corp.	South Portland
Pepperell Manufacturing Co.	Biddeford
Fraser Paper Limited	Madawaska
Oxford Paper Co.	Rumford
Frank Sample Shipyard	Boothbay Harbor
Presque Isle Air Base	Presque Isle
Maine Steel, Inc.	Portland
Brunswick Naval Air Training Station	Brunswick

There have been approximately 250 supervisors certified in these courses and information is available on them at the Department's headquarters in the State House.

Respectfully submitted,

AUSTIN ALLEN,

Director of Vocational Education

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.

It is the desire of every normal person to become a useful citizen, and under this plan disabled persons are given an opportunity to learn new trades and enter professions which will make it possible for them to become self-supporting.

When one has been unfortunate enough to become physically handicapped through accident or as a result of disease which renders him unfit for his former occupation, he very often possesses the ability to engage in another type of work. He is, however, in need of some agency which may render assistance in the selection and training for a suitable vocation.

A large number of Maine citizens who are permanently disabled as a result of injury in employment, public accident, disease, or defect from birth are unable to compete with physically normal workers for regular jobs. To help overcome this vocational handicap, the State Board for Vocational Education maintains a Vocational Rehabilitation Service which offers such individuals necessary assistance in preparing them for work they can do successfully in spite of their disabilities.

On July 6, 1943 Congress passed the Barden-LaFollette Act which will expand the Federal-State Civilian Rehabilitation program. This act will contribute to the war effort by facilitating re-employment of the physically handicapped through provision for physical restoration, where possible, and training necessary for employment. The original plan made no provision for physical restoration and this service, if rendered, had to be arranged through other agencies.

Under the amended act physical restoration may be provided, wherever possible, and may include surgery and therapeutic treatment to remove or reduce relatively simple physical handicap.

Service men who receive disability discharges as the result of non-service connected handicaps are now eligible for civilian rehabilitation service. Many of this group upon their return will make their own adjustments.

The new legislation also meets a special wartime need by providing for the vocational rehabilitation of persons injured in non-military war services. War-disabled civilians covered by this provision include any individual incapacitated while serving as an unpaid volunteer in the Aircraft Warning Service, the Civil Air Patrol, or in protective services under the United States Citizens' Service Corps; a registered trainee taking training for such protective service; or as an officer or member of the crew of a vessel owned or chartered by the Maritime Commission or the War Shipping Administration. As a war measure, the Federal Government will pay the entire expense incurred by any state in the rehabilitation of war-disabled civilians.

The central office of the Vocational Rehabilitation Division is located in the Department of Education, State House, Augusta and is under the supervision of Leroy N. Koonz, Director. Branch offices are also maintained in the following places:

255 Water St., Augusta

Bernard M. Johnstone, *Rehabilitation Agent*

Rm. 515, Eastern Trust Bldg., Bangor

John A. Rodick, *Rehabilitation Agent*

10 Congress Square, Portland 3

Elmer L. Mitchell, *Rehabilitation Agent*

Rm. 204, Auburn Savings Bank Bldg., Auburn

Gray H. Curtis, *Rehabilitation Agent*

Following is a Statistical Summary covering the nature of the work done and results obtained during the period from July 1, 1942 to June 30, 1944.

REPORT OF THE

COMPARISON OF LIVE ROLL OF CASES

	Year ending June 30, 1942	Year ending June 30, 1944
Reported.....	93	1022
Interviewed.....	10	89
Plan completed.....	4	20
Appliance authorized.....	2	3
School training.....	25	26
Employment training.....	19	21
Other training.....	5	17
Ready for job (prepared).....	16	8
Ready for job (placement).....	0	1
Temporary employment.....	7	0
Rehabilitation employment.....	23	25
Training interrupted.....	15	16
Other service interrupted.....	14	18
Total.....	233	1266

CLOSURE OF REHABILITATED CASES
FOR PERIOD JULY 1, 1942 TO JUNE 30, 1944

1. *By Nature of Disability of Cases*

	Female	Male	Total	Per Cent
Hand.....	0	14	14	5
Hands.....	0	1	1	1
Arm.....	4	12	16	6
Leg.....	3	32	35	13
Legs.....	1	11	12	4
Foot.....	0	22	22	8
Feet.....	0	7	7	2
Arm-Hand.....	1	3	4	1
Arm-Leg.....	1	3	4	1
Hand-Leg.....	0	2	2	1
Deaf-mute.....	7	4	11	4
Vision.....	3	10	13	5
Hearing.....	17	23	40	16
Cardiac.....	1	6	7	2
Tuberculosis.....	10	18	28	10
Mental.....	0	2	2	2
General debility.....	0	4	4	3
Miscellaneous.....	14	29	43	16
	62	203	265	100

2. *By Origin of Disability*

	Female	Male	Total	Per Cent
Employment Accident.....	0	25	25	9
Other Accident	5	57	62	23
Disease.....	38	77	115	43
Congenital.....	16	36	52	20
Military or Naval Service	0	7	7	2
War Action (civilians)	0	1	1	1
Unknown	3	0	3	2
	62	203	265	100

3. *By Schooling*

	Female	Male	Total	Per Cent.
Grades 1-6 completed.....	4	23	27	10
Grades 7-9 completed.....	17	90	107	40
Grades 10-12 completed.....	31	80	111	42
Other.....	10	10	20	8
	62	203	265	100

4. *By Ages*

	Female	Male	Total	Per Cent
Under 21.....	20	33	53	20
21-30.....	22	59	81	30
31-40.....	14	57	71	27
41-50.....	5	31	36	14
51 and over	1	23	24	9
	62	203	265	100

REPORT OF THE

THE ANALYSIS OF CASES CLOSED DURING THE PERIOD

JULY 1, 1942-JUNE 30, 1944

<i>Rehabilitated Cases</i>	Number	Per Cent
Correspondence.....	2	1
Tutorial.....	2	1
School.....	57	21
Employment	48	17
Placement.....	156	60
Total Rehabilitated Cases.....	265	100
<i>Other Closures (Non-rehabilitated)</i>	Number	Per Cent
Died.....	2	3
Left state.....	1	1
Lost contact.....	3	4
Not feasible.....	15	20
Not cooperative.....	7	9
Service declined.....	28	36
Other—.....	21	27
Total Other Closures	77	100
<i>Summary of Closed Cases</i>	Number	Per Cent
Total Rehabilitated Cases.....	265	77
Total Other Closures	77	23
	342	100

Cost of rehabilitation of 265 cases (years 1942-44).....	\$47,579.65
Average cost per case rehabilitated.....	179.54
Annual income of rehabilitated cases	394,193.28
Average wage earning per person per year.....	1,487.52
Average wage earning per person per week	28.61

SUMMARY OF RECEIPTS AND EXPENDITURES OF
 VOCATIONAL REHABILITATION DEPARTMENT
 FOR YEAR ENDING JUNE 30, 1944

<i>Receipts</i>		
<i>Federal Funds</i>		
Federal appropriations.....	\$36,089.94	
<i>State Funds</i>		
State Vocational Education.....	21,720.00	
Total receipts.....		\$57,815.94
<i>Expenditures</i>		
<i>Administration</i>		
1. Salaries		
a. Administrative	\$3,286.67	
b. Clerical.....	5,087.64	\$8,374.31
2. Travel		782.50
3. Communications		749.72
4. Supplies.....		727.02
5. Publications and Publicity.....		45.40
6. Rent.....		1,268.95
7. Office Equipment.....		876.60
8. Other.....		211.84
Total Administration.....		\$13,036.34
<i>Vocational Guidance and Placement Services</i>		
1. Salaries (Professional).....		\$8,642.33
2. Travel		3,076.68
Total Vocational Guidance and Placement Services		\$11,719.01
<i>Case Service</i>		
1. Medical Examinations		\$241.50
2. Prosthetic Appliances (Artificial Limbs).....		2,311.35
3. Hospitalization.....		137.00
4. Maintenance.....		8,036.69
5. Training		
a. Educational Institution.....		4,595.15
b. Employment		1,727.81
c. Correspondence.....		1,005.42
d. Tutorial		51.50
e. Supplies and Equipment.....		2,481.51
f. Transportation		1,176.29
6. Placement Equipment.....		608.54
Total Case Service.....		\$22,402.68
Total Expenditures for Fiscal Year Ended June 30, 1944		\$47,158.03

Respectfully submitted,

LEROY N. KOONZ,

Director

REPORT OF THE
CHAPTER VI
WAR ACTIVITIES

*To the Commissioner of Education,
Augusta, Maine*

Dear Sir:

During the biennial period ending June 30, 1944, there have been certain restrictions and curtailments placed on the public schools as well as services rendered by them to help meet the national war emergency.

The teachers and pupils have, in the words of an Office of Price Administration official, "rendered a very valuable service to the country by issuing to the citizens of Maine their War Ration Books for food, gasoline and fuel oil. No other existing organization was in a position to serve effectively this need."

Pupils in our schools, under the leadership of patriotic teachers, have collected almost unbelievable quantities of Salvage materials as part of their contribution to the war effort. The sale of war stamps and bonds in schools has far exceeded most optimistic expectations. More than three million dollars worth of stamps and bonds were purchased in the schools of Maine during the 1943-44 school year.

SCHOOL TRANSPORTATION IN WARTIME

Wartime shortages of materials have caused restrictions on certain school services. Among these is the conveyance of pupils. All applications for school bus gasoline have been processed in this office to see that they have conformed with the "Statement of Policy" of the Office of Defense Transportation. Last year's applications provided the following information on school pupil conveyance in Maine:

Number of buses 1-7 pupils	370
Number of buses 8-19 pupils	291
Number of buses 20 pupils up	444
Total number of conveyances	1,105
Total miles per day all vehicles	32,295
Total miles per year all vehicles	5,823,472
Gallons of gasoline per year	656,916

The closing of many small schools made necessary by the teacher shortage has thrown a heavy burden on our school bus transportation system. Available equipment is fast wearing out and only a very limited number of new vehicles is obtainable. About thirty new school buses have been allocated to Maine since war restrictions were placed on their sale. The shortage of suitable vehicles and the increasing need for efficient school transportation are causing more and more municipalities within the state to recognize the advantages of municipally-owned school buses, and the most of these newly-acquired vehicles are municipally-owned.

LANHAM ACT

Some cities and towns in the war impact areas of Maine have been eligible to receive financial assistance from the Federal Government under terms of the Lanham Act, to assist them in maintaining and operating their public schools. Their applications for assistance, prepared and recommended by this office, have resulted in Federal allotments totaling \$161,322 up to the close of the biennium. The need for additional school building facilities in war-impact areas has also been recommended and resulted in the Federal Government building and leasing without charge school building facilities in Kittery, York, Old Orchard, Brunswick, Portland, South Portland and Bath.

CONSOLIDATION OF SCHOOLS

The trend toward consolidation which has been increasingly evident for the past few decades has been stimulated because of the teacher shortage and a growing awareness of the improved educational offering which can be provided in the larger school unit. In the twenty-year period between 1922 and 1942, the number of one-room schools in the State of Maine decreased from 2,262 to 1,146 and further decreased to 1,104 in the 1943 tabulation.

The closing of one-room ungraded schools has been further accelerated because many competent and conscientious teachers are refusing employment in this type of school

since they contend that it is impossible for them to do work which is satisfying to them under such an organization. When figures have been compiled for the year 1944, I feel that they will show a considerable increase in the number of small school units that have been discontinued.

The average of per pupil costs for providing secondary school education in Maine has increased from \$75.76 per pupil in 1938 to \$115.18 in 1943, and some of the smaller secondary schools have reported per pupil costs for the year ending in July, 1943 as high as \$321.56 per pupil. This rapidly increasing per pupil cost, particularly in the small schools, coupled with the inability of the smaller communities to secure competent teachers because of the variations of subjects which they must teach, plus the decreased enrollments because of wartime employment, has resulted in the closing of seventeen secondary schools in the State of Maine between the 1941-42 school year and the 1943-44 school year.

In spite of the growing interest in consolidation, there is still a considerable number of elementary and secondary schools in the State of Maine that might be considered non-essential. These are requiring the services of trained teachers for a small number of pupils per teacher when there is a serious teacher shortage and some boys and girls are having to go without the benefits of the public schools. I believe a considerable number of these could, with the approval of the citizens of the town in which they are located, be closed and the children transported to nearby larger school units that could absorb them without additional teaching personnel and offer them an improved educational opportunity.

It is reasonable to assume that as the advantages of larger school units become better known to the citizens of Maine more consolidation will be effected and we shall finally arrive at an organization whereby a broad educational program may be offered which will serve the needs, interests and abilities of all of the children of all of the people in an efficient and reasonably economical manner.

POSTWAR SCHOOL REORGANIZATION

A rather extensive reorganization of school facilities in Maine is much needed. Considerable preliminary work has been done toward establishing a state-wide school organization on the basis of consolidated six-year elementary schools in each town, and six-year area high schools with minimum enrollments of four hundred pupils each.

Plans for such an organization are on paper and have been discussed with school officials in each of the ninety proposed areas. As is to be expected, varying amounts of interest are being shown. A few of the proposed areas are very enthusiastic and are making preliminary plans for such organization. Our survey of these areas has provided us with preliminary information on new building needs, additions and alterations. However, it has not gone beyond the state of determining the capacity necessary to serve the area.

We are attempting to secure as much lay participation as possible in the determination of the educational and building needs of the areas. This has been discussed with the superintendents of schools at regional meetings, and they have been provided with suggestions for lay participation in determining educational needs. Members of the staff have met with school people and with interested citizens in quite a few of the areas, and they report a growing interest.

It is hoped that the near future will provide better opportunities to acquaint the people of Maine with the trends in modern education and the advantages that will accrue to their children as a result of attending larger school units.

Respectfully submitted,

WILLIAM O. BAILEY,
Supervisor of War Activities

CHAPTER VII

SECONDARY SCHOOLS OF MAINE

To the Commissioner of Education,
Augusta, Maine

Dear Sir:

I submit herewith my report as Director of Secondary Education of Maine for the school biennium ending June 30, 1944.

WAR EFFORTS

After Pearl Harbor the secondary schools of the nation were requested by various governmental agencies to assist in meeting war needs. Consequently the secondary school became an important factor in the war effort. Courses and subject matter were introduced to enable youth to adjust themselves better to life in the armed forces of the nation, to meet the specialized needs of our fighting machine, to understand the purposes for which this nation is fighting, and to adapt themselves to wartime conditions of civilian living. The secondary schools of the nation also participated to an important extent in the several national drives for salvage and sale of war bonds.

How well the secondary schools of Maine adapted their programs to war needs may be seen from the following tabulation:

CHART I

*Participation of Maine Secondary Schools in the
War Effort—1943-44*

<i>Subject</i>	<i>Number of Schools</i>
Pre-flight Aeronautics	91
Fundamentals of Electricity.....	89
“ “ Radio.....	47
“ “ Auto Mechanics.....	42
“ “ Machines.....	64
“ “ Shop Work	67
Radio Code	63
Navigation.....	13
Physical Fitness	150
Military Drill.....	32
Air-Raid Precautions	70
Refresher Mathematics	95
Army Clerk Training.....	4
Driver Education.....	4
Nutrition.....	78
First Aid.....	103
Home Nursing	59
Point Rationing.....	47

NUMBER AND ENROLLMENTS OF SECONDARY SCHOOLS

CHART II

*Number of Accredited Secondary Schools—1943-44
By Enrollments and Classifications*

	Class A High Schools	Class A Acade- mies	Junior High Schools	Class B High Schools	Totals All Types
Under 50 pupils	48	16	—	8	72
50-100 pupils.....	46	17	—	—	63
101-200 pupils.....	38	22	2	—	62
201-300 pupils.....	22	8	2	—	32
301-500 pupils.....	10	1	1	—	12
Over 500 pupils.....	16	—	3	—	19
	180	64	8	8	260

CHART III

*Number of Accredited Secondary Schools 1943-44
By Number of Teaching Positions and by Number of
Years of Instruction Offered*

Years of Instruction offered	6	5	4	3	2	Jr. High Gr. 7-8-9	Totals
1 teacher schools.....	—	—	—	—	7	—	7
2 teacher schools.....	1	—	34	—	1	—	36
3 teacher schools.....	2	1	43	—	—	—	46
4 teacher schools.....	2	—	22	—	—	—	24
5 teacher schools.....	2	2	16	—	—	2	22
6-10 teacher schools	20	2	39	1	—	—	62
Over 10 teachers.....	18	3	31	5	—	6	63
Totals.....	45	8	185	6	8	8	260

CHART IV

*Total Enrollments of Students in All Secondary Schools
Since 1928*

1928-29.....	36,443	1936-37.....	47,096
1929-30.....	37,569	1937-38.....	47,023
1930-31.....	39,573	1938-39.....	49,414
1931-32.....	42,006	1939-40.....	50,166
1932-33.....	44,416	1940-41.....	52,252
1933-34.....	45,150	1941-42.....	49,744
1934-35.....	45,895	1942-43.....	45,828
1935-36.....	47,000	1943-44.....	42,424

CHART V

*Pupil Enrollments of Secondary Schools 1943-44 by
Sizes of Schools*

Size of School	Number of Schools	Number of Pupils Enrolled	Average Number of Pupils per School
1 teacher schools	7	90	12.8
2 teacher schools	36	1,082	30.0
3 teacher schools	46	2,187	47.5
4 teacher schools	24	1,437	59.8
5 teacher schools	22	2,027	92.1
6-10 teacher schools.....	62	9,037	145.7
Over 10 teachers.....	63	26,564	421.6
Totals.....	260	42,424	163.1

CHART VI

Graduates of Secondary Schools 1930 to 1944

1930.....	5724	1938.....	8274
1931.....	5989	1939.....	8784
1932.....	6671	1940.....	8645
1933.....	7168	1941.....	8844
1934.....	7380	1942.....	8382
1935.....	7585	1943.....	7506
1936.....	7526	1944.....	6255
1937.....	7770		

CHART VII

Net Enrollment by Grades in All Secondary Schools

	1925-26	1930-31	1935-36	1940-41	1943-44
Grade IX.....	9,993	11,070	12,751	13,697	11,556
Grade X.....	8,103	9,279	12,271	11,758	9,700
Grade XI.....	6,769	7,875	10,291	10,337	8,005
Grade XII.....	5,945	6,582	9,303	9,341	6,795
Graduates	5,438	5,989	7,526	8,844	6,255

CHART VIII

*Special Courses Offered in Class A High Schools
and Academies 1943-44*

	Commer- cial	Home Economics	Indus- trial	Agri- culture
64 schools enrolling under 50 pupils..	16	5	4	0
63 " " " 50-100 pupils.....	27	13	5	8
60 " " " 101-200 pupils.....	47	37	20	20
30 " " " 201-300 pupils.....	24	21	18	4
11 " " " 301-500 pupils.....	11	11	7	2
16 " " " over 500 pupils	14	16	15	4

COSTS OF SECONDARY EDUCATION

Per capita costs of secondary education have increased sharply through the war years. Increasing costs of instructional services and building maintenance, coupled with decreased enrollments, has meant a rise in the amount representing the yearly expenditure for the education of a high school student. The averages of the per capita costs of Maine secondary schools for the past six years appear in Chart IX below.

The highest per capita costs occur in the smaller schools, despite the limited program offerings. In the school year 1943-44 there were 35 Class A two-teacher schools in Maine. The average of their per capita costs was \$154.78, whereas, as indicated below, the average of per capita costs of all secondary schools of the state was \$136.62. On the other hand, schools with more than ten teachers had an average of per capita costs of \$124.39, while offering a considerably broader program of studies.

CHART IX

*Average of Per Capita Costs of Secondary School
Education 1938 to 1944*

1938-39.....	\$75.76	1941-42.....	\$99.81
1939-40.....	84.60	1942-43.....	115.18
1940-41.....	86.64	1943-44.....	136.62*

*Based on incomplete returns, six schools not included.

PHYSICAL EDUCATION FACILITIES IN THE
SECONDARY SCHOOLS

In the reports from the secondary schools of Maine for the school year 1943-44, a wide range of facilities available for the promotion of physical education exists. There were 82 secondary schools in which no auditoriums or gymnasiums were available, although 39 of these reported that they had access to community buildings. Most secondary schools had athletic fields available, but 94 of the fields were not adjacent to the school building, being located from 300 yards to 5 miles from the building.

CHART X

*Physical Education Facilities Available in the 260 Maine
Secondary Schools*

Number of schools having	separate auditorium.....	77
" " " "	separate gymnasium.....	80
" " " "	combination auditorium-gymnasium	64
" " " "	no auditorium or gymnasium.....	82
" " " "	dressing rooms and showers.....	109
" " " "	athletic fields	225
" " " "	athletic fields adjacent to the school	131
" " " "	athletic fields located at the following distances from the school building:	
	300 yards.....	4
	$\frac{1}{4}$ mile	29
	$\frac{1}{2}$ mile	21
	$\frac{3}{4}$ mile	12
	1 mile	17
	over 1 mile.....	10

VISUAL AIDS

While school officials have been aware for many years of the importance and significance of visual aids for the improvement of instruction, the war has brought this subject into sharp focus. The armed forces of the nation, in their gigantic training programs, have demonstrated the efficiency of films as teaching devices. A judicious use of silent films, sound track films, slides, and film strips has shown a decrease in the time consumed in learning and an increase in mastery and retention of the subject studied.

Today visual aids of varying types are being developed for use in the classroom of the secondary school. They promise a considerable modification in teaching technique.

In view of these increased resources and improved kinds of visual aids rapidly becoming available, the following figures indicate to what extent Maine secondary schools are at the moment equipped to use these aids.

It is interesting to note that of the 246 schools reporting, 206 had mimeographs, or had the use of one. Undoubtedly its prevalence is influenced by its importance as an administrative aid as well as its value to the teacher in duplicating work sheets, tests, or study guides. 120 of these schools have sound motion picture projectors, and a much smaller number have other types of projectors. 13 schools do not have a single item listed below.

CHART XI
Visual Aid Facilities Available in 246 Secondary Schools of Maine

Type of Aid	No. of Schools Having This Aid
Stereopticon.....	56
Film-slide projector.....	43
Film-strip projector.....	43
Silent moving picture projector.....	54
Sound moving picture projector.....	120
Public address system.....	55
Radio receiving set.....	114
Mimeograph-type duplicator.....	206
Ditto-type duplicator.....	108

ACADEMIES

Since \$105,000 has been appropriated each year of the past biennium for the special aid of academies, the following tabulation concerning academies summarizes pertinent factors about them.

CHART XII

Academy Statistics for School Year 1942-43

	Fall Enrollment	Number of Teachers	Average Daily Attendance Grades 9-12	Per Capita Cost	Tuition Charges to Towns*	Contract With Town	Joint Board of Control	Vocational and Industrial State Aid Dec. 1943	Regular Academy Aid December 1943	Teachers Eligible for State Pension†
Academy of St. Joseph.....	37	4	35.	\$97.14	\$50.00	No	No	\$.....	\$.....	No
Anson Academy.....	65	5	38.42	191.78	90.00	No	No	950	2,526	No
Aroostook Cent. Inst.....	175	8	157.	99.17	72.00 & 78.00	No	No	1,786	3,191	No
Ave Maria Academy.....	15	3	13.5	127.45	90.00	No	No	.....	.....	No
Berwick Academy.....	134	7	133.	97.08	75.00 & 81.00	No	No	.....	3,561	No
Bluehill—Geo. S. Academy ..	78	4	67.	103.99	56.59 & 60.00	Yes	Yes	.....	1,907	Yes
Bridge Academy.....	36	3	32.15	134.44	2.08 & 72.00	Yes	No	.....	.....	No
Bridgewater Cl. Acad.....	56	3	47.	115.28	27.45 & 66.00	Yes	Yes	.....	1,675	Yes
Bridgton Academy.....	98	5	102.	133.47	50.00 & 100.00	No	No	.....	2,834	No
Calais Academy.....	380	20	197.24	77.26	63.00	Yes	Yes	.....	1,750	Yes
Cathedral High School.....	190	9	175.93	No data	.....	No	No	.....	.....	No
Cherryfield Academy.....	69	3	55.	83.84	36.23 & 60.00	No	No	.....	2,275	No
Cheverus Cl. High Sch.....	253	15	242.	95.07	.....	No	No	.....	.....	No
Coburn Classical Inst.....	82	7	71.2	163.57	100.00	No	No	.....	2,000	No
Corinna Union Academy.....	110	5	92.48	90.11	83.31 & 71.00	Yes	Yes	898	1,350	Yes
East Corinth Academy.....	67	4	54.93	99.81	56.45 & 90.00	Yes	No	1,100	2,475	Yes†
Eastern Maine Inst.....	27	2	20.	205.75	83.33 & 100.00	Yes	Yes	.....	1,340	Yes
Erskine Academy.....	102	5	84.46	90.30	73.52 & 72.00	Yes	Yes	600	5,346	Yes
Foxcroft Academy.....	216	12	192.	111.41	96.05 & 100.00	Yes	Yes	774	1,200	Yes
Freedom Academy.....	63	5	48.62	107.22	70.00	No	No	766	2,425	No
Fryeburg Academy.....	249	15	217.	150.61	100.00	No	No	2,955	2,269	No
Gould Academy.....	269	18	246.	222.40	100.00	No	No	1,650	2,472	No
Greely Institute.....	116	6	59.	128.35	100.00	Yes	Yes	1,820	1,100	No
Hampden Academy.....	155	7	145.	82.81	42.18 & 70.00	Yes	No	1,100	3,215	No
Hartland Academy.....	143	7	114.	87.64	59.57 & 75.00	Yes	Yes	1,712	3,488	Yes
Higgins Class. Inst.....	169	10	158.	145.00	81.81 & 100.00	Yes	Yes	575	4,004	Yes
John Baptist High Sch.....	418	18	415.5	50.35	50.00	No	No	.....	.....	No
Kents Hill School.....	117	13	103.19	126.50	80.00 & 100.00	No	No	.....	400	No
Leavitt Institute.....	132	10	110.21	114.67	68.49 & 100.00	Yes	Yes	1,725	2,620	Yes
Lee Academy.....	180	8	158.6	108.72	70.45 & 100.00	Yes	No	2,006	4,800	Yes†

Lebanon Academy.....	26	3	22.27	146.44	100.00	No	No	833	1,394	No
Limington Academy.....	30	3	26.	158.60	86.66 & 75.00	Yes	Yes	723	1,552	Yes
Lincoln Academy.....	217	8	190.	104.43	90.00	No	No	825	4,070	No
Litchfield Academy.....	25	2	21.52	129.01	40.00 & 75.00	Yes	Yes	.....	1,394	Yes
Maine Central Inst.....	237	14	209.	136.96	100.00	No	No	700	3,413	No
Monmouth Academy.....	88	6	72.49	127.50	74.60 & 100.00	Yes	Yes	1,625	3,012	Yes
Monson Academy.....	58	3	48.	125.72	64.70 & 90.00	Yes	Yes	.....	2,400	Yes
Mt. Merici Academy.....	87	7	61.93	152.59	100.00	No	No	.....	.....	No
No. Yarmouth Academy.....	125	7	103.42	128.04	100.00	No	No	600	.....	No
Notre Dame Institute.....	56	5	38.	No data	.....	No	No	.....	.....	No
Oak Grove School.....	86	12	81.	225.15	100.00	No	No	.....	3,539	No
Orono Catholic H. S.....	33	3	23.	No data	.....	No	No	.....	.....	No
Parsonfield Sem.....	27	3	24.	294.27	36.36 & 100.00	Yes	Yes	286	.....	No
Patten Academy.....	107	5	89.	110.22	76.92 & 81.00	Yes	Yes	871	2,441	Yes
Pennell Institute.....	55	5	47	131.85	75.00	Yes	Yes	1,114	300	Yes
Potter Academy.....	33	3	25.	189.89	75.00	No	No	375	.....	No
Ricker Classical Inst.....	161	12	202.	119.58	100.00	No	No	.....	2,914	No
Robt. W. Traip Acad.....	335	16	279.	116.35	78.12 &	Yes	Yes	1,375	3,103	Yes
Sacred Heart Acad.....	35	4	25.9	132.12	.....	No	No	.....	.....	No
St. Benedict's H. S.....	26	2	20.9	70.24	765.00	No	No	.....	.....	No
St. Dominic's H. S.....	85	6	74.	92.98	.....	No	No	.....	.....	No
St. Francis Coll. H. S.....	40	7	50.	159.83	.....	No	No	.....	.....	No
St. Ignatius H. S.....	30	3	70.	68.82	50.00	No	No	.....	.....	No
St. Joseph's Academy.....	104	9	89.3	141.53	.....	No	No	.....	2,441	No
St. Joseph's H. S.....	63	5	55.	115.31	.....	No	No	.....	.....	No
St. Louis High Sch.....	301	11	141.5	59.85	.....	No	No	.....	.....	No
Somerset Academy.....	25	3	20.	173.91	59.52 & 75.00	Yes	No	386	1,440	Yes†
Thornton Academy.....	373	20	315.	140.88	76.25 & 100.00	No	No	1,800	.....	No
Washington Academy.....	105	5	99.	104.40	70.00	No	No	.....	3,110	No
Westbrook Junior Coll.....	319	35	315	No data	.....	No	No	.....	2,205	No
Wilton Academy.....	184	11	165.	145.47	60.00	Yes	Yes	1,818	3,195	Yes
Wiscasset Academy.....	63	4	58.	105.92	50.00 & 75.00	Yes	Yes	.....	2,200	Yes
Totals.....	7,797	488	6638.39	.....	.....	.....	.....	33,757	102,346	.....

*When two tuition charges are given, the first is the pupil cost to the town in which the academy is located, and in the case of a lump-sum contract it is based on the net enrollment of resident pupils. The second figure is the rate charged to other towns.
 †Teachers in these schools are eligible only to the contributory pension benefits; in other schools marked "yes" the teachers are eligible to benefits under either the noncontributory or the contributory pension systems, according to age and years of service.

WAR EMERGENCY CREDIT TOWARDS A HIGH SCHOOL
DIPLOMA

As the draft began taking high school students who had not completed their high school course, there arose the problem of granting to these youth high school diplomas. Inasmuch as the statutes require of an approved secondary school a four-year program of studies, the issuance of a diploma stating that the recipient has completed the course of study of the school would not only be incorrect, but also would prove of little value to a youth in postwar years. In order to maintain diploma standards, and at the same time not penalize the youth who entered the service of their country, the Commissioner of Education called together a committee of school administrators from different sections of the state, and a representative of the armed forces, to act as a State Diploma Equivalency Board.

This Diploma Equivalency Board meets several times a year to examine and evaluate the applications for diploma status received from youth who have been forced because of the war to leave high school before being graduated. Diploma credit is allowed for supplementary education secured in any of the following ways:

1. General education while in the service—not over 2 graduation credits.
2. U. S. Armed Forces Institute courses.
3. Specialized training—electricity, radio, mechanics, etc.
4. Correspondence courses with approved private schools.
5. College training.
6. Rehabilitation training.

When a youth's high school record and supplementary education together are evaluated by the Diploma Equivalency Board as the equivalent of 16 graduation units, the school officials of his town or city are so notified. He is then eligible for a diploma from his local high school, based in part on education secured elsewhere but which becomes part of his high school record for use in civilian life. The State Director of Secondary Education has acted as secre-

tary for the State Diploma Equivalency Board, and reports that over 500 diploma applications have been reviewed to the close of this biennium (June 30, 1944). To that date 430 of these have been approved for diploma status.

RECOMMENDATIONS

In order to promote a more adequate secondary education for the youth of Maine, state-wide in its scope, the following recommendations are made:

1. Continued emphasis upon the necessity of consolidation of small secondary schools is necessary if there are to be units large enough to guarantee a broad program of studies at a reasonable cost.

2. Increased financial aid must eventually come from the state to the towns if Maine secondary schools are to have adequate housing facilities, sufficient equipment, and a broad program of instruction.

3. There is need for a revision of the law classifying secondary schools of the state in order that the classification will describe more accurately the educational possibilities of a school. The present law permits a two-teacher school, of limited program and equipment, to be a Class A school in the same category with a large city high school having excellent facilities and a broad pattern of studies. The actual difference between the two schools should be reflected in their classifications.

4. Legal provisions should enable youth to attend any approved secondary school in the state which offers a course meeting his educational need when the secondary school in his community fails to provide such a course.

Respectfully submitted,

EARL HUTCHINSON,
Director of Secondary Education

CHAPTER VIII
DIVISION OF TEACHER PREPARATION
CERTIFICATION AND PLACEMENT

*To the Commissioner of Education,
Augusta, Maine*

Dear Sir:

My report on the work and recommendations of this Division for the biennial period from July 1, 1942, to July 1, 1944, is respectfully submitted for your consideration.

I. DIVISION OF TEACHER PREPARATION

Normal Schools

Maine now has five regular teacher-preparation institutions. Western State Normal School, established in 1878 at Gorham, Maine, offers four years of training leading to a degree of Bachelor of Science in Elementary Education, and three years of elementary teacher preparation leading to the three-year normal school diploma, four years of training leading to the Degree of Bachelor of Science in Practical Arts, three years of training leading to the Junior High diploma, and three years of training to prepare teachers for teaching on the kindergarten-subprimary level.

Northern State Normal School, established in 1863, located at Farmington, offers a regular three-year course for elementary teaching, four-year course leading to the Degree of Bachelor of Science in Home Economics. This institution is fulfilling requirements for a Degree in Elementary Education for its own and graduates of other institutions who complete in addition to the three-year course thirty-two semester hours of additional professional preparation exclusive of the subjects offered in the three-year program, and which may be credited toward four years of elementary training.

Washington State Normal School, established in 1909, is located at Machias. This institution offers the regular

three-year course for elementary teaching, and a three-year course qualifying one for teaching on the junior high level.

Madawaska Training School, established in 1878, is located at Fort Kent. It offers five years of work beginning with the freshmen entering high school. In the freshman or fourth year of the high school course a diversified program is offered. In this year is given the introduction-to-teaching course. The fifth year provides what corresponds with the sophomore or second year of the regular teacher-training program offered in other institutions of similar standing in this state. Students transfer from this school to college, or to other state teacher-preparing institutions on the basis of two years of advanced standing toward either the third-year diploma or a Degree of Bachelor of Science in Education. I would strongly urge the consideration of raising the time of admission to what corresponds to the junior year of the standard secondary school, and adding a third year of regular teacher-training work to correspond with the training offered in our other schools which grant the three-year diploma.

This would accomplish two things. First, at that level students who enter this school for the purpose of securing training which fits them for elementary teaching would be more likely to carry through to a successful completion and enter the field of teaching upon graduation. In other words, many students just graduating from the elementary school are not too certain that they care to take up teaching as a profession. This would more likely prove to be so if they were two years older when entering and had had an opportunity for study on high school level. Second, there is plainly no longer justification for assuming the responsibility which generally is considered to be that of the town to provide free high school training at state expense.

Aroostook State Normal School, established in 1903, is located at Presque Isle. This institution is temporarily suspended and the plant has been leased to the Federal Government during the pursuit of the war. At the close of hostilities, it is expected that this institution will be turned back to the Department. The location of this school makes it desirable to operate it as a normal school as long as the

state maintains more than two elementary teacher-training institutions. Aroostook State Normal can for many years meet all reasonable demands for graduates of the regular normal-school course to man the schools of this entire section of the state.

Eastern State Normal School, established in 1867, the second to be established in the state, is located at Castine. By act of the legislature it has been leased to the Maine Maritime Academy and is now enjoying a maximum enrollment of outstanding young men to enter the merchant marine. It is doubtful if the time will ever come when this school will ever be used for the training of elementary teachers even if the academy should ever discontinue its program. Its location makes it difficult of access, and the possibility of enrolling a sufficient number of students to make its maintenance desirable or profitable as a teacher-training school is very problematical.

This leads to a discussion of special training and special course offerings such as Home Economics, Vocational Education, Physical Education, Music, Art, Library Science and the like as a part of the regular methods courses, student teaching and certain other aspects of teacher preparation. Few offer any of these as specialties designed to train directors for these special areas and in classroom teaching only. Already it has been pointed out that Home Economics students were trained as specialists. One normal school in Maine offers this work, with at least two other private institutions, the University of Maine and Nasson College, duplicating this offering. This seems like a duplication of cost and effort. With a reasonable increase in equipment and teaching staff a well-equipped school could do the job more thoroughly.

It has been said by well-recognized authority in the field of school administration that no attempt should be made to educate, at state expense, a teacher who could be as well trained under private instruction. If this statement is correct, the establishment of majors in special fields should be carefully considered. The necessity for this training will depend in the future on the demand for this special product. The quality to be obtained when it is trained pri-

vately, the attitude of those engaged in preparing it, and whether it can be made to meet the standards of certification set by the Commissioner of Education, in whose hands is vested the authority to determine what is required, are all matters that deserve consideration.

In this connection it should be stated here that a major in public school music could be either established at Gorham or Machias, probably the former. Music divisions must be maintained for the regular classroom teachers, who do not need a major in music but must be sufficiently familiar with the theory and practice of it to carry on the classroom work under a trained supervisor in systems where one is employed, and to make certain that pupils are not denied the rudiments of music even in systems where special emphasis is not given to this particular subject. This is likewise true in the teaching of Art, School Nursing, Secretarial Science and the like.

Junior High Schools

The junior high school area is a particularly troublesome one at the moment due to the fact that Maine has several types of school organization (see Table I Page 92). A survey conducted quite recently reveals some interesting data in this connection. An analysis of this table will serve to point out the necessity for a more uniform type of organization. There are few bona fide junior high schools in the State of Maine. We have a number of so-called organizations which are not running "true to name". This seems to point to the necessity for satisfying and adhering to standards. A definition of the junior high school would simplify the certification of these teachers and their preparation. Teachers who are to teach in a junior high school which includes the tenth year must have a different type of preparation than will those who are to confine their teaching to the elementary level. The junior high certificate is a very special one and should mean that the holder has had special training covering this particular area. An elementary and a secondary certificate will do quite as well as far as meeting certification requirements are concerned.

The abolishment of this certificate is recommended because of the abuse and weakness of continuing this practice.

TABLE I
TYPES OF ORGANIZATION IN MAINE ELEMENTARY AND
SECONDARY SCHOOLS

Type	Number
Kindergarten	12
Subprimary	347
Grades in elementary school	
Five	1
Six	37
Seven	4
Eight	418
Nine	14
Grades in junior high school	
Seven	15
Eight	14
Nine	10
Ten	1
Combination, 8 grades and 2-year high	1
Grades in high schools	
Two	6
Three	15
Four	215
Five	5

The junior high program at Washington State Normal School should be discontinued and the work given to Gorham where there are student-teaching facilities and a group large enough to make this student teaching a "life" situation. In cases where it seems necessary or desirable to use a three-year normal graduate to teach in the tenth year, all schools should offer electives during the third year which, together with student teaching, would qualify such to teach in this area even though they may not be eligible to qualify for the regular junior high school certificate.

Kindergarten-Subprimary

Kindergarten - subprimary education will probably be given more emphasis from now on due to the change in the

law pertaining to age of admission of children to the public school program. To that end, therefore, all normal schools should offer a subprimary-kindergarten course to all lower grade teachers. For those who care to specialize, a major, with student teaching facilities, would be desirable. Farmington seems to be the logical center due to teachers and pupils available for practice.

Home Economics

Home economics teachers are in great demand. This field touches the life of practically every individual who is a part of the home. Farmington Normal School is offering an approved course. At present 72 students are enrolled as follows: Freshmen, 21; Sophomores, 20; Juniors, 16; Seniors, 15. The normal turnover is approximately 40 per year. The State University is offering an excellent course. The logical solution to this problem is to have one or the other of these two schools absorb this phase of the program. There seems to be no justification for maintaining two separate faculties and two sets of equipment. If Farmington were to continue its attempt alone to meet the demand, facilities would have to be enlarged. Even at present there is a serious need, and to this we must give thoughtful consideration in the very near future. At present only a portion of those who apply for admission to this course can be accommodated. Here we have been able to practice selective admissions to the nth degree. No doubt, many desirable students, if they could have received this training, would have made outstanding teachers. Home economics teachers trained at Farmington have been in very great demand. Incidentally, it should be said that not all students who take the home economics course pursue it with the idea of teaching this work. Many do not plan a teaching career but become home demonstration agents for utility companies, dietitians for hospitals, home decoration experts and the like. It might prove desirable to let the University of Maine specialize in these larger fields and leave the teaching to one of our normal schools and for this purpose enlarge the normal school facilities. I present this for your serious consideration.

Change in Name

The time has come when we should consider seriously the proposal of legislation which would make possible the change of name from state normal schools to state teachers' colleges. Only six states in the union still cling to this old type of nomenclature. A change of name would accomplish several things. Most important would be the upgrading of standards to meet the requirements of the American Association of Teachers' Colleges and Universities for Accreditation. No less important would be the fact that students are no longer attracted to the normal school since the trend now is for the course of training the length of which will be four years, and which is standard the country over for fulfilling requirements for a baccalaureate degree. Students who are planning to spend four years in training prefer to be graduates of a college rather than a normal school since the term "normal school" implies a short intensive course of preparation. Such a plan would also have a tendency to upgrade the quality of instruction. I do not find any objection to this proposal. In fact, I find a great many who are very enthusiastic about it, particularly graduates who have had a considerable amount of experience. We should move in this direction immediately. It is freely predicted that such a move would soon result in increased enrollments.

*Proposed Plan for Home Economics
Expansion at Farmington*

A tentative sketch has been prepared by Miss Helen Lockwood, Director of Home Economics Training at Farmington, and tentatively approved by Miss Florence Jenkins, State Director of Home Economics, for the expansion of this department at Farmington in the near future. It calls for a complete new unit which would be desirable if it can be financed, this unit to be known as the Administration Building. The practice house has had extensive renovations and now seems to be admirably suited for that feature of the program. Sketches have been drawn and an estimate given on the cost of same by Mr. Irving Russell, State

Superintendent of Buildings. It is estimated that the cost would be approximately \$150,000 which would be exclusive of the equipment, plus purchase of lot, grading and so on which would add another \$20,000 making a total expenditure for this much needed unit from \$170,000 to \$175,000.

TABLE II

Showing Number of Graduates by Classes in Each Normal School

Year	Farmington	Castine	Gorham	Presque Isle	Machias	Total
1915	91	38	89	26	29	273
1920	63	22	56	19	23	183
1925	175	66	172	60	71	544
1930	189	43	182	81	64	559
1935	46	1	54	3	17	121
1940	92	16	114	22	41	285
*1942	75	12	133	26	31	277

*Graduates of 3rd and 4th years

TABLE III

Normal School Enrollment Record

(This table is offered to show how the production of elementary teachers has decreased in recent years.)

Name of School	1938-1939	1939-1940	1940-1941	1941-1942	1942-1943
Castine.....	68	65	55	45	0
Farmington.....	362	368	355	245	227
Gorham.....	359	370	328	278	192
Machias.....	107	98	96	83	65
Presque Isle.....	158	166	154	93	67
Madawaska.....	69	55	48	54	43
Yearly decrease....	1,123	1,122 1	1,036 86	798 238	594 204

TABLE IV

Normal School Registrations
(Preliminary Report—November 1, 1943)

Name of School	Enrollment in Model School	Years				Total	
		1	2	3	4		
Farmington	277	Home Ec.	21	23	17	14	183
		Men	53	23	168	39	
Gorham	345	Women	32	50	25		167
		Men	4	2			
Machias	133	Women	71/75	38/38	38/40	14/14	63
		Men	2	1	1		
Madawaska		Women	16/18	25/26	18/19		36
		Men	1		4—special courses		
		Women	13/14	18/18			

Normal School Faculty Conference

The resumption of regular normal-school-faculty conferences is strongly urged. These conferences have been held for a great many years at the opening of the school year. Nothing we have done jointly in building a successful teacher-preparing curriculum has met with greater success. The faculty members derive a great deal of good from the exchange of ideas and the intimate study of their own areas of teaching.

Selective Admissions

It is unfortunate that when we had succeeded in launching a successful selective-admissions program it became necessary, because of the serious shortage of teachers, to lower admission requirements because of lack of interest on the part of students desiring to prepare for the teaching service. This was due to better wages in other lines of endeavor where young people could capitalize on what preparation they already had, or get quick returns on the abbreviated training considerably less expensive. With a return to normalcy, it will be desirable to resume some plan of selective admissions, perhaps less drastic than that formerly employed; namely, bar from the teaching profession only those who would obviously be misfits.

In-Service Training

Our cadet plan for the training of teachers has proven to possess many excellent features to commend it. First of these is the opportunity to work in a genuine "life" situation which the campus school does not provide. The campus-laboratory school sets up at once an artificial situation. The student teachers never get the "feel" of a school of their own. They cannot, and naturally do not, assume full responsibility for the discipline. The pupils take the attitude that student teachers possess no authority whatsoever, and are considered merely visitors and, therefore, have no right to discipline them. The success or failure of the school is not dependent upon the student teacher, and, consequently, she does not approach her problem from the same point of view. We shall have to continue laboratory-school facilities perhaps in modified form to meet the need of those who are too immature to send out in a school of their own, or who require special student teaching for a more or less special field of service, and particularly where student teaching facilities are not available.

It is likewise true that some of these schools taught by student cadets have had the most modern teaching done in them. Closely supervised as they are by a thoroughly-trained, experienced and superior critic teacher, there is very little opportunity for matters to go far wrong. On the whole, parents of children being served in this manner are recognizing the value of this type of program and are earnestly requesting it.

I should like to recommend at this time the inauguration of a bona fide in-service program which would make it possible for teachers of limited training, but who desire additional professional preparation, to return to the normal school for their work on some form of an "exchange" basis where liberal credit is given for successful prior experience and the program designed to lead these teachers to something very definite—such as professional certification, and possibly a three-year diploma or a degree. This entire program could be worked out in connection with a program of internship following graduation and actual practice. Our

responsibility to the student must not cease with the presentation of the normal school diploma. Many teachers are lost to the profession because of discouragement due to difficulty of adjustment immediately following graduation. The follow-up program is necessary if the school is to do its full duty by its graduates.

Faculty Exchange

At this point I should like to recommend a practice which is being followed in numerous teacher-training institutions and colleges of the far and middle west. To overcome the serious problem of inbreeding from which many institutions suffer, exchanges are arranged between teacher-training institutions of various states which have proved to be very beneficial, particularly if this exchange is broad enough to give an institution advantage of varying points of view with respect to teacher preparation in different parts of the country. Teacher-preparation practice is usually colored by that of the area in which it operates. To overcome this, it will be desirable then to have teachers from the war west, the southern states, and the northwest section of our country exchange teaching positions for a year or so with some of our own. The cost need not necessarily be more, and the advantages to be gained by this plan would far outweigh any of the disadvantages. This would be something new for our state but extensively practiced in other progressive areas.

Dormitory Management

There should be in connection with each dormitory a thoroughly-trained dietitian whose business it would be to plan thoroughly well-balanced meals for these growing young men and women. In institutions where the enrollment is too small to warrant the employment of a full-time dietitian one could be secured who has had special preparation along this line, and who could teach on the regular faculty certain subjects related to health and personal hygiene and thus give to all young men and women attending normal schools a course in family relations which is ex-

tremely essential in one's preparation for life and its work. Perhaps no phase of our teacher-preparation program has been so neglected and where the need is more urgent. This dietitian could, if the right person, serve as dean of women and be in a position to handle most intimate personal problems which are constantly arising, assisting in the personal-adjustment problem so essential to many. She could serve also as the liaison officer between the girls and the administration.

II. DIVISION OF CERTIFICATION

This Department is now operating under a teacher-certification plan which involves at least four sets of regulations. The law requiring that teachers be certified by the Commissioner of Education of the State of Maine was passed in 1913. Prior to that date, certification was required to be handled locally and was usually enforced by the local superintendent, who gave a more or less superficial oral or written examination and who issued a local certificate of which no permanent record was ever made. Due to frequent changes in superintendencies, quite often served by busy business men or retired persons, little serious attention was given to this matter. Consequently many taught and were paid illegally out of public funds.

When the law was passed in 1913, a large number of teachers were practicing the art who had never been trained for this purpose and could not have passed a comprehensive examination on teaching, and, therefore, were not certified. To bar them from practicing a livelihood would have been serious, particularly if not given any time to qualify and the law strictly enforced. It was at this time that a large number of certificates were issued for "life" based on teaching service only. This, I believe, has proved to have been a mistake since many teachers, even though they possessed a natural aptitude for teaching had never had one moment of professional preparation for their work, nor have they since listened seriously to an urgent suggestion that they attend an institution designed to assist them in their teaching methods, taking the attitude

that they were certified for *life* and, consequently, were free to exercise their own inclinations as to whether or not they should attempt to secure this suggested training.

Teacher preparation and certification go hand in hand. One complements the other. Both are essential to a satisfactory working plan. It is desirable to have them under a central authority where each may be changed when the need arises without the necessity for too much manipulation. In 1915 the Department set up standards for the certification of teachers who are to be paid out of public funds. In 1924 it became apparent to the Commissioner that the best interests of education could be served by upgrading these requirements; and, consequently, they were advanced for all teachers entering the profession subsequent to July 1, 1924. Those already in the service were required to meet regulations then effective. In other words, each new set of regulations was not made retroactive. In 1932 a somewhat radical departure on certification followed. The most outstanding was the discontinuance of permanent certificates to all teachers entering the service after August 1, 1932. Again in 1935 standards were raised to an even higher level than heretofore obtained. In addition to an academic background, based on four years of post high school work, a certain amount of professional training was specified. Eighteen semester hours and a degree were required for a secondary professional certificate. The professional work has not been prescribed. Not exceeding six semester hours of Psychology have been accepted toward a partial fulfillment of certification requirements. Though not published in the manual, a nonprofessional secondary certificate was given to those who possessed a degree and twelve semester hours of Education. I submit for your consideration at this time the desirability of prescribing definitely what these educational courses shall be if teachers are to be qualified for professional certification.

Psychology, Methods, Management, Administration, Educational Psychology, Guidance, Mental Hygiene, History of Education, and other courses professional in nature are important, some considerably more than others. It is pos-

sible that under a prescribed plan to cover professional courses a minimum requirement of twelve semester hours of this work will be enough if coupled with a degree based on four years of post high school work in an accredited institution. Eighteen semester hours seem to be the standard requirement in a majority of states in the union. This does not appear to be an overamount of professionalized subject matter. Considerable thought has been given to certification by subjects instead of by grades. A large number of small two- and three-year high schools in the state complicate the problem of certification. Many teachers are required to teach many subjects for which they have never been trained, not even in high school not to mention on college level.

Two plans of certification have been given considerable study. One is certification by groups of subjects, each teacher preparing to teach being urged to prepare for this work by taking courses in related fields. The other is certification by subjects regardless of what the subjects may be and allowing no one to teach who has not had some preparation beyond high school. This leads to the desirability of practice teaching for teachers on the secondary-school level, this made a specific requirement for certification. "Learning to do by doing" is sound from the standpoint of both theory and practice. All teachers whether on the elementary or secondary level should be required to spend a certain amount of time doing cadet or internship work. To make this practice sound, one of two things should be done. Our colleges which prepare secondary school teachers should have local contacts with high schools which can afford to employ only the best-trained individuals to teach in their school systems, these to serve as critic teachers, and prescribe a certain amount of this work, not less than a full quarter for directed observation and student teaching practiced under the supervision of a master teacher.

The University of Maine and Colby College have been doing some work along this line. A teachers' college may ultimately have to be established under the control of the State Office to secure desired results. A special committee to study this problem, working out an acceptable plan of

certification to meet more adequately Maine's special need, is strongly recommended. It is also recommended that a special certificate be issued to those who plan to serve in Maine's secondary schools, a prerequisite being two or three years of successful teaching service on the secondary-school level plus a special course in secondary-school administration. The requirement of passing of an examination on elementary and secondary school methods plus school law is a step in the right direction.

Requirements for certificates of superintendence grade have been changed by the addition of an examination in Methods, covering not only the secondary area but the elementary as well. No one who qualifies for this type of certificate today can be certified without passing an examination in Maine School Law and Methods, both elementary and secondary, regardless of their academic or professional preparation.

The certification of directors of physical education needs adjustment. The addition of work in the fields of health and physical fitness should be considered a part of the requirements for certification and subsidy. Here is a field which has been greatly neglected and misunderstood. The demand for specially trained men in this field by the armed forces of the country has stripped us of our men and many of our women too; and, as a consequence, this phase of our program has suffered a severe setback from which we shall not quickly and easily recover.

Permits

The Department has been issuing a Permit to take care of emergencies due to the exigencies of war. Without these Permits it would not have been possible to fill all vacancies that have occurred, and many schools would have been required to close because of lack of teachers. Permits admit to teaching only those who have the barest basic preparation on which to build professional background. For example, the college degree, based on four years of post high school training, is a specific minimum requirement to teach academic subjects on the secondary level; and high school graduation and one year of elementary-school train-

ing is the specified minimum requirement for an elementary teaching Permit. Following the war, standards should be restored and strictly adhered to. It is expected that considerable pressure will be brought to bear by those who have been allowed to teach during the emergency. It is recommended that *all* Permits be discontinued at the close of hostilities and our return to normalcy.

In spite of the lowering of requirements for certification, it has been impossible to find teachers for all the schools of the state. It is estimated that several thousand children during the past school year have been without teachers and have had no instruction whatsoever for at least the entire school year. This is a lamentable fact. When it is understood that this irreparable loss can never be overcome by the majority of our students, it is easy to see how serious this situation is from the standpoint of youth and the future welfare of our country.

III. DIVISION OF TEACHER PLACEMENT

I should like to recommend that at the first opportunity the legislature be asked to repeal the law requiring the three-dollar fee for three years of service by the Placement Bureau. At best teachers are not receiving too much pay. In fact, they are not receiving a satisfactory living wage. Consequently, the placement of such a person in the proper teaching area is a service which the municipality desires, and in fact requires, and for which no one should pay, not even the teacher herself who is the more direct recipient of benefits from such placement.

I am recommending that a periodic survey, state-wide, be conducted to ascertain the exact teacher supply and demand and what the mortality rate, so far as teacher turnover is concerned, happens to be. Definite data should be at all times available to show whether or not we are over or undertraining teachers in any particular line. This from the standpoint of economy seems to be worthy of consideration. The collection of data to keep a "live" and up-to-date file on salaries paid in every type of position is also a worthy feature and service which the Placement Bureau

could supply. This year has been unusually busy as might be expected with conditions as they are, but with a return to normalcy and a possible oversupply of teachers more time will be available for carrying out these suggestions.

To know definitely what the turnover is expected to be in each field might reduce the cost of training an oversupply of certain types of teachers and help to preserve a proper balance between supply and demand. Following is a table showing placements by this division for the year beginning January 1, 1943, and ending January 1, 1944.

TABLE V
TEACHERS' PLACEMENT BUREAU
SHOWING PLACEMENT OF TEACHERS IN SCHOOLS

Elementary	Rural	Secondary	H. S. Prin.	Special					Candidates Placed From Newspaper paper Advertisem't.
				Home Ec.	Commer'l.	Music	Phy. Ed.	Vocational	
266	33	161	45	30	28	6	4	5	49

Grand Total, 627.

We are on the threshold of a new educational era, one that will call for broad academic and professional backgrounds. The field of teacher preparation has changed considerably from that of earlier years. To begin with, in keeping with modern trends and demands, the period of training has been expanded considerably, in fact from fifty to one hundred per cent, and the end is not yet. It is now fast becoming universally recognized that training on the elementary level is far more technical and calls for as good, if not better preparation and skill than does teaching on the higher levels. This means that the preparation must be broadened to equal if not exceed that for teaching on the secondary-school level. If this is true, it follows that salary schedules should compare favorably in both fields. In the past it has been falsely assumed that the younger the people to be taught the lower the degree of preparation necessary on the part of teachers, and, therefore, the salary paid for this service considerably less. We are revising our thinking along these lines. Following this analogy through to its logical conclusion, again our offering on the

elementary-teacher level, the curriculum preparation of teachers, and the length of the period of training must all be given their just share of consideration. Teaching on the secondary school level is likewise essential. Mere academic preparation is not sufficient. It calls for professional preparation too, and while broad cultural background is essential, and the broader presumably the better the preparation, it is generally conceded that to impart knowledge one may possess in the most efficient way, it is essential to know one's Psychology, Methods of Teaching, Theory, Practice and Principles of Education.

This program of preparation, therefore, must be of necessity well-balanced. This is likewise true of the special subject-matter fields such as Art, Penmanship, Physical Education, Music, Secretarial and Commercial Science, Manual Training, Home Economics, Kindergarten and the like. The time is fast approaching when our colleges, which train our teachers for the secondary level, will be compelled to vocationalize their training in the field they expect to continue to serve as a source of supply for the personnel to man the secondary schools. It will require more than a perfunctory preparation lest by any chance some of their graduates may want to take up the profession of teaching. The demand will be for highly specialized training for the art of teaching; namely broad subject-matter preparation with a liberal amount of cultural training plus very definite work in Methods; Principles; Psychology, educational, applied and abnormal; Guidance; Measurements; and Extracurricular Activities.

Following the close of the war, it is confidently expected that many who have been attracted away from teaching because of the abnormal demand in the pursuit of war activities, together with those who have been called into the country's service, will find their way back into the classroom upon the country's return to a semblance of normalcy. This will undoubtedly create very keen competition for the positions that may be open, and possibly result in bidding off these positions which will result in a substantial lowering of standards in this profession. This is where standards will again be necessary to safeguard

youth against malpractice in this highly specialized field. We have been since World War I days regaining ground lost at that time. It is hoped that the standards have been sufficiently protected thus far to avoid spending another quarter of a century before we can note any progress worth mentioning.

Following and appended to this report may be found the individual reports of the several principals of our state teacher-training institutions, and a statistical summary of the cost of operating the normal schools and their dormitories.

Respectfully submitted,

EDWARD E. RODERICK,
Director

AROOSTOOK STATE NORMAL SCHOOL

Presque Isle, Maine

*To the Commissioner of Education,
Augusta, Maine*

Dear Sir:

The report of the Aroostook State Normal School for the biennial period ending June 30, 1944 is herewith respectfully submitted. For statistical data in regard to faculty and students during the regular school year kindly refer to the detailed reports already submitted.

The Aroostook State Normal School was temporarily closed at the end of the first year covered by this report and the facilities leased to the Federal Public Housing Authority for housing women employees of the local air base. This was a direct result of the acute housing shortage in this area and also of the decreased enrollment as reflected in the entering classes for 1941 and 1942. A large portion of the decrease was caused by the absorption of young men by the armed forces and the lure of high wages for young women.

The first school session was that of the summer of 1942.

For purposes of record the faculty was comprised of Clifford O. T. Wieden (Director), Virginia W. Ames, Nellie T. Dunning, Priscilla B. Peckham, Sanford E. Preble, and Caroline W. Yerxa from the regular staff; Lou M. Buker, Elementary Supervisor, Augusta; Anna J. Chynoweth, Washington State Normal School; Dana M. Cotton and Gladys Patrick from the State Department of Education; Stella G. Dakin, Farmington State Normal School; Alda E. Haines, Plainfield (N. J.), Junior High School; Walter S. Jenkins, Supervisor of Music, Claremont (N. H.); N. A. Parker, American Red Cross Representative; Howard C. Reiche, Supervising Principal, Portland; and Lilian L. Stevens, Lincoln School (N. Y.). The session opened July 6 and closed August 14. The registration of 131 comprised for the most part teachers in service working toward diploma and degree requirements.

At the beginning of the regular session North Hall, which was normally used for housing faculty and men students, became filled to capacity with faculty and women students. South Hall, which was previously the women's dormitory, was leased in December to the Federal Public Housing Authority.

In spite of a year of rumors and uncertainties the morale of both faculty and students was excellent as was evidenced by exceeding requirements for flying the Minute Man Flag, 100% contributions to the American Red Cross and (N. E. A.) War and Peace Fund, 100% faculty membership in county, state and national educational associations, etc.

Faculty-student committees were active throughout the year. The Policies Committee made a study of the changing trends in teacher training, resulting in a revision of curricular content and increased emphasis on visual education. Under the auspices of the Library Committee the library was made more nearly an integral part of the school program. Over 650 new books, many of which were gifts from faculty members or were transferred from the Castine Normal School, were added to make a total of 5,700. A vigorous recruiting and guidance program was sponsored by the Guidance Committee which also participated in student counselling and the preparation of a cumulative

record. The Public Relations Committee prepared news items for local papers and broadcast weekly over W. A. G. M. One hundred percent of both faculty and students participated in these broadcasts. The Faculty-Student Co-operative Government exhibited remarkable leadership and growth in meeting the continually changing situation.

Two cadet units, under the supervision of Charles Hilt and Mrs. Martha Buck, provided teachers for ten rural schools, in eight different communities within the county, that, otherwise, might not have been able to open. Twenty-eight seniors secured part or all of their student teaching experience in this program.

At the end of the year all equipment was inventoried. That used in the Training School was purchased outright by the City of Presque Isle. The entire library and athletic, dramatic, music, and science equipment, together with gifts to the school, were placed in storage in the library until the reopening. Classroom and dormitory equipment was leased to the Federal Public Housing Authority.

All seniors desiring teaching positions were placed at salaries considerably higher than previously paid. The majority of undergraduates and the faculty, Clifford O. T. Wieden (Principal), Virginia W. Ames (Health and Physical Education), and Nellie T. Dunning (Secretary), transferred to the Washington State Normal School to which all school records were also transferred. Sanford E. Preble, Vice-Principal of the school for twenty-two years, with twelve years of previous experience as teacher and administrator in public school systems, retired on pension. Priscilla B. Peckham (Art) and Elizabeth Sawyer (English) transferred to the Farmington and Gorham normal schools, respectively. With the exception of Lucy Bull (Grade 8), who spent the following year in graduate study, the other members of the faculty affiliated with public school systems in Maine and neighboring states. The Alumni Association under the leadership of Charles Hilt, its president, continued its activities.

Fred Crouse, custodian and superintendent of grounds for the past eight years, increased his area of responsibility in the employ of the Federal Public Housing Author-

ity. Lloyd MacDonald, dormitory custodian for the past several years, died suddenly this last May while on duty as guard at the Air Base.

A completely new heating system was installed in North Hall and the system in South Hall improved by the State in addition to the usual repairs and improvements made during the first year. Since the leasing of the plant, the Federal Government has erected in back of the Administration Building two steam-heated dormitory units completely equipped for accommodating 144 women. These units have hardwood floors, shower rooms, and laundry facilities. A cafeteria unit with a bake shop, meat room, storage room, and three large refrigerators, complete with furniture and equipment has been installed in South Hall along with a new hot water heater and stoker. New driveways have been built and existing ones widened and surfaced with asphalt.

The problem of reconversion of facilities for teacher training purposes will require thoughtful consideration.

In conclusion, I wish to express my sincere appreciation for the interest and support given by the faculty, student body, citizens of Presque Isle, Federal Public Housing Authority and army officials, the Board of Normal School Trustees, Mr. Roderick, and yourself.

Respectfully submitted,

CLIFFORD O. T. WIEDEN.

1942-1943

Clifford O. T. Wieden,	<i>Education, Social Principal Science</i>
Sanford E. Preble,	<i>Education, Mathematics Vice Principal</i>
Virginia W. Ames	<i>Social Science, Health, and Physical Education Secretary, Handwriting</i>
Nellie T. Dunning	<i>Music</i>
Ruby A. Blaine	<i>Music</i>
Edith S. Jolikko	<i>Dietitian, Health Educa- tion</i>

Gertrude B. Mattoon	<i>English, Literature</i>
Priscilla B. Peckham	<i>Dean of Women, Art</i>
Orett F. Robinson	<i>Science, Social Science</i>
Elizabeth Sawyer	<i>Librarian, English</i>

Training School Faculty

*Marjorie H. Nichols	<i>Director of Training, Education</i>
**Doris I. Haag	<i>Grade 8</i>
Lucy W. Bull	<i>Grade 7</i>
Ernestine McKay	<i>Grade 6</i>
***Amy B. Castle	<i>Grade 5</i>
****Margaret E. Thompson	<i>Grade 4</i>
Maisy P. Phillips	<i>Grade 3</i>
Eva H. Zippel, <i>Principal</i>	<i>Grade 2</i>
Erma L. Robertson	<i>Pre-Primary, Grade 1</i>
Charles E. Hilt	<i>Cadet Supervisor</i>
Martha C. Buck	<i>Cadet Supervisor</i>

*Released April 1 to accept another position.

**Resigned May 15, 1943. Position filled by student cadet for remainder of year.

***Resigned March 26, 1943. Mrs. Juliet K. Burnett served as substitute for remainder of year.

****Resigned March 26, 1943. Mrs. Gertrude Crouse served as substitute for remainder of year.

Other Employees

Fred W. Crouse	<i>Superintendent of Build- ings and Grounds</i>
J. Lloyd MacDonald	<i>Janitor</i>
Frank F. Stoddard	<i>Janitor, Training School</i>
Alice Perkins	<i>Cook</i>
*Myrtle Tuttle	<i>Cook</i>
**Della MacDonald	<i>Maid</i>
***Kate Stearns	<i>Maid</i>

*Resigned January 11, 1943.

**Started December 27, 1942 and continued for remainder of school year.

***Started January 31, 1943.

FARMINGTON STATE NORMAL SCHOOL

*To the Commissioner of Education,
Augusta, Maine*

Dear Sir:

The war has continued to force enrollments down, until our 1943-44 total, 177, was only about one-half of normal. The enrollment of young men, which reached a peak of 93 in 1939-40, has now ceased completely, the last man leaving to enter the armed services in February, 1944. The one encouraging sign in the enrollment picture is a probable moderate increase in the size of the 1944 freshman class.

In spite of all the confusions and dislocations of the war, however, it is interesting to note that economics is still playing an important role in determining normal school enrollment. It has been long and widely known that the financial rewards of teaching in the Home Economics field have been much higher than in the elementary field, which has always been underpaid, and due very largely to this fact our Home Economics Department has so far been able to fill its freshman quota with little or no difficulty. Even last year, with recruitment at a low ebb, Home Economics applicants exceeded the number who could be accepted for enrollment. It is possible that the moderate revival in general freshman applications is in part a response to the liberal increases that have recently taken place in many elementary-school salary scales. When the day comes that we do not need to apologize for elementary salaries, high pressure recruitment campaigns will no longer be necessary.

Farmington faculty personnel and students have participated liberally in the cadet-teacher plan. During the 1942-43 school year our cadet service provided twenty schools with teachers throughout the year, while during 1943-44 the program expanded to include thirty-five schools, ranging in location from Greene to West Forks, and benefiting in all nineteen different towns. Our cadet budget, supported by the participating towns, totaled more than \$27,000 this past year.

The cadet organization consisted of four so-called units the first year and five units the second, each unit having its own traveling critic teacher, who devoted her entire time to the cadets (five to seven) placed in her charge. Our own directors of training visited each cadet several times each semester.

The students were generally enthusiastic about the cadet service, regarding their participation as an important war duty. The salary received, though small, proved to be a considerable help to many students earning their way through school. Superintendents gave cordial approval to the plan and many more cadets could have been supplied had they been available. Children and parents both were friendly and generally accepted the students as if they were "regular" teachers. Our students not only had an opportunity to carry on their practice teaching under realistic conditions, but were able to gain much from their experience in community living.

The cadet plan as now conducted is likely to end with the war, but there is much good in it, and it is hoped that some of the vital work-experience elements of the plan can be carried over into the practice-teaching program of the post-war days.

One of Farmington's long-standing and most vital needs is now definitely on the way to realization. By recent vote of the Normal School Trustees, freshmen entering our General Course in September, 1944, and thereafter, may elect to take either a three-year course, leading to a diploma, as heretofore, or a four-year course leading to a degree of Bachelor of Science in Elementary Education. In 1943 the Trustees voted us the privilege of granting the degree in Elementary Education to students attending five summer sessions, provided at least two of them are spent at Farmington.

Our graduates have been increasingly handicapped in recent years because they could not obtain a four-year course and a degree. Before the acute war shortage of teachers developed, many of the larger and more professional school systems in the State were beginning to require four years' preparation for their elementary teachers; as a result, our

graduates found themselves excluded from the most desirable and best paid positions.

The proposed approach to the degree status, through the 1944 freshman class, is one which will not aggravate the current teacher shortage, as would be the case if a fourth year were to be added immediately to the present third year. By the time the critical year of 1947 is reached, we believe that the teacher shortage will be alleviated.

Our loan funds, through interest accumulations and donations by individuals and alumni groups, have grown substantially during the past two years, and the total resources are now in excess of \$17,000. Some of these funds are restricted to special uses, but for the most part their purpose is to provide loans to worthy students. Several hundred dollars are now available each year for such use. We are gratified at this healthy growth of our loan funds, but there is still an acute need for outright scholarship grants of a size large enough to at least pay tuition charges.

Our library was materially enlarged and renovated last year so that we have much more space than heretofore for books and student tables. When a three-year plan for library equipment is completed the main library can house 12,000 volumes, while a basement stack-room can take 3,000 more. Ample provision will thus be made to house the 15,000 volumes required to meet teachers' college standards, but the problem of further growth is bound to catch up with us some day not in the too distant future.

The library will soon begin to benefit from the generous bequest of Edith E. Clifford, Class of 1890, which provides us with a \$50,000 fund, the interest of which is to be used exclusively for the purchase of necessary library books. Miss Clifford's will also provides that the residue of her estate, which may amount to as much as \$20,000, shall be used for the benefit of our science and social studies departments. This will provide us with some much needed items in the line of laboratory equipment, maps, charts and other visual material.

Our most acute educational problem is that of the curriculum. This needs to be thoroughly studied and evaluated from the ground up, and our approach to the problem

must be guided by a clearly formulated educational philosophy. What kind of a teachers' college do we wish to be? What kind of situations will our graduates have to meet and what type of preparation shall we need to give them to meet these situations? Before we can provide leadership for the young people who come to us for guidance we shall need first to know how to read our own compass aright.

The resumption of the normal school conferences should be particularly helpful in curriculum matters. Though each school has certain unique situations to meet, the curriculum problem is fundamentally a common one and the whole group should participate in its solution.

In conclusion, I wish to express my own appreciation and that of our staff for the encouragement and cooperation given by the Trustees and the officials of the Department of Education during the past two years. The times have been difficult and the problems many, but throughout the period the current of progress has still run strong.

Respectfully submitted,

LOREY C. DAY,

Principal

Faculty 1942-1943

GENERAL COURSE

Lorey C. Day	<i>Principal</i>
Errol L. Dearborn	<i>Assistant Principal, Mathematics</i>
Agnes P. Mantor	<i>Dean, History</i>
Emma M. Mahoney	<i>Director of Training</i>
Julia B. Cox	<i>Assistant Director of Training</i>
Mrs. Stella G. Dakin	<i>Psychology</i>
Ruth Griffiths	<i>Music</i>
Edna M. Havey	<i>Arts and Crafts</i>
Ingeborg C. Johansen, R. N.	<i>School Nurse, Health</i>

Charles S. Preble	<i>Geography</i>
Gwilym R. Roberts	<i>History, Sociology</i>
Alma Shmauk	<i>Art (to Nov. 1)</i>
Wilma E. Blagdon	<i>Art (after Nov. 1)</i>
Ruth V. Somers	<i>English</i>
Mrs. Mary E. Tilton	<i>Physical Education</i>
Mabel W. A. Forward	<i>Librarian (to Jan. 1)</i>
F. Elizabeth Libbey	<i>Librarian (after Apr. 1)</i>

HOME ECONOMICS DEPARTMENT

Helen E. Lockwood	<i>Dean, Education</i>
Margaret Mades	<i>Clothing, House Planning</i>
Alfreda Skillin	<i>Supervisor of Student Teaching</i>
Elizabeth F. Feeney	<i>Science</i>
Bessie C. Schwartz	<i>Foods, Nutrition</i>
Muriel E. Starr	<i>Home Management, Child Development</i>

TRAINING SCHOOL DEPARTMENT

A. D. Ingalls, <i>Principal</i>	<i>Grade VIII</i>
Alice E. Stevens	<i>Grade VII</i>
Mrs. Dorothea H. Small	<i>Grade VI</i>
Mrs. Eva H. Nickerson	<i>Grade V</i>
Mrs. Gertrude Y. Sawyer	<i>Grade IV</i>
Mrs. Gladys M. DeWever	<i>Grade III</i>
Zilda J. Brown	<i>Grade II</i>
F. Phyllis Hawkins	<i>Grade I</i>
Doris E. Salley	<i>Kindergarten (to Jan. 1)</i>
Mrs. Marah Webster	<i>Art</i>
Iola H. Perkins	<i>Music</i>

CADET CENTER CRITIC TEACHERS

Mrs. Marion H. Boyce	Parkman Temple
Mrs. Lelia Millay	North New Portland
Mrs. Monda Scripture	Bingham
Mrs. Louise Sias	Turner Center

DIETITIAN

Mrs. Josephine T. Vose

MATRONS

Mrs. Marcia V. Kenniston Mallett Hall
 Mrs. Celia L. Hunt Purington Hall

OFFICE

Mrs. Nettie S. Rounds *Bursar*
 Mrs. Imogene Furbush *Clerk (to March 1)*
 Jean L. Crocker *Clerk (after March 1)*

*Faculty 1943-44***GENERAL COURSE**

Lorey C. Day *Principal*
 Errol L. Dearborn *Assistant Principal*
 Agnes P. Mantor *Dean, History*
 Emma M. Mahoney *Director of Training*
 Julia B. Cox *Assistant Director of Training*
 Mrs. Stella G. Dakin *Psychology*
 Ruth Griffiths *Music*
 Edna M. Havey *Arts and Crafts*
 Ingeborg C. Johansen,
 R. N. *School Nurse, Health*
 F. Elizabeth Libbey *Librarian*
 Priscilla B. Peckham *Art*
 Charles S. Preble *Geography*
 on leave, University of Maine
 Gwilym R. Roberts *History, Sociology*
 (part time)
 Ruth V. Somers *English*
 Mrs. Mary E. Tilton *Physical Education*

HOME ECONOMICS DEPARTMENT

Helen E. Lockwood, *Dean Education*
 Margaret Mades *Clothing, House Planning*
 Alfreda Skillin *Supervisor of Student Teaching*
 Elizabeth F. Feeney *Science*
 Myrtie E. Kinney *Foods, Nutrition*
 Muriel E. Starr *Home Management, Child Development*

TRAINING SCHOOL DEPARTMENT

A. D. Ingalls, <i>Principal</i>	<i>Grade VIII</i>
Alice E. Stevens	<i>Grade VII</i>
Mildred L. Wright	<i>Grade VI</i>
Mrs. Eva H. Nickerson	<i>Grade V</i>
Mrs. Gertrude Y. Sawyer	<i>Grade IV</i>
Mrs. Gladys deWever	<i>Grade III</i>
Zilda J. Brown	<i>Grade II</i>
F. Phyllis Hawkins	<i>Grade I</i>
Mrs. Doris S. Abbott	<i>Kindergarten</i>
Mrs. Marah Webster	<i>Art</i>
Iola H. Perkins	<i>Music</i>

CADET CENTER CRITIC TEACHERS

Mrs. Marion H. Boyce	Kingfield Temple
Mrs. Minnie Harville	Norridgewock Skowhegan
Mrs. Lelia Millay	Dover-Foxcroft
Mrs. Monda Scripture	Bingham
Mrs. Louise Sias	Turner Center

DIETITIAN

Mrs. Josephine T. Vose

MATRONS

Mrs. Marcia V. Kenniston	Mallett Hall
Mrs. Celia L. Hunt	Purington Hall

OFFICE

Mrs. Nettie S. Rounds	<i>Bursar</i>
Jean L. Crocker	<i>Clerk</i>

GORHAM STATE NORMAL SCHOOL

*To the Commissioner of Education,
Augusta, Maine*

Dear Sir:

I have the honor to submit the following report of the Gorham State Normal School for the two-year period ending June 30, 1944.

As a matter of official record I am listing the personnel of the faculty staff for 1943-44.

Faculty 1943-44

Francis L. Bailey	<i>Principal, Normal School</i>
Helen Allen	<i>6th Grade</i>
Hayden L. V. Anderson	<i>Principal, Junior High School</i>
Miriam Andrews	<i>Music</i>
Raymond Bassett	<i>Registrar and Sociology</i>
Samuel Brocato	<i>Art</i>
Elva J. Bolle	<i>Physical Education—January to June</i>
Lawrence Cilley	<i>Industrial Arts</i>
Marjorie Eames	<i>Librarian</i>
Dorothy Flint	<i>Physical Education until Jan.</i>
Mary L. Hastings	<i>Supervisor of Student Teach- ing</i>
Mrs. Ralph Hanson	<i>5th Grade</i>
Cora Hay	<i>Kindergarten-Primary</i>
Jessie L. Keene	<i>Science</i>
Bess Lewis	<i>English until January</i>
Evelyn Littlefield	<i>Home Economics</i>
Muriel McAllister	<i>3rd Grade</i>
Everett Packard	<i>Psychology</i>
Mabel Murphy	<i>2nd Grade</i>
Mildred Peabody	<i>West Gorham School</i>
Mary Peabody	<i>4th Grade</i>
Mabel Ryan	<i>Geography</i>
G. Elizabeth Sawyer	<i>English</i>
Harriette Trask	<i>Social Studies, Jr. High</i>
Harry Tyler	<i>Mathematics, Jr. High</i>
Ethelyn Upton	<i>Mathematics</i>

Alice Wetherell	<i>1st Grade</i>
Esther Wood	<i>History—Dean of Women</i>
Edna Woodward	<i>Literature—January to June</i>
Louis Woodward	<i>Vice Principal, Science</i>

Office Employees

Priscilla A. Berry	<i>Bursar until March</i>
Electa A. McLain	<i>Secretary and Bursar</i>
Ernestine Wagner	<i>Asst. Secretary — March to June</i>

School Employees

Edna Holley	<i>Baker</i>
Elmore Holley	<i>Chef</i>
Ephraim Kimball	<i>Janitor</i>
Theodore Lunt	<i>Head Janitor</i>
Flora Wallace	<i>Nurse</i>
Ina G. Woodward	<i>Matron and Dietician</i>

In accordance with the plans approved by you and Mr. Edward E. Roderick, State Director of Teacher Preparation, we are making steady progress toward meeting the standards of the American Association of Teachers' Colleges. The minimum requirement is 15,000 library books. More than 12,000 are now contained in our library. The appropriation which you have approved for this year should result in material increase in the total number of volumes. The Alumni of the school have been very generous in donating books.

The war reduced drastically the enrollment. The lowest freshman enrollment came two years ago when there were about 48. Last year through the recruiting activities the number was increased to 75 freshman and this year approximately 90 new students. In 1943-44 the total enrollment was 171 only six of which were men.

The improved salary situation has to quite an extent been responsible for the increased enrollments. This year some of our four-year graduates without experience have been offered salaries as high as \$1500 per year. Some men students without experience have been offered as high as \$1850

per year. Very few three-year graduates accepted salaries less than \$1100 per year.

To help solve the teacher shortage a large number of our students have gone out as cadet teachers in communities to fill regular teaching positions. One group of five went as far as Liberty, Maine.

In June there were 43 graduates and in most every instance they are under contract to teach in Maine. This year several teachers who had previously left the state because of higher salaries have returned to Maine because of the more favorable salaries.

The school during the biennium has as in the past depended largely on student labor. Last year nearly one-fourth of our students could not have been in attendance without an opportunity to earn all or part of their expenses. Students wishing to become teachers would receive much added encouragement if the State should offer a large number of scholarships to worthy and deserving high school seniors.

In ordinary times there would be more than a hundred men enrolled at Gorham. There is a great need for a men's dormitory on the campus. Available homes are often inadequate to meet the needs. At the close of the war when the Industrial Arts and Vocational work is resumed, it would be highly desirable to have a new shop that would be well equipped to meet the demands for Industrial education as well as Industrial Arts. This building would cost approximately \$100,000.

The new health program would be much more effective if there were a gymnasium for the 350 children at the Junior High School. At the present time there is no building in which these needed activities can be carried on. A new gymnasium would cost from \$50,000 to \$75,000 and should be built cooperatively by the Town of Gorham and the State. The health program for the men at the school can be greatly improved by the addition of an athletic field.

Through participation in student government students are taught to share in the responsibilities for the government and management of the school.

The war has necessitated many changes but the Gorham State Normal School has geared its program in a more effective manner in order to maintain its high standards of teaching preparation as its part in the preservation of our schools and national culture.

I am very grateful to you, Mr. Roderick, members of the State Department of Education and the Normal School Trustees for your much needed assistance and kind council.

Very sincerely yours,

FRANCIS L. BAILEY,
Principal

MADAWASKA TRAINING SCHOOL

*To the Commissioner of Education,
Augusta, Maine*

Dear Sir:

I respectfully submit the following report of the Madawaska Training School for the two-year period ending June 30, 1944.

Faculty 1942-1943

Richard F. Crocker,	<i>Principles of Education, Psychology, Mathematics, Science</i>
<i>Principal</i>	
Floyd Powell, <i>Vice Principal</i>	<i>Health, Social Sciences, School Laws, Director of Training</i>
Angeline Michaud	<i>Mathematics, Methods, Art</i>
Waneta Blake	<i>English, Latin, Librarian</i>
Jeannette Bonville	<i>French, History</i>
Gladys Sylvester	<i>Music, Social Studies</i>
Rilla Dow	<i>Domestic Science</i>
Fern Lunt	<i>English, Health, Physical Education</i>
Theresa Marquis	<i>Critic Teacher, Grades 1 & 2</i>
Marion Pinette	<i>Critic Teacher, Grades 3 & 4</i>
Lucien Dickner	<i>Critic Teacher, Grades 5 & 6</i>
Frances Wolverton	<i>Critic Teacher, Grades 7 & 8</i>

Other Officers

Rinette B. Theriault	<i>Secretary</i>
Jean O. Cyr	<i>Janitor</i>

Faculty 1943-1944

Richard F. Crocker,	<i>Principles of Education, Psychology, Mathematics, Science</i>
Floyd Powell, <i>Vice Principal</i>	<i>Health, Social Studies, School Laws, Director of Training</i>
Waneta Blake	<i>English, Latin, Librarian</i>
Gladys Sylvester	<i>Music, Social Studies</i>
Bernadette Nadeau	<i>English, Physical Education</i>
Maxine Page	<i>French, Art</i>
Theresa Marquis	<i>Critic Teacher, Grades 1 & 2</i>
Marion Pinette	<i>Critic Teacher, Grades 3 & 4</i>
Frances Worthley	<i>Critic Teacher, Grades 5 & 6</i>
Dawn Moirs	<i>Critic Teacher, Grades 7 & 8</i>

Other Officers

Rinette B. Theriault	<i>Secretary</i>
Rilla Dow	<i>Dormitory Manager</i>
Ernest Daigle	<i>Janitor</i>

Summer Session Faculty 1943

Richard F. Crocker	<i>Psychology</i>
Waneta Blake	<i>English</i>
Yvonne Daigle	<i>Methods</i>
Angeline Michaud	<i>Art, House Mother</i>
Edward McMonagle	<i>Education</i>
Floyd Powell	<i>Social Studies</i>

The gradual decline in attendance seems to have hit bottom. The trend slight as it is, seems at this time to be definitely upward. Other jobs are less attractive than formerly. The educational profession is much more attractive because of increased salaries, better teaching conditions, and the prospect that these conditions will persist.

The summer session of 1943 was very well attended considering conditions, and the enrollments at other institu-

tions. The individuals in the group attending were enthusiastic about the work and what they were able to accomplish. The results exceeded our expectations. I believe that work of this nature should be offered every other year, and oftener, if there is sufficient demand.

There seems to be a growing demand for extension courses in this area. The school stands ready to cooperate in every way possible. I believe that this type of work would be better suited to this area than correspondence courses.

The teacher shortage has been largely eliminated due to several causes. Many older teachers through summer school and correspondence courses have been able to renew their certificates or obtain temporary permits. The cadet teachers have made a splendid contribution during this emergency. They have been unselfish and untiring in their efforts and have been appreciated in the various communities in which they have served.

Certain aspects of this type of practice teaching lead us to believe that perhaps it would be worth while to salvage and build over at least part of this program when the emergency has ceased to exist.

The boys' dormitory (Dickey Hall) needs repairs badly. In fact, very little has been done in the way of repairs since the completion of the building January 1, 1916. The second and third floors are not being used at the present time. These repairs could and should be made as soon as possible. With the ending of hostilities and the functioning of the GI Bill all institutions of higher learning are likely to be taxed to capacity.

It seems to me that the greatest need at the present time is to seriously consider adding another year of work at the earliest possible date and to follow this with a fourth year as soon as practicable. Being able to offer but two years of work throws us out of line with the other Normal Schools and raises curriculum difficulties which are serious and detrimental to the best interests of teacher training.

May I take this opportunity to gratefully acknowledge the assistance rendered during the biennial period just

ended, by the Commissioner of Education, the Deputy Commissioner of Education and the Normal School Trustees.

Respectfully submitted,

RICHARD F. CROCKER,
Principal

WASHINGTON STATE NORMAL SCHOOL

*To the Commissioner of Education,
Augusta, Maine*

Dear Sir:

The report of the Washington State Normal School for the biennial period ending June 30, 1944 is herewith respectfully submitted. Statistical data in regard to students and faculty during the regular school years has been previously submitted.

Since no formal report has been made of the 1943 summer session, information is given here in regard to faculty and enrollment: Clifford O. T. Wieden (Director), Virginia W. Ames, Nellie T. Dunning, Anna J. Chynoweth, Frank M. Kilburn, Lincoln A. Sennett, and Rita Torrey from the regular staff; Lou M. Buker, Elementary Supervisor, Augusta; Dana M. Cotton, Dr. Louis E. Hutto, and Gladys Patrick from the State Department of Education; Edward A. Richards, Director of the American Junior Red Cross. Nine different counties and six different states were represented in the enrollment of fifty-six.

The period covered by this report has been one of transition as a result of changed personnel and decreased enrollment. The passing on July 3, 1942 of Dr. Philip H. Kimball, Principal of the school for fifteen years, was a tragic beginning of this period. The friendly atmosphere, new classroom facilities, ever-increasing standards, as well as the ever-widening circle of influence and service, characterized his administration. Earle D. Merrill, Vice Principal, served as Acting-Principal until the end of the 1943 school

year. Much credit is due Mr. Merrill and his colleagues for the efficiency with which the work of the school was continued. At the beginning of the second year Clifford O. T. Wieden, Principal of the Aroostook State Normal School, assumed the principalship. Other personnel losses that took place during the two years were the resignation of Adelaide McDonald (critic teacher), the acceptance into foreign service by the American Red Cross of Mildred Alden (health and physical education), the transfer of Samuel Brocato (art) to the Gorham Normal School, the resignation of Virginia Ames (health and physical education) to accept a college position out of state, and the recent retirements of Earle D. Merrill, who served the Washington State Normal School as teacher and administrator for twenty-eight years, and Mrs. Lelia Tripp, Director of Training for more than twenty-one years. The many contributions of these people to the teacher-training program of our county in particular is being continued by the many who have been privileged to work with them. The same can be said of Dr. Drew Harthorn who was retired at the end of the 1942 school year and passed away the following September. The size of the faculty has been reduced from sixteen to eleven over a two-year period of time, a fact which necessitates a drastic reorganization of faculty loads.

During the past four years the enrollment of the school has decreased from ninety-six to sixty-seven. An analysis shows, however, that the decrease was primarily in the enrollment of men, the number of whom decreased from thirty-one to five during that period. The enrollment of women during this time has remained fairly constant. In 1943 this was due, however, to the transfer of fifteen upperclass students from the Aroostook State Normal School. The number of students in the Laboratory School has remained much the same as in previous years with approximately 127 pupils registered.

The establishment of a cadet unit of five positions in Washington County during the first year and two units of seven positions each (one in Aroostook and one in Washington County) the second year has reduced the use of the Laboratory School for student teaching to a minimum and

eliminated entirely the use of the Chases' Mills School for training purposes.

The chief problem of personnel, other than reduction and reorganization of teaching loads, has been in the field of health and physical education. Because of the unavailability of candidates, the work in this field has been carried on either on a substitute basis or by other members of the faculty until the last quarter of this year when, through the courtesy of the University of Maine, Eileen Cassidy of its staff cooperated by filling the position on a part-time basis. Much credit is due the Faculty-Student Health Council of the Washington State Normal School for the effectiveness with which the new health and physical education program, as directed by Dr. Louis Hutto of the State Department, was launched in spite of the handicap of being without the services of a person trained in this field for a large portion of the time. The seminars conducted under the auspices of the State Department of Health and Welfare were a marked asset to this program.

The establishment of a Student-Faculty Cooperative Government, responsible for student life in the dormitory and on the campus in general, has assisted materially in preparing for democratic living. The three sororities and the Commuters' Club, with their advisers, served as the basis for this organization with representatives from each on the governing council.

The social activities have, naturally enough, been curtailed by war conditions with interscholastic athletics for men eliminated entirely because of fewness of men students. The local high school and a county tournament furnished our students the excitement of basketball games in our gymnasium throughout the winter. Dances, parties, picnics, and other social events sponsored by the various school organizations made their further contributions to personality development.

The faculty of the Washington State Normal School has had an unbroken 100% membership record in the National Education Association since 1927 and also has contributed 100% to the War-Peace Fund. The newly formed Philip H. Kimball Chapter of the Future Teachers of America

probably has the largest percentage of membership of any teacher-training institution and is the tenth largest in actual size of the 118 throughout the United States. These records of professional leadership speak for themselves and reflect credit on the many who have made them possible.

A vigorous guidance and recruiting program was sponsored by the Future Teachers of America with delegations visiting the majority of high schools in Aroostook, Hancock, Penobscot, and Washington counties. A play day for high school girls was sponsored by the Athletic Association. A follow-up was made and is being made by correspondence and in person.

The curriculum is being improved by constant revision of subject matter to conform with changing times. The number of elective offerings has been increased. More emphasis is to be given the kindergarten-primary field as well as the field of visual education. The library is being increased as rapidly as finances permit. Much credit is due the faculty and student body for the manner in which they are continually meeting the challenges that confront them.

Needed repairs and improvements are being made as rapidly as materials, labor, and finances are available. A list of projects already, or in the process of being, completed has been filed with your office. A more complete list of needed repairs and improvements for immediate and postwar consideration is in the process of being prepared.

We are sincerely appreciative of the assistance that has been given us by the Board of Normal School Trustees, your Department, Mr. Roderick, and yourself.

Respectfully submitted,

CLIFFORD O. T. WIEDEN

1942-1943

Earle D. Merrill,	<i>Librarian, Education,</i>
<i>Acting Principal</i>	<i>Mathematics</i>
Lelia K. Tripp,	
<i>Director of Training</i>	<i>Education</i>
Frank M. Kilburn	<i>Social Science</i>
Lincoln A. Sennett	<i>Education, Social Science</i>
E. Marion Dorward	<i>Music</i>
Anna J. Chynoweth	<i>English</i>
Samuel A. Brocato	<i>Art, Education</i>
*Mildred Alden	<i>Health & Physical Education</i>
Rita Torrey	<i>Grades 7 and 8</i>
Elvena Mattson	<i>Grades 5 and 6</i>
**Mary Sleeper	<i>Grades 3 and 4</i>
***Adelaide McDonald	<i>Grade 2</i>
Elizabeth Shaw	<i>Pre-Primary and Grade I</i>
Vivian Archibald	<i>Rural</i>
Vivian V. Lydic	<i>Cadet Supervisor</i>

*Released for foreign service with American Red Cross at end of six weeks. Frank Rowe, former superintendent at Warren, substituted for a month and Mrs. Jane McGouldrick completed the year on a substitute basis.

**Resigned at end of three months. Mrs. Frances Hatt substituted for three weeks until election of Mrs. Marjorie Ricker.

***Transferred to State Department of Health and Welfare.

Other State Employees

Grace Proctor	<i>Secretary</i>
Marcia Sawyer	<i>Matron</i>
Clifford DeShon	<i>Custodian</i>
*William Hudson	<i>Dormitory Janitor</i>
Leonard Elwell	<i>Chef</i>
Olevia Elwell	<i>Chef's Assistant</i>

*Resigned May 1, 1943. Position filled by Forrest Spencer.

1943-1944

Clifford O. T. Wieden,	<i>Education</i>
<i>Principal</i>	
Earle D. Merrill,	<i>Librarian, Mathematics</i>
<i>Vice Principal</i>	
Anna J. Chynoweth	<i>Acting Dean of Women, English, Art</i>
E. Marion Dorward	<i>Music, English</i>
Nellie T. Dunning	<i>Secretary, Handwriting</i>
Frank M. Kilburn	<i>Science, Social Science</i>
Lincoln A. Sennett	<i>Education, Social Science</i>
Lelia K. Tripp	<i>Director of Training, Education</i>
Rita Torrey	<i>Grades 7 and 8</i>
Elvena Mattson	<i>Grades 5 and 6</i>
*Marjorie Ricker	<i>Grade 4</i>
Virginia Eaton	<i>Grades 2 and 3</i>
Elizabeth Shaw	<i>Pre-Primary and Grade 1</i>
Vivian Archibald	<i>Rural</i>
Charles E. Hilt	<i>Cadet Supervisor</i>
Vivian V. Lydic	<i>Cadet Supervisor</i>

*Resigned April 14, 1944. Grades were consolidated.

Other Employees

Marcia Sawyer	<i>Matron</i>
Clifford DeShon	<i>Custodian</i>
*Forrest Spencer	<i>Dormitory Janitor</i>
Leonard Elwell	<i>Chef</i>
Olevia Elwell	<i>Chef's Assistant</i>

*Resigned August 14, 1943. Guy S. Woodman, successor.

CHAPTER IX

**MAINE TEACHERS' RETIREMENT ASSOCIATION
And
NONCONTRIBUTORY PENSIONS**

*To the Commissioner of Education,
Augusta, Maine*

Dear Sir:

The Maine Teachers' Retirement System was authorized by act of the legislature in 1923, to become effective on July 1, 1924. This act provided that all teachers might become members of this system if they so desired by applying for membership and paying 5% of the annual salary earned, not to exceed \$100 nor be less than \$20 for any one year.

It also provided that a teacher who had served a number of years might, if she saw fit, take up as many years of this service as she had taught in the public schools of this state, thus making her membership retroactive for the number of years she desired, not to exceed her full teaching experience to that point. It likewise provided that new teachers entering the service subsequent to the above-mentioned date should have six free years in which to decide whether or not they would join or cease active teaching service. This provision was later changed to read that all teachers entering the profession after August 1, 1924, would automatically become compulsory members when they had reached their 25th birthday on or before August 1 preceding the opening of schools.

Thirty annual payments were required if one was to benefit from an annuity. "Any member of this association who shall have been a teacher in the public schools of the state for at least six years, and who shall become totally and permanently disabled to teach, as determined upon examination by physicians approved by the Retirement Board, shall receive an annuity based upon the accumulation from his own contribution, doubled with interest, calculated on the basis of the mortality table adopted by said board at an interest rate determined by it, with such additional annual allowance by the state as the Retirement

Board, in the exercise of sound discretion, shall deem equitable, the same being limited by his earning capacity in other occupations, such additional allowance to be continued so long, and in such amount, as the Retirement Board may determine."

Not all teachers, however, have taken advantage of this offering. All teachers who were in service when the law became effective were not compelled to become members. Teachers in the low-salary bracket were not to benefit as much as those from the noncontributory system. Consequently, there seemed to be no object for them to pay in their contributions and receive less than was provided for teachers under the provisions of the noncontributory pension law.

There is in this respect a discrepancy that should be corrected by change in this law. For example, the compulsory member receiving a salary of \$720 per year, after having made thirty annual payments, will receive approximately \$17 less as an annuity, after having contributed approximately \$2,160 of her own money, than will the teachers who, by virtue of having been in the service when the law requiring compulsory membership was passed, and who has never made any contribution whatsoever.

This system has been examined by George Buck, Consulting Actuary of New York City. Mr. Buck found the investment portfolio very satisfactory, and the system sound with one exception. In 1933 the legislature repealed the law which called for current matching by the state of all teachers' contributions. In lieu of this matching, the faith of the state was pledged to meet this obligation when the members had reached the retirement age and had otherwise met membership contributions. This was not considered actuarially sound. Consequently, in 1943, the legislature changed the law again to read as it did originally and made available the funds necessary to liquidate the state's obligation, amounting to \$949,553 which was the amount of members' contributions which had accumulated. This action on the part of the legislature restores the system to a sound status after a period of ten years. It is

hoped that circumstances will not force another change in this policy.

It has been pointed out that there is a discrepancy between the old and new pension plans. This could and should be corrected by change in the present laws. The old and the new should probably be merged into one, and a contributory system evolved that will give old teachers of long experience a suitable equity in the suggested plan.

New sources of revenue should be found to finance both systems of teachers' annuities. As the matter now stands, the money is taken from the State School Fund. Now that the amount necessary for financing both plans is well in excess of \$422,000 annually, the money provided for the education of our children is thereby greatly reduced. This presents a much distorted picture. Instead of having this money used for school purposes, the sizeable sum is converted into welfare channels. The actuary reports that this sum will continue to increase until it reaches approximately \$700,000 per year.

This simply means that less state money is made available for municipalities of the state through its State School Fund, and more money must be raised locally. This may not be as bad as it sounds since the public has to pay the bills anyway, but it is misleading in that actually only a part of the fund is used for school purposes and for which it is intended.

The administration of pensions and annuities of all types sponsored by the state should be centered in one board, properly referred to as the "State Annuity Board." We already have the State Employees' Annuity Board, therefore, the facilities of this or some such body would eliminate a multiplicity of such effort.

These recommendations, it seems to us, are worthy of consideration since there is a serious discrepancy in the amount of pensions payable to those who are or may be eligible under existing law, and a serious drain of State School Funds that goes for welfare, not for what it was specifically intended; namely, the education of our children. Therefore, the provisions of a new source of revenue, one pension board for the administration of these accounts,

serving for the entire state, would save expense of administration and duplication of effort.

In my previous biennium report may be found a reference to a subscription authorized by the Maine Teachers' Retirement Board for *Standard Planned Investments*, a service rendered by Standard and Poor, Incorporated, 345 Hudson Street, New York City. It has been found through experience that this service was not worth to the system what it cost. Therefore, the Board did not renew its subscription.

Officers of the Maine Teachers' Retirement Board serving for this biennium are as follows:

Commissioner of Education	Harry V. Gilson, <i>Chairman</i>
State Treasurer	Joseph McGillicuddy
Attorney General	Frank I. Cowan
Banking Commissioner	Homer E. Robinson
Acting Insurance Commissioner	Guy Whitten
Member of the Board elected by the Teachers' Association for one year	Kermit Nickerson
Member of the Board elected by the Teachers' Association for two years	Orville J. Guptill, Jr.
Deputy Commissioner of Education	E. E. Roderick, <i>Executive Secretary</i>
Director of Rehabilitation	Leroy N. Koonz, <i>Financial Clerk</i>

Following is a financial report of the Maine Teachers' Retirement System as prepared by the Financial Clerk and audited by the State Auditing Department.

Respectfully submitted,

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

REPORT OF THE

FINANCIAL REPORT OF THE MAINE TEACHERS'
RETIREMENT ASSOCIATION

July 1, 1942 - June 30, 1943

INVESTMENT FUND

Cash Statement as per Cash Book

Cash balance, July 1, 1942.....		\$57,883.62
Receipts:		
Securities:		
Bonds Sold—Par value.....	\$28,300.00	
Profit or Loss on Sales (Net).....	1,731.60	
Stock Sold—Carrying value.....	11,350.00	
	<u>\$41,381.60</u>	
Less Unamortized Bond Premiums and Discounts	301.60	
		\$41,080.00
Accounts Receivable.....		8,193.34
Member Contributions:		
Current year.....	143,743.72	
Previous year.....	6,071.12	
	<u>149,814.84</u>	
Reinstated Members.....		180.39
Interest:		
Bonds.....	23,741.55	
Bank Deposits.....	962.91	
Accounts Receivable.....	128.24	
Reinstated Members.....	21.41	
Delinquent Cities and Towns.....	16.84	
Accrued Interest Sold.....	464.86	
Dividends on Stocks.....	4,611.00	
	<u>29,946.81</u>	
Total Cash Receipts.....		<u>229,215.38</u>
Total to be Accounted For.....		<u>287,099.00</u>
Expenditures:		
Securities:		
Purchase of Bonds at Par.....	148,000.00	
“ “ Bond Premiums.....	1,327.50	
	<u>149,327.50</u>	
Accrued Interest Purchased.....		518.07
Withdrawals:		
Voluntary-Temporary.....	1,565.96	
Compulsory.....	86,183.59	
Voluntary-Permanent.....	1,824.85	
	<u>89,574.40</u>	
Accounts Payable of prior year.....		32.16
Taxes on Securities Sold.....		6.50
Total Expenditures.....		<u>239,458.63</u>
Cash balance, June 30, 1943.....		47,640.37

Profit and Loss Statement

Income:		
Interest on bonds.....	\$24,300.84	
Less: Amortization of Bond Premiums.....	594.09	
	<u>23,706.75</u>	
Net Interest on Bonds.....		\$23,706.75
Dividends on Stocks.....	4,611.00	
Accrued dividends on Stocks Sold.....	125.00	
	<u>4,736.00</u>	
Total Dividends on Stocks.....		4,736.00
Total Income from Securities.....		<u>\$28,442.75</u>

Other interest income:		
Interest on Bank Deposits		962.91
Interest on Accounts Receivable		284.82
Interest on Delinquent Towns		40.01
Interest on Reinstated Members		57.93
		<hr/>
Total Other Interest Income		1,345.67
Other Income		
Profit on Sale of Securities		1,731.60
		<hr/>
Total Net Income		31,520.02
Expenses:		
Interest Allowed Members:		
on accounts at June 30, 1943	25,135.86	
on withdrawals, to date of withdrawal	1,570.36	
	<hr/>	
Total interest allowed		26,706.22
Taxes on Securities Sold		6.50
		<hr/>
Total Expenses		26,712.72
Net Profit for Year, transferred to Surplus		<hr/>
		4,807.30

COMPARATIVE BALANCE SHEET, INVESTMENT FUND

Assets:	June 30, 1942	June 30, 1943
Cash	\$57,883.62	\$47,640.37
Securities	759,128.90	
Bonds—Par Value	\$779,400.00	
Unamortized Premiums on Bonds	11,738.28	
	<hr/>	
Less—Discount on Bonds	791,138.28	
	15,823.75	
	<hr/>	
Total Bonds, carrying value	775,314.53	
Stocks—At Cost	93,999.38	869,313.91
Accounts Receivable		4,523.66
		<hr/>
Total Assets	\$821,536.18	\$922,652.33
		<hr/>
Liabilities:		
Members' Contributions	\$806,150.33	\$900,622.69
Reserve for Members' 1941-1942 Contributions ..	5,162.08	
Reserve for Members' 1943-1944 Contributions ..		5,543.43
Accounts Payable	32.16	
Special Reserve 1% of Interest on Withdrawals ..	833.90	2,348.38
	<hr/>	
Total Liabilities	\$812,178.47	\$908,514.50
Surplus:	9,357.71	14,137.83
		<hr/>
Total Liabilities and Surplus	\$821,536.18	\$922,652.33
		<hr/>

RESERVE FUND

Cash Statement as per Cash Book

Cash balance, July 1, 1942		\$7,059.98
Receipts:		
Sale of Securities—Par value	\$10,000.00	
Profit on Securities Sold	3,125.00	
	<hr/>	
Less Bond Discount Sold	\$13,125.00	
	2,425.00	
	<hr/>	
Interest on Bonds	\$10,700.00	
Dividends on Stocks	2,882.50	
Accrued Interest Sold	530.00	
	81.11	
	<hr/>	
Total Receipts		14,193.61
		<hr/>
Total to be Accounted For		\$21,253.59

REPORT OF THE

Expenditures:		
Purchase of Securities—Par value.....	15,000.00	
Purchase of Bond Premiums.....	1,068.75	
		16,068.75
Purchase of Accrued Interest		1,212.33
Miscellaneous Expenses.....		1,977.35
Total Expenditures.....		18,258.43
Balance June 30, 1943, Checking Account, Depositors Trust Co.		\$2,995.16

Balance Sheet

Assets:		
Cash.....		\$2,995.16
Accounts Receivable—Due from Investment....		62.50
Securities:		
Bonds—Par Value.....	\$80,000.00	
Unamortized Premiums on Bonds.....	1,916.77	
		81,916.77
Discount on Bonds.....	1,497.50	
Total Bonds, carrying value.....		\$80,419.27
Stocks—At Cost.....		9,462.50
Total Securities.....		89,881.77
Total Assets.....		\$92,939.43
Liabilities:		
Surplus.....		\$92,939.43
Total Liabilities and Surplus.....		\$92,939.43

**SUMMARY OF ENROLLMENT OF TEACHERS
IN THE MAINE TEACHERS' RETIREMENT ASSOCIATION**

	Voluntary-Temporary	Compulsory	Voluntary-Permanent	Total
1942-1943	118	3,443	87	3,648
1943-1944	100	3,535	94	3,729

WITHDRAWALS

1942-1943	19	400	10	429
1943-1944	8	373	5	386

REASONS FOR WITHDRAWAL

	1942-1943	1943-1944
Entered U. S. Armed Service	35	14
Further education.....	0	4
Teaching in private schools or State Normal Schools.....	3	18
Teaching out of State.....	89	86
Emergency teacher.....	0	4
Voluntary member.....	0	2
Left profession for:		
Change of occupation.....	60	47
Marriage.....	43	41
Home duties (those already married).....	11	18
Illness.....	12	19
Death.....	3	11
Reasons unknown.....	173	122
	429	386

NONCONTRIBUTORY PENSIONS

Number receiving pension at beginning of year 1942-43.....		658
Number of new pensions granted for year 1942-43.....		49
Number of deaths of persons receiving pensions.....	39	
Number transferred to State Employees' Pension System.....	15	
		54
Net decrease for year ending June 30, 1943.....		5
Number receiving pension at end of year 1942-43.....		653

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Number receiving pension at beginning of year 1943-44			653
Number of new pensions granted for year 1943-44.....		41	
Number of deaths of persons receiving pensions.....	29		
Number transferred to State Employees' Pension System.....	1		
		<u>30</u>	
Net increase for year ending June 30, 1944			11
Number receiving pensions at end of biennium.....			<u>664</u>

FINANCIAL REPORT OF THE MAINE TEACHERS'
RETIREMENT ASSOCIATION

July 1, 1943 - June 30, 1944

INVESTMENT FUND

Cash Statement as per Cash Book

Cash balance, July 1, 1943.....			\$47,640.37
Receipts:			
Securities:			
Bonds Sold—Par value.....	\$69,100.00		
Profit or Loss on Sales (Net).....	1,872.56		
Stock Sold—Carrying Value.....	18,052.00		
		89,024.56	
Less Unamortized Bond Premiums and Dis-			
counts (Net).....		1,383.06	
			\$87,641.50
Accounts Receivable.....			5,497.18
Member Contributions:			
Current Year.....	149,125.57		
Previous Year.....	7,747.49		
			156,873.06
Reinstated Members.....			3,143.19
Interest:			
Bonds.....	26,228.51		
Bank Deposits.....	1,278.65		
Accounts Receivable.....	4.21		
Reinstated Members.....	1.20		
Delinquent Towns.....	141.45		
Accrued Interest Sold.....	583.19		
Dividend on Stocks.....	3,383.00		
			31,620.21
			<u>284,775.14</u>
Total Cash Receipts.....			
Total to be Accounted For			332,415.51
Expenditures:			
Securities:			
Purchase of Bonds at Par	124,500.00		
" " Bond Premiums or Discount (Net).....	9,701.00		
			134,201.00
" " Accrued Interest			1,057.77
Withdrawals:			
Voluntary-Temporary.....	1,299.59		
Compulsory	85,345.12		
Voluntary-Permanent.....	768.73		
			87,413.44
Refunds.....			1,706.38
Commission Expense.....			163.08
			<u>224,541.87</u>
Total Expenditures.....			
Cash balance, June 30, 1944.....			\$107,873.64

REPORT OF THE

PROFIT AND LOSS STATEMENT

Income:		
Interest on Bonds.....	\$26,297.73	
Less: Amortization of Bond Premium.....	727.42	
Net Interest on Bonds.....		\$25,570.31
Dividend on Stocks.....		3,383.00
Total Income from Securities.....		\$28,953.31
Other Interest Income:		
Interest on Bank Deposits.....	1,278.65	
Interest on Accounts Receivable.....	292.78	
Interest on Delinquent Towns.....	33.48	
Interest on Reinstated Members.....	12.52	
Total of Other Interest Income.....		1,617.43
Other Income:		
Profit on Sale of Securities.....		1,792.56
Total Net Income.....		32,363.30
Expenses:		
Interest Allowed Members:		
On Accounts at June 30, 1944.....	28,726.72	
On Withdrawals—to Date of Withdrawal.....	850.02	
Total Interest Allowed.....		29,576.74
Commission Expense on Securities.....		163.48
Total Expenses.....		29,740.22
Net Profit for Year, Transferred to Surplus.....		\$2,623.08

BALANCE SHEET

Assets:		
Cash.....		\$107,873.64
Securities:		
Bonds at Par.....	\$839,800.00	
Unamortized Premiums on Bonds.....	20,471.89	
Discounts on Bonds.....	860,271.89	
	13,767.50	
Total Bonds, carrying value.....		\$846,504.39
Stocks—At Cost.....		70,947.38
Total Securities.....		917,451.77
Accounts Receivable.....		6,283.64
Total Assets.....		\$1,031,609.05
Liabilities:		
Accounts Payable (due Reserve Fund).....		\$62.50
Members' Contributions.....	\$1,003,007.79	
Reserve for 1943-44 Contribution.....	7,742.99	
Total Contributions.....		1,010,750.78
Total Liabilities.....		1,010,813.28
Surplus and Reserves:		
Surplus.....	16,680.17	
Special Reserve, 1% Interest on Withdrawals.....	4,115.60	
Total Surplus and Reserves.....		20,795.77
Total Liabilities, Surplus and Reserves....		\$1,031,609.05

RESERVE FUND

Cash Statement as per Cash Book

Cash Balance, July 1, 1943.....			\$2,995.16
Receipts:			
Sale of Bonds—Par Value.....	\$132,000.00		
“ “ Bond Premiums.....	127.93		
“ “ Stocks at Cost.....	9,462.50		
Profit on Sale of Securities.....	3,692.07	\$145,282.50	
Interest on Bonds.....		19,225.17	
Dividends on Stocks.....		435.00	
Accrued Interest Sold.....		925.87	
State of Maine.....		1,092,929.00	
Total Receipts.....			1,258,797.54
Total to be Accounted For.....			1,261,792.70
Expenditures:			
Purchase of Bonds at Par.....	1,100,000.00		
“ “ Premium on Bonds.....	6,462.50	1,106,462.50	
“ “ Accrued Interest.....		544.90	
Miscellaneous Expenses.....		222.83	
State of Maine:			
Refund of Overpayment of Contributions.....		143,373.00	
Total Expenditures.....			1,250,603.23
Balance June 30, 1944.....			\$11,189.47

Balance Sheet

Assets:			
Cash.....			\$11,189.47
Accounts Receivable—Due from Investment Fund			62.50
Securities:			
Bonds—Par Value.....	\$1,048,000.00		
Unamortized Premium on Bonds.....	7,824.35		
	1,055,824.35		
Discount on Bonds.....	1,437.50		
Total Bonds, carrying value.....		\$1,054,386.85	
Stocks—At Cost.....			
Total Securities.....			1,054,386.85
Total Assets.....			\$1,065,638.82
Liabilities:			
Surplus:			
State of Maine Contributions.....		1,012,621.00	
Earned Surplus.....		53,017.82	
Total Surplus.....			\$1,065,638.82
Total Liabilities and Surplus.....			\$1,065,638.82

CHAPTER X
PHYSICAL EDUCATION, HEALTH AND
RECREATION

*To the Commissioner of Education,
Augusta, Maine*

Dear Sir:

As Director of Physical Education, Health and Recreation I herewith submit the following report for the biennium ending June 30, 1944. In closing my first two years of work in Maine may I express the enjoyment I have had in my association with the Commissioner, the members of the staff and the educational personnel of the state.

THE GREATEST DIFFICULTY IN DEVELOPING
A SOUND PROGRAM OF HEALTH EDUCATION
IS TO ESTABLISH THAT RELATION TO THE
TOTAL SITUATION WITHOUT WHICH IT CAN
ONLY BE SUPERFICIAL AND EPHEMERAL.

Human engineering is still in a primitive stage compared to progress in such fields as commerce, industry and medicine. Improvement in the science and the art of good living offers challenge and opportunity as never before. It can come only through a dynamic education which has status and prestige. This must be based on a technology equal to that of any other profession, a mode of professional action and its associated terminology.

War, tragic as it is, rarely destroys a nation and may actually save it from destruction by forcing the people to develop all their abilities and to work together for the common good. Degeneracy and decay are the worst enemies of man as a group. Some objective indications of such weakness may be found in the increase of mental defects and crime, of inability to accept social responsibility, an increased desire for unearned security or relief and, in general, an increase of those adult attitudes and behaviors which when imitated by youth we call juvenile delinquency. They are the symptoms of disease within, disease of mind

and soul as well as of body. They are the results of soft, easy living unbalanced by proper education.

The director of this division has as yet felt unable to prepare a postwar plan under present conditions. Long time plans for the school programs in health education, physical education, and especially in recreation are badly needed as integral parts of a total plan of general education. They are being prepared as rapidly as conditions permit. As a beginning, during the past several months, the director has attempted such survey as might be possible while doing the regular work of the division. A very few typical findings are presented here as being indicative.

FINDINGS

Selective Service reports the following principal causes for rejection for military service as of April 1, 1944:

Cause	%	Cause	%
Mental disease.....	15.7	Physical defects.....	
Mental deficiency.....	14.0	Neurological.....	5.2
Physical defects.....		Eyes.....	5.1
Syphilis.....	7.5	Ears.....	3.9
Musculoskeletal.....	7.5	Tuberculosis.....	2.1
Cardiovascular.....	6.4	Lungs.....	1.7
Hernia.....	5.7	Feet.....	1.3

Of special importance is the large number of rejections due to mental causes. Many others were due to lack of basic physical education. The military services also report retardation of training and many training casualties due to low level of general physical fitness among those inducted into service.

Health education in the elementary schools consisted primarily of formal textbook lessons and certain mass routine health examinations and a superficial program of health corrections. About one-third of the schools had no time allotment in physical education. Most of the others conducted superficial programs. Of 67 deaths by drownings in Maine last year over 70% could have been prevented by proper education. The same condition applies to many other types of accidents.

Of the 500 towns only 322 had any nursing service. One

hundred and twenty-one have some medical service but only about a fifth of these or 24 schools do much real health work involving medical personnel. There were 97 nurses doing school health work the past year, of which 26 were certified school nurses, 38 Bureau of Health nurses and 33 from other public health organizations.

One hundred and two towns omitted sight and hearing tests for over 20% of their school children. Some omitted up to 96% and on the average over 40% were missed, totaling 19,567 for the state.

The following number of towns report that nothing was being done in the health activities indicated: nutrition—107, relaxation periods—185, planned recess—123, growth measurement—189, daily health observation—110. In other words, from 20% to 37% of the towns omitted this part of the program. Facilities for toilets, hand washing, seat adjustment, lighting, ventilation and for physical education were inadequate in most schools.

Last year 78.6% of the secondary schools reported some form of physical education program; this year only 153 of the 260 schools were able to continue because instructors were not available to meet the demand. Few secondary schools are offering courses in health education. Last year there were 43 subsidized physical education programs, this year 38, due primarily to inability to secure certified directors. There were only 86 people certified in physical education in the state this past year. All but 9 of the 115 unsubsidized programs had no certified instructors.

The normal schools varied widely. None had adequate fields, reference libraries, or equipment. There was no medical supervision, adequate nursing service in only one. Technical training of teachers was inadequate in human biology, child development, health education and physical education. The director and principals were extremely cooperative and eager for improvement.

ACTIVITIES OF THE DIVISION

War emergency caused emphasis on physical fitness. Temporary manuals on drill and physical conditioning were issued. Over thirty state representatives attended the Bos-

ton war fitness conference. Five state institutes were held in 1943. Seventy-nine per cent of the secondary schools conducted programs. Last year it dropped to 59%. Physical fitness tests were developed cooperatively with the Maine Association of Principals of Secondary Schools this year. Over 150 schools participated, 38 completed tests this spring with 1,552 achievement certificates issued. A workshop in physical education will be held at the University this summer to help meet the teacher shortage.

A few other activities of the director are briefly summarized: First year made over 150 speeches, visited all subsidized programs, normal schools, many other schools; taught summer normal sessions. Cooperative steps were taken for revision of teacher training in this field, statement of function of nurses, revision of G. A. A., reorganization of subsidized program to meet legal standards. Health councils were formed in three normal schools and units in such projects as tuberculosis control and mouth health were started cooperatively with the Bureau of Health.

Following instructions to put special emphasis on elementary school work this past year, the director held twenty-six group conferences with administrators, teachers and nurses and started building a course of study with the help of summer groups at Gorham and at the University.

This division has attempted to cooperate with Civilian Defense officials in the wartime recreation program through participation on committees and in conferences. Most of the progress in recreation work in small and rural areas was due to initiation and support of school personnel.

Following instructions for developing a program of Driver Education, a training institute was held through cooperation of the American Automobile Association and its Portland office and school officials of the Portland area. Teachers, State Police, members of the Highway Department and Department of State attended. Suggestions for a tentative, voluntary program were prepared with State Police to assist as instructors. Driver Education courses were conducted in Portland, South Portland, Westbrook and Scarborough this spring. Plans for the state program are being held in abeyance.

A cooperative plan has been developed whereby all public health nurses in the state are available to help in the technical aspects of health service in schools. This permits in-service training of teachers in such procedures as testing vision and hearing, observation techniques for control of communicable disease and measurement of growth. A committee has worked in cooperation with the Director of Guidance to develop a tentative cumulative classroom health record this past year.

SUGGESTIONS

If physical education, health education and recreation are to function properly in the school program of Maine, provision should be made accordingly in time allotment, academic credit, teacher preparation and certification and in supervision. Procedures and methods of evaluation in such matters as health service routines, class instruction, hygiene of the program, health bookkeeping, cooperation with and use of community health resources need to be better developed.

The most valuable contribution which the director can make to the total program is to keep abreast of professional advances in his own and related fields in such way as to make them available for practical use in the daily school program through access to professional literature, attendance at professional meetings, visits and conferences. He should be available for consultation as needed, help establish standards and arrange for evaluation and approval through cooperation with other personnel as much as possible. Regular administrative and office routine, supervision of normal schools and subsidized programs take the full time of one person but the following need attention also: supervision of health and physical education in the unsubsidized elementary and secondary programs, of medical inspections and corrective work, of safety and driver education and of recreation in small towns and rural areas through school leadership.

Even more use should be made of the cooperative services of the Department of Health and Welfare, especially in such matters as mental health, venereal disease control,

orthopedic work and pre-school examinations. Better use can also be made of the cooperative services of other health resources of the state, such as the Medical Association, the Dental Association and the volunteer agencies. This can probably be best secured through an advisory committee in which these agencies are represented.

RECREATION AND EDUCATION

Recreation for the people of Maine needs careful consideration. Most of the state is rural. Most of the larger towns and cities will have trained directors under commissions, who will not need supervision. Progress in recreation in small towns and rural areas has been and must continue to be centered around the school, both as to facilities and personnel. It is a natural part of the coming vital program of adult education. They must be united. Any other plan will lead to confusion and misunderstanding in the local communities. School facilities and personnel cannot possibly function well under dual control in such a situation.

Rural recreation is a special field of its own. Properly trained leadership is difficult to secure and would take a long time to train. Adding another state agency for such purpose would not solve the problem but actually make it worse. A trained field worker in recreation could be added to this division at a total cost of less than \$5,000 and could work much more effectively under conditions as they actually are in Maine than would occur with another administrative unit of state government which would add considerable unnecessary expense. A state recreation committee could easily establish the working policies and coordinate the work of the many recreational agencies already available in the state.

Some say that they want to keep the school teacher atmosphere out of recreation. There has been some justification for this in the past but education is changing rapidly. Good modern education includes play, fun and happiness as essentials to mental and emotional health and learning efficiency. The two can go hand in hand along with adult education in this state.

CONSERVATION EDUCATION

Pride in Maine and a desire to stay here can be developed among our children by showing them its potentialities for good living. Proper education will help conserve our greatest natural resource by keeping its young people in the state. Every boy and girl should become educated in outing and winter activities and in woodcraft and campcraft as part of nature study and physical education. Conservation education, properly used in laboratory form, could motivate and enrich the whole school program tremendously, especially physical education, in a state like Maine. Children could learn to really appreciate their wonderful birthright in being born here.

SOME IMMEDIATE SPECIFICS

Some items need immediate attention, because of work already started, to fit into certain postwar plans or because of special opportunities now available which may not come again. They are briefly summarized:

Additional use of school physicians, including adequate budget plans.

A sound program of health bookkeeping in terms of teacher ability and the total plan of record keeping in the guidance program. Thorough consideration of recommendations of committee on the Cumulative Classroom Health Record.

A minimal health service program in all normal schools, including medical supervision.

Interschool athletics made safer and educationally more productive.

Provision for adequate use of beauty and music as essentials for emotional health.

Provision for adequate athletic fields, reference libraries and laboratory supplies for health, physical education and recreation in the normal schools.

Provision for physical education consultation service for rehabilitation program.

Development of professional major and minor courses in this field in cooperation with all interested institutions of higher learning in the state.

Promotion and greater cooperative use of such organizations as the Maine Association for Health, Physical Education, and Recreation.

A plan for state or regional conferences with directors and supervisors of subsidized programs.

Development of program of water safety education through cooperative planning with proper Red Cross officials.

CONCLUSION

This report has presented certain observed facts and conditions for purpose of record and as a base of reference for the future. With the progress being made in all aspects of education and the continued interest and support of the Commissioner and of most of the school personnel, sound progress should be made which will be practical and worth while. Such a program will not only help to give every boy and girl in the state a decent chance, not only save future expenditures for crime, disease and relief, but above all will help develop our greatest resource, the vitality, stamina and ability of our young people, so that they may successfully meet the challenges of the future by building good lives, here and now, in school, home and community.

Respectfully submitted,

LOUIS HUTTO,

Director of Physical Education, Health and Recreation

CHAPTER XI

OCCUPATIONAL INFORMATION AND GUIDANCE

*To the Commissioner of Education,
Augusta, Maine*

Dear Sir:

Since the entrance of the United States in the present World War the State Director of Guidance has persistently urged guidance counselors, teachers, and administrators to assume the responsibility that no boy or girl leave or graduate from a Maine secondary school without counseling and training which will result in his entering that phase of the war effort where he will serve most efficiently.

In assuming this responsibility, in addition to the ever-present Guidance and Counseling problems, major emphasis has been given to:

1. Counseling young men with reference to volunteering in the Armed Forces, and to an explanation of the operation of the Selective Service Act.
2. Counseling youth with reference to war-training opportunities and requirements.
3. Counseling youth as to war production employment needs, opportunities, and requirements.
4. Counseling youth with reference to plans for continuing their advanced education.

Responsibility has also been assumed for assisting in locating out-of-school youth who could qualify and were available, for war-training courses being offered for war-production workers in Maine.

Even though major consideration has been given to war-time and pre-induction guidance needs, guidance services have also been rendered to in-school youth concerning their present and long-term needs.

Guidance since the outbreak of the war has been seriously influenced by counselors leaving the profession to enter the Armed Forces or various types of war work. To

help meet this situation there has been an acceleration of in-service training of Guidance workers of some experience and Maine is the first state in the country to offer a required course in Guidance in state normal schools.

The importance and value of the Maine Cumulative Record Card, which was inaugurated during the school year 1941-42, was particularly emphasized with the introduction of the Educational Experience Summary Record Card, the use of which was requested by the Armed Forces, the War Manpower Commission, and the United States Employment Service.

The collection and dissemination of occupational information is a service which has been greatly increased in the various schools. Much of this service was aimed directly at supplying up-to-the-minute information as to war needs, demands, and requirements. It has been very encouraging to note the additional attention that has been given to arranging better displays of occupational information, and of having the same readily accessible for pupil use.

As can well be understood, youth during the past two years, and for the duration, find it extremely difficult to make permanent plans as to advanced educational training. To serve youth better in this respect, a real effort has been made to counsel youth intelligently as to present and long-term plans.

Because of the acute labor situation, Guidance Counselors have constantly been requested to assist in placing school youth in full-time and part-time jobs. Wherever it has been possible youth have been encouraged to enter that phase of employment where they may make the most of their interests, aptitudes, and abilities, rather than just because of the monetary compensation. Repeatedly counselors have reported that employers are now more fully realizing the value of school placement services, and that undoubtedly even more satisfactory placement arrangements will be in effect in the post-war period.

Necessary curtailment of travel resulted in limiting the number of career conferences held during the past two years. At the regional and local conferences conducted, much emphasis was given to opportunities and require-

ments for service in the various branches of the Armed Forces. However, in order to assist youth in making more permanent and long-range plans as to the pursuit of an occupation, many professional men and women, industrial employers, and representatives of various types of work participated in these conferences.

Vocational, agricultural, commercial, home economics, trade and industry teachers as well as teachers of other subjects and coordinators of distributive education are co-operating in the development of local guidance programs. They are making greater use of the cumulative records and are increasingly rendering practical counseling services.

To assist all personnel active in guidance the State Director conducted many in-service training conferences and published monthly the *Maine Vocational Guidance Bulletin*.

COOPERATION WITH OTHER AGENCIES

The state Director of Guidance has served as liaison officer for the State Department of Education and the State Selective Service Headquarters. Information has been sent to schools regarding all current changes and amendments in Selective Service regulations and interpretations.

For the past two years, the State Director of Guidance has served as State Airforce Advisor. In serving in this capacity, many conferences have been held throughout the state and literature has been sent to all secondary schools regarding service in Aviation in the various branches of the Armed Forces.

Information was sent to school administrators and counselors as to war-training facilities available in the State and in the region.

To assist in meeting the acute need for girls to enter nurses' training, two bulletins were issued and visits were made to secondary schools for the purpose of recruiting girls to enter one of the seventeen accredited schools of nursing in Maine. A program was developed with the State Nurses' Association for the selection of students to enter training.

Much time has been spent in a recruiting program for students to enter teacher training and a pictorial bulletin

"Teaching as Essential War Service" was issued and distributed.

A concerted effort was also made to cooperate in the plan of recruiting for the selection of students of engineering, medicine, osteopathy, dentistry, and pharmacy.

The State Director of Guidance was appointed by the Board of Trustees of the Maine Maritime Academy to serve as Chairman of the Visiting Board. Besides this affiliation, active work has been done in disseminating information about the school and in assisting in a recruiting program.

To know the local and regional employment needs, and to receive practical assistance in placement of in-school and out-of-school youth, it is necessary that the schools cooperate to the fullest extent with the local and state officers of the U. S. Employment Service. Such cooperative working relationships have steadily increased during the past two years, and many secondary schools in Maine solicited the help of representatives of the U. S. Employment Service to the extent that such representatives came directly to the school for the purpose of enrolling students interested in full-time or part-time work. Public schools in Maine have cooperated through their Guidance programs with this service in furnishing information regarding individuals, as contained on the Educational Experience Summary Record, and have, in turn, received much help from this Federal Service in obtaining information for follow-up studies.

Up until the time of the dissolution of the National Youth Administration, very fine relationships existed between this agency, the state and local Directors of Guidance. Bulletins and pamphlets were distributed to all secondary schools throughout the State telling of training opportunities in this State and in this region, as well as requirements for admission to the same. The Director of the Resident Center at Quoddy Village sent the State Director of Guidance monthly reports showing placement of youth trained in that school. This information, in turn, was disseminated to the secondary schools to be used in showing Maine youth the possibilities of putting such training into practical use.

Assistance has been given to the Division of Vocational Rehabilitation in testing, selection of trainees, and in the dissemination of occupational and educational information.

The Commissioner of Education appointed the State Director of Guidance to serve on the Secondary School Diploma Equivalency Board.

The State Director of Physical Education conducted a series of Physical Fitness Institutes in the State. The State Director of Guidance participated in these Institutes, explaining Guidance functions which may be assumed by Physical Education instructors.

Collection and dissemination of occupational and training information has been given much consideration by the State Library Association and the State Director of Guidance has assisted this group in this important work.

Whenever it was possible without added travel expense invitations have been accepted to speak at meetings of civic and service clubs. In speaking before these groups an effort was always made to show ways in which these organizations might render greater service to the guidance programs of the public schools.

In cooperation with other members of the Maine State Department of Education much effort was made in securing acceptance of the High School Victory Corps and in promoting its growth and development. Various bulletins were prepared and sent to the schools of the State outlining activities of the Victory Corps and calling special attention to the Guidance phase of this program.

LOCAL COUNSELING EXPERIMENT

Maine was one of seven states picked by the United States Office of Education to assist in conducting an experiment in establishing local counseling centers for veterans, war workers, and youth. Three such centers were established in Maine and a report of these centers is to be included in the National Study. This experiment also included making occupational surveys of anticipated post-war job opportunities.

SUMMARY OF REGULAR DUTIES

Greater attention was given during the past two years to better serving counselors and teachers in small rural schools. Regional meetings were held for the purpose of discussing guidance in the rural schools, and several bulletins were issued for the special benefit of guidance workers in rural areas.

In addition to the work already outlined a large portion of the time of the State Director of Guidance was spent in general supervision of guidance programs in operation in the public schools of the State. Major consideration was given to in-service training of teachers and counselors and to supervisory visits at individual schools throughout the state. Most of the school systems were visited during the past two years, and some of these schools were re-visited several times for the purpose of developing newly inaugurated programs.

One of the major activities of the State Director of Guidance was corresponding with administrators, counselors, and teachers. Most of the correspondence dealt with guidance programs in the local schools and many letters referred specifically to Guidance in its relationship to the total war effort. Much of the Guidance work of the State Director is carried on through correspondence because of the difficulty in contacting schools in remote areas.

It is not possible to develop a pattern of guidance which will be acceptable and practical for all school systems in the State. School administrators must continue their interest in and support of guidance to the extent that all Maine youth are offered the best guidance services that it is possible to provide. Such services should include: a cumulative record kept and used for each pupil; systematic individual counseling; collection and dissemination of occupational and educational information; placement; and follow-up studies.

At the state and local levels administrators must make provision for personnel to develop and administer guidance programs.

Respectfully submitted,

DANA M. COTTON,
State Director of Guidance

CHAPTER XII

DIVISION OF FINANCE AND CONTROL

*To the Commissioner of Education,
Augusta, Maine*

Dear Sir:

At the time the previous Biennium Report was printed I had been serving in this Department as your Accountant approximately one year, and we were in the process of studying and reorganizing the financial control on all divisions in the entire Department. This work necessitated a rather complete study and analysis of the multitudinous laws and special problems peculiar only to the respective divisions. The process was slowed considerably because of our nation becoming involved in the present world conflict which greatly added to our duties in meeting the demands of the war effort, such as—

1. Training of War Production Workers.
2. The allotment of Lanham Act Funds for school facilities in defense areas.
3. Allotment of Lanham Act Funds for Nursery Schools and day care of school children of mothers in defense work.
4. Serving as a clearing house for the finances on the Penny Milk Program conducted by the A. A. A.
5. Cooperation with the Office of Price Administration in distributing War Ration Books No. 1, 2, 3 and for gasoline.
6. Tremendous increase in pay roll detail to accommodate the automatic deductions for—
 - (a) Purchase of war savings bonds.
 - (b) Retirement contributions for pension.
 - (c) Victory tax.
 - (d) Withholding tax.
 - (e) Associated Hospital Service.

We are now at the end of the first complete biennium period since my employment with you and I am pleased to

present my first Biennium Report of this Division since it was organized under your administration.

The State of Maine has been making a splendid effort in recent years to bring its vast financial network under satisfactory control and is rapidly reaching its goal. In this endeavor, the State's financial officials have had the support of the public which had become suddenly interested in its finances.

A system of finance controlled by alert and critical employees must ever be in a state of evolution to keep up with the fast pace of the present trends and to provide for the needs of tomorrow.

During the past three years it has been necessary to meet an ever-growing variety of demands, but I have tried not to infringe upon the simplicity of the Department's accounts except when the needs of adequacy demanded expansion and improvement. The interests of State Government alone have become much more numerous and diverse.

As Chief Executive of this Department you must have the details of the divisional operations for the purpose of guiding your decisions on policies and methods. My procedure toward this objective has been to establish a centralized control over the finances of this entire Department to make possible the availability of any specific information desired within a reasonable time.

This Department is one of the largest in the State Government on budgetary appropriations. To prepare a budget is to estimate in advance the various allowances for certain purposes which places before the Department's Administrators a limit of expenditures for the period covered. After the budget has been approved by the Legislature, it becomes a basis for operations throughout the next biennium, and the allowance set aside for specific purposes can be changed only by the order of the Governor and Council. A budget cannot, by itself, cure all the ills of administration, but it does show up quickly what is happening so that proper effort may be made to prevent excesses before they happen, thus eliminating post-mortems after deficits have become facts.

Your recent departmental reorganization is, I believe, a splendid step forward. An organization, to be well arrayed, must have definite lines of authority, responsibility and accountability. Duties have been divided along logical lines and definite fixed responsibilities have been placed.

This Division now has three main duties:—

1. To budget and record all business transactions involving State and Federal monies for the State of Maine.
2. To safeguard its income and expenditure records.
3. To explain the utilization of the monies to the public.

The various needs of the entire State must be considered in the application of these funds, whether the needs are local, sectional, state-wide or nationally affiliated.

On May 18, 1942, I reported to you that the normal schools were disbursing about 37% of the total cost of maintenance of training and maintaining the records locally so that approximately \$155,000 was being administered without the proper State financial officials having any specific knowledge of it; and as near as I could determine, the educational heads in either the State Department or the Normal Schools had altogether too little knowledge of the actual complete financial picture. Upon the recommendation of the State Finance Commissioner and the State Department of Audit, the Board of Normal School Trustees voted to establish a centralized control of all normal school finances as of July 1, 1942.

This new system is giving the State a fairly complete report on normal school finances at the present time. There are, however, certain improvements which have yet to be made; but for which I have been unable to find the time.

My analysis of the various laws controlling the accounts of this Department has made it possible to take steps which have meant an annual saving in expenditure of approximately \$28,000.

The development of this Division has now reached the stage where the Director should be permitted to apply his full time to general supervision, preparation of special reports, monthly reconciliation of accounts, and budgetary

control. A requisition was given the State Personnel Board over a year ago to fill the position of Assistant to me who would be in charge of teachers' pensions. Up to the present time, we have been unable to hire a person whom we thought had the proper background and who was interested in the salary offered. As a result, it has been necessary for me to work a considerable amount of overtime. I have thought that perhaps in so doing I would be rendering the State a better service than if I were in the Armed Service. I must point out, however, that even by working the extra hours, I have been unable to keep the work of this Division at all current, such as reconciling all appropriations to the State Control semi-annually instead of monthly as modern accounting standards demand.

At this time, I would like to recommend that a considerable amount of revising be done to Chapter 19 of the Revised Statutes to eliminate present conflicting statutory provisions and also to permit a straight appropriation by the Legislature from the State's General Funds to meet the needs of this Department for the biennium rather than to continue the present hypothetical statute which earmarks certain revenues for the use of this Department IF THEY ARE REALIZED. For example, I will mention that in 1934 the special revenues to the State School Fund totaled \$165,662 as compared with \$86,840 in 1944, which is a reduction of \$78,822, or 47% in 10 years. These revenues are transferred to our State School Fund only when they are actually received. Therefore, it is easy to see that it is very difficult to control a budget which is based on revenues which are sharply decreasing annually.

Numerous exhibits are presented in the following pages which, I believe, are self-explanatory.

Respectfully submitted,

FRED L. KENNEY,
Director of Finance

EXHIBIT I.

COMPARATIVE FINANCIAL STATEMENT
STATE NORMAL SCHOOLS
Fiscal Years 1942-43 and 1943-44

	GRAND TOTALS		Farmington State Normal Farmington		Western State Normal Gorham		Washington S. Normal Machias		Madawaska Train. S. Fort Kent		Aroostook S. Normal Presque Isle		Eastern S. Normal Castine	
	42-43	43-44	42-43	43-44	42-43	43-44	42-43	43-44	42-43	43-44	42-43	43-44	42-43	43-44
Allotted from S. S. F.	\$198,125.00*	\$230,950.00	\$48,144.00	\$56,250.00	\$57,080.00	\$65,850.00	\$29,898.00	\$34,050.00	\$25,558.00	\$30,750.00	\$37,445.00	\$44,050.00	\$ —	\$ —
Bal. fwd. July 1st.	44,308.52	26,190.32	13,049.35	4,096.09	9,139.05	7,188.26	2,968.68	38.13	8,340.86	6,217.47	10,146.18	8,650.37	664.40	.....
Trans. between Accts. & to Reserves	.....	(24,234.84)	(770.00)	(3,313.44)	(917.13)	(7,436.70)	(481.00)	.....	(405.00)	(5,335.27)	(603.00)	(8,149.43)	3,176.13	.....
Trans. fr. Fed. Voc. Ed.	756.36	.....	.....	756.36	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Add: NET INCOME	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Sale of Meals.	70,592.50	54,341.71	30,299.98	25,446.38	19,646.51	16,664.63	7,704.90	7,928.23	2,870.15	4,302.47	10,070.96	.....	.....	.....
Tuition.	33,004.78	25,189.73	11,719.50	10,695.00	10,861.15	8,093.12	3,327.00	3,682.43	2,264.60	2,719.18	4,611.77	.....	220.76	.....
Town Charges for Cadets.	33,942.00	59,187.86	14,292.00	27,087.00	3,200.00	13,108.46	3,548.00	12,102.00	5,362.00	6,890.40	7,540.00	.....	.....	.....
Town Charges, Model Sch.	22,000.00	18,500.00	6,000.00	7,500.00	6,000.00	6,000.00	3,000.00	3,000.00	2,000.00	2,000.00	5,000.00	.....	.....	.....
Rentals.	27,244.28	27,431.02	8,068.75	6,733.75	8,392.66	6,626.46	1,537.19	4,101.76	1,018.65	1,469.05	8,226.03	8,500.00	1.00	.....
Miscellaneous Fees.	3,093.37	3,090.76	378.72	1,297.06	2,043.34	1,793.70	32.25	.....	486.06	.....	158.00	.....	.....	.....
Registration Fees.	2,684.58	2,086.00	602.00	778.00	982.77	513.00	203.50	318.00	279.00	477.00	475.00	.....	142.31	.....
Medical Fees.	2,047.10	1,624.00	1,053.75	705.00	924.35	855.00	.....	64.00	.....	.....	69.00	.....	.....	.....
Sale of Farm Prod.	881.80	4,185.14	.....	.....	.....	.....	.....	.....	881.80	4,185.14	.....	.....	.....	.....
Miscellaneous Income.	2,813.34	6,314.31	879.68	2,082.60	262.30	2,245.32	308.66	1,251.17	418.14	503.02	621.26	232.20	868.10	.....
Sale of Equip. & Supplies. ....	.....	6,678.68	.....	.....	.....	197.60	.....	.....	.....	15.16	.....	6,465.92	.....	.....
TOTAL NET INCOME.	198,853.55	208,629.21	73,294.38	82,324.79	52,313.08	56,097.29	19,661.50	32,447.59	15,580.40	22,561.42	36,772.02	15,198.12	1,232.17	.....
TOTAL AVAILABLE.	442,043.43	441,534.69	133,717.73	139,357.44	118,371.36	121,698.85	52,047.18	66,535.72	49,074.26	54,193.62	83,760.20	59,749.06	5,072.70	No activity

REPORT OF THE

EXHIBIT I.

COMPARATIVE FINANCIAL STATEMENT—Concluded
STATE NORMAL SCHOOLS
Fiscal Years 1942-43 and 1943-44

Deduct: NET DISBURSEMENTS														
Personnel Services.....	254,395.90	243,319.46	74,159.62	90,575.34	70,425.14	76,669.23	32,372.06	42,404.88	28,554.48	33,149.22	46,712.63	520.79	2,171.97	
Contractual Services.....	47,110.42	54,759.62	14,449.14	17,902.12	12,320.84	12,066.76	5,759.91	6,496.48	3,837.30	5,108.75	10,056.14	13,185.51	687.09	
Commodities.....	83,453.88	72,086.99	31,267.48	27,088.61	20,198.68	20,086.70	8,963.65	11,212.26	10,410.01	13,699.42	10,400.42		2,213.64	
Grants—Welfare.....	95.99	194.07	95.99	194.07										
Capital Expenditures.....	2,186.67	3,587.32	565.67	779.93	1,264.94	1,205.14	89.40	828.25		13.50	266.66	760.50		
Total Net Expense.....	387,242.86	373,947.46	120,537.90	136,540.07	104,209.60	110,027.83	47,185.02	60,941.87	42,801.79	51,970.89	67,435.85	14,466.80	5,072.70	
<hr/>														
BALANCE JUNE 30TH.....	54,800.57	67,587.23	13,179.83	2,817.37	14,161.76	11,671.02	4,862.16	5,593.85	6,272.47	2,222.73	16,324.35	45,282.26		No activity
Carried.....	26,190.32	1,963.22	4,096.09	532.91	7,188.26	(746.30)†	38.13	1,821.06	6,217.47	355.55	8,650.37			
Lapsed to S. S. F.....	28,610.25	65,624.01	9,083.74	2,284.46	6,973.50	12,417.32	4,824.03	3,772.79	55.00	1,867.18	7,673.98	45,282.26		
Cadet Fund Portion of Carried Balance....	1,955.48	3,987.74	782.65	532.91	(248.44)	1,278.22	38.13	1,821.06	882.20	355.55	500.94			

*The total legislative appropriation for 42-43 was \$210,000, of which \$11,875 was transferred to the Maritime Academy.

†This deficit represents a Dormitory overdraft of \$2,024.52 (due to summer school charges in June) and the Cadet Balance of \$1,278.22.

NORMAL SCHOOL RESERVES

Expended.....		1,659.65		1,513.15						112.50		33.00		
Closing Balance.....	\$13,149.43	\$35,080.79	\$3,500.00	\$7,299.29	\$500.00	\$8,936.70	\$500.00	\$1,500.00	\$500.00	\$6,722.77	\$8,149.43	\$10,622.03		

EXHIBIT II.

ANALYSIS OF NORMAL SCHOOL
CLOSING BALANCES
June 30, 1944

Petty Cash	Machias....	Adm. Bldg. 10	Prin. Home 15	Dorm. 20	Cadets 65									Totals
	Available...	\$42,562.37	\$326.80	\$11,706.70	\$12,144.93									\$66,740.80
	Expended...	37,657.70	400.62	12,764.76	10,323.87									61,146.95
\$100	Balance....	\$4,904.68	\$(73.82)	\$(1,058.06)*	\$1,821.06									\$5,593.85
	Pres. Isle....	Adm. Bldg. 10	Train. Sch. 15	No. Dorm. 20	So. Dorm. 25	Cadets 65								
	Available...	\$47,597.75	\$5,000.00	\$3,760.66	\$4,343.84	\$500.94								\$61,203.19
	Expended...	3,401.52	14.44	8,351.41	3,652.77	500.79								15,920.93
\$100	Balances....	\$44,196.23	\$4,985.56	\$(4,590.75)	\$691.07	\$.15								\$45,282.26
	Madaw. Tr..	Adm. Bldg. 10	Train. Sch. 15	Gym. 20	Dickey Dor 25	Farm Act. 30	Nowland D. 35	Cadets 65						
	Available...	\$29,226.49	\$7,370.00	\$44.29	\$4,399.78	\$4,189.34	\$1,341.55	\$7,772.60						\$54,344.05
	Expended...	23,578.05	5,508.31	312.07	8,014.88	6,603.30	687.66	7,417.05						52,121.32
\$100	Balances....	\$5,648.44	\$1,861.69	\$(267.78)	\$(3,615.10)	\$(2,413.96)	\$653.89	\$355.55†						\$2,222.73
	Farmington	Adm. Bldg. 10	Train. Sch. 15	Home Ec. 20	Gym. 25	Puring. D. 30	Mallett D. 35	Willows D. 40	Lodge 45	Cadets 65				
	Available...	\$52,681.32	\$23,018.00	\$4,911.90		\$20,752.89	\$10,646.76		\$180.00	\$27,897.65				\$140,088.52
	Expended...	53,636.54	18,405.13	4,599.98	858.25	25,799.72	6,518.63	88.16		27,364.74				137,271.15
\$525	Balances....	\$(955.22)	\$4,612.87	\$311.92	\$(858.25)	\$(5,046.83)	\$4,128.13	\$(88.16)	\$180.00	\$532.91				\$2,817.37
	Gorham....	Adm. Bldg. 10	Train. Sch. 15	Gym. 20	Metal Shop 25	Wood W. Acad. 30	Dorm. 35	Prin. Home 40	Keene Res. 50	Sloat Res. 50	Smith R. 55	West. Gor. Sch. 60	Cadets 65	
	Available...	\$57,440.11	\$27,661.00	\$.25	\$164.01	\$104.83	\$24,138.26						\$12,908.46	\$122,416.92
	Expended...	49,273.09	21,418.56	760.52	355.60	373.01	26,162.78	124.18	126.82	220.05	20.55	280.50	11,630.24	110,745.90
\$100	Balances....	\$8,167.02	\$6,242.44	\$(760.27)	\$(191.59)	\$(268.18)	\$(2,024.52)	\$(124.18)	\$(126.82)	\$(220.05)	\$(20.55)	\$(280.50)	\$1,278.22	\$11,671.02

Notes:

*Deficit due to transfer of supplies and equipment from A. S. N. S.
†Summer Session Charges \$2,770.05. Credits rec'd. in 44-45 year so deficit is carried forward.
‡Unpaid bills on hand 6-30-44 further reduce this balance to \$117.15.

1943-44

GRAND TOTALS

Available.....	\$444,793.48
Expended.....	377,206.25
Balance.....	\$67,587.23

EXHIBIT III.

DEPARTMENT OF EDUCATION
ACCOUNT CODES

1944-45

Appropriation	Activity	Title
4810		STATE SCHOOL FUND
4811		STATE CONTRIBUTION TO M. T. R. A.
4815		DEPARTMENTAL OPERATIONS
	10	Administration
	15	Finance Division
	20	Curriculum and Instruction
	25	Teaching Service
4820		AID TO ACADEMIES
4825		FARMINGTON NORMAL SCHOOL
	10	Administration Building
	15	Training School
	20	Home Economics Cottage and Annex
	25	Gymnasium and Athletic Field
	30	Furington Dormitory
	35	Mallett Dormitory
	40	Willows Dormitory
	45	Lodge
	65	Cadet Teaching
4826		GORHAM NORMAL SCHOOL
	10	Administration Building
	15	Training School
	20	Gymnasium (Russell Hall)
	25	Metal Shop
	30	Academy for Woodworking
	35	Dormitory
	40	Principal's Home
	45	Keene Residence
	50	Sloat Residence
	55	Smith Residence
	60	West Gorham School
	65	Cadet Teaching
4827		MACHIAS NORMAL SCHOOL
	10	Administration Building
	15	Principal's Home
	20	Dormitory
	65	Cadet Teaching
4828		MADAWASKA TRAINING SCHOOL
	10	Administration Building
	15	Training School
	20	Gymnasium
	25	Dickey Dormitory (Boys')
	30	Farming Activities
	35	Nowland Dormitory (Girls')
	65	Cadet Teaching
4829		PRESQUE ISLE NORMAL SCHOOL
	10	Administration Building
	15	Training School
	20	North Dormitory
	25	South Dormitory
	65	Cadet Teaching

(The above 5 Normal School appropriations are to include the funds previously allotted for Normal School Upkeep).

4835	FARMINGTON NORMAL SCHOOL RESERVE
4836	GORHAM NORMAL SCHOOL RESERVE
4837	MACHIAS NORMAL SCHOOL RESERVE
4838	MADAWASKA TRAINING SCHOOL RESERVE
4839	PRESQUE ISLE NORMAL SCHOOL RESERVE

(These accounts are to be carried each year and shall include the money previously allotted for Extensions and shall also receive the unexpended Dormitory Balances annually as the accounts are closed on June 30, the main objective being to build up a reserve for use at such time in the future as material and labor for repairs and extensions may again become available).

REPORT OF THE
DEPARTMENT OF EDUCATION—Continued
ACCOUNT CODES
1944-45

Appropriation	Activity	Title
4845		SCHOOLING CHILDREN IN UNORGANIZED TERRITORY
4855		SUPERINTENDENTS OF TOWNS COMPRISING SCHOOL UNIONS
4870		VOCATIONAL EDUCATION—STATE
	10	Agriculture
	20	Home Economics
	30	Trades and Industries
	40	Distributive Education
4872		VOCATIONAL REHABILITATION
	10	Case Service—Civilians*
	15	Case Service—War Disabled†
	20	Administration†
	25	Guidance and Supervision†
	*($\frac{1}{2}$ State— $\frac{1}{2}$ Federal)	
	†(All Federal)	
4873		EDUCATION OF ORPHANS OF VETERANS
4880		INDUSTRIAL EDUCATION
	10	Manual Training
	20	Home Economics
	30	Evening Schools
4885		PHYSICAL EDUCATION SUBSIDIES
4890		PENSIONS FOR RETIRED TEACHERS
4892		EQUALIZATION OF EDUCATIONAL OPPORTUNITIES
8210		FED. VOC. ED. "SMITH-HUGHES ACT"
	10	Agriculture
	20	Home Economics
	30	Trades and Industries
	50	Teacher Training
8220		FED. VOC. ED. "GEORGE-DEEN ACT"
	10	Agriculture
	20	Home Economics
	30	Trades and Industries
	40	Distributive Education
	50	Teacher Training
8235		FED. VOC. ED. "TRAINING OF WAR PRODUCTION WORKERS" (1942-43) P. L. 647
	10	VE-ND Program No. 1
	20	VE-ND Equipment No. 2
	30	O. S. Y. A. Program No. 4
8240		FED. VOC. ED. "TRAINING OF WAR PRODUCTION WORKERS" (1943-44) P. L. 135
	10	VE-ND Program No. 1
	20	VE-ND Equipment No. 2
	30	O. S. Y. A. Program No. 3
8245		FED. VOC. ED. "TRAINING OF WAR PRODUCTION WORKERS" (1944-45) P. L. 373
	10	VE-ND Program No. 1
	20	VE-ND Equipment No. 2
	30	O. S. Y. A. Program No. 3
82000		INTEREST ON TRUST FUNDS OF SCHOOLS AND ACADEMIES
		(Income to 82195 Expense to 82223)
82000		INTEREST ON LANDS RESERVED

EXHIBIT IV.

DEPARTMENT OF EDUCATION
Annual Budget 1944-45

	Unexpended Balance 7-1-44	Legislative Appropriation	Estimated Revenue	Federal Grants	Transfer in (Out)	Total Available	Allotment Requests	Balance Lapsed to S. S. Fund	Balance Carried	Balance Other
A 4810 State School Fund.....	\$60,000.00	\$3,378,170.00	\$60,100.00		\$246,620.34 (11,681.00)	\$1,888,059.34	\$1,888,059.34			
4811 State Contribution to MTRA.....		154,302.00				154,302.00	132,459.00			\$21,843.00
4815 Departmental Operations.....		72,163.00	504.00		14,428.00	87,095.00	87,095.00			
4820 Aid to Academies.....		105,000.00				105,000.00	100,000.00	\$5,000.00		
4825 Farmington Normal School.....	3,500.00	57,900.00	67,959.00		(4,500.00)	124,859.00	115,822.00	180.00	\$8,857.00	
4826 Gorham Normal School.....	3,000.00	67,700.00	75,122.00		(3,000.00)	142,822.00	125,694.00	15,472.00	1,656.00	
4827 Machias Normal School.....		34,980.00	22,890.00			57,870.00	53,335.00	4,535.00		
4828 Madawaska Training School.....		31,400.00	17,510.00			48,910.00	48,910.00			
4829 Presque Isle Normal School.....		45,250.00	8,500.00			53,750.00	3,050.00	46,033.00	4,667.00	
4835 Farmington Normal School Res.....	7,682.54	1,500.00			4,500.00	13,682.54	6,500.00		7,182.54	
4836 Gorham Normal School Res.....	8,936.70	1,500.00			3,000.00	13,436.70	13,000.00		436.70	
4837 Machias Normal School Res.....	1,500.00	1,000.00				2,500.00			2,500.00	
4838 Madawaska Tr. Sch. Res.....	3,800.00	1,000.00				4,800.00			4,800.00	
4839 Presque Isle Nor. Sch. Res.....	8,149.43					8,149.43			8,149.43	
4845 Schooling Child. Unorg. Terr.....		85,825.00	12,772.00			98,597.00	84,371.00	14,226.00		
4855 Supts. of Towns in Sch. Unions.....		164,320.00	1,450.00			165,770.00	165,770.00			
4870 State Vocational Education.....		24,821.00	4,820.00		9,113.00	38,754.00	38,754.00			
4872 Fed. Vocational Rehabilitation.....		17,970.00		\$57,258.00	4,000.00	79,228.00	79,228.00			
4873 Education of Orphans of Veterans.....		1,200.00				1,200.00	1,200.00			
4880 Industrial Education.....		142,319.00			1,800.00	144,119.00	143,140.00	979.00		
4885 Physical Education Subsidies.....		35,000.00				35,000.00	35,000.00			
4890 Pensions for Retired Teachers.....		330,000.00				330,000.00	290,000.00	40,000.00		
4892 Equalization of Ed. Opportun.....		470,000.00	13,195.34			483,195.34	363,000.00	120,195.34		
B.....	36,568.67	1,845,150.00	224,722.34	57,258.00	29,341.00	2,193,040.01	1,886,328.00	246,620.34	38,248.67	21,843.00
3039 Maine Teachers' Special Studies.....	289.87					289.87	289.87			
80 G.L. Int. on Trust Funds of Sch. & Acad.....			220.00		370.00	590.00	590.00			
80 G. L. Int. on Lands Reserved.....			17,816.07		35,558.00	53,374.07	53,374.07			
8210 Fed. Voc. Ed. "Smith-Hughes Act".....	16,285.00			42,810.00		59,095.52	42,000.00		17,095.52	
8220 Fed. Voc. Ed. "George-Deen Act".....	59,000.00			94,857.42		153,857.42	89,500.00		64,357.42	
8240 Fed. Voc. Ed. "Training War Pro- duction Workers".....				329,000.00		329,000.00	329,000.00			
C.....	75,574.87		18,036.07	466,667.94	35,928.00	596,206.88	514,753.94		81,452.94	
Grand Totals—A, B, & C.....	\$172,143.54	\$3,378,170.00	\$302,858.41	\$523,925.94	\$300,208.34	\$4,677,306.23	\$4,289,141.28	\$246,620.34	\$119,701.61	\$21,843.00

COMMISSIONER OF EDUCATION

4810 Approp. No.

EXHIBIT V.

**STATE SCHOOL FUND
1944-45
AVAILABLE FUNDS**

Unexpended balance carried forward.....		\$60,000.00
Direct Tax (3 1/3 mills) on State Valuation (\$704,000,491.00).....	\$2,346,668.00	
Special State Appropriation for Equalization of Educational Opportunities.....	345,000.00	
Special State Appropriation to Increase Teaching Position Subsidies to \$190.00.....	500,000.00	
Special State Appropriation for its 44-45 Contri- bution to the Maine Teachers' Retirement Association.....	154,302.00	
Special State Appropriation for the Education of Orphans of Veterans.....	1,200.00	
Special State Appropriation for Salary Increase for Employees of the Department of Education	30,000.00	
Special State Appropriation for Increasing the Salary of the Commissioner of Education.....	1,000.00	
Total Amount Appropriated.....		3,378,170.00
1/2 Tax on Savings Banks (\$80,000.00).....	40,000.00	
1/2 Tax of Trust and Banking Companies (\$6,000.00).....	3,000.00	
Income from Permanent School Fund (\$565,204.48).....	17,100.00	
Total Amount of Revenues.....		60,100.00
TOTAL AVAILABLE.....		\$3,498,270.00
Less: Allotments Appropriated for 22 Divisions	1,845,150.00	
Estimated Transfers to Divisions.....	11,681.00	1,856,831.00
		\$1,641,439.00
Plus: Lapsing Balances from Divisions to State School Fund.....		246,620.34
Available for City and Town Subsidies.....		\$1,888,059.34
Subsidy Breakdown to Cities and Towns		
Tuition.....	\$150,000.00	
Teaching Positions.....	1,100,000.00	
School Census.....	527,359.34	
Conveyance in Lieu of Teaching Positions.....	110,000.00	
Temporary Residences.....	700.00	
TOTAL SUBSIDIES TO CITIES AND TOWNS		\$1,888,059.34

EXHIBIT VI.

BRIEF COMPARATIVE ANALYSIS
of
SCHOOL STATISTICS

Description	1941-42	1942-43	Increase	Decrease
PUPILS				
School census (5 to 21 years)	251,329	248,641	.....	2,688
Total enrollment.....	178,104	173,881	.....	4,223
Net enrollment.....	163,140	156,591	.....	6,549
Average daily attendance.....	145,394	139,752	.....	5,642
Pupils beginning work of elementary schools (Gr. I).....	14,136	13,665	.....	471
Pupils completing work of elementary schools.....	11,642	11,098	.....	544
Pupils beginning work of secondary schools.....	9,614	9,079	.....	535
Pupils completing work of secondary schools.....	8,382	6,008	.....	2,374

TEACHERS				
Number of teaching positions:				
Positions held by men: elementary	390	244	.....	146
Positions held by women: elementary.....	4,115	4,164	49	.....
Positions held by men: secondary	626	551	.....	75
Positions held by women: secondary.....	769	858	89	.....
Average annual salary for men, elementary.....	\$1,089.56	\$1,350.55	\$260.99	.....
Average annual salary for women, elementary.....	\$860.55	\$916.68	\$56.13	.....
Average annual salary for men, secondary.....	\$1,687.45	\$1,920.71	\$233.26	.....
Average annual salary for women, secondary.....	\$1,213.32	\$1,310.79	\$97.47	.....

SCHOOLS AND BUILDINGS				
Public schools maintained: urban.....	334	350	16	.....
Public schools maintained: rural.....	1,815	1,715	.....	100
Number of one-room buildings.....	1,146	1,104	.....	42
Number of two-room buildings.....	279	271	.....	8
Buildings with three or four rooms.....	227	233	6	.....
Buildings with five or more rooms.....	357	376	19	.....
Value of school property:				
Buildings.....	\$33,594,430	\$34,133,298	\$538,868	.....
Equipment.....	\$3,980,315	\$4,096,438	\$116,123	.....

FINANCIAL				
Local appropriations for school maintenance (teachers' salaries, fuel, janitor, conveyance, tuition and board of scholars, textbooks, supplies, water, lights and power).....	\$6,893,986	\$7,561,519	\$667,533	.....
Total resources for general support of schools.....	\$11,550,868	\$11,881,572	\$330,704	.....
Expenditure for instruction.....	\$5,640,821	\$6,096,857	\$456,036	.....
Expenditure for tuition.....	\$700,298	\$684,134	.....	\$16,164
Expenditure for fuel.....	\$469,856	\$544,677	\$74,821	.....
Expenditure for janitor.....	\$694,805	\$665,258	\$60,453	.....
Expenditure for conveyance.....	\$367,124	\$923,620	\$61,496	.....
Expenditure for school maintenance.....	\$8,994,083	\$9,643,296	\$649,213	.....
Expenditure for general support of schools.....	\$11,557,486	\$12,171,481	\$613,995	.....
Cost per pupil in average daily attendance:				
Elementary schools (maintenance).....	\$54.59	\$60.87	\$6.28	.....
Secondary schools (maintenance).....	\$82.19	\$92.49	\$10.30	.....
All pupils (total expenditure).....	\$79.49	\$87.09	\$7.60	.....
Average municipal tax rate for school purposes.....	.05910	.05807	.00103	.....

EXHIBIT VII.

SEMI-ANNUAL REPORTING OF
"OUT-OF-STATE TRAVEL"

Paid From:	July-Dec. 1942	Jan.-June 1943	July-Dec. 1943	Jan.-June 1944
State Funds.....	\$1,023.14	\$682.26	\$1,059.38	\$637.26
Federal Funds.....	430.38	327.65	404.07	897.88
Total.....	\$1,453.52	\$1,009.91	\$1,463.45	\$1,535.14

EXHIBIT VIII.

DEPARTMENT OF EDUCATION
CLOSING BALANCES

June 30, 1944

	Bal. Lapsed to State School Fund	State Balance Carried	Federal Balance Other
4810 State School Fund	\$	\$105,632.36	\$
4811 State Contribution to M.T.R.A.			
4815 Departmental Operations	3,060.67		
4820 Aid to Academies	2,654.00		
4825 Farmington Normal School	2,284.46	532.91	
4826 Gorham Normal School	12,417.32	(746.30)	
4827 Machias Normal School	3,772.79	1,821.06	
4828 Madawaska Training School	1,867.18	355.55	
4829 Presque Isle Normal School	45,282.26		
4835 Farmington Normal School Reserve		7,299.29	
4836 Gorham Normal School Reserve		8,936.70	
4837 Machias Normal School Reserve		1,500.00	
4838 Madawaska Training School Reserve		6,722.77	
4839 Presque Isle Normal School Reserve	10,622.03		
4845 Schooling Children in Unorganized Territory	13,305.85		
4855 Supts. of Towns in School Union	623.32		
4870 State Vocational Education	1,039.71		
4872 Federal Vocational Rehabilitation	4,940.28		896.85
4873 Education of Orphans of Veterans	1,200.00		
4880 Industrial Education	8,998.28		
4885 Physical Education Subsidies	532.76		
4890 Pensions for Retired Teachers	36,257.05		
4892 Equalization of Educational Opportunities	1,859.95		
Sub-Totals.....	\$140,096.38	\$37,044.01	\$896.85
3039 Maine Teachers' Special Studies			\$239.87
8210 Fed. Voc. Ed. "Smith-Hughes Act"			32,327.96
8220 Fed. Voc. Ed. "George-Deen Act"			91,505.88
8240 Fed. Voc. Ed. "Training War Production Workers" P. L. 135			37,863.13
8235 Fed. Voc. Ed. "Training War Production Workers" P. L. 647			4,243.23
3055 Community Canning Centers		26,515.65	
10080 Adv. Payments C. C. Fund		8,115.65	
Grand Totals.....	\$140,096.38	\$71,675.31	\$167,126.92
Combined Totals.....	\$344,434.59		

EXHIBIT IX.

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 years 1941-42 and 1942-43.

PUPILS	1942	1943
School census 5 to 21 years.....	251,329	248,641
Total enrollment:		
Elementary.....	133,846	132,518
Secondary—High Schools.....	36,247	33,786
Academies.....	8,011	7,577
Total.....	178,104	173,881
Net enrollment:		
Elementary.....	119,973	116,529
Secondary—High Schools.....	35,361	32,546
Academies.....	7,806	7,576
Total.....	163,140	156,651
Urban distribution (elementary only).....	58,460	56,589
Rural distribution (elementary only).....	75,386	75,929
Conveyed at expense of town:		
Elementary.....	32,648	32,613
Secondary.....	3,169	3,120
Total.....	35,817	35,733
Aggregate attendance:		
Elementary.....	18,949,898	18,347,777
Secondary—High Schools.....	5,597,897	5,364,803
Academies.....	1,280,131	1,175,517
Total.....	25,827,926	24,888,097
Average daily attendance:		
Elementary.....	107,065	103,822
Secondary—High Schools.....	31,337	29,834
Academies.....	6,997	6,096
Total.....	145,399	139,752
Non-resident:		
Elementary.....	1,688	1,699
Secondary—High Schools.....	4,286	4,103
Academies.....	2,763	2,487
Total.....	8,737	8,289
Persons of compulsory school age not attending school regularly.....	550	584
Enrollment by years:		
Elementary—		
Kindergarten and sub-primary.....	11,637	11,727
Grade I.....	14,136	13,665
Grade II.....	13,205	13,013
Grade III.....	13,248	13,059
Grade IV.....	13,866	12,894
Grade V.....	13,995	13,341
Grade VI.....	13,466	13,402
Grade VII.....	10,370	10,231
Grade VIII.....	9,591	9,278
Grade IX.....	164	179
Ungraded or special.....	493	282
Junior High Schools—		
Elementary grades.....	8,876	8,632
Secondary grades.....	6,757	7,206

EXHIBIT IX.
 STATISTICAL REPORT OF THE PUBLIC SCHOOLS AND
 ACADEMIES OF THE STATE OF MAINE—Continued

PUPILS	1942	1943
Senior High Schools—		
Year I.....	7,394	6,764
Year II.....	6,731	5,764
Year III.....	5,959	4,927
Year IV.....	5,193	4,534
Special.....	253	116
Academies—		
Year I.....	2,220	2,315
Year II.....	1,961	2,004
Year III.....	1,698	1,645
Year IV.....	1,661	1,536
Special.....	124	32
Promoted or graduated:		
Elementary.....	11,642	11,098
Senior high schools.....	6,726	6,008
Academies.....	1,656	1,498
TEACHERS 1942 - 1943		
Positions for men:		
Elementary.....	390	244
Secondary—High Schools.....	711	625
Academies.....	228	188
Total.....	1,329	1,057
Positions for women:		
Elementary.....	4,115	4,164
Secondary—High Schools.....	866	959
Academies.....	255	287
Total.....	5,236	5,410
Different persons employed:		
Elementary.....	4,875	4,969
Secondary—High Schools.....	1,677	1,709
Academies.....	511	513
Total.....	7,063	7,191
Average wages of men per week:		
Elementary.....	30.44	37.80
Secondary—High Schools.....	46.08	52.51
Academies.....	48.70	52.17
Average wages of women per week:		
Elementary.....	23.76	29.94
Secondary—High Schools.....	33.19	35.90
Academies.....	31.31	30.46
Average annual salaries of men:		
Elementary.....	1,089.56	1,350.55
Secondary—High Schools.....	1,687.45	1,920.71
Academies.....	1,799.00	1,908.74
Average annual salaries of women:		
Elementary.....	860.55	916.68
Secondary—High Schools.....	1,213.32	1,310.79
Academies.....	1,125.35	1,113.16
Average salaries of men and women		
Elementary.....	879.98	940.70
Secondary—High Schools.....	1,427.08	1,551.83
Academies.....	1,455.05	1,426.06
No. of teachers attending summer school:	613	384

**EXHIBIT IX.
STATISTICAL REPORT OF THE PUBLIC SCHOOLS AND
ACADEMIES OF THE STATE OF MAINE—Continued**

SCHOOLS	1942	1943
Classification:		
Elementary		
Towns.....	1,911	1,830
Unorganized townships.....	33	25
Total.....	1,944	1,855
High Schools—		
Class A.....	187	180
Six year (included in Class A).....	39	40
Class B.....	12	8
Junior.....	9	8
Total.....	208	196
Academies—		
Contract.....	28	26
Non-contract.....	34	33
Incomplete reports (parochial).....	9	11
Total.....	62	64
SCHOOLS 1942 - 1943		
Distribution of public schools:		
Urban.....	334	350
Rural.....	1,815	1,715
Number in one-room buildings.....	1,146	1,104
Number to which pupils are conveyed	1,215	1,221
Number discontinued during year.....	73	107
Number with school improvement leagues.....	706	664
Number with libraries	1,678	1,662

BUILDINGS	1942	1943
Public School buildings used for:		
Elementary school purposes only.....	1,771	1,689
Secondary school purposes only.....	98	94
Elementary and secondary purposes.....	140	141
Number rented for school purposes.....	21	24
Number of new buildings completed during year.....	6	6
Cost of new buildings and equipment.....	\$103,911	\$516,458
Estimated value of school property:		
Public Schools.....	\$37,574,745	\$38,229,736
Academies.....	\$6,727,774	\$5,915,693

EXHIBIT IX.
 STATISTICAL REPORT OF THE PUBLIC SCHOOLS AND
 ACADEMIES OF THE STATE OF MAINE—Continued

FINANCIAL	1942	1943
Resources:		
Amount appropriated for maintenance*		
Public schools.....	\$6,893,986	\$7,561,519
Academies.....	\$218,303	\$266,435
State aid toward maintenance—		
Public Schools.....	\$1,726,106	\$1,709,764
Academies.....	\$118,930	\$130,031
Total resources for maintenance—		
Public schools.....	\$9,406,622	\$10,128,945
Academies.....	\$738,451	\$755,978
Total resources for all school purposes—		
Public schools.....	\$11,550,868	\$11,881,572
Academies.....	\$1,763,361	\$1,397,775
Expenditures:		
For instruction—		
Public schools—Elementary.....	\$3,808,451	\$4,126,079
High schools.....	\$1,832,370	\$1,970,778
Total.....	\$5,640,821	\$6,096,857
Academies.....	\$545,216	\$567,852
For tuition—		
Public schools—Elementary.....	\$37,453	\$45,135
High schools.....	\$662,845	\$638,999
Total.....	\$700,298	\$684,134
For fuel—		
Public schools—Elementary.....	\$327,357	\$371,262
High schools.....	\$142,499	\$173,415
Total.....	\$469,856	\$544,677
Academies.....	\$80,072	\$76,913
For janitor service—		
Public schools—Elementary.....	\$410,437	\$460,292
High schools.....	\$194,368	\$204,966
Total.....	\$604,805	\$665,258
Academies.....	\$65,688	\$64,826
For conveyance—		
Public schools—Elementary.....	\$800,475	\$860,994
High schools.....	\$66,649	\$67,626
Total.....	\$867,124	\$928,620
For textbooks—		
Public schools—Elementary.....	\$190,445	\$193,147
High schools.....	\$93,408	\$103,725
Total.....	\$283,853	\$296,872
Academies.....	\$19,668	\$29,127
For supplies, light and power—		
Public schools—Elementary.....	\$256,810	\$253,093
High schools.....	\$157,851	\$163,731
Total.....	\$414,661	\$416,824
Academies.....	\$27,807	\$17,260
Total expenditures for maintenance—		
Public schools—Elementary.....	\$5,844,063	\$6,320,056
High schools.....	\$3,149,990	\$3,323,240
Total.....	\$8,994,053	\$9,643,296
Academies.....	\$738,451	\$755,978
For supervision.....	\$216,862	\$224,409
For new lots and buildings.....	\$325,326	\$310,341
For repairs and permanent improvements.....	\$435,194	\$358,427

EXHIBIT IX.
STATISTICAL REPORT OF THE PUBLIC SCHOOLS AND
ACADEMIES OF THE STATE OF MAINE—Concluded

TEACHERS	1942	1943
For equipment.....	\$90,275	\$48,977
For medical inspection.....	\$25,553	\$31,565
For physical education.....	\$117,222	\$123,533
For industrial and vocational education.....	\$442,332	\$492,201
For evening schools and Americanization.....	\$25,784	\$27,014
Total expenditures for all school purposes—		
Public Schools.....	\$11,557,486	\$12,171,481
Academies.....	\$1,557,933	\$1,300,547
Per capita costs:		
On total enrollment and expenditures for maintenance.....		
Elementary.....	\$43.66	\$47.69
Secondary.....	\$71.17	\$80.34
On total enrollment and total expenditure.....	\$64.89	\$70.00
On average attendance and expenditure for maintenance—		
Elementary.....	\$54.59	\$60.87
Secondary.....	\$82.19	\$92.49
On average attendance and total expenditure.....	\$79.49	\$87.09
On school census and total expenditure.....	\$45.99	\$48.95
On state census and total expenditure.....	\$13.64	\$14.37

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

EXHIBIT X.

THE FOLLOWING TABLE SHOWS CERTAIN STATISTICS ON SCHOOLS IN INDIVIDUAL TOWNS OF THE STATE OF MAINE
FOR THE YEAR ENDING JUNE 30, 1943
ANDROSCOGGIN COUNTY

Name of Town	School census (5 to 21 years)		Total Enrollment		Net Enrollment		Average Daily Attendance		Teaching Positions		Rate of taxation for school maintenance	Rate of taxation for municipal purposes	Amount appropriated for school maintenance	State aid for school maintenance	Equalization fund	Expenditure for instruction	Total expenditure for school maintenance	Total expenditures for all school purposes
	Elementary	Secondary	Elementary	Secondary	Elementary	Secondary	Elementary	Secondary	Elementary	Secondary								
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	
Auburn.....	5,444	2,970	1,054	2,584	1,032	2,276	911	8.5	41	.00926	.040	\$166,158	\$31,757.17	—	\$146,175	\$201,048	\$298,462	
Durham.....	276	146	—	135	—	110	—	6	—	.01318	.049	7,000	2,967.16	2,190	4,147	12,135	12,607	
Greene.....	222	160	—	133	—	118	—	5.1	—	.00903	.0396	6,125	2,377.52	—	3,139	8,289	9,063	
Leeds.....	212	142	4	118	4	107	3	7.1	1	.01611	.065	7,200	2,543.51	—	4,972	9,012	9,496	
Lewiston.....	9,716	2,679	1,224	2,240	1,216	3,027	1,062	89.	46	.00734	.038	261,100	42,652.66	—	210,261	258,456	300,669	
Lisbon.....	1,127	543	189	511	187	460	157	17.6	14	.00944	.046	32,500	7,402.93	—	32,630	45,029	52,587	
Livermore.....	437	240	—	240	—	219	—	12.5	—	.01579	.063	11,650	3,819.67	4,327	7,929	18,916	19,589	
Livermore Falls.....	962	504	237	459	235	414	206	17.	11	.01203	.045	28,300	6,422.47	—	29,341	40,238	53,122	
Mechanic Falls.....	545	325	161	277	159	263	122	9.4	8	.01154	.050	13,200	2,659.76	—	16,429	26,717	33,057	
Minot.....	200	105	—	99	—	88	—	6.2	—	.01377	.063	5,375	2,307.49	1,729	4,343	9,202	9,677	
Poland.....	428	309	—	273	—	240	—	15.4	—	.01044	.054	15,000	4,173.48	—	9,956	19,952	20,871	
Turner.....	357	223	—	209	73	192	65	10.	—	.01074	.0474	12,600	3,566.64	—	5,827	15,638	17,603	
Wales.....	125	78	—	68	—	64	—	4.1	3	.01099	.040	3,290	1,426.25	—	3,718	4,925	5,135	
Webster.....	337	205	41	172	41	132	37	6.	—	.01190	.0555	7,235	2,457.32	—	7,469	11,294	11,805	
Total.....	20,388	8,629	2,910	7,518	2,947	6,710	2,563	290.4	124			576,233	117,534.03	8,246	486,336	680,901	853,743	

AROOSTOOK COUNTY

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
Allagash Pl.....	235	175	—	167	—	122	—	5.	—	.00527	.057	2,500	1,743.59	—	3,470	6,023	6,605
Amity.....	99	60	—	54	—	47	—	2.	—	.01900	.087	2,450	1,260.44	1,428	1,795	4,202	4,364
Ashland.....	874	517	114	484	113	377	81	16.	6	.02182	.079	17,267	5,682.07	8,240	18,495	28,720	34,189
Bancroft.....	72	45	—	44	—	40	—	3.	—	.01539	.066	1,800	1,053.30	731	2,170	3,931	4,132
Benedicta.....	97	51	—	50	—	47	—	2.	—	.01013	.054	1,200	1,265.27	—	1,363	3,217	3,492
Blaine.....	272	184	—	144	—	128	—	6.	—	.01445	.058	7,550	2,559.52	—	4,768	12,713	13,460
Bridgewater.....	357	230	—	214	55	176	43	6.	—	.01055	.043	8,000	2,944.33	—	4,759	13,114	13,548
Caribou.....	3,275	1,333	477	1,179	474	1,029	422	37.	25	.01510	0.71	6,200	17,025.55	—	54,794	87,819	111,900
Cary Pl.....	67	62	—	54	—	44	—	3.	—	.01638	.074	1,520	740.46	1,113	1,693	2,834	2,990
Castle Hill.....	278	170	—	152	—	115	—	6.	—	.01466	.057	4,800	2,423.47	2,679	4,925	8,213	8,904
Caswell Pl.....	222	161	—	149	—	124	—	5.	—	.01391	.090	3,000	2,236.52	1,183	2,932	6,881	7,328
Chapman.....	170	96	—	80	—	73	—	4.	—	.01762	.056	3,525	1,984.70	1,627	2,403	5,419	5,913
Connor.....	186	119	—	113	—	91	—	3.	—	.03030	.115	3,700	1,660.80	1,465	2,530	5,112	5,280
Crystal.....	126	83	—	76	—	63	—	4.	—	.02011	.077	4,020	1,772.66	1,189	2,782	5,812	6,804
Cyr Pl.....	143	43	—	43	—	37	—	2.	—	.00602	.054	1,200	1,653.13	—	1,744	4,745	4,929
Dyer Brook.....	85	38	—	30	—	29	—	2.	—	.01532	.086	2,820	1,642.35	—	1,392	5,126	5,502
E Pl.....	25	16	—	16	—	12	—	1.	—	.00830	.068	650	389.75	—	752	1,472	1,565
Eagle Lake.....	767	459	—	428	—	376	—	13.	—	.02126	.096	5,714	4,734.97	3,224	8,711	13,447	14,730
Easton.....	503	301	89	271	87	236	69	11.	4	.01409	.066	13,589	3,820.73	629	12,787	20,795	23,945
Fort Fairfield.....	2,081	1,141	323	1,035	317	896	270	34.	12	.01311	.048	54,500	13,244.71	—	46,485	77,243	102,121
Fort Kent.....	1,797	1,426	199	1,293	196	1,119	172	32.	6	.01899	.078	27,880	11,818.95	10,615	34,538	51,144	60,428
Frenchville.....	565	405	—	366	—	329	—	12.	—	.02415	.094	9,400	5,004.15	4,658	9,482	19,131	20,839
Grandfield Pl.....	25	25	—	6	—	20	—	1.	—	.00611	.057	500	337.59	—	720	1,508	1,514
Glenwood Pl.....	20	9	—	6	—	5	—	1.	—	.00113	.065	100	223.20	—	771	1,266	1,343
Grand Isle.....	508	362	31	338	31	302	25	14.	1	.02241	.092	6,154	3,296.18	3,295	9,506	13,294	14,107
Hamlin Pl.....	227	157	—	135	—	123	—	5.	—	.0	.086	3,016	2,183.57	2,388	3,530	6,637	6,953
Hammond Pl.....	33	21	—	21	—	17	—	1.	—	.01259	.055	200	386.36	—	718	1,361	1,436
Haynesville.....	74	36	—	33	—	26	—	2.	—	.01418	.103	1,300	1,318.01	1,094	1,690	3,297	3,557
Hersey.....	51	18	—	18	—	15	—	1.	—	.01611	.068	2,000	917.41	—	723	2,654	2,807
Hodgdon.....	320	228	82	200	82	182	58	7.	6	.02017	.046	9,150	2,672.14	5,418	8,574	14,208	19,138

AROOSTOOK COUNTY—Continued

Name of Town	School census (5 to 21 years)	Total Enrollment		Net Enrollment		Average Daily Attendance		Teaching Positions		Rate of taxation for school maintenance	Rate of taxation for municipal purposes	Amount appropriated for school maintenance	State aid for school maintenance	Equalization fund	Expenditure for instruction	Total expenditure for school maintenance	Total expenditures for all school purposes
		Elementary	Secondary	Elementary	Secondary	Elementary	Secondary	Elementary	Secondary								
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
Houlton.....	2,274	1,130	488	1,007	482	901	420	32.	20	.01170	.055	57,627	13,537.93	—	49,013	72,893	89,403
Island Falls.....	402	190	86	179	85	160	70	8.	4	.02122	.072	10,450	3,015.91	4,008	10,177	16,493	19,081
Limestone.....	902	482	131	447	131	403	107	15.	6	.02035	.068	24,330	5,953.45	2,803	20,579	34,523	40,236
Linneus.....	258	154	—	142	—	117	—	6.	—	.02309	.082	7,450	2,832.78	3,871	3,990	10,568	11,074
Littleton.....	409	226	—	209	—	167	—	9.	—	.01060	.040	6,345	3,291.19	—	6,716	12,707	13,417
Ludlow.....	110	59	—	56	—	48	—	3.	—	.01442	.072	2,300	1,580.10	1,024	1,912	4,137	4,379
Macwahoc Pl.....	73	42	—	41	—	36	—	2.	—	.01602	.071	1,500	1,219.43	218	1,382	3,966	4,763
Madawaska.....	1,843	1,216	206	1,157	204	1,020	181	27.	12	.01249	.052	37,000	12,474.87	—	33,221	48,952	67,291
Mapleton.....	482	285	127	260	127	219	103	9.	7	.01572	.0624	11,580	3,596.78	2,968	14,303	20,014	24,744
Mars Hill.....	507	341	—	310	—	264	—	12.	—	.01345	.060	16,068	4,193.37	1,700	9,365	26,169	27,625
Masardis.....	169	122	20	102	20	81	17	4.	1	.01780	.0631	5,219	1,985.51	—	4,157	10,440	11,211
Merrill.....	162	66	64	65	63	54	48	3.	3	.01791	.097	3,550	1,244.70	150	5,703	9,062	11,863
Monticello.....	513	316	—	302	—	247	—	9.	—	.01537	.056	10,100	3,489.83	4,602	8,873	20,659	21,884
Moro Pl.....	28	29	—	28	—	21	—	2.	—	.01634	.070	1,350	764.81	—	1,290	2,448	2,584
Nashville Pl.....	10	—	—	—	—	—	—	—	—	—	.037	—	157.54	—	—	775	863
New Canada Pl.....	254	146	—	145	—	131	—	6.	—	.01581	.085	3,000	2,425.14	1,510	4,649	7,707	8,075
New Limerick.....	122	89	—	81	—	71	—	4.	—	.01442	.061	3,200	1,693.02	1,364	2,731	6,220	6,459
New Sweden.....	199	121	—	112	—	102	—	5.	—	.01229	.052	5,500	2,271.59	—	3,669	7,199	7,397
Oakfield.....	329	197	71	178	71	157	61	7.	4	.02451	.083	7,950	2,615.92	3,891	8,305	13,764	18,314
Orient.....	56	32	—	28	—	24	—	2.	—	.01245	.095	1,300	887.06	70	1,289	2,686	2,811
Oxbow Pl.....	44	24	—	15	—	18	—	1.	—	.00850	.04662	800	599.16	—	1,286	2,277	2,285
Perham.....	279	144	—	133	—	114	—	5.	—	.01189	.047	4,735	2,382.89	—	3,203	8,936	9,284
Portage Lake.....	251	150	30	126	30	119	24	5.	1	.01608	.080	4,349	1,843.28	2,468	5,680	10,113	11,019
Presque Isle.....	2,837	1,685	478	1,467	468	1,284	388	41.	21	.01258	.056	63,878	16,397.56	—	65,224	99,987	114,711
Reed Pl.....	93	70	20	66	19	54	13	3.	2	.01810	1025	2,500	1,254.23	356	4,193	7,039	7,563

AROOSTOOK COUNTY—Concluded

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
Saint Francis Pl.....	590	367	37	353	37	299	24	10.	1	.02351	.099	4,700	3,554.37	2,399	6,958	11,766	13,120
Saint Agatha.....	629	410	96	382	96	338	81	15.	7	.02413	.091	9,300	4,573.12	4,625	15,485	20,088	21,721
Saint John Pl.....	193	123	—	120	—	100	—	3.	—	.01152	.082	2,200	1,498.90	—	2,462	5,354	6,137
Sherman.....	266	177	96	170	96	151	78	7.	5	.02134	.068	8,700	2,621.25	4,033	10,053	15,000	20,930
Smyrna.....	118	82	—	77	—	63	—	3.	—	.01531	.088	4,220	1,695.38	—	2,279	5,761	6,376
Stockholm.....	258	175	20	169	20	134	16	6.	1	.01720	.073	4,100	2,530.64	2,859	5,840	9,540	9,892
Van Buren.....	1,738	1,263	280	1,208	294	1,052	230	33.	17	.02230	.080	26,476	11,219.25	14,247	38,607	60,249	68,585
Wade.....	154	83	—	72	—	59	—	4.	—	.00806	.055	1,900	1,552.44	—	2,463	4,446	4,653
Wallagrass Pl.....	429	284	—	257	—	235	—	9.	—	.02502	.094	5,000	3,624.39	2,398	6,444	11,093	11,633
Washburn.....	641	397	138	352	137	315	114	3.	6	.01510	.066	16,200	4,349.96	—	13,861	20,965	23,015
Westfield.....	213	141	—	127	—	106	—	5.2	—	.01262	.045	6,919	2,094.83	—	3,931	9,431	10,174
Westmanland Pl.....	34	24	—	24	—	22	—	1.	—	.00200	.032	300	368.27	—	639	1,622	1,684
Weston.....	118	64	—	63	—	55	—	4.	—	.02187	.112	2,800	1,885.38	1,536	2,834	6,009	6,220
Winterville Pl.....	181	100	—	97	—	90	—	3.	—	.01301	.135	1,210	1,084.09	—	2,374	3,494	2,767
Woodland.....	315	229	—	206	—	177	—	10.	—	.01161	.084	5,500	3,501.65	—	7,518	13,794	14,337
Total.....	32,037	19,206	3,703	17,547	3,715	15,208	3,115	577.2	178			597,311	235,832.85	114,076	644,668	1,080,734	1,279,419

CUMBERLAND COUNTY

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
Baldwin.....	221	142	—	127	—	113	—	7.	—	.01099	.048	8,045	2,490.11	—	4,645	10,033	10,365
Bridgton.....	742	475	197	410	195	366	154	14.8	9	.01138	.048	22,315	5,348.04	—	19,120	31,199	36,478
Brunswick.....	2,808	1,229	502	1,067	490	901	385	37.6	23	.00912	.048	60,505	15,970.97	—	68,796	93,833	121,712
Cape Elizabeth.....	1,043	678	166	485	152	494	136	18.3	9	.00985	.037	37,450	6,615.33	—	32,208	44,143	63,069
Casco.....	303	160	49	144	48	118	31	6.4	3	.01665	.067	8,140	2,302.03	811	8,899	11,876	12,931

COMMISSIONER OF EDUCATION

CUMBERLAND COUNTY—Concluded

Name of Town	School census (5 to 21 years)		Total Enrollment		Net Enrollment		Average Daily Attendance		Teaching Positions		Rate of taxation for School maintenance	Rate of taxation for Municipal purposes	Amount appropriated for School maintenance	State aid for school Maintenance	Equalization fund	Expenditure for Instruction	Total expenditure for School maintenance	Total expenditures for all school purposes
	Elementary	Secondary	Elementary	Secondary	Elementary	Secondary	Elementary	Secondary	Elementary	Secondary								
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	
Cumberland.....	560	320	13	273	70	224	54	8.7	2	.00805	.0366	15,200	3,264.31	—	8,947	22,029	25,940	
Falmouth.....	912	588	166	524	159	452	146	16.6	10	.00816	.0348	27,325	6,515.11	—	24,347	37,461	58,033	
Freeport.....	862	566	153	486	147	453	119	13.6	6	.01104	.050	21,900	5,785.97	—	19,078	30,123	35,773	
Gorham.....	1,116	790	226	689	216	618	189	17.	7	.01073	.038	32,075	6,289.20	—	27,495	38,014	55,816	
Gray.....	417	259	61	216	57	173	47	8.5	5	.00906	.059	7,300	3,439.94	—	6,543	11,058	11,795	
Harpwell.....	361	229	—	188	—	172	—	11.2	—	.01024	.046	14,650	3,611.18	—	8,241	17,880	19,464	
Harrison.....	299	197	—	166	—	161	—	8.	—	.01821	.060	12,700	2,091.09	2,749	6,564	17,000	17,732	
Naples.....	159	105	—	96	—	88	—	3.2	—	.01402	.059	8,200	1,711.69	—	3,072	9,684	10,264	
New Gloucester.....	368	248	48	207	48	185	39	10.1	2	.01236	.049	9,160	3,033.17	—	8,034	12,173	14,325	
North Yarmouth.....	226	159	—	110	—	116	—	4.3	—	.01217	.048	4,980	2,099.75	—	3,604	6,953	7,578	
Otisfield.....	215	97	—	97	—	65	—	4.2	—	.01246	.0614	5,100	2,308.65	—	3,165	7,670	8,899	
Portland.....	23,508	10,152	3,213	8,260	2,616	7,855	2,534	313.	132	.01012	.0468	794,697	123,098.77	—	695,953	876,794	1,148,072	
Pownal.....	216	163	—	140	—	121	—	5.1	—	.01428	.059	4,000	2,378.38	1,229	3,635	7,766	8,190	
Raymond.....	219	99	—	87	—	74	—	2.4	—	.00624	.047	4,200	1,874.29	—	2,213	6,750	7,194	
Scarborough.....	1,171	849	199	653	187	570	149	21.	9	.00901	.047	29,238	7,771.40	—	28,803	39,809	54,045	
Sebago.....	137	86	33	77	33	66	26	4.2	3	.01214	.049	8,000	1,498.50	—	5,655	9,912	13,590	
South Portland.....	4,639	2,735	790	2,212	759	2,115	663	87.	34	.01299	.0492	180,500	29,748.03	—	176,209	216,708	303,004	
Standish.....	510	317	99	269	95	246	82	12.2	5	.01043	.0422	20,900	4,447.27	—	15,007	26,610	30,918	
Westbrook.....	3,195	1,360	532	1,223	530	1,151	438	48.	21	.00985	.039	94,900	17,949.50	—	92,167	116,292	147,362	
Windham.....	871	599	144	492	138	445	115	16.	6	.00893	.045	21,675	5,914.53	—	17,105	31,952	40,766	
Yarmouth.....	626	430	50	378	49	338	41	15.6	3	.01398	.0534	21,900	4,702.82	—	11,758	25,961	30,485	
Total.....	45,704	23,032	6,641	19,076	5,989	17,680	5,348	714.	289			1,475,005	273,260.03	4,789	1,301,263	1,753,688	2,293,850	

FRANKLIN COUNTY

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
Avon.....	127	33	—	31	—	28	—	2.	—	.01992	.065	3,600	1,205.32	848	1,268	5,069	5,368
Carthage.....	100	63	—	56	—	48	—	3.	—	.01546	.068	2,250	1,142.12	315	1,946	3,445	3,988
Chesterville.....	136	94	—	85	—	70	—	5.	—	.01195	.045	3,650	1,559.76	—	2,774	5,423	5,816
Coplin Pl.....	6	6	—	5	—	4	—	1.	—	.00311	.045	300	268.13	—	720	1,231	1,421
Dallas Pl.....	40	13	—	13	—	11	—	1.	—	.01001	.052	2,000	614.37	—	900	2,763	2,959
Eustis.....	115	127	30	116	26	91	24	4.	3	.01205	.057	5,511	1,542.28	—	5,819	9,614	12,071
Farmington.....	932	555	254	481	251	454	204	17.	14	.00920	.042	27,100	4,917.81	—	20,305	32,119	47,244
Industry.....	58	51	—	44	—	37	—	3.	—	.01175	.073	2,155	1,167.44	—	1,749	3,725	4,033
Jay.....	1,032	467	121	437	119	392	92	20.	8	.01066	.049	28,000	7,301.12	—	22,390	35,491	41,155
Kingfield.....	314	176	68	166	67	155	58	5.	3	.01488	.060	7,000	1,893.47	649	6,932	10,270	11,120
Madrid.....	52	31	—	29	—	25	—	2.	—	.01218	.072	1,520	963.85	—	1,458	2,893	3,235
New Sharon.....	172	125	40	114	38	97	32	4.	2	.01736	.063	5,950	2,050.47	1,049	5,220	9,372	10,701
New Vineyard.....	104	76	—	73	—	65	—	3.	—	.01156	.063	3,200	1,843.64	—	3,154	5,696	7,870
Phillips.....	299	210	70	192	61	177	60	9.2	3	.01465	.056	9,050	2,432.39	1,421	9,350	14,626	16,098
Rangeley.....	300	175	96	164	96	151	—	9.	6	.00883	.045	16,300	3,137.81	—	13,835	20,764	29,378
Rangeley Pl.....	15	—	—	—	—	—	79	—	—	.00239	.041	676	333.55	—	—	2,026	2,437
Salem.....	25	10	—	6	—	6	—	1.	—	.00636	.061	520	147.75	—	572	753	836
Sandy River Pl.....	15	14	—	14	—	10	—	1.	—	—	.032	—	373.65	—	915	2,770	3,213
Strong.....	285	158	49	149	48	144	41	5.2	3	.01312	.052	8,000	2,155.46	—	7,591	11,726	12,367
Temple.....	46	38	—	35	—	26	—	2.	—	.00487	.050	860	654.36	—	1,168	1,961	2,235
Weld.....	120	66	27	62	27	54	20	2.	2	.01143	.052	4,725	1,159.10	—	3,702	5,925	6,731
Wilton.....	919	573	—	529	181	497	156	19.6	—	.01307	.049	27,000	7,107.27	193	14,664	33,701	36,019
Total.....	5,212	3,061	755	2,801	914	2,542	766	119.	44			159,367	44,021.12	4,475	127,432	221,363	266,345

COMMISSIONER OF EDUCATION

HANCOCK COUNTY

Name of Town	School census (5 to 21 years)		Total Enrollment		Net Enrollment		Average Daily Attendance		Teaching Positions		Rate of taxation for School maintenance	Rate of taxation for Municipal purposes	Amount appropriated for School maintenance	State aid for school Maintenance	Equalization fund	Expenditure for Instruction	Total expenditure for School maintenance	Total expenditures for all school purposes
	Elementary	Secondary	Elementary	Secondary	Elementary	Secondary	Elementary	Secondary	Elementary	Secondary								
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	
Amherst.....	36	21	—	19	—	18	—	1.	—	.01409	.070	1,200	826.06	—	630	1,660	1,773	
Aurora.....	21	11	—	8	—	9	—	1.	—	.01006	.055	800	606.80	—	660	1,383	1,416	
Bar Harbor.....	1,062	575	279	518	271	433	230	22.	13	.00692	.0476	55,192	8,472.87	—	43,974	70,832	81,865	
Bluehill.....	296	143	—	125	80	117	67	8.	—	.01231	.049	15,550	3,610.75	—	10,911	19,470	22,421	
Brooklin.....	154	72	36	62	26	61	28	3.2	4	.01439	.046	7,750	1,872.14	1,690	6,903	10,582	11,274	
Brooksville.....	226	118	33	101	33	84	29	8.	4	.01778	.071	6,550	2,311.34	2,868	7,936	10,336	13,475	
Bucksport.....	858	550	211	489	206	412	169	17.8	10	.00982	.060	27,400	6,052.17	—	25,695	42,165	50,357	
Castine.....	134	65	34	61	34	54	28	3.	3	.01131	.045	8,449	1,595.94	—	6,760	10,545	14,083	
Cranberry Isles.....	75	43	—	43	—	32	—	4.	—	.01020	.0374	4,181	1,221.68	—	3,172	4,927	5,275	
Dedham.....	64	53	—	44	—	41	—	2.	—	.00491	.043	2,200	592.79	—	1,346	3,467	3,524	
Deer Isle.....	295	182	61	155	58	150	48	10.	3	.01820	.07885	12,297	3,157.45	4,440	11,298	16,344	17,631	
Eastbrook.....	54	33	—	32	—	27	—	2.	—	.01368	.053	1,550	556.48	—	1,281	2,286	2,420	
Ellsworth.....	1,004	643	320	555	318	498	272	19.	13	.01027	.053	37,500	7,961.39	—	31,806	52,843	61,009	
Franklin.....	236	128	37	128	37	99	28	5.	2	.01419	.054	4,750	1,763.21	1,514	5,847	8,333	8,630	
Gouldsboro.....	253	147	—	137	—	117	—	8.	—	.01407	.049	7,600	2,903.23	514	4,849	11,189	12,065	

HANCOCK COUNTY—Concluded

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
Hancock.....	168	120	—	118	—	95	—	4.	—	.01372	.049	5,600	1,880.88	301	2,937	8,733	9,307
Lamoine.....	124	83	—	82	—	65	—	3.	—	.01688	.060	4,100	1,516.84	1,251	2,045	6,228	6,353
Long Island.....	22	13	—	13	—	13	—	1.	—	.02612	.058	773	401.33	355	855	1,157	1,313
Mariaville.....	45	31	—	23	—	23	—	2.	—	.01059	.063	1,200	904.47	—	1,374	2,336	2,413
Mount Desert.....	517	332	86	301	84	260	71	16.	9	.00903	.052	38,050	5,634.77	—	27,163	43,295	52,406
Number 33 Pl.	17	14	—	14	—	12	—	1.	—	.00786	.04141	610	289.14	—	738	970	1,003
Orland.....	229	154	—	131	—	112	—	4.	—	.01507	.070	6,700	2,287.39	659	2,910	9,025	9,511
Osborn Pl.	10	5	—	3	—	4	—	1.	—	.00475	.031	850	490.18	—	640	1,116	1,159
Otis.....	40	34	—	31	—	29	—	2.	—	.01265	.066	1,215	637.76	372	1,160	1,982	2,049
Penobscot.....	221	117	33	104	32	91	29	5.	3	.01906	.076	5,000	2,342.11	2,750	6,047	15,916	11,492
Sedgwick.....	186	98	21	85	21	75	18	5.2	2	.01436	.067	4,850	2,093.26	2,723	6,877	9,659	10,372
Sorrento.....	44	23	—	18	—	16	—	1.	—	.01208	.043	4,900	662.04	—	1,399	3,632	3,901
Southwest Harbor.....	331	265	145	253	143	224	109	7.	9	.00887	.043	12,470	2,952.73	—	14,047	23,066	59,267
Stonington.....	347	216	62	192	59	175	51	5.	5	.01676	.06639	12,200	2,552.40	746	10,048	14,902	16,048
Sullivan.....	219	125	66	109	64	93	50	4.	3	.01499	.062	6,600	1,691.82	484	6,213	16,642	11,787
Surry.....	143	64	—	51	—	45	—	2.	—	.01145	.063	3,650	1,953.13	—	1,674	6,197	6,705
Swan's Island.....	85	46	—	38	—	32	—	3.	—	.01220	.056	2,400	1,041.21	—	2,420	3,738	3,968
Tremont.....	327	236	—	219	—	195	—	10.	—	.01806	.066	9,665	3,273.12	4,612	3,169	14,561	15,608
Trenton.....	83	48	—	44	—	39	—	2.	—	.01858	.054	2,650	1,518.21	—	1,738	4,233	4,499
Verona.....	99	77	—	53	—	55	—	3.	—	.01737	.065	2,900	1,459.09	1,588	2,140	4,806	4,913
Waltham.....	51	36	—	32	—	31	—	2.	—	.01518	.0625	1,500	934.27	256	1,478	3,445	3,666
Winter Harbor.....	122	86	41	70	38	68	31	3.	2	.00973	.046	5,550	1,003.05	—	5,760	8,337	9,060
Total.....	8,248	5,007	1,465	4,461	1,504	3,904	1,258	198.2	85			325,302	81,021.50	27,123	270,900	459,378	555,018

KENNEBEC COUNTY

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
Albion.....	287	161	62	154	62	128	51	6.	3	.01608	.048	7,525	2,298.72	2,736	8,278	12,872	13,369
Augusta.....	4,622	2,257	862	1,943	829	1,749	749	70.	36	.00979	.044	137,116	26,711.70	—	139,614	182,795	227,674
Belgrade.....	257	151	62	147	60	112	55	7.2	4	.01026	.055	9,200	3,304.00	—	7,980	13,461	14,879
Benton.....	419	267	—	220	—	203	—	7.	—	.01599	.059	10,500	3,130.29	114	4,206	12,737	14,865
Chelsea.....	238	211	—	187	—	143	—	7.	—	.01840	.080	5,500	2,484.58	3,489	5,129	11,211	11,647
China.....	321	209	—	177	51	151	41	6.	—	.01270	.040	9,300	2,432.32	—	3,744	11,623	12,634
Clinton.....	390	241	72	230	70	200	60	6.	4	.01358	.0585	9,768	2,660.85	—	8,334	14,392	16,311
Farmingdale.....	337	232	—	208	—	200	—	6.1	—	.01145	.040	10,500	2,502.67	—	5,715	13,626	14,247
Fayette.....	123	67	—	62	—	54	—	3.	—	.00953	.061	2,200	1,704.93	31	2,110	4,888	5,152
Gardiner.....	1,703	1,009	530	904	523	807	457	28.8	20	.00932	.047	44,055	10,670.01	—	51,917	71,629	80,849

KENNEBEC COUNTY—Concluded

Name of Town	School census (5 to 21 years)	Total Enrollment		Net Enrollment		Average Daily Attendance		Teaching Positions		Rate of taxation for school maintenance	Rate of taxation for municipal purposes	Amount appropriated for school maintenance	State aid for school maintenance	Equalization fund	Expenditure for instruction	Total expenditure for school maintenance	Total expenditures for all school purposes
		Elementary	Secondary	Elementary	Secondary	Elementary	Secondary	Elementary	Secondary								
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
Hallowell.....	1,026	502	132	428	132	395	98	12.	7	.00945	.048	17,025	5,454.01	—	15,630	24,077	32,159
Litchfield.....	277	209	—	158	25	146	21	6.3	—	.00973	.053	4,425	1,642.18	—	3,996	7,073	7,600
Manchester.....	224	127	—	125	—	98	—	4.	—	.01052	.046	5,300	2,087.84	—	2,896	6,934	7,631
Monmouth.....	474	287	—	263	63	234	53	10.2	—	.01227	.044	12,710	3,483.38	—	6,154	16,558	17,702
Mount Vernon.....	202	110	—	103	—	92	—	4.	—	.01427	.059	6,500	2,345.82	1,074	3,163	8,326	8,647
Oakland.....	799	510	179	475	150	424	139	13.6	8	.01194	.058	19,825	5,112.24	—	17,796	28,528	38,830
Pittston.....	330	241	—	191	—	158	—	8.	—	.01148	.051	4,820	2,230.30	—	3,612	8,002	8,406
Randolph.....	529	315	—	278	—	270	—	7.1	—	.02255	.066	9,200	3,059.39	3,721	6,693	14,983	18,648
Readfield.....	291	162	—	141	—	122	—	6.	—	.01658	.052	7,830	2,595.81	36	3,986	10,046	10,900
Rome.....	94	64	—	53	—	51	—	5.	—	.00735	.048	3,600	1,379.54	—	3,550	5,190	5,469
Sidney.....	255	158	—	152	—	124	—	6.1	—	.01293	.054	6,000	2,946.05	—	3,848	10,208	10,700
Unity Pl.....	—	—	—	—	—	—	—	—	—	.00857	.060	250	—	—	—	—	—
Vassalboro.....	493	333	—	292	—	266	—	10.	—	.01336	.051	17,250	3,941.63	—	6,847	21,902	23,549
Vienna.....	67	57	—	53	—	43	—	3.	—	.01073	.068	1,600	1,217.97	558	1,716	10,636	3,844
Waterville.....	4,778	1,793	787	1,597	770	1,490	680	64.	30	.01203	.045	168,000	25,267.44	—	115,741	152,404	176,545
Wayne.....	115	61	—	56	—	50	—	3.	—	.00975	.047	3,850	1,489.65	—	2,058	5,703	6,087
West Gardiner.....	327	170	—	142	—	135	—	7.	—	.01389	.052	6,250	2,654.57	—	5,185	10,542	10,904
Windsor.....	175	125	—	114	—	101	—	5.	—	.01472	.046	5,500	1,984.25	976	3,248	8,223	8,471
Winslow.....	1,265	502	239	438	238	402	198	13.6	13	.00972	.040	36,150	7,127.75	—	23,586	43,603	65,678
Winthrop.....	822	388	160	352	151	321	133	10.	6	.01118	.044	22,294	4,528.50	—	17,101	30,499	46,797
Total.....	21,240	10,919	3,085	9,643	3,124	8,669	2,735	345.	131			604,043	138,448.39	12,735	482,943	765,701	920,194

KNOX COUNTY

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
Appleton	184	129	41	118	41	102	33	4.2	2	.01572	.064	4,000	1,989.00	2,501	4,526	7,750	13,173
Camden	830	506	213	450	203	409	173	19.3	12	.00773	.0465	33,700	6,589.52	—	30,857	44,055	55,118
Cushing	70	51	—	47	—	36	—	3.	—	.01378	.064	2,750	1,514.06	—	1,991	4,403	4,966
Friendship	156	76	17	69	16	61	14	4.2	1	.01161	.038	5,300	1,804.51	—	3,632	6,737	7,197
Hope	147	84	—	75	—	60	—	3.	—	.01285	.055	3,800	1,850.77	435	1,735	6,144	6,526
Isle au Haut	12	8	—	8	—	6	—	1.	—	.00858	.044	1,200	252.92	—	665	1,238	1,338
Matinicus Isle	5	—	—	—	—	—	—	—	—	.01440	.037	765	154.22	—	260	746	885
North Haven	75	47	20	45	20	38	17	3.	2	.00773	.040	5,987	1,193.25	—	4,700	6,844	7,334
Owl's Head	171	120	—	102	—	91	—	4.	—	.01157	.050	4,560	1,786.61	—	2,999	6,678	6,952
Rockland	2,122	1,406	465	1,225	452	1,096	373	43.8	17	.00860	.048	57,900	13,879.36	—	54,080	79,778	99,881
Rockport	374	241	61	200	59	176	50	9.	3	.00882	.054	13,755	2,904.34	—	11,683	18,773	20,687
Saint George	352	191	56	180	56	145	39	9.	3	.01506	.065	11,000	3,009.82	2,053	9,782	16,052	17,804
So. Thomaston	88	77	—	70	—	58	—	4.	—	.01040	.053	2,500	1,628.08	—	2,172	4,780	5,125
Thomaston	469	316	119	274	115	263	114	10.	6	.00728	.046	16,890	3,446.05	—	15,630	22,142	27,635
Union	275	185	75	165	75	132	65	5.	3	.01267	.056	7,525	2,510.60	—	7,211	13,036	13,829
Vinalhaven	306	200	72	174	72	130	53	7.	3	.01420	.055	12,080	2,657.73	—	8,962	13,503	14,798
Warren	348	172	64	158	64	144	57	5.	3	.01277	.058	10,000	2,284.68	179	7,097	13,335	14,046
Washington	173	110	—	98	—	87	—	4.2	—	.01319	.083	3,550	1,018.43	—	4,392	6,624	6,937
Total	6,157	3,919	1,203	3,458	1,173	3,034	988	138.7	55	—	—	197,212	50,473.95	5,168	173,074	272,718	324,231

LINCOLN COUNTY

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
Alna	81	73	—	55	—	43	—	2.	—	.00686	.050	1,250	1,098.28	—	1,230	3,013	3,201
Boothbay	383	251	33	220	31	184	27	8.	2	.01248	.0645	13,164	3,817.58	—	9,505	18,372	19,955
Boothbay Hr.	578	367	158	340	157	258	123	12.	8	.00755	.045	18,246	4,162.51	—	21,636	27,199	37,322
Bremen	93	56	—	55	—	45	—	2.	—	.01180	.060	2,950	1,249.83	—	1,804	2,973	3,284
Bristol	430	212	58	186	56	166	44	9.	3	.01303	.0528	13,100	2,401.30	—	10,169	15,339	17,224
Damariscotta	261	119	—	111	—	97	—	4.	—	.01177	.051	10,164	2,158.51	—	3,030	11,120	12,538
Dresden	210	144	—	113	14	103	20	6.	—	.00629	.046	1,850	1,245.51	—	2,974	3,518	2,986
Edgecomb	132	86	—	67	—	63	—	3.	—	.01602	.052	4,500	1,622.12	278	2,249	5,558	6,279
Jefferson	275	162	21	144	21	130	17	6.	1	.01642	.073	7,667	2,855.25	536	4,129	10,839	11,481
Monhegan Pl.	14	7	—	7	—	5	—	1.	—	.00815	.032	1,400	441.20	—	894	1,822	2,618

LINCOLN COUNTY—Concluded

Name of Town	School census (5 to 21 years)	Total Enrollment		Net Enrollment		Average Daily Attendance		Teaching Positions		Rate of taxation for School maintenance	Rate of taxation for Municipal purposes	Amount appropriated for School maintenance	State aid for school Maintenance	Equalization fund	Expenditure for Instruction	Total expenditure for School maintenance	Total expenditures for all school purposes
		Elementary	Secondary	Elementary	Secondary	Elementary	Secondary	Elementary	Secondary								
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
Newcastle.....	299	144	—	123	—	112	—	6.	—	.01503	.0545	10,970	2,794.38	481	4,814	13,234	13,869
Nobleboro.....	167	117	—	101	—	87	—	4.	—	.01586	.061	5,221	2,178.97	1,045	2,828	7,909	8,395
Somerville Pl.....	99	76	—	72	—	58	—	3.	—	.02289	.098	1,460	983.17	765	1,897	3,677	3,493
South Bristol.....	179	100	—	70	—	63	—	3.	—	.00837	.045	6,520	1,944.42	—	4,030	9,063	9,519
Southport.....	102	60	—	51	—	46	—	4.	—	.00494	.042	5,798	1,754.82	—	3,809	8,183	8,700
Waldoboro.....	636	313	130	287	129	247	109	8.	5	.01399	.060	16,637	4,868.33	—	11,943	21,707	27,662
Westport.....	36	19	—	18	—	17	—	1.	—	.00681	.048	1,200	410.43	—	633	1,632	1,633
Whitefield.....	244	179	19	150	19	143	15	7.	1	.01058	.056	4,750	2,278.04	—	4,534	8,452	9,063
Wiscasset.....	436	274	—	230	60	214	53	9.	—	.00985	.041	9,850	3,160.70	—	7,335	13,418	15,153
Total.....	4,655	2,759	419	2,400	487	2,081	408	98.	20			136,697	42,430.35	3,105	100,200	186,718	215,425

OXFORD COUNTY

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
Andover.....	184	121	35	120	35	102	31	6.	2	.01292	.0517	6,900	1,791.44		6,027	8,613	8,981
Bethel.....	521	346		323		283		14.		.01703	.045	22,324	4,596.78	3,799	12,540	31,257	32,743
Brownfield.....	173	110	30	99	30	82	25	4.1	2	.01910	.0716	6,760	1,799.43	1,434	5,849	10,056	10,691
Buckfield.....	181	139	97	123	60	115	62	5.	5	.01395	.055	7,250	1,978.16		7,174	11,892	15,320
Byron.....	29	15		15		13		1.		.00758	.054	1,405	441.69		578	1,452	1,542
Canton.....	173	105	41	105	41	95	33	4.3	2	.01574	.076	5,900	1,679.96	637	6,496	9,584	10,466
Denmark.....	130	74	27	69	27	61	23	3.	2	.01417	.064	5,475	1,446.30	359	4,368	7,473	8,169
Dixfield.....	612	295	70	265	66	256	57	8.	4	.01450	.048	13,925	3,630.38		11,285	18,377	20,300
Fryeburg.....	477	327		267		254		11.5		.01742	.0524	20,930	3,997.57	3,484	10,166	25,705	26,938
Gilead.....	29	19		14		15		1.		.00882	.049	1,475	360.06		767	1,383	1,460
Greenwood.....	194	112		105		97		6.		.01912	.066	6,725	2,610.54	2,370	4,633	10,405	10,847
Hanover.....	44									.01391	.044	1,800	627.41		336	2,225	2,311
Hartford.....	108	61		61		56		5.		.01065	.057	3,000	1,606.28		2,527	4,956	5,333
Hebron.....	115	70		67		55		5.1		.01231	.050	3,585	1,830.48		2,230	6,334	6,640
Hiram.....	247	144		130		120		5.2		.01655	.052	8,972	2,259.77	2,019	3,789	12,996	13,423
Lincoln Pl.....	32	13		13		12		2.		.00852	.028	5,047	1,131.87		1,545	7,791	8,028
Lovell.....	139	89		89		78		4.1		.00730	.036	7,675	2,044.49		3,608	10,756	11,131
Magalloway Pl.....	33	17		16		12		2.		.00920	.053	3,100	545.03		1,856	3,766	4,018
Mexico.....	1,592	626	279	550	266	499	223	19.2	12	.01817	.074	25,255	8,281.44	9,977	23,004	42,789	43,765
Milton Pl.....	38	28		28		23		1.		.01917	.077	1,150	502.58	388	680	1,757	1,323
Newry.....	45	38		29		26		2.		.00503	.036	1,225	1,311.14		1,662	2,235	3,521
Norway.....	1,186	563	221	523	218	455	180	13.	12	.01637	.0596	33,990	7,686.18		29,219	46,127	57,159
Oxford.....	524	248	55	204	53	187	42	9.	3	.01780	.066	11,420	3,416.64	2,372	10,731	17,768	19,565
Paris.....	1,097	682	208	630	204	572	167	22.8	12	.01440	.050	34,700	8,598.05	596	27,916	43,600	71,471
Peru.....	282	154		142		180		4.		.01009	.043	8,300	2,493.62		3,331	11,153	15,419
Porter.....	257	166	71	148	68	133	57	5.2	3	.01581	.075	5,150	2,232.92		7,587	11,295	12,508
Roxbury.....	68	44		42		33		3.		.01213	.059	2,350	1,023.64		1,508	3,339	3,628
Rumford.....	2,866	1,052	660	974	646	887	577	42.	25	.01186	.05675	90,000	16,313.71		81,540	113,770	144,602
Stoneham.....	49	40		14		36		2.		.01220	.043	1,915	1,271.39		1,474	3,263	3,383
Stow.....	37	18		14		14		1.		.00661	.044	785	860.67		720	2,052	2,206
Sumner.....	224	91		91		82		4.1		.01465	.058	4,325	2,216.84		2,728	6,615	7,039
Sweden.....	53	70		44		31		2.		.01007	.058	1,915	850.81		1,050	2,778	3,111
Upton.....	40	34		38		32		2.		.01191	.075	2,100	563.73		1,891	2,996	3,155
Waterford.....	319	130		116		111		6.		.01628	.055	3,975	2,749.29	2,100	5,547	13,981	14,722
Woodstock.....	235	161	58	144	58	131	51	6.1	3	.01577	.055	8,625	2,204.59	1,032	8,181	13,150	14,037
Total.....	12,333	6,202	1,852	5,633	1,772	5,138	1,528	236.7	87			374,928	96,965.38	30,567	299,536	524,689	624,506

PENOBSCOT COUNTY

Name of Town	School census (5 to 21 years)	Total Enrollment		Net Enrollment		Average Daily Attendance		Teaching Positions		Rate of taxation for School maintenance	Rate of taxation for Municipal purposes	Amount appropriated for School maintenance	State aid for school Maintenance	Equalization fund	Expenditure for Instruction	Total expenditure for School maintenance	Total expenditures for all school purposes
		Elementary	Secondary	Elementary	Secondary	Elementary	Secondary	Elementary	Secondary								
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
Alton.....	78	46	—	39	—	38	—	2	—	.01885	.090	1,800	1,289.81	—	—	—	—
Bangor.....	7,252	3,744	1,289	3,197	1,252	2,816	1,034	142.4	53	.01075	.0472	319,319	47,692.62	687	1,395	3,833	8,190
Bradford.....	238	169	35	133	35	114	25	5.3	2	.01672	.057	4,625	1,844.58	3,007	270,693	368,575	463,571
Bradley.....	189	109	—	104	—	88	—	4	—	.01646	.087	4,900	2,020.99	115	5,873	9,919	10,862
Brewer.....	1,803	1,068	457	946	454	851	388	32.8	24	.01209	.052	62,675	11,329.72	—	3,084	7,808	8,146
Burlington.....	130	77	—	74	—	62	—	4	—	.01333	.050	2,350	1,708.30	—	58,489	84,811	100,412
Carmel.....	260	171	70	156	69	139	55	7	3	.01873	.069	7,000	2,427.37	560	2,857	4,796	5,344
Carroll Pl.....	106	68	—	61	—	53	—	2	—	.01908	.085	1,900	1,682.46	3,764	1,597	13,373	14,128
Charleston.....	218	155	—	135	44	121	40	5.2	—	.01812	.055	6,600	1,746.48	632	4,855	5,111	5,111
Chester.....	89	43	—	31	—	25	—	2	—	.01088	.090	1,172	998.01	2,668	3,899	10,536	11,542
Clifton.....	40	34	—	26	—	18	—	2	—	.01755	.090	1,400	901.07	—	1,361	2,322	2,377
Corinna.....	461	284	—	252	114	227	67	9.4	—	.01523	.048	13,200	3,750.42	558	1,352	2,606	2,673
Corinth.....	297	187	—	166	62	138	47	6.2	—	.01726	.045	8,850	2,065.80	1,554	6,950	7,689	19,999
Dexter.....	1,512	751	257	688	251	614	216	24.4	9	.01322	.0544	29,800	8,703.23	2,170	4,106	11,918	12,546
Dixmont.....	175	111	—	100	—	82	—	5	—	.01354	.0650	2,700	1,438.63	31,676	46,278	54,580	67,090
Drew Pl.....	20	15	—	10	—	12	—	1	—	.00685	.055	600	228.20	—	701	1,259	1,561
East Millinocket.....	436	311	146	284	143	265	125	10.3	6	.01454	.064	26,472	3,731.23	—	25,528	37,286	47,017
Eddington.....	174	103	—	97	—	70	—	5.2	—	.01637	.051	4,450	2,020.34	1,827	3,958	8,666	9,106
Edinburg.....	13	14	—	11	—	10	—	1	—	.00724	.050	450	258.27	—	648	1,059	1,268
Enfield.....	368	240	—	217	—	190	—	7	—	.01603	.054	8,400	2,932.88	1,697	5,344	14,278	19,402

PENOBSCOT COUNTY—Continued

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
Etna.....	163	91	—	75	—	67	—	4.	—	.02392	.080	3,450	1,771.33	1,730	2,684	6,126	6,421
Exeter.....	202	125	—	116	—	104	—	4.	—	.01791	.064	5,750	1,945.82	2,389	3,577	8,833	9,188
Garland.....	252	108	—	91	—	73	—	4.	—	.01681	.075	4,692	2,271.72	1,827	3,769	7,937	8,776
Glenburn.....	171	119	—	116	—	86	—	4.2	—	.01663	.061	3,325	1,824.61	1,099	3,035	7,015	7,339
Grand Falls Pl.....	24	24	—	18	—	17	—	1.	—	.00465	.054	400	321.53	—	710	1,170	1,241
Greenbush.....	105	83	—	77	—	62	—	3.	—	.01719	.119	2,080	1,385.82	1,452	2,046	4,435	4,762
Greenfield.....	32	19	—	16	—	14	—	2.	—	.01248	.074	1,325	719.72	99	1,374	1,954	2,107
Hampden.....	753	484	—	418	143	388	131	18.	—	.01314	.068	15,500	6,434.59	—	12,716	23,196	24,758
Hermon.....	440	311	86	278	86	236	71	10.4	3	.01747	.066	10,300	3,876.73	5,278	10,155	18,345	20,032
Holden.....	229	130	—	116	—	98	—	5.2	—	.01665	.062	4,570	2,225.39	2,785	3,622	9,586	9,989
Howland.....	589	330	161	291	160	270	130	8.	7	.01387	.065	11,047	3,598.26	—	10,875	20,110	22,961
Hudson.....	155	94	—	86	—	72	—	3.	—	.02359	.082	3,300	1,766.05	428	2,178	5,644	5,822
Kenduskeag.....	92	63	—	55	—	48	—	1.1	—	.01643	.059	2,700	1,137.58	—	1,505	4,018	4,154
Kingman Pl.....	124	94	—	91	—	73	—	3.	—	.02338	.080	2,200	1,506.84	997	1,987	4,807	5,008
Lagrange.....	172	122	33	110	32	98	28	4.	2	.01640	.063	4,600	1,520.18	1,881	5,152	8,363	9,068
Lakeville Pl.....	15	9	—	5	—	6	—	1.	—	.00164	.0292	325	714.65	—	744	2,140	2,241
Lee.....	202	123	—	120	44	109	39	3.7	—	.02310	.068	5,400	1,942.87	2,804	3,196	8,908	9,891
Levant.....	207	141	—	131	—	108	—	6.	—	.01829	.088	4,300	2,311.59	2,820	4,058	8,605	9,033
Lincoln.....	1,286	747	215	667	212	620	182	25.	10	.01619	.072	29,915	9,024.78	4,872	33,851	47,221	53,226
Lowell.....	52	34	—	29	—	26	—	2.	—	.01604	.073	1,800	1,279.32	596	1,362	3,230	3,454
Mattawamkeag.....	230	167	48	129	47	122	42	4.	3	.00715	.047	8,926	1,756.21	—	8,407	12,962	16,529
Maxfield.....	20	9	—	9	—	7	—	1.	—	.01370	.073	600	618.76	—	639	1,075	1,271
Medway.....	194	131	42	131	42	99	29	4.	3	.02449	.086	10,455	1,520.54	1,140	5,923	13,080	18,364
Milford.....	394	246	—	212	—	197	—	7.	—	.01653	.062	10,539	2,882.54	1,292	6,104	14,048	15,588
Millinocket.....	1,984	1,050	513	970	513	864	449	35.	23	.01670	.070	85,264	13,578.05	—	77,265	117,914	160,776
Mount Chase Pl.....	69	76	—	52	—	44	—	3.	—	.01245	.073	1,400	1,249.95	817	2,063	3,948	4,296
Newburg.....	190	116	—	105	—	92	—	7.	—	.01445	.061	3,400	2,492.90	—	4,314	8,011	8,381
Newport.....	528	326	157	298	156	255	127	9.4	7	.00990	.050	11,969	3,792.75	—	12,323	23,327	26,608
Old Town.....	2,562	1,070	507	991	494	900	435	33.8	21	.01253	.055	51,790	14,097.35	—	61,644	83,985	93,777
Orono.....	886	438	195	387	189	352	166	15.2	9	.01254	.0535	32,590	6,390.26	—	29,235	40,782	45,009

PENOBSCOT COUNTY—Concluded

Name of Town	School census (5 to 21 years)	Total Enrollment		Net Enrollment		Average Daily Attendance		Teaching Positions		Rate of taxation for school maintenance	Rate of taxation for municipal purposes	Amount appropriated for school maintenance	State aid for school maintenance	Equalization fund	Expenditure for instruction	Total expenditure for school maintenance	Total expenditures for all school purposes
		Elementary	Secondary	Elementary	Secondary	Elementary	Secondary	Elementary	Secondary								
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
Orrington.....	407	253	—	226	—	184	—	7.2	—	.01983	.060	13,100	3,445.37	4,237	6,556	18,866	19,911
Passadumkeag.....	29	35	—	33	—	29	—	2.	—	.01607	.080	1,700	1,240.16	201	1,576	3,488	3,640
Patten.....	451	310	—	292	78	251	68	8.	—	.01762	.069	10,000	3,261.33	2,936	6,497	16,744	18,369
Plymouth.....	130	105	—	90	—	76	—	4.2	—	.01713	.074	3,825	1,866.30	2,295	2,864	7,295	7,334
Prentiss Pl.....	109	63	—	60	—	51	—	3.	—	.01409	.095	1,400	1,032.86	1,192	2,532	3,815	4,087
Seboeis Pl.....	29	20	—	17	—	16	—	1.	—	—	.022	—	358.81	—	689	1,137	2,175
Springfield.....	124	85	—	85	24	66	20	3.	—	.02741	.084	3,449	1,243.20	1,510	2,556	9,137	9,562
Stacyville Pl.....	143	127	—	117	—	104	—	5.	—	.01770	.070	3,600	1,923.13	2,153	3,672	8,989	9,497
Stetson.....	103	65	—	58	—	48	—	3.	—	.00856	.057	1,500	1,566.47	280	1,821	3,978	4,214
Veazie.....	161	101	—	91	—	80	—	4.2	—	.01113	.041	8,126	1,805.51	—	4,171	8,586	10,994
Webster Pl.....	33	15	—	15	—	14	—	1.	—	.01262	.052	943	219.70	—	740	1,224	1,326
Winn.....	191	130	48	119	47	102	41	3.	2	.01537	.105	4,811	1,445.29	192	4,667	7,328	7,888
Woodville.....	47	38	—	32	—	26	—	2.	—	.00324	.060	1,431	689.23	—	1,404	1,865	2,272
Total.....	28,178	15,927	4,259	14,152	4,691	12,487	3,955	556.8	187			896,460	214,926.46	70,228	796,923	1,269,171	1,515,883

PISCATAQUIS COUNTY

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
Abbot.....	127	78	—	74	—	66	—	4.	—	.02032	.073	3,750	2,202.57	2,162	3,053	7,068	7,803
Atkinson.....	109	76	—	59	—	53	—	3.	—	.01212	.063	2,500	1,578.19	388	1,785	4,293	4,639
Barnard Pl.....	4	7	—	7	—	4	—	1.	—	.00700	.047	690	93.81	—	440	848	968
Blanchard.....	26	21	—	19	—	18	—	1.	—	.00793	.057	1,010	387.81	—	665	1,415	1,685
Bowerbank.....	5	—	—	—	—	—	—	—	—	.00068	.028	100	109.55	—	—	491	578
Brownville.....	537	328	135	307	134	274	112	12.5	8	.01879	.052	19,000	4,703.97	2,768	20,637	29,186	32,613
Dover-Foxcroft.....	1,111	685	—	605	199	541	179	24.	—	.01501	.046	43,131	9,240.91	—	19,712	52,758	58,210
Elliottsville Pl.....	31	22	—	19	—	20	—	2.	—	.00637	.030	1,690	900.92	—	1,506	2,741	3,061
Greenville.....	550	357	142	336	142	297	122	11.	7	.01488	.053	16,300	3,809.49	—	15,667	25,898	32,160
Guilford.....	513	328	156	295	155	282	135	10.	6	.01285	.0506	14,370	3,854.62	—	13,919	21,116	28,439
Kingsbury Pl.....	14	15	—	15	—	10	—	1.	—	.00639	.059	745	216.74	—	672	1,476	1,594
Lake View Pl.....	16	15	—	11	—	11	—	1.	—	—	.020	—	278.14	—	772	1,408	1,462
Medford.....	65	37	—	37	—	25	—	2.	—	—	—	—	869.08	—	1,369	3,535	3,682
Milo.....	870	513	225	459	225	415	177	16.5	10	.01408	.0536	27,490	6,089.79	—	25,389	38,377	44,258
Monson.....	211	126	—	124	50	108	44	5.	—	.01675	.064	8,260	2,172.68	409	3,783	10,225	11,031
Orneville.....	85	55	—	55	—	44	—	3.	—	.01639	.0885	1,790	1,214.38	1,310	1,814	3,586	3,920
Parkman.....	179	128	—	116	—	98	—	5.	—	.00994	.063	2,625	2,291.89	992	3,485	7,492	8,029
Sangerville.....	343	224	61	197	60	181	48	8.	3	.01567	.030	9,804	3,145.13	1,418	9,795	13,791	14,672
Sebec.....	84	74	—	58	—	54	—	2.	—	.00752	.041	2,400	1,320.96	—	1,600	3,924	4,220
Shirley.....	61	39	—	39	—	31	—	2.	—	.01361	.054	2,020	1,196.51	—	1,560	3,676	3,907
Wellington.....	87	57	—	55	—	48	—	3.	—	.01373	.096	1,775	1,061.58	813	1,817	4,212	4,453
Williamsburg.....	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Willimantic.....	47	27	—	27	—	25	—	3.	—	.01113	.067	1,685	814.77	—	2,012	2,639	3,007
Total.....	5,075	3,212	729	2,914	965	2,605	817	120.	34	—	—	161,135	47,553.49	10,260	131,452	240,137	274,381

SAGADAHOC COUNTY

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
Arrowisc.....	50	37	—	34	—	26	—	1.	—	.01721	.048	1,210	616.66	—	600	1,649	1,711
Bath.....	2,945	1,675	654	1,334	628	1,236	506	51.5	27	.00820	.047	69,221	17,597.52	—	82,433	119,439	424,316
Bowdoin.....	219	136	—	117	—	94	—	5.	—	.01638	.0725	4,275	2,504.29	3,131	3,469	8,400	8,699
Bowdoinham.....	319	192	33	166	30	145	25	6.	2	.01465	.057	6,950	2,215.00	1,458	6,245	9,496	10,930
Georgetown.....	116	125	—	77	—	69	—	3.	—	.00683	.045	2,993	1,104.04	—	1,688	4,520	4,625
Phippsburg.....	336	237	—	203	—	169	—	9.	—	.01123	.050	7,853	2,953.34	—	5,391	10,191	11,846
Richmond.....	561	407	84	353	81	303	57	9.	4	.01360	.074	13,500	4,133.85	—	10,271	16,413	22,564
Topsham.....	741	384	—	328	—	287	—	13.4	—	.01168	.041	21,030	5,045.31	—	12,326	26,586	30,478
West Bath.....	151	105	—	76	—	70	—	2.	—	.00879	.034	3,183	1,368.41	—	1,561	4,568	4,810
Woolwich.....	362	242	—	192	—	169	—	10.	—	.01547	.057	8,702	3,291.42	2,985	6,988	14,217	15,516
Total.....	5,800	3,540	771	2,880	739	2,618	588	109.9	33	—	—	138,917	40,829.84	7,574	131,022	215,479	535,495

SOMERSET COUNTY

Name of Town	School census (5 to 21 years)	Total Enrollment		Net Enrollment		Average Daily Attendance		Teaching Positions		Rate of taxation for school maintenance	Rate of taxation for municipal purposes	Amount appropriated for school maintenance	State aid for school maintenance	Equalization fund	Expenditure for instruction	Total expenditure for school maintenance	Total expenditures for all school purposes
		Elementary	Secondary	Elementary	Secondary	Elementary	Secondary	Elementary	Secondary								
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
Anson.....	637	407	—	380	—	345	—	17.	—	.01700	.060	17,000	5,444.67	6,737	14,054	29,165	32,960
Athens.....	178	98	—	88	21	80	16	5.	—	.01461	.064	4,950	1,628.05	—	3,051	6,759	7,470
Bingham.....	294	177	80	162	76	151	68	5.	5	.00921	.042	7,483	1,866.33	—	8,559	13,231	16,732
Brighton Pl.....	44	31	—	25	—	23	—	2.	—	.01289	.053	1,600	514.04	74	1,327	2,449	2,757
Cambridge.....	92	55	—	52	—	51	—	2.	—	.00952	.056	1,500	1,256.39	—	1,160	2,957	3,373
Caratunk Pl.....	15	8	—	5	—	5	—	1.	—	.00516	.040	1,325	498.65	—	1,147	2,108	2,359
Canaan.....	194	120	—	109	—	103	—	4.1	—	.01858	.063	6,500	2,340.54	312	2,563	7,824	8,188
Cornville.....	155	105	—	91	—	76	—	5.1	—	.01615	.058	5,200	2,088.33	516	3,461	7,613	7,623
Dead River Pl.....	9	9	—	4	—	5	—	1.	—	.00647	.050	1,150	273.86	—	809	2,170	2,295
Dennistown Pl.....	20	9	—	5	—	6	—	1.	—	.00641	.027	125	294.87	—	788	1,758	1,906
Detroit.....	137	96	—	92	—	78	—	3.1	—	.01097	.042	2,200	1,650.67	375	2,021	4,709	4,868
Embden.....	72	40	—	35	—	31	—	2.	—	.00275	.035	1,900	1,524.18	—	1,708	4,264	4,547
Fairfield.....	1,807	572	325	511	320	447	283	17.4	16	.01034	.055	30,000	9,169.44	—	27,353	43,539	55,694
Flagstaff Pl.....	46	20	13	19	13	17	12	2.	2	.02134	.065	3,500	817.42	—	3,690	5,336	5,646
Harmony.....	256	142	54	138	53	122	46	4.	3	.01552	.073	5,800	1,799.67	1,909	6,012	11,110	11,886
Hartland.....	357	266	—	240	47	217	38	8.6	—	.01755	.063	9,800	2,719.44	1,599	5,648	15,039	19,406
Highland Pl.....	14	10	—	9	—	9	—	1.	—	.00127	.070	75	216.74	—	683	1,498	14,984
Jackman Pl.....	213	48	50	47	49	38	42	2.	3	.01129	.051	5,800	1,136.54	—	5,843	8,941	9,856
Madison.....	1,057	632	249	577	247	512	239	22.	16	.01062	.049	40,567	8,263.25	—	37,950	57,679	76,868
Mercer.....	97	56	—	42	—	41	—	4.	—	.01242	.077	2,000	1,485.27	—	1,936	3,408	3,673

SOMERSET COUNTY—Concluded

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
Moose River Pl.....	54	30	—	27	—	24	—	2.	—	.00753	.045	1,500	1,183.14	—	1,696	4,011	4,518
Moscow.....	126	80	—	80	—	69	—	4.	—	.00152	.020	4,450	1,700.66	—	3,500	6,368	7,185
New Portland.....	196	117	43	113	43	96	36	6.2	3	.02000	.062	6,000	2,083.52	3,598	7,741	11,943	13,135
Norridgewock.....	517	352	89	313	87	256	76	6.2	5	.01465	.064	10,000	3,498.75	2,470	8,077	16,164	21,159
Palmyra.....	254	168	—	127	—	125	—	6.2	—	.01709	.067	6,400	2,452.09	—	4,653	9,966	10,228
Pittsfield.....	912	625	—	516	—	495	—	14.2	—	.01286	.053	25,406	5,779.92	1,732	14,615	37,971	43,007
Pleasant Ridge Pl.....	21	13	—	8	—	9	—	1.	—	.00109	.019	3,400	470.11	—	822	4,244	4,361
Ripley.....	139	57	—	54	—	51	—	3.	—	.01479	.060	2,720	1,365.49	1,158	1,853	5,410	6,007
Saint Albans.....	332	211	—	181	—	156	—	6.2	—	.01824	.070	7,000	3,112.12	—	4,536	11,627	13,121
Skowhegan.....	2,182	938	-388	829	379	724	336	19.9	28	.00991	.050	58,317	11,859.78	—	47,938	80,138	110,624
Smithfield.....	82	56	—	54	—	42	—	2.1	—	.00743	.050	2,400	1,740.95	—	1,083	3,523	4,819
Solon.....	233	124	50	117	49	100	41	5.3	3	.01123	.043	7,800	2,442.85	—	6,943	11,426	12,880
Starks.....	96	69	—	64	—	54	—	3.	—	.01294	.063	2,900	1,852.36	277	1,595	5,522	5,687
The Forks Pl.....	31	10	—	9	—	7	—	1.	—	.00474	.036	818	949.21	—	876	3,152	3,495
West Forks Pl.....	29	14	23	13	22	11	20	1.	1	.00209	.023	525	320.97	—	2,448	3,595	3,875
Total.....	10,899	5,765	1,364	5,136	1,406	4,576	1,253	190.6	85			288,111	85,800.27	20,757	238,149	446,247	557,197

WALDO COUNTY

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
Belfast.....	1,535	992	312	859	304	763	257	22.	14	.00941	.0545	31,759	9,349.67	—	32,284	48,844	60,895
Belmont.....	68	36	—	36	—	28	—	1.	—	.00993	.068	1,085	771.34	—	747	1,940	1,936
Brooks.....	215	142	72	133	72	132	58	5.3	4	.01704	.059	5,700	1,887.05	2,336	8,032	11,823	12,227
Burnham.....	231	127	—	104	—	97	—	6.	—	.01238	.064	4,000	2,281.21	1,937	4,005	9,061	9,758
Frankfort.....	137	94	13	82	13	76	12	4.	2	.01531	.068	5,265	1,300.84	1,327	4,822	7,035	7,661
Freedom.....	206	125	—	112	—	87	—	3.	—	.01822	.067	3,200	1,663.46	1,292	2,077	6,159	6,362
Islesboro.....	164	75	47	73	45	62	39	3.	3	.00964	.050	10,500	1,953.24	—	7,347	12,301	13,205
Jackson.....	80	62	—	56	—	43	—	2.	—	.01353	.074	1,750	1,090.13	213	1,216	3,853	4,057
Knox.....	169	67	—	58	—	54	—	2.	—	.01315	.071	2,500	1,887.79	698	1,237	4,044	4,124
Liberty.....	134	78	56	68	55	60	49	3.2	3	.01651	.069	4,000	1,534.47	2,418	5,232	8,253	8,729
Lincolnton.....	294	137	—	119	—	103	—	5.	—	.01285	.048	6,600	2,041.54	346	3,278	8,016	8,327
Monroe.....	141	85	31	78	30	71	25	4.3	3	.01756	.075	4,200	1,526.31	2,651	5,297	8,927	8,947
Montville.....	132	33	—	77	—	63	—	4.2	—	.01700	.075	3,400	1,662.12	2,399	2,686	6,934	7,259
Morrill.....	76	35	—	34	—	32	—	2.	—	.01354	.050	1,880	1,209.13	—	1,503	3,273	3,402
Northport.....	148	78	—	65	—	57	—	3.	—	.00531	.038	3,350	1,652.68	—	1,520	5,193	5,554

WALDO COUNTY—Concluded

Name of Town	School census (5 to 21 years)	Total Enrollment		Net Enrollment		Average Daily Attendance		Teaching Positions		Rate of taxation for school maintenance	Rate of taxation for municipal purposes	Amount appropriated for school maintenance	State aid for school maintenance	Equalization fund	Expenditure for instruction	Total expenditure for school maintenance	Total expenditures for all school purposes
		Elementary	Secondary	Elementary	Secondary	Elementary	Secondary	Elementary	Secondary								
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
Palermo.....	155	106	—	102	—	92	—	4.2	—	.01550	.067	3,250	1,986.05	768	2,516	6,044	6,248
Prospect.....	90	70	—	64	—	54	—	3.	—	.01433	.061	2,750	1,257.90	—	1,995	4,233	4,571
Searsmont.....	180	83	—	76	—	68	—	3.	—	.00990	.065	2,900	1,543.42	—	1,865	4,670	5,071
Searsport.....	309	219	57	185	55	169	47	8.5	3	.01252	.053	11,248	2,863.13	—	10,175	13,790	16,931
Stockton Springs.....	177	108	36	98	36	94	32	5.	2	.01599	.064	8,375	1,886.77	661	6,130	10,295	11,201
Swanville.....	87	68	—	58	—	52	—	3.2	—	.01349	.0595	2,400	1,312.25	—	2,319	4,742	4,937
Thorndike.....	128	89	—	87	—	78	—	3.	—	.01338	.057	3,230	1,814.48	—	1,952	5,671	5,930
Troy.....	210	116	—	109	—	96	—	5.	—	.01632	.068	4,426	2,151.10	2,060	3,309	8,151	8,376
Unity.....	228	153	72	140	71	112	51	5	5	.01416	.049	7,634	1,832.67	—	7,101	13,109	18,682
Waldo.....	76	46	—	36	—	35	—	2.2	1	.01412	.058	2,100	1,316.09	498	1,481	3,910	4,142
Winterport.....	402	257	90	238	88	205	64	8.	4	.01817	.075	11,000	3,612.56	5,695	10,964	18,297	19,477
Total.....	5,772	3,531	786	3,147	769	2,783	634	120.1	43			148,402	53,387.45	25,299	132,190	238,267	268,069

WASHINGTON COUNTY

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
Addison	195	109	38	95	35	85	33	7.	2.	.02102	.080	4,900	1,733.20	2,797	6,777	10,578	11,248	
Alexander	66	44		43		28		3.		.00859	.060	975	858.08		1,471	2,762	3,060	
Baileyville	519	307	131	292	130	263	110	11.4	11	.01078	.044	27,560	4,543.69		24,766	36,244	44,442	
Beals	159	89	22	82	21	75	18	4.	2.	.01873	.060	2,300	1,263.69	1,473	3,784	5,123	7,297	
Beddington	4	4		3			3		1.	.00330	.073	180	107.64		281	388	432	
Brookton										.01560	.074	1,400						
Calais	987	483	85	437	247	393	218	19.	2.	.00956	.060	30,005	6,982.72		30,945	44,305	54,026	
Centerville	18	8		8		6		1.		.00589	.074	850	212.38		596	931	1,151	
Charlotte	82	45		40		35		3.		.01735	.066	2,010	1,526.62	1,028	1,819	4,559	5,142	
Cherryfield	295	160		148		124		8.		.01606	.070	6,700	2,883.45	1,843	4,895	11,281	12,199	
Codyville Pl.	25	16		16		14		1.		.00515	.062	500	237.75		578	1,089	1,180	
Columbia	102	74		54		55		4.		.01722	.074	2,462	1,406.28	1,596	2,074	4,403	4,947	
Columbia Falls	206	112	39	98	36	89	32	6.	2.	.01632	.069	3,570	1,850.10	2,623	6,055	7,903	8,859	
Cooper	46	30		29		27		2.		.01274	.076	1,200	786.74		932	1,993	2,185	
Crawford	43	28		17		18		1.		.00523	.069	585	599.38		608	1,492	1,749	
Cutler	151	78		66		63		4.		.01420	.066	2,400	1,806.70	967	2,316	5,219	5,527	
Danforth	413	254	112	229	112	188	93	7.	5.	.01867	.086	8,822	2,934.52	3,078	10,937	14,811	15,737	
Deblois	11	8		7		7		1.		.00897	.044	175	121.01		476	610	650	
Dennysville	94	51	55	51	54	45	44	3.	2.	.01957	.085	2,575	894.80	994	5,653	7,084	7,556	
East Machias	335	185		172		156		9.3		.01731	.070	8,200	3,113.18	3,801	6,576	13,338	14,307	
Eastport	790	545	195	508	194	431	161	18.	9.	.02086	.092	20,858	6,049.32	7,751	23,938	35,613	43,556	
Grand Lake Stream Pl.	62	31	9	29	9	25	8	2.	1.	.01286	.054	2,150	974.42		2,358	3,710	4,711	
Harrington	268	178	38	141	38	127	33	7.	2.	.01671	.0905	5,500	2,247.89	3,695	7,149	10,305	12,405	
Jonesboro	136	89	33	75	32	63	28	4.	2.	.01798	.0644	3,100	1,367.24	2,068	4,950	6,400	7,103	
Jonesport	516	310	97	289	97	256	84	10.	4.	.01832	.062	11,000	3,833.06	4,919	11,043	16,857	18,612	
Lubec	966	503	142	470	142	414	128	17.	6.	.01936	.056	24,936	6,602.69	2,412	23,350	34,289	36,798	
Machias	533	324	154	302	153	265	131	12.3	7	.01671	.065	14,400	3,217.20	2,047	17,512	22,811	27,153	
Machiasport	262	154		136		124		8.3		.02025	.073	4,900	2,893.75	2,587	5,608	9,275	9,689	
Marshfield	52	22		20		20		1.		.00991	.065	650	1,052.65	152	669	2,175	2,224	
Meddybemps	38	14		13		10		1.		.01314	.094	800	330.20		575	1,589	2,035	

WASHINGTON COUNTY—Concluded

Name of Town	School census (5 to 21 years)	Total Enrollment		Net Enrollment		Average Daily Attendance		Teaching Positions		Rate of taxation for school maintenance	Rate of taxation for municipal purposes	Amount appropriated for school maintenance	State aid for school maintenance	Equalization fund	Expenditure for instruction	Total expenditure for school maintenance	Total expenditures for all school purposes
		Elementary	Secondary	Elementary	Secondary	Elementary	Secondary	Elementary	Secondary								
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
Milbridge.....	428	207	70	203	70	172	55	7.	3	.01693	.059	7,800	2,737.48	3,024	7,899	12,681	13,884
Northfield.....	13	—	—	—	—	—	—	—	—	.00367	.0471	500	218.17	—	198	1,218	1,260
Number 14 Pl.	28	14	—	14	—	11	—	1.	—	.00149	.044	125	428.18	—	768	1,460	1,605
Number 21 Pl.	30	21	—	21	—	18	—	1.	—	.00127	.037	100	420.63	—	692	988	1,238
Pembroke.....	263	143	66	134	65	116	50	5.	2	.01524	.066	5,275	1,962.26	2,460	5,645	9,748	10,191
Perry.....	153	96	—	92	—	80	—	4.	—	.01493	.058	3,700	2,152.23	1,446	2,906	7,365	8,463
Princeton.....	313	179	59	166	58	144	45	6.	3	.01857	.093	7,663	2,326.81	2,553	8,852	14,819	16,066
Robbinston.....	155	93	—	83	—	75	—	3.	—	.01662	.066	3,475	1,766.05	1,019	1,944	5,941	6,092
Roque Bluffs.....	44	28	—	28	—	25	—	1.	—	.01207	.050	600	414.04	299	595	1,494	1,537
Steuben.....	189	110	44	100	44	92	35	6.	2	.01703	.068	4,500	1,662.24	3,171	6,200	9,692	10,271
Talmdge.....	6	—	—	—	—	—	—	—	—	.00283	.041	201	111.46	—	—	386	445
Trescott.....	164	87	—	84	—	70	—	5.	—	.01456	.084	1,300	1,186.57	1,071	2,770	3,862	4,186
Vanceboro.....	154	88	41	83	39	70	34	4.	2	.01891	.063	5,300	1,414.44	982	5,472	7,901	8,819
Waite.....	37	23	—	25	—	21	—	2.	—	.01298	.050	1,150	600.67	11	1,226	1,819	1,958
Wesley.....	47	27	—	22	—	22	—	1.	—	.01235	.074	1,000	720.87	—	754	2,161	2,199
Whiting.....	109	61	—	55	—	49	—	4.	—	.01232	.040	2,300	1,308.19	874	2,052	4,472	4,784
Whitneyville.....	79	43	—	40	—	37	—	2.	—	.01132	.052	1,450	1,051.97	56	1,361	2,781	2,890
Total.....	9,586	5,480	1,430	5,020	1,576	4,411	1,340	228.3	69			242,102	83,462.61	62,797	258,324	405,925	461,368

YORK COUNTY

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
Acton.....	100	65	—	56	—	51	—	3.	—	.00934	.050	4,000	1,340.76	—	2,208	4,968	5,532
Alfred.....	242	153	32	129	32	120	29	4.2	2	.01585	.055	9,300	1,826.22	—	5,866	11,343	11,887
Berwick.....	550	311	93	288	89	249	70	9.2	4	.01466	.059	16,500	4,194.50	—	14,030	22,567	25,035
Biddeford.....	6,098	997	387	872	383	754	312	41.	15	.00520	.046	76,671	21,599.62	—	59,778	95,579	126,811
Buxton.....	590	346	103	293	101	268	80	10.4	5	.00933	.0416	16,150	4,221.11	—	13,175	21,364	26,144
Cornish.....	233	140	40	118	36	111	29	4.	4	.01731	.070	6,550	1,815.69	2,121	6,682	10,586	11,792
Dayton.....	150	89	—	80	—	73	—	4.	—	.01106	.042	3,505	1,746.50	—	2,960	5,356	5,659
Eliot.....	605	376	130	345	125	287	111	9.4	7	.00886	.035	16,292	4,681.55	—	16,975	25,697	36,660
Hollis.....	325	199	73	181	73	160	56	8.2	3	.00862	.0416	10,000	2,910.07	—	9,163	14,517	36,394
Kennebunk.....	1,187	638	201	597	201	507	158	21.2	9	.01176	.0452	39,870	7,745.64	—	29,706	43,406	62,883
Kennebunkport.....	422	265	72	235	72	213	60	12.4	6	.01026	.052	22,800	3,717.28	—	16,805	25,037	27,848
Kittery.....	1,256	1,000	—	883	352	759	278	31.	—	.02063	.059	52,023	9,885.99	8,488	29,257	72,578	93,933
Lebanon.....	465	198	—	181	—	157	—	10.	—	.01874	.054	13,900	3,860.15	5,907	7,285	18,555	19,217
Limerick.....	321	202	52	188	50	165	40	5.2	2	.01323	.061	8,900	2,181.11	—	6,347	11,854	14,339
Limington.....	242	152	—	128	30	113	26	6.2	—	.01316	.059	6,600	2,120.22	886	4,227	9,108	9,858
Lyman.....	128	118	—	99	—	84	—	3.	—	.01091	.051	4,300	1,655.18	—	2,212	6,412	8,420
Newfield.....	69	40	19	33	19	29	14	2.	2	.01539	.064	4,400	1,039.79	901	4,422	6,722	7,167
North Berwick.....	431	189	54	173	54	154	47	6.2	4	.01323	.063	11,950	2,771.21	—	8,328	14,423	16,799
North Kennebunkport.....	297	202	—	185	—	168	—	6.	—	.01887	.061	7,154	2,407.27	1,880	5,405	9,806	10,644
Old Orchard Beach.....	1,357	1,099	172	811	157	660	102	31.	8	.00575	.043	27,020	9,036.12	—	29,401	42,424	60,262
Parsonfield.....	230	161	—	121	22	116	14	7.	—	.01137	.065	5,760	2,242.98	—	4,913	8,975	9,664
Saco.....	2,389	1,568	—	1,319	371	1,138	289	45.	—	.01103	.0525	80,389	15,645.17	—	48,607	104,908	125,572
Sanford.....	4,634	1,464	613	1,325	604	1,212	521	51.	29	.01098	.0562	122,400	22,618.94	—	97,025	134,014	221,949
Shapleigh.....	121	77	—	71	—	56	—	3.	—	.01294	.056	5,600	1,425.41	127	3,200	5,176	5,493
South Berwick.....	818	340	—	313	—	281	—	9.4	—	.01335	.0635	20,561	4,731.17	—	8,104	25,419	31,263
Waterboro.....	275	201	45	153	45	142	33	7.2	2	.01745	.060	11,500	2,365.35	—	7,483	13,665	14,805
Wells.....	962	487	124	440	123	378	91	16.6	6	.00776	.05834	27,275	6,421.77	—	22,280	34,254	44,467
York.....	1,149	577	214	524	204	462	178	17.7	12	.01038	.049	43,974	7,305.59	—	33,637	59,109	70,004
Total.....	25,656	11,654	2,414	10,141	3,143	8,867	2,538	384.5	120			675,844	153,512.36	20,310	499,481	857,804	1,141,365

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.....	20,388	8,629	2,910	7,518	2,947	6,710	2,563	290.4	124	576,233	117,534.03	8,246	486,336	680,901	853,743
Aroostook.....	32,037	19,206	3,703	17,547	3,715	15,208	3,115	577.2	179	597,311	235,832.85	114,076	644,668	1,080,734	1,279,419
Cumberland.....	45,704	23,032	6,641	19,076	5,989	17,680	5,348	714.	289	1,475,005	273,260.03	4,789	1,301,263	1,753,688	2,293,850
Franklin.....	5,212	3,061	755	2,801	914	2,542	766	119.	44	159,367	44,021.12	4,475	127,432	221,363	266,345
Hancock.....	8,248	5,007	1,465	4,461	1,504	3,904	1,258	198.2	85	325,302	81,021.50	27,123	270,900	459,378	555,018
Kennebec.....	21,240	10,919	3,085	9,643	3,124	8,669	2,735	345.	131	604,043	138,448.39	12,735	482,943	765,701	920,194
Knox.....	6,157	3,919	1,203	3,458	1,173	3,046	988	138.7	55	197,212	50,473.95	5,168	173,074	272,718	324,221
Lincoln.....	4,655	2,759	419	2,400	487	2,081	408	98.	20	136,697	42,430.35	3,105	100,200	186,718	215,425
Oxford.....	12,333	6,202	1,852	5,633	1,772	5,138	1,528	236.7	87	374,928	96,965.38	30,567	299,536	524,689	624,506
Penobscot.....	23,178	15,927	4,259	14,152	4,691	12,487	3,955	556.3	187	896,460	214,926.46	70,228	796,923	1,269,171	1,515,883
Piscataquis.....	5,075	3,212	729	2,914	965	2,605	817	120.	34	161,135	47,553.49	10,260	131,452	240,137	274,381
Sagadahoc.....	5,800	3,540	771	2,880	739	2,618	588	109.9	33	138,917	40,829.34	7,574	131,022	215,479	535,435
Somerset.....	10,899	5,765	1,364	5,136	1,406	4,576	1,253	190.6	85	288,111	85,800.27	20,757	238,149	446,247	557,197
Waldo.....	5,772	3,531	786	3,147	769	2,733	634	120.1	43	148,402	53,387.45	25,299	132,190	238,267	268,069
Washington.....	9,586	5,480	1,430	5,020	1,576	4,411	1,340	228.3	69	242,102	83,462.61	62,797	258,324	405,925	461,368
York.....	25,656	11,654	2,414	10,141	3,143	8,867	2,538	384.5	120	675,844	153,512.36	20,310	499,481	857,804	1,141,365
Unorganized Territory	1,701	675	—	602	—	497	—	29.	—	—	—	—	22,964	81,759	85,002
Total.....	248,641	132,518	33,786	116,529	34,914	103,822	29,834	4,454.3	1,584	6,997,069	1,759,460.08	427,509	6,096,857	9,700,679	12,171,481