

MAINE STATE LEGISLATURE

The following document is provided by the
LAW AND LEGISLATIVE DIGITAL LIBRARY
at the Maine State Law and Legislative Reference Library
<http://legislature.maine.gov/lawlib>



Reproduced from scanned originals with text recognition applied
(searchable text may contain some errors and/or omissions)

1964

MAINE PUBLIC DOCUMENTS

1944-1946

(in three volumes)

VOLUME I

JAN 20 1964

7



1
9
4
4
◇
1
9
4
6

EDUCATION IN MAINE

EDUCATION IN MAINE

Report of the
Commissioner of Education
of the State of Maine

School Biennium Ending
June 30, 1946

STATE OF MAINE

Department of Education
Augusta, July 1, 1946

To His Excellency, Horace A. Hildreth, 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, 1944 and closing June 30, 1946.

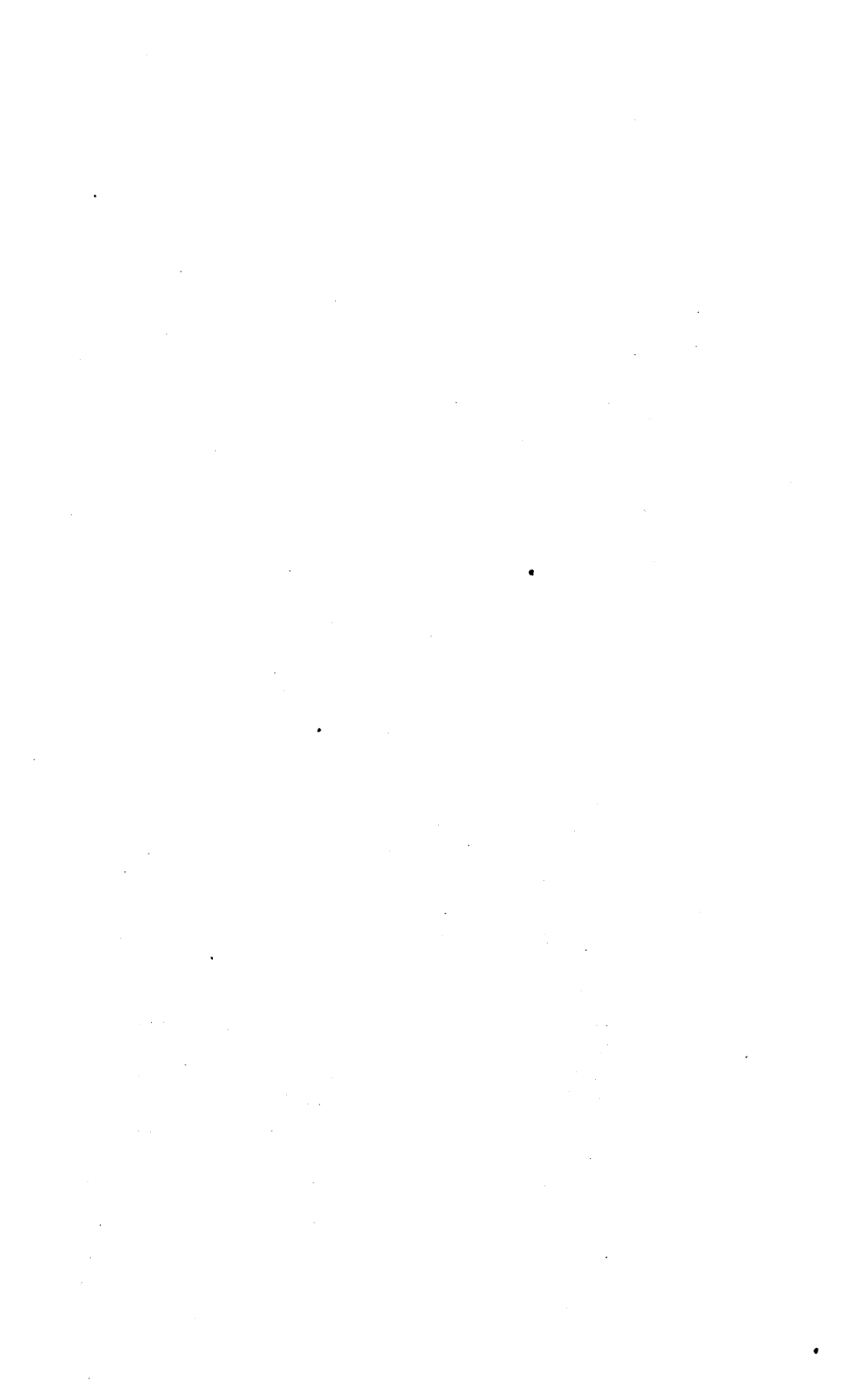
This report covers a detailed statement of the schools of Maine, including census, school attendance, receipts, expenditures and general progress.

Respectfully submitted,

Harry V. Gilson
Commissioner of Education

CONTENTS

	Page
Part I Education in Maine, Commissioner's Report	1
Part II The Teacher	12
Preparation	12
Certification	22
Placement	24
Pensions	25
Part III Teacher Education Institutions	35
Farmington State Teachers College	35
Gorham State Teachers College	45
Aroostook State Normal School	50
Madawaska Training School	53
Washington State Normal School	57
Part IV The Curriculum	62
Curriculum Development	62
Secondary School Education	72
Education for Physically Handicapped Children	80
Schooling in Unorganized Territory	87
Part V Planning and Research	108
Part VI Vocational Education	114
Trades and Industrial Education	114
Home Economics	119
Guidance	131
Vocational Rehabilitation	135
Education in Agriculture	142
Part VII Finance and Control	146



PART I
EDUCATION IN MAINE

Harry V. Gilson
Commissioner of Education

I have the honor to submit the report of the Commissioner of Education for the biennium period ending June 30, 1946. The past two years have seen the end of World War II and the beginning efforts of reconversion for what the world hopes will be a lasting era of peace. During the first of these years the schools of Maine continued to make important contributions to the war effort through a wide variety of civilian activities and with results that reflect pride upon both the pupils and teachers. The second year of the past biennium found the schools engaged in efforts to adjust to peace in accordance with plans that were being made long before the end of hostilities, which, if carried out, should provide the schools of the state with a pattern of education that is adequate to the times.

Reports which follow describe in detail the operations of the department and of the public schools during the past two years. In this part of the report I shall limit myself to a brief summary of the principal activities of the department, a description of important problems facing the schools of the state, and certain recommendations for meeting these problems.

State School Appropriations

For many years the state lagged seriously in its support of public schools, leaving to the towns a major part of the burden to maintain the program of public education. As school costs began to climb steeply, it became evident that many communities could not meet the increased demands particularly in teacher salaries. The first action taken to reverse the long record of decline in state appropriations to towns for support of schools occurred when the Legislature of 1943 voted an increase of \$500,000 to permit a minimum salary of \$720 for teachers as compared with the previous minimum of \$540. This was fol-

lowed by an additional appropriation of \$969,000 on the part of the 1945 Legislature and the establishment of a \$1,000 minimum salary for teachers. Also approved at the same session of the Legislature was an increase of \$10,000 in the subsidy to towns not maintaining secondary schools to cover higher tuition costs. Because of inflated conditions nominal increases were necessary for practically all items in the educational budget. A special increase was approved in the academy aid fund. The deorganization of seven towns required greater expenditures for the schooling of children in unorganized territory since the law requires that the state maintain schools in these areas.

The 1945 Legislature also amended the law to eliminate the earmarking of state revenues for educational purposes. Previous to this action a state school fund was created from revenues accruing from a 3 1/3 mill tax on real property, together with incomes from banks and trust companies and income from the interest on the permanent school fund. Since the latter is a trust fund, the income from this source was set aside to be distributed to towns to defray the cost of school plans and surveys. Except for this item, all appropriations for educational purposes now come from the general funds of the state.

Present methods of allocating state school monies to towns are numerous, cumbersome and in some instances involved. Steps should be taken within the next few years to discard these procedures in favor of a simple, efficient and more equitable means of distribution.

Departmental Operations

The State Department has been severely handicapped in carrying out its functions due to a lack of personnel at a time when responsibilities of the department have greatly increased. Key positions have been vacant for periods of from three or four months to more than a year and important posts including the Deputy Commissioner for Vocational Education and the Director of Elementary Education are still open because of the difficulty in obtaining properly qualified persons for the salaries which these positions pay.

Among additional responsibilities which this department has had to assume during the past two years as a result of federal

legislation, state legislation and action of the Governor and Council are the following: the program of Special Education for Physically Handicapped Children, inspection and approval of institutions offering training to veterans, guidance and counseling services for veterans, expansion of the program of Vocational Rehabilitation, planning for the establishment of a State Technical Institute, evaluation and accreditation of educational records of veterans seeking high school diplomas, the distribution of federal surplus property to educational institutions and supervision of non-contributory pension payments. Additional departmental responsibilities which can be anticipated as a result of federal legislation already-passed include administration and supervision of the School Lunch Program in the public schools and administration of the Agricultural Training Program for Veterans.

Along with these additional responsibilities, certain routine duties of the department have been greatly increased in such areas as teacher placement, advisory services on school building plans, regional conferences of superintendents and in-service training programs for teachers.

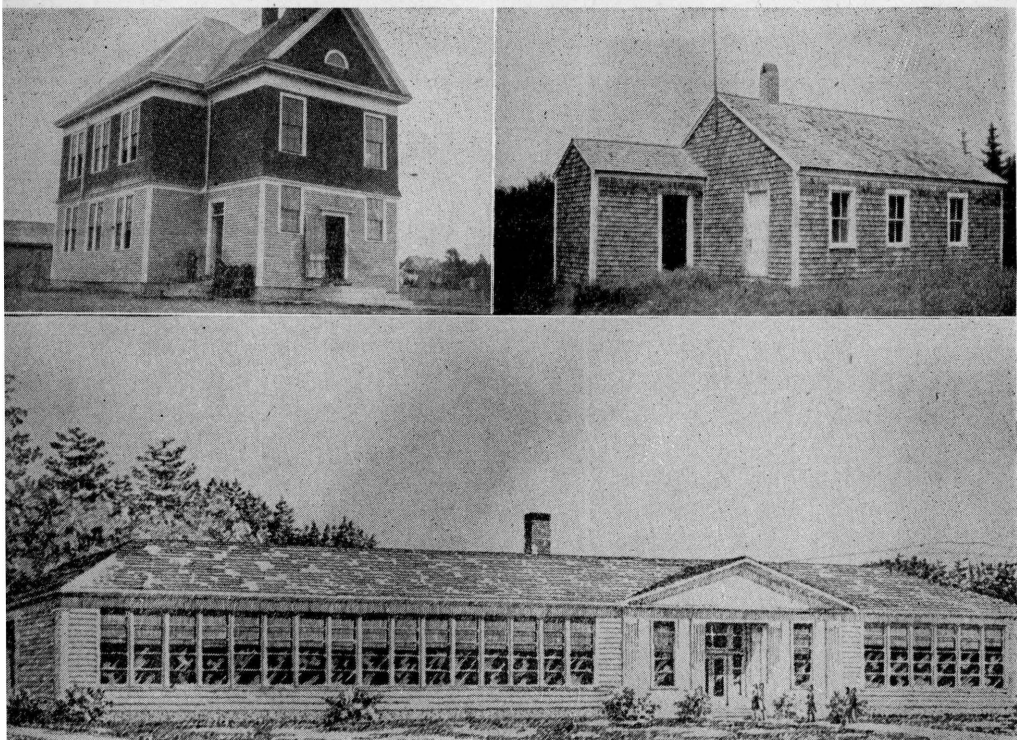
As demands upon the schools increase, there is a corresponding increase in demands for departmental services which cannot be met on a basis of present limitations in personnel. The program of Adult and Special Education which is subsidized by the state to the extent of \$12,500 should have the services of a state supervisor to inspect these programs and to assist communities in the development of this phase of public education. The importance of developing educational programs in the arts should be recognized by the appointment of a Supervisor of Music and a Supervisor of Arts and Handicrafts to promote and supervise these studies in our public schools. With the tremendous expansion in high school enrollments, there is also a need for additional supervisory personnel in the Division of Secondary Education where at the present time one staff member and a secretary are attempting to carry out all the responsibilities for inspection, approval, curriculum development, and advisory services for some 255 high schools and academies throughout the state.

The task of reorganizing the personnel of the department in accordance with a plan approved by the Governor and Council

in 1944 is nearly completed. Under this plan all departmental functions are grouped into five major divisions with the result that operations are greatly facilitated and services to the schools improved.

School Buildings

Generally speaking Maine is a state of small schools and nearly one-half our school buildings are one-room structures. These units, together with the many two-room buildings and small high schools, present a state pattern of school structures totally inadequate to present educational needs. Furthermore, there have been very few new schools built during the past fifteen years and repairs and renovations of existing buildings have been curtailed because of the war and the depression. As a result, a backlog of urgent school building needs has developed which



Upper: Some Outmoded Maine Schools. Lower: State-recommended Model Elementary School

probably totals better than \$25,000,000 based on current construction costs. The expenditure necessary to provide for new facilities is so great as to be beyond the ability of many of the towns to meet, which means that financial assistance from the state or Federal Government, or both, will be necessary if adequate facilities are to be provided.

Legislation recommending the creation of a school building fund of \$2,000,000 was presented to the last Legislature and was referred to the next session for consideration.

It is recommended that such a fund be established whereby the state will recognize a responsibility to the towns to assist in the cost of capital expenditures for school building purposes, and it is further recommended that these funds be allocated to towns in such a manner as to encourage the elimination of small, expensive school units in favor of graded elementary schools within the community and consolidated high schools serving several towns within an area. To accomplish secondary school consolidation, certain amendments to the present laws will be necessary to grant towns authority to jointly unite to operate their high school.

Teaching Personnel

An acute shortage of teaching personnel continues to be the most serious problem facing our schools. This shortage began some years before the war when enrollments in teacher-training institutions began to decline and the exodus of teachers to other states and to other occupations increased. Employment demands of the war further reduced teaching personnel to the point where this problem promises to present a crisis in public education. As the supply of teachers has decreased, the already low teaching standards prevailing in Maine have been further reduced until, in some instances, these standards have been completely abandoned and thousands of Maine children are being taught by persons having little or no training or education beyond the high school level. It was the general impression that these conditions would be alleviated once the war was over but, to the contrary, the scarcity of teachers continues to be as great, if not greater than ever before in the history of our schools.

The chief reason for this lack of personnel is to be found in

the low level of salaries prevailing in the teaching profession as compared with salaries paid in other states and in other occupations. That the State Legislature recognized this problem by means of increased appropriations to towns for teacher salaries has been mentioned previously in this report. Unfortunately, however, the continual rise in living costs during the past two years has tended to nullify most, if not all, of the benefits which these increased appropriations otherwise would have provided and teaching still remains a badly underpaid profession. The only apparent answer to this problem lies in further action taken jointly on the part of the towns and state to increase substantially teachers' salaries state-wide and to provide for a minimum salary of at least \$1,500. Meanwhile, efforts should be continued to eliminate non-essential teaching positions by means of conveying children to nearby schools.

Another matter which should receive attention in terms of making teaching more attractive involves a need for more equitable and adequate retirement provisions for school personnel. The last Legislature provided for the establishment of a special committee to study various state pension and retirement systems and make recommendations designed to combine these systems under some uniform plan which would eliminate present inequalities and inadequacies. The recommendations of this committee should be given careful and sympathetic consideration in terms of assuring the teachers satisfactory retirement status in return for a lifetime of service to the community and the state.

Housing for teachers has become an increasingly difficult problem, particularly in the smaller towns and rural areas where school officials have frequently found it impossible to secure rents for married teachers or room and board for single teachers. It is not to be expected that this difficulty will be overcome until the general shortage in housing is relieved. Meanwhile, this problem only adds to the many difficulties facing rural education and should have the consideration and attention of residents of the community.

Teacher Preparation and In-service Training

Activities in the fields of teacher preparation and in-service training programs for teaching personnel are described in detail

elsewhere in this report. Of the five institutions maintained by the state only four have been operating during the past two years, the facilities of the Aroostook State Normal School having been leased to the Federal Public Housing Authority to accommodate airport personnel when small enrollments made it apparent that these facilities would not be needed for teacher-training purposes during the war years. Suspension of operations of this school for a period of three years saved the state approximately \$112,335 in expenditures and produced a rental revenue of approximately \$23,375 from the Federal Government.

These facilities have recently been turned back to the state and under the provisions of the law will be re-opened this fall. Since no legislative appropriation is available for this purpose, it will be necessary to request of the Governor and Council an allocation from the contingent fund to supplement rental revenues available for operating expenditures during the coming year.

Acting upon authority granted by the Legislature, the State Normal School and Teachers' College Board established the Farmington and Gorham Normal Schools as state teachers colleges and provided for a four-year course in these schools leading to a B. S. degree in Education. This is in accordance with a national trend to upgrade the normal school program to the college level to meet demands of present-day education for better trained and better educated teachers.

This demand for better qualified teachers imposes a responsibility upon the teacher-training institutions of this state which will be difficult to meet with existing facilities, none of which are adequate to house the four-year program of education on the college level. If the four-year program is to be a success certain building needs of these institutions will have to be met including a boys' dormitory and an Industrial Arts building at Gorham and a combination library-classroom building at Farmington. Construction of these facilities should begin as soon as possible.

The training program at Gorham State Teachers College for industrial arts teachers which was abandoned in 1943 because of the war will re-open in September with definite modifications arising out of the demands for a broader program of shop training. However, developments of this program must await extension of present shop facilities at the school.

For many years the state has encouraged by special subsidy programs of Physical Education and Health in the public schools without, however, making any provision for the training of teachers and supervisors in this work. The result has been a lack of trained personnel which has handicapped the growth of Physical Education programs in our schools. As a result of recommendations made jointly by members of the State Department of Education and the faculty of the University of Maine, the University will offer this coming year a course of study specifically designed to train teachers in the field of Physical Education and Health.

There still remains a need for teacher-training programs in the fields of Music and in Arts and Crafts. It is to be hoped that means will be found to provide this training in the near future either at the State Teachers Colleges or the University of Maine.

Aware of the ever-increasing need for the in-service training of teachers, particularly at a time when so many former teachers are being called upon to return to the schools, the department has sponsored a series of programs which has enabled hundreds of teachers and school administrators to bring themselves up-to-date on professional methods of teaching, and to develop new teaching materials. The Workshops for Elementary Teachers and Superintendents will be in session this summer at the University of Maine for the third successive year. Summer schools are being continued at the Normal Schools, Teachers Colleges and the State University. Local and area programs of in-service training are being expanded with the assistance of educational specialists from Boston University and Harvard. A special workshop of a week's duration was held for superintendents last fall in Augusta. Paralleling these programs have been the activities of the department, working with selected teachers and members of the faculties of teacher-training institutions, in the preparation of courses of study and teaching materials to replace obsolete material now in use. It is anticipated that the next two years will see the fruits of this work printed and in the hands of teachers and administrators who have been requesting it for several years.

Vocational Education

A study of the development of Vocational Education in the United States will reveal that the greatest progress has been made in this phase of education in those periods immediately following a war in which this nation has been engaged. This is due probably to the opportunity which a wartime emergency gives the people to see the vital need for such training. That this post-World War II era will be no exception in this respect is already evident in the increased demands of the public for educational experience of the type that will prepare a boy or girl to make a living.

The War Training Program, which was begun in 1940 for the purpose of training civilians for skilled employment in war industries, ceased operations in 1945. Thousands of residents of Maine were trained in courses offered in various communities throughout the state. Besides the contribution which this program made to the war effort, it also offered definite proof of the need and practicability of vocational training programs operating in conjunction with our public school systems to serve the needs of youth and adults in peace as well as in war.

Interest in Vocational Education has been further accentuated during the past two years by the return of thousands of Maine's war veterans, many of whom have been seeking training which will prepare them for jobs. Under the provisions of the G. I. Bill of Rights these veterans are subsidized by the Federal Government for the costs of such training. No provision was made in the Legislature, however, for the establishment of training facilities and Maine has found itself lacking the educational pattern with which to meet this need.

Acting under authority granted by the Legislature of 1945, the Governor appointed a special committee to study proposals to establish state vocational schools for the training of veterans and other residents of Maine. The committee made recommendations that such a school be established at an estimated cost of \$700,000. Such a program required legislative action, of course, to obtain the necessary finances. However, feeling that preparatory steps of a more immediate nature should be taken, the Governor and Council allocated \$125,000 to be expended under the

direction of the State Board for Vocational Education for the purpose of establishing, as soon as possible, a vocational training program for a limited number of veterans to be housed in state-owned facilities located in the Vickery-Hill Building in Augusta. Meanwhile, the original proposal made by the committee for facilities to accommodate 800 students is to be presented at a special session of the Legislature convening next month.

Many difficulties are anticipated in attempting to prepare facilities for even a small vocational school to be opened this fall. Necessary tools, supplies, etc. are scarce and housing facilities for instructors and trainees will be a problem. However, plans are already under way to open such a school about October 20. Further expansion will depend upon future action by the Legislature.

A law was passed in 1945 permitting youth residing in towns whose secondary schools do not provide vocational courses of study to attend some other school for the purpose of pursuing such courses. Tuition costs for these students are paid by the town of their residence. The significance of this law lies in the opportunity which is offered young people residing in small towns and rural areas for a broader educational offering than is available in their local communities.

Vocational and pre-vocational courses operating in public schools have suffered during the last five years from an acute shortage of teaching personnel that has necessitated suspension of these courses in some schools and employment of inadequately trained instructors in others. These courses should be reestablished and improved as soon as the personnel is available and additional courses should be introduced wherever conditions permit to provide our children those opportunities a majority of them will need for adjustment to the world of work.

Conclusion

The scourges of war have left their unmistakable effects upon our educational system. Costs of education have steadily mounted, the exodus of teaching personnel has been extremely heavy, and school buildings have deteriorated rapidly under conditions which did not permit of proper upkeep and repair. This was to be expected and is but a small part of the price we paid

to maintain our way of life in this country. But with the war ended, the decline in school standards continues and we are fast approaching a crisis in public education. This danger can be met only if we build the instruments of peace with that same degree of determination, efficiency and realism that we forged the tools of war. Education is one of the basic essentials of a democracy and it remains for the people to provide that pattern of education which offers our children, and adults as well, that training and preparation necessary for successful living in an atomic age. For the schools of Maine this means we must pay better salaries to teaching personnel, provide better training for teachers, build better schools for our children, and provide a broad type of education suited to the needs of the individual pupil and to the needs of his society.

In concluding may I express sincere appreciation to your Excellency and the members of the Council for the cooperation and support given the schools and the school people of Maine. Also, I take this opportunity to congratulate the members of the department, together with local school officials and teachers, for the splendid services they have rendered during the past two years.

PART II

THE TEACHER

Edward E. Roderick
Deputy Commissioner in Charge of Teaching Services

TEACHER PREPARATION

It is becoming increasingly evident that we must have a plan of procedure and that such a plan cannot be hit-or-miss. It must be purposeful, clearly objective and will call for understanding, courage, trust and participation. In all this may be found a very definite challenge to education. The need of our society is a blend of all fundamental factors that go to make up life as it is to be lived in the years that are ahead. The complexities of human nature and human relations must all be considered as we live, work and play together in the home, the classroom, the office and the shop. This is a part of the educative process, and to be effective as we would like it to be, it must be based upon democratic procedures.

It has been found necessary to reorganize our general and professional education to avoid over-emphasis of one at the expense of the other. A well-balanced program is essential. The development of a professional block of material to be given special attention the latter part of the course has been favored. This has called for effective integration of theory and practice, preferably during the time of student practice. The trend now is to give the student teacher a complete understanding of child growth and development, and this training to be given special attention throughout the professional sequence.

Earn and Learn

The teacher shortage has made it possible to experiment in the field of practice teaching. The results have been highly satisfactory, and, with some modification, the plan used might well be adopted as a part of the regular student teaching procedure. To fill a much needed gap, these student teachers have

been given an opportunity to earn while learning. This has avoided an artificial situation which we find in many campus practice schools. Cadet teachers in groups of from five to seven have been given an opportunity to handle a school of their own for a full semester in order to get "the feel" of being on their own. These teachers were given a master critic teacher who spent a full day in five or seven, depending upon the size of the group, for critic work. Their teaching was criticized and closely supervised not only by the critic teacher but by the superintendent as well. The towns were required to pay for this service the prevailing wage, and the teachers given the money, deducting only the necessary cost of travel and wage of the critic teacher. The teacher was given full credit for student teaching when work was approved by the Director of Training.

In-service Training

Due to a large number of substandard-trained teachers, in-service training must be given more emphasis than has been the case in the past. This is essential to an upgrading of the profession, and to reduce the justifiable criticism that we have too many who are only partially trained in the classroom. In-service training takes many forms; for example, extension and correspondence courses, summer session work, institutes, seminars, county conventions, visiting supervisors, teachers' supervisory meetings, workshops and the like. Such attempts keep the teacher professionally active and promote professional growth. Nothing has been done in recent months productive of more good than has that of committee membership and the responsibility which goes with the development of a regular curriculum building program under competent leadership.

IMPROVEMENT OF TEACHER EDUCATION

Following are set forth our aims and objectives with respect to the needed changes to the program to bring it up to date and in keeping with the general trends of teacher education the country over. For a period of approximately fifteen years the teacher-training staffs of our several institutions have been working on a revision of this program in order to make it uni-

form. This work was carried on for several years under the direction of Dr. Ned Dearborn, Director of Teacher Education in New York University. The last two years of this curriculum-building program were under the leadership of Dr. E. S. Even-den, who was holding a similar position in Teachers College, Columbia University, and who served as chairman of the National Commission of Teacher Education organized by the American Council on Education. Each subject-matter field was criticized by an expert in that field serving in a recognized institution elsewhere, and had that individual's stamp of approval.

In keeping with the National Commission's program on teacher education, we have during this biennium embarked upon an entirely new approach. Our studies have revealed that there is a serious tendency on the part of instructors to believe that their subject is of the widest and most critical importance. This may be a healthy symptom, but cannot be considered altogether a sound point of view. There is a tendency to have individual instructors feel that the circumstances of our times require particular attention to their special subject. Our teacher preparation today calls for sober thinking along many lines, especially political, economic, social and moral. These have been accentuated by the wars through which we have passed in recent years. They are all a part of the warp and woof of life as it is found today, being domestic and international in scope, the world having shrunk to a very great degree by reason of modern communication, transportation and interrelations.

We are faced with reconverting our lives from a war-time to a peace-time basis. The tempo has been greatly changed from the feverish struggles of war to that of peace-time pursuits. Unless we prepare modern youth for the new life to be lived, we will have missed our opportunity.

We are building our program around six core areas:

1. Child Growth and Development
2. Living in a Scientific World
3. Arts of Communication
4. Living in Society
5. Healthy Living
6. Quantitative Aspects of Living

The following will serve to show the scope of our proposed development in the area entitled *Living in a Scientific World*, the general objectives to be

- A. To provide sufficient understanding of the place of science in society so as to enable those, who will not be actively engaged in scientific pursuits or science teaching, to collaborate with those who are and be able to criticize or appreciate the effect of science on society.
- B. To give a practical understanding of the scientific method sufficient to be applicable to the problems which the citizens, or more specifically, the students have to face in their individual and social life.
- C. To present scientific information, achieve scientific attitudes and appreciations and attain those skills which will be useful to the student both in his professional and personal life.

The other areas are to be developed in a similar manner giving to the student a general all-round appreciation and understanding of the entire field in which he must labor.



Summer Workshop for Elementary School Teachers

Varied Training Fields

Maine has five institutions devoting their entire time to the professional preparation of elementary teachers. The level of preparation is the same but the field varied. For example, there is straight elementary instruction, kindergarten, preprimary, primary, intermediate and upper elementary grades. We also have the fields of public school music, both vocal and instrumental, penmanship, art, home economics, industrial arts and the like.

Two of these institutions, Farmington and Gorham, have by recent act of the legislature been changed to teacher colleges offering four years of training leading to a degree. The major fields of concentration are: Elementary Education, Industrial Arts and Home Economics. The official names of these institutions have been changed from Western State Normal School and Northern State Normal School to Gorham State Teachers College and Farmington State Teachers College, respectively. The locations are as the names imply—Gorham and Farmington, Maine.

Three other institutions have now the three-year course, and students graduating from any of these may transfer to the teachers colleges and receive their degrees. A diploma is given at the end of the three-year course. The program is so arranged that the transfer from one institution to another may be made without loss of time or credit.

Farmington State Teachers College

During the biennium a serious fire developed in the Home Economics Cottage at Farmington. This resulted in a total loss of the sewing laboratory and its equipment, and serious damage to the cooking laboratory and the regular kitchen of the Cottage proper. The insurance was not sufficient to cover the restoration of the damaged sections of the building. In the financial section of this report may be found data pertaining to this matter.

The Annex, used as an office for the Director of Home Economics, has been razed, together with the Willows, formerly used as a dormitory. The land on which the Willows was located has been sold to the highest bidder. The buildings thereon were not

valuable and had reached the stage of extensive and expensive repairs. Consequently, the trustees disposed of them as advantageously as possible.

Farmington offers an outstanding course in the field of home economics. There are so many more than can be accommodated who apply that this division has been very highly selective in the matter of its admissions. As a result, a far better than average group has been trained for this special service. These students have excelled in their special field and have been eagerly sought after to fill vacancies to the extent that it has been impossible to meet the demand. Accordingly, steps are being taken to expand the facilities and enlarge the group who desire this special training. The highest compliment paid to this division is that neighboring states eagerly seek Maine-trained women in the field of home economics.

Principal L. C. Day has resigned as head of this school, and the vice principal, Errol Dearborn, has been appointed in his place. Dr. Dearborn is now president and has already demonstrated his natural ability as an educator, and it is expected that the school will prosper under his leadership.

Needs for Expansion

The time has arrived for us to consider an expansion of the facilities at Farmington State Teachers College. An administration building for the Home Economics Division, in addition to the Cottage, has become a necessity. The Annex (Old Methodist parsonage before it was razed) was used as a library for this division, classrooms and an office for the dean. This was an old building framed with hewn timber and had reached the stage of substantial repairs. Regardless of the extent of repairs, it could not have been made suitable to meet the requirements. Consequently, the trustees did the only logical thing; namely, disposed of the building. The location was such that the land will form a substantial part of the campus and allow for necessary expansion.

Land should be acquired adjacent to that now owned by the state for definite planning of a campus expansion. In the proposed new building for this division, our planning should provide for an office for the dean, substantial classrooms, both for regular

and special class work, a small assembly room for groups larger than the regular classroom will accommodate, science laboratories, demonstration rooms, storage space and a working library and models.

Library Established

Farmington was named beneficiary in the will of Miss Edith Clifford, a former graduate. This benefactor provided that the income from \$50,000 be used for the regular expansion of library facilities in this institution. Before it was known that this money was going to be made available for this purpose, the trustees planned to expand the library facilities, and to that end three rooms, formerly used to house training-school pupils before the new Mallett Training School was made available for this purpose, have been remodeled, archways cut, stacks installed and a substantial list of books suitable for the training of teachers has been added. We now have nearly enough volumes catalogued, classified and placed for daily student use on the shelves to meet the requirements of the American Association of Normal Schools and Teachers Colleges.

A full-time librarian has been added to the faculty. This person is now available for arranging reference materials for student and faculty use. This has become a real workshop of the school. Students spend so much time in this attractive and useful place that it is difficult to imagine how such an institution could have gotten along all these years without this important adjunct to a teacher college. The income from the bequest will provide a steady flow of up-to-date materials, and within a period of five years it is anticipated that present quarters will be outgrown.

Anticipating the need of the future in this direction, plans are now underway for a library building that will allow for steady expansion in this direction. Our planning should provide for additions to such a building as occasion arises. With this thought in mind, the Small home adjacent to the teachers college campus on Main Street has been purchased. When the time comes, this land will be available for the erection of a college library and other purposes. The rooms now being used for library purposes can then be made available for regular classrooms. At present,

it is contemplated to use this home for housing additional students and/or teachers.

In addition to the above-mentioned bequest, Miss Clifford thoughtfully provided that the residue of her estate be used for the expansion of the regular science and social science curricula. This includes not only the income but the principal, and will prove to be of material assistance in these important branches of teacher-college work. It is difficult to conceive of a gift being more valuable and far reaching in its effect.

Probably the most urgent item of general repairs on the Farmington plant is the roof of the so-called Annex of the Administration Building. Reroofing, making that remodeled section flat, has been recommended. To do this will not be in keeping with the type of architecture of the main section of the building. The time has come, however, when something must be done to save the general construction. The expense will, of necessity, be great.

Gorham State Teachers College

The industrial-training work has recently suffered greatly. The war has accentuated this because of the salaries paid by industry and the call for men to enter the armed services. It was necessary to close this division of teacher preparation, temporarily. Plans are definitely under way to build a much needed vocational shop which will specialize in certain branches of the general shop program. I refer to metals, woods, electricity and the automotive aspects of the program. Much necessary machinery has been purchased from and donated by the Federal Government so that when a shop is provided it will be thoroughly equipped; and, therefore, a very high type of instruction will be possible for those who desire this type of preparation.

We have no men's dormitories at Gorham to house those who will want this special training. Therefore, a paramount need at this moment is a men's dormitory; and, until that is made available, the opportunity for expanding this field will be somewhat limited.

Madawaska Training School

This physical plant has had very little done to it for the past several years. Consequently, with the exception of some painting

to the exterior and minor repairs to the roofs, no substantial amount of money has been expended here. The model campus school will need interior painting and modern seating. The pupil desks now in use are far from satisfactory being for the most part of the old Moulthrop movable type.

The girls' dormitory is in need of reception-hall furniture, and several of the girls' rooms need renovation. The boys' dormitory has had nothing done to it for a period of more than twenty years. The furniture is beyond use, and the windows need replacement. The walls and ceilings will have to be covered with insulation board. A substantial repair program has been authorized.

We have at this school a central-heating plant. The chimney does not seem to be adequate and will need to be rebuilt. In previous reports drastic change to the electrical service has been recommended with a view to cutting down the large number of meters used to service the facilities. The cost to the state is excessive at present and can be reduced substantially by a modest outlay. An investigation is now being made which, it is hoped, will result in a substantial saving.

To Eliminate High School Section

The program offering can be improved greatly. High school preparation and three years of teacher training combined are given as follows: three years of freshman, sophomore and junior secondary school work, the senior year being a combination of secondary and teacher-training work; and two years of regular teacher preparation beyond the secondary field. This makes those students graduating from that institution a full year short of what is required of those who graduate from our other teacher-training institutions of the three-year type. The per-pupil cost is excessive since we give to each graduate six years of work before he is fully prepared to teach. There is no justifiable reason for offering any longer the high school program at state expense, and the trustees have already taken steps to eliminate the high school features of this requirement. It is proposed to do this gradually by not admitting high school freshmen the first year, eliminating the admission of sophomores the second year and juniors the third year. The fourth year only high school graduates will be admitted to this school as in other teacher-training

institutions. There is no good reason why the towns should be relieved of the entire responsibility of educating their secondary school students. Many secondary pupils attending this institution have no thought of teaching whatsoever, and the state is paying for their secondary education out of teacher-training funds.

The aim is to place this institution on a par with all other schools doing a similar type of work for which they were originally established; that is, work on college level.

Aroostook State Normal School

This institution has been leased to the Federal Housing Authority during the war years to provide dormitory facilities for civilians engaged at the Presque Isle Airport. Notice has been served by this Authority to the effect that these facilities will no longer be required for the purpose for which they were leased, and this lease was surrendered as of February, 1946.

The Board of Trustees has made plans to resume teacher training in this school with the understanding that the program the first year will be limited to freshmen only and increased to the second or sophomore year for the school year 1947-48, and so on until at least three years of the teacher-training work have been fully re-established. It is anticipated that the enrollment will be small for 1946-47, but gradually increased to normal capacity as time goes on.

This school serves central and southern Aroostook sections most acceptably, and students must come largely from high schools located in that area. In recent years, when more teaching positions could be found than trained persons to fill these vacancies, it has been practically impossible to get women from the southern and central parts of the state to go into Aroostook County to teach even though the salaries have been made unusually attractive. The only logical answer to this problem is to train local girls to fill vacancies which occur there. Unrelenting effort must be made to recruit an adequate number of teachers each year to meet the normal demand.

Mr. C. O. T. Wieden was principal of this institution when it was closed, and at that time was transferred to Washington State Normal School where a vacancy existed in the principalship

due to the death of the late Dr. Philip Kimball who had been serving as principal there. Mr. Wieden has been recommended by the Board of Trustees for the resumption of his former position at Presque Isle. The work which he did in these two fields has been of a very high order. He has been untiring in his efforts, impartial in his contacts, and has given a very high type of leadership which merits recognition.

Washington State Normal School

This institution is on the whole in very good physical condition. There are two major repair operations necessary. The first is in Kimball Hall which is the women's dormitory. The main center bearings need attention. Substantial pillars need to be installed to insure adequate support. Secondly, the gymnasium floor has been a source of constant annoyance since this building was erected in 1936. Several experiments have been recommended by builders and architects, and tried without success. The moisture so affects the floor that for a major portion of the school year it is in such condition due to heaving that it cannot be used advantageously. The only remedy appears to be a removal of the floor which has been installed, excavating a sufficient depth to put in at least a foot of cinder fill, a concrete slab and asphalt applied to prevent the moisture from coming through by capillary attraction, the installation of a two-inch planking and the re-establishment of the floor. In this way, we may be able to correct what is now a most unsatisfactory condition.

TEACHER CERTIFICATION

Maine has a comprehensive state teacher-certification program which dates back to 1913 when the legislature directed that all teachers teaching in the public schools of Maine shall be properly certified. Prior to this time a system of local certification had been in effect. The plan then in practice was for candidates desiring to teach to be examined by the local superintendent. He conducted an examination which was either oral or written, and sometimes both, this matter being left to his discretion. It was his responsibility to determine the applicant's fitness to teach. When the law was passed calling for state certification, many

certificates were issued based on *teaching experience* only, and it was on this basis also that many "life" certificates were granted. We believe this procedure to have been faulty, for professional growth stopped in the case of many who were thus favored. Experience has shown that no certification should be made permanent for that very definite reason.

In 1915 a set of regulations was published, and for a period of nine years, or until 1924, all persons applying for certification were expected to meet these established requirements. In 1932 life certification was discontinued for all who applied after August 1 of that year. Inasmuch as certification regulations could not very well be made retroactive, only those who were certified prior to that date could be considered for permanent certification. In 1935 another set of regulations became valid, and with a few minor exceptions the same regulations hold today. The notable exception is the requirement of three years of elementary teacher preparation for professional certification since three years instead of two are now required for normal school graduation. To those who had post-graduate training of sufficient amount, a standard certificate was given which made it possible to issue a ten-year certificate, the longest period for which a professional certificate can be made valid. The requirements for secondary certification were raised from one hundred and fifteen semester hours to graduation from a recognized four-year college and the completion of not less than eighteen semester hours of professional education for a professional secondary certificate. In certain instances where the individual had completed twenty-four semester hours of professional education, a standard professional secondary teacher's certificate, valid for a period of ten years, was issued. Special certificates are handled in similar manner.

Permits and Sanctions

The war has resulted in a serious shortage of teachers due to the great demand made by industry and the draft calling men from civilian life into the armed forces. Substandard credentials, to legalize payment for services out of public funds, became a necessity. It was either that or closing the doors of our public schools to approximately twenty-five per cent of our children. These credentials are not to be considered as teacher certification

in any sense, and it is expected that these regulations will be removed as soon as the supply makes that possible.

The teacher permit and sanction are issued only when a superintendent, or some employing official, certifies to the State Commissioner of Education that unless a permit or sanction can be issued it will be necessary to close the school. These are to be used for substitute purposes only. The distinction between the two is as follows: a permit calls for some professional preparation but not enough to meet published regulations for a nonprofessional teacher's certificate. One year of elementary preparation for an elementary permit is minimum. A college degree is minimum for a secondary permit. The sanction is the lowest form of credential issued, and this calls for no professional preparation whatsoever, merely graduation from a standard secondary school and the minimum age for teaching; namely, seventeen years for elementary service; and in the case of a sanction for teaching on secondary level, a minimum of two years of post high school education. Permits and sanctions have to be issued each year. We have in the schools of the state 6,257 teachers of all types, and of that number 262 were teaching on sanctions and 328 were teaching on permits during the school year 1945-46. This means that because of a very serious handicap we have had to resort to 9.4% substandard certification which is costly, from an educational standpoint, to our boys and girls who have been required to attend school during this period. It is hoped that we may be able to raise these standards to prewar levels in the very near future.

Miss Flora Brann has been the efficient secretary who has been charged with the details of this subdivision of our program. She has been giving painstaking care to the numerous details involved. She has been impartial in her decisions, patient in her dealings with the public and officials, and at all times a model of courtesy.

TEACHER PLACEMENT

This division of the program has grown rapidly until it has become a substantial part of our service to the public. Placement is of inestimable value not only to the teacher who desires placement but to the individual in search of the best talent that

is available, and that can be located for the special job to be done. It has not been difficult for one to find a teaching position during this period of teacher shortage without this assistance. However, recommending candidates is only a small part of the task. To locate the teachers, and to know enough about the individual's ability to enable the person in charge of placements to recommend the right available person for the special job to be done is an art and requires more than a mere recommendation. Many times a person may be professionally prepared; that is, may know enough to teach well but by temperament may be a rank failure in one spot while an outstanding success in another post. To know the candidate personally and professionally well enough to place such a candidate where he will be most helpful and successful is the work of a specialist. Mrs. Margaret Arber, who has handled this work for a great many years with outstanding success, is the specialist in this case. She knows the schools and the teaching positions to be filled as no other individual does, and this knowledge renders her services outstandingly valuable.

At present a registration fee of three dollars for a three-year service is called for by law. The general public benefits from this service through the location and recommendation of this placement service to such an extent that I am recommending an amendment to this law which will eliminate the registration fee entirely. There have been 836 placements by this division during the school year 1945-46, or 13% of the entire teaching personnel. The cost to the state is negligible, when compared with the value of the service rendered.

TEACHERS' PENSIONS

Maine has two very definite teachers' pension systems. One is referred to as the regular teachers' pension plan for teachers who entered teaching service prior to July 1, 1924. This law provides that a pension shall be given to those who have 25, 30 or 35 years of teaching service in public schools, or in private institutions receiving $\frac{3}{5}$ of their support from public funds and under public management and control. Twenty years of this service must have been in Maine and the last 15 years preceding

retirement also to have been in this state. The above years of service provide a \$400, \$500 and \$600 pension, respectively, at the retirement age of 60 years. This law was amended at the last regular session of the legislature requiring teachers, who have not yet qualified by reason of age and years of service, to pay into the State Treasury 5% of their salaries not to exceed \$60 per year until retirement age has been reached. The money thus contributed will be used to help in providing pensions for those who have retired. The amount of money thus contributed totals \$122,144 for the past school year. It is also provided in this amendment that all money thus contributed will be refunded without interest upon application if the teacher does not teach long enough to qualify for a regular teacher's pension.

The number of retired teachers actually receiving pensions under this retirement plan at the beginning of the year 1945-46 was 692. The number of new pensions granted during that year were 58. There were 34 deaths which occurred during that time, and one was transferred to the State Employees' Retirement System making a net increase of 23, or a grand total of 715 pensioners on the roll. Our law provides that if a teacher has retired and resumes teaching a suspension of her pension is to be requested and granted. We have five such individuals, making a net pension pay roll of 710 as of July 1, 1946, the close of the biennium.

Teachers' Retirement System

In time all persons serving as teachers in Maine will, no doubt, be compulsory members of the Teachers' Retirement System if the proposed amendment to the state pension laws is accepted by the legislature. A Legislative Recess Committee on Pensions, appointed to study all pensions and report to the next regular session, will, no doubt, recommend that teachers be required to join the Retirement System as a condition of employment. As the law now stands, one is not compelled to join until the twenty-fifth birthday has been reached.

Teachers are becoming more security conscious, and are requesting security comparable to that given regular state employees. This plan provides an annuity based on one-half average final compensation for the last five years of one's service in

lieu of an annuity based on the foundation accumulated through a 5% annual contribution of one's salary not to exceed \$100, and this to cover a period of thirty years; the total matched by the state and the combined amount used for the provision of an annuity based upon annuitant tables, whereas the state employees contribute a certain per cent on the entire salary received without limit. This naturally provides a larger annuity.

Mr. Chester Booth is serving as financial secretary for the Teachers' Retirement Board, and Mrs. Faye Hovey is now devoting full time to matters pertaining to regular teachers' pensions and retirement combined. This involves the financial accounting of approximately a million dollars of members' and state funds. The teacher-pension and teacher-retirement programs have been expanded to the point that full-time secretaries and several part-time persons are now required to handle the volume of business.

MAINE TEACHERS' RETIREMENT ASSOCIATION

Summary of Enrollment of Teachers

	Compulsory	Voluntary		Total
		Temporary	Permanent	
1944-1945	3,780	53	96	3,929
1945-1946	3,895	46	90	4,031
WITHDRAWALS:				
1944-1945	287	5	9	301
1945-1946	384	4	10	398

Reasons for Withdrawal

	1944-1945	1945-1946
Transferred to State Employees' Retirement System ..		6
Entered U. S. Armed Service	8	1
Further education	4	4
Teaching in private schools or State Normal Schools ..	9	2
Teaching out of state	51	63
Emergency teacher	15	2
Returning to former pension plan	3	4
Left profession for:		
Change of occupation	48	77
Marriage	43	48
Home duties	7	63
Illness	13	9
Death	6	5
Reason unknown	94	114
	301	398

A more detailed report of the several subsections of this division, including teacher-training institutions, teacher prepara-

tion, certification, placement and pensions may be found in the statistical summaries.

MAINE TEACHERS' RETIREMENT ASSOCIATION

Balance Sheet

June 30, 1945

ASSETS

Cash—Demand Deposits		\$ 96,272.99
Investments:		
Deposits in Savings Banks	\$ 88,338.54	
Bonds, at par	\$2,235,000.00	
Unamortized Premiums ..	24,430.17	
	<u>2,259,430.17</u>	
Less: Discount on Bonds ..	7,371.25	
Total Bonds, carrying value	2,252,058.92	
Stocks, at cost	<u>70,947.38</u>	
Total Investments		2,411,344.84
Accounts Receivable		<u>6,269.99</u>
TOTAL ASSETS		<u>\$2,513,887.82</u>

LIABILITIES AND RESERVES

Liabilities:		
General Reserve Fund:		
Members' Contributions	\$1,233,091.78	
State Contributions	<u>1,153,761.84</u>	
Total Liability to Members	\$2,386,853.62	
Accounts Payable	18.75	
Total Liabilities		<u>\$2,386,872.37</u>
Reserves:		
Special Reserve Fund		<u>127,015.45</u>
TOTAL LIABILITIES AND RESERVES		<u>\$2,513,887.82</u>

COMMISSIONER OF EDUCATION

29

July 1, 1944—June 30, 1945

Cash Statement

Cash Balance, July 1, 1944, (Checking and Savings)		\$ 119,063.11
Receipts:		
Sale of Securities:		
Bonds, at par	\$1,247,800.00	
Profit or (Loss) net	25,063.30	
	<hr/>	
	1,272,863.30	
Less Unamortized Bond Premiums and Discounts (net)	2,390.95	
	<hr/>	
On Accounts Receivable		\$1,270,472.35
Member Contributions:		9,136.22
Current Year	95,885.31	
Previous Year	156,934.70	
Reinstated Members	920.93	
	<hr/>	
		253,740.94
State Contribution		143,373.00
Interest:		
Bonds	47,170.61	
Bank Deposits	1,965.11	
Reinstated Members	14.49	
Delinquent Towns	25.94	
Accrued on Sales	12,408.73	
	<hr/>	
		61,584.88
Dividends on Stocks		3,162.00
Miscellaneous:		
Cancelled checks	208.94	
Overpayment to be refunded	18.75	
	<hr/>	
		227.69
	<hr/>	
Total Receipts		\$1,741,697.08
Total Available		<hr/>
		1,860,760.19
Expenditures:		
Purchase of Securities:		
Bonds, at par	1,595,000.00	
Bond Premium or Discount (net)	2,085.94	
	<hr/>	
		1,597,085.94
Interest Accrued on Purchases		2,413.68
Withdrawals:		
Compulsory	67,031.25	
Voluntary—Temporary ...	446.23	
Permanent ...	2,934.25	
	<hr/>	
		70,411.73

REPORT OF THE

State Contributions, transferred to S. E. R. A.	2,232.16	
Refunds	1,006.08	
Expenses:		
Commissions	3.40	
Shipping Charges	51.83	
Clerical Expense	1,259.50	
Actuarial Expense	1,461.99	
Administrative Expense ...	222.35	
		<u>2,999.07</u>
Total Expenditures ...		<u>1,676,148.66</u>
Cash Balance—June 30, 1945, (Checking and Savings)		<u>\$ 184,611.53</u>

Profit and Loss Statement for Year Ending June 30, 1945

Income from Investments:		
Interest on Bonds	\$57,965.66	
Less: Amortization of Premium ...	1,352.58	
Net Interest on Bonds		\$56,613.08
Dividends on Stocks		3,162.00
Net Income from Securities ..		<u>59,775.08</u>
Interest on Bank Deposits		1,772.15
Net Income from Investments		<u>\$61,547.23</u>
Other Operating Income:		
Interest on Accounts Receivable ..	177.39	
Interest on Delinquent Towns	25.94	
Interest on Reinstated Members ..	14.49	
		<u>217.82</u>
Net Operating Income ...		61,765.05
Non-operating Income:		
Profit on Sale of Securities		<u>25,106.67</u>
Net Income		<u>86,871.72</u>
Expenses:		
Interest Allowed Members:		
On Accounts at June 30	32,213.58	
On Withdrawals—to date of withdrawal	593.82	
Interest Allowed		<u>32,807.40</u>
Collection and mailing charges on Securities	55.23	
Actuarial Expense	1,461.99	
Clerical Expense	1,259.50	
Miscellaneous adm. expense and supplies	222.35	
Total Expenses		<u>35,806.47</u>
Net Profit Carried to Special Reserve Fund		<u>\$51,065.25</u>

Analysis of Change in Special Reserve Fund
During Year Ending June 30, 1945

Special Reserve Fund, July 1, 1944	\$ 73,813.59
Additions—Adjustment of prior years	20.97
	<hr/>
	73,834.56
Deductions—Adjustment of prior years	7.24
	<hr/>
	73,827.32
1% Interest Adjustment on Withdrawals	2,122.88
Net profit for year	51,065.25
	<hr/>
Special Reserve Fund, June 30, 1945	\$127,015.45

Balance Sheet

June 30, 1946

ASSETS

Cash—Demand Deposits		\$ 106,250.07
Investments:		
Deposits in Savings Banks ..		\$ 90,082.83
Bonds, at par	\$2,573,000.00	
Unamortized Premiums	19,932.20	
	<hr/>	
	2,592,932.20	
Less: Discounts on Bonds ...	4,526.25	
	<hr/>	
Total Bonds—Carrying Value		2,588,405.95
Stocks, at Cost		62,834.88
		<hr/>
Total Investments		2,741,323.66
Accounts Receivable		7,823.21
		<hr/>
TOTAL ASSETS		\$2,855,396.94

LIABILITIES AND RESERVES

Liabilities:

General Reserve Fund:

Members' Contributions ..	\$1,337,252.87
State Contributions	1,472,133.52

Total Liability to Mem- bers	\$2,809,386.39
Accounts Payable	152.01
	<hr/>

 Total Liabilities

\$2,809,538.40

Reserves:

Special Reserve Fund	45,858.54
----------------------------	-----------

TOTAL LIABILITIES AND
RESERVES

\$2,855,396.94

REPORT OF THE

Cash Statement, July 1, 1945-June 30, 1946

Cash Balance, July 1, 1945, (Demand and Time Deposits)		\$184,611.53
Receipts:		
Sale of Securities:		
Bonds—at par	\$327,000.00	
Profit or (Loss) net	4,035.48	
	<u>331,035.48</u>	
Add: Unamortized Premiums and Discounts on Bonds Sold (net)	1,847.55	
	<u>332,883.03</u>	
Stocks—at cost	8,112.50	
Profit or (Loss) net	1,073.22	
	<u>9,185.72</u>	
On Accounts Receivable	4,705.86	
Member Contributions:		
Current Year (1945-46)	87,680.93	
Previous Year (1944-45)	80,834.28	
Reinstated Members	2,244.54	
	<u>170,759.75</u>	
State Contribution	194,602.00	
Interest:		
Bonds	66,854.23	
Bank Deposits	1,763.81	
Reinstated Members	27.06	
Delinquent Towns	35.04	
Accounts Receivable	72.43	
Accrued on Sales	1,412.83	
	<u>70,165.40</u>	
Dividends on Stocks	3,547.25	
Miscellaneous:		
Overpayments to be Refunded ..	906.09	
Total Receipts	<u>786,755.10</u>	
Total Available		971,366.63
Expenditures:		
Purchase of Securities:		
Bonds—at par	665,000.00	
Premiums	362.67	
	<u>665,362.67</u>	
Interest Accrued on Purchases ...		1,056.06
Withdrawals:		
Compulsory	100,543.27	
Voluntary—Temporary	721.89	
Permanent	2,950.05	
	<u>104,215.21</u>	

State Contributions (Transferred to Employees' Retirement Ass'n)	882.61	
Refunds	1,288.15	
Expenses:		
Clerical Expense	2,132.28	
Travel Expense (Attendance at Annual Meeting)	13.40	
Collection Expense, Sale of Bonds	7.05	
Printing	64.05	
Office Supplies	12.25	
		<u>2,229.03</u>
Total Expenditures		<u>775,033.73</u>
Cash Balance, June 30, 1946, (Demand and Time Deposits)		<u>\$196,332.90</u>

Profit and Loss Statement for Year Ending June 30, 1946

Income from Investments:		
Interest on Bonds	\$68,011.00	
Less: Amortization of Premiums	<u>1,047.54</u>	
Net Interest on Bonds	\$66,963.46	
Dividends on Stocks	<u>3,547.25</u>	
Net Income from Securities	70,510.71	
Interest on Savings Accounts	<u>1,744.29</u>	
Net Income from Investments	\$72,255.00	
Other Operating Income:		
Interest on Accounts Receivable	261.62	
Interest on Delinquent Towns	<u>35.04</u>	
		<u>296.66</u>
Net Operating Income		72,551.66
Non-Operating Income:		
Profit on Sale of Securities:		
Bonds	4,035.48	
Stocks	<u>1,073.22</u>	
		5,108.70

REPORT OF THE

Interest Received from Towns on Teachers' Contributions	19.52	
Total Non-Operat- ing Income		5,128.22
Net Income		\$77,679.88
Expenses:		
Interest Allowed for Year On Members' Accounts	34,541.56	
On Withdrawals — to Date of Withdrawal	881.70	
Interest Allowed Members	35,423.26	
On State Contributions for Year	37,235.36	
Total Interest Al- lowed		72,658.62
Administrative Expenses:		
Clerical Expenses	2,132.28	
Travel Expenses	13.40	
Printing Expenses ...	217.84	
Collection Expenses — Sale of Securities ..	7.05	
Supplies and Misc. Ex- penses	12.41	
Total Expenses ...		75,041.60
Net Profit Carried to Special Re- serve Fund		\$ 2,638.28

Analysis of Changes in Special Reserve Fund
During Year Ending June 30, 1946

Special Reserve Fund, July 1, 1945		\$127,015.45
Adjustments, Prior Years' Transactions		
Reduction of Interest on Members' Accounts ..	\$ 22.33	
Adjustment of Amortization of Premiums	79.45	101.78
		127,117.23
Reduction of Interest Previously Charged on Accounts Receivable	59.11	
Interest for Prior Years on State's Contributions	87,416.93	87,476.04
		39,641.19
1% Interest Adjustments on Withdrawals		3,579.07
Net Profit for Year		2,638.28
Special Reserve Fund, June 30, 1946		\$ 45,858.54

PART III
TEACHER EDUCATION INSTITUTIONS

FARMINGTON STATE TEACHERS COLLEGE

Errol L. Dearborn, *President*

The most significant change that has taken place in this institution in the last biennial period is its transition from a normal school to a teachers college, with a resulting change in its name as well as in the nature of its work. The first class to enter upon a four-year program for the education of prospective elementary school teachers matriculated in September, 1944. It was not until July, 1945, however, that the trustees voted officially to establish it as a teachers college.

At the commencement exercises held in June, 1946, thirty-four graduates were granted the baccalaureate degree. Seventeen received this degree in the field of home economics and the same number in elementary education. It is expected that the twenty-seven candidates who received the three-year diploma at that time will be the last regular class to be graduated from a three-year program, although the college must keep faith with any individuals who have been allowed to start on a course that proposed to offer a diploma upon the completion of three years of study. Many two-year graduates, now in the field, have planned through summer study to earn such a diploma. It is expected that such people will not be denied this privilege for some years at least.

Changes in Administration

Lorey C. Day, M. A., who served as principal of the school from 1940 to 1945, retired on August 1, 1945 to return to the work of superintendence. Errol L. Dearborn, Ed. D., a Farmington graduate in the Class of 1918, a member of its faculty since 1922, and assistant principal from 1928 to 1945, assumed the position of acting president of the college upon Mr. Day's retirement, and of president in January, 1946.

After a long and very successful term of service in the Farmington schools, Arthur D. Ingalls retired as principal of the Cam-

pus School at the end of the 1945-1946 year. Mr. Ingalls has been principal of the W. G. Mallett School since it was opened in 1932. He retires with the respect and high esteem of the faculty and students of the college, of the citizens of Farmington, and of all who have been privileged to work with him through his years of teaching.

State-Wide Representation

The year 1944-1945 marked the low point in attendance since the period directly following the first world war. At the close of that year the enrollment was only slightly over 160 students. The following year brought a thirty percent increase in the size of the student body, due somewhat to the return to the campus of a considerable number of male students.

A survey of the enrollment for 1945-1946 shows that Farmington State Teachers College is truly a state institution. In attendance were students from every county in Maine, with none of the sixteen counties having less than three of its residents enrolled.

Curriculum Construction

In 1944-1945, realizing that Farmington was starting a four-year program in the education of elementary teachers, a group of interested faculty members, with the principal, Mr. Day, began studying the problem of developing an integrated curriculum in teacher education. It was purposed that this curriculum should lead toward as adequate preparation for elementary and junior high school teaching as can be obtained in four years of college study.

Since the faculties of all the Maine teachers colleges and normal schools have been constantly engaged in curriculum revision, it was expected and hoped that the work of the institutional group would simply be suggestive to the larger number concerned, or, if the larger group failed to complete its work in time to meet the needs of the local institution, to have a program of studies that might be followed until a curriculum for state-wide use had been adopted. Thus it was that the Farmington faculty was ready to participate in the more definite program of curricu-

lum construction inaugurated by the State Department of Education in the fall of 1945.

At the opening of the college year, 1945-1946, a faculty committee on curriculum construction was created. This committee worked hard throughout the year, both in cooperation with the various state-wide committees and toward the completion of a tentative outline of studies for this college. At what seemed an appropriate time, this program was presented to the several student class groups. From the students came very interesting and worth-while suggestions which affected to a considerable degree the final outline of proposed courses.

The Farmington faculty is anxious to share the result of its efforts with the faculties of the other teacher-education institutions of Maine, as together they continue work in curriculum construction. They are not satisfied with either their approach or their results, realizing that an outline of studies is not a curriculum and that it is probably time to discard many, if not all, of the ideas of the traditional subject-matter curriculum in planning a satisfactory program of teacher education.

Perhaps in more than any other way, the work in curriculum construction has been influenced by the idea that it is more important to have a well-educated teacher than it is to have just a well-trained teacher. To accomplish this purpose, many additional academic courses have been added, attempting to preserve at the same time an essential amount of professional work.

50-Year Plan

Recognizing that growth of a college should not proceed in a hit-or-miss fashion, Farmington Teachers College has an active Campus Planning Committee that is making a thorough survey of present and probable future needs of the college and preparing suggestions of how best to meet those needs. The personnel of this committee consists of representative faculty members and selected local alumni. It is on the basis of the considerations of this committee that several of the recommendations of this report are being made. It is the purpose of this committee to plan campus developments for at least fifty years in advance, in so far as needs can be reasonably predicted.

Library

Interest from the bequest of Edith E. Clifford of the Class of 1890 became available to the college in 1945-1946. Notwithstanding the prevailing low interest rates, the income from the fifty thousand dollars given by Miss Clifford enables the library to increase in size very rapidly. It has now passed the 12,000 volume mark and should, within a few years, meet the standard of 15,000 volumes set by the American Association of Teachers Colleges. Within three years the library will outgrow its present quarters and a new library building will become a pressing need of the college.

More extensive use of libraries is being recognized as necessary at all levels in education. In order to meet more satisfactorily the needs of its students, the college library is kept open for use four evenings each week.

Educational Advancement of Faculty

During the period covered by this report, three members of the faculty have earned master's degrees and two of the campus school teachers have acquired B. S. degrees. One faculty member has made an excellent start toward his doctorate, and two others have practically completed work for the master's. It is expected that within a comparatively short time the college will meet, in respect to the education of its faculty, the standard set by the American Association of Teachers Colleges.

Home Economics

The Home Economics Department has been able to maintain its usual quota of students during the period of reduced enrollment. However, the demand for graduates from this department has been so great that the college has not been able to supply nearly as many home economics teachers as are needed in the junior and senior high schools of Maine.

Early in the spring of 1945, a fire of undetermined origin did extensive damage to the Home Economics laboratories and to a considerable section of the Practice House. Through the cooperation of the State Department and the State Supervisor of Buildings, no time was lost in starting to repair the damage. All

the facilities were ready for use at the opening of the 1945-1946 year.

1945 Summer Session

Over 200 students attended the summer session held in 1945. The work of the session was featured by the emphasis upon the study of child development. A considerable number of students worked full time in a Child Development Workshop conducted by Miss Zeta Brown, State Director of Elementary Education. A demonstration school was conducted in conjunction with this course.

In order to be of added assistance in relieving the teacher shortage in Maine, a Workshop for High School Graduates was offered at this session. This was attended by forty selected high school graduates, most of whom accepted teaching positions for 1945-1946. Through observation of and participation in the work of a demonstration school set up as an average rural school, these young women gained firsthand experience in conducting the program of such a school.

Veterans' Education

At the beginning of the second semester of the year 1944-1945 the first veteran to enroll under the provisions of the so-called G. I. Bill of Rights entered upon the regular program of the institution. During the year 1945-1946, twenty-eight veterans attended the college. All of these, twenty-six men and two women, did very satisfactory work and impressed everyone by their seriousness of purpose. Several additional elective courses were added in order to meet the needs and interests of this group more adequately.

Extension Services

During the year 1945-1946 the college has cooperated with the University of Maine in making possible the offering of courses to teachers in service in northern Oxford County. Two members of its staff have conducted such courses. It is hoped that it may continue to serve an increasing number of teachers in this way.

The college's Field Service Committee has maintained an Information Bureau which has received and answered many in-

quiries from classroom teachers and school administrators. In addition, it conducted a Teachers' Conference, attended by about 150 public school teachers, at which modern methods of teaching were described and demonstrated.

Student Teaching

A cadet-teaching program was maintained in both 1944-1945 and 1945-1946. Through this plan assistance has been given to many towns in Western Maine in relieving the serious teacher shortage. In addition, a large number of prospective teachers have had eighteen weeks of in-service experience under the immediate direction of a competent supervisor and the help of the college's two directors of training. In general, students have appreciated the opportunity of participating in this type of student teaching.

In 1944-1945 cadet teachers were serving schools in the towns of Belgrade, Greene, Harrison, Jay, Norridgewock, Rangeley, Smithfield, Wayne, Whitefield, and Wilton. Thirteen different teaching positions were thus filled for one-half or for the full year.

The 1945-1946 program found teachers in the schools of Belgrade, Farmington, Industry, Jay, Leeds, Mt. Vernon, Norridgewock, Rangeley, Rumford, Smithfield, Wilton, and Winthrop. Eight of the separate positions involved were in one-room rural schools, two were in two-room schools, and six were in village locations.

Registrar

To assume the duties of a college registrar, approval was given in the spring of 1946 to the selection of Miss Marie Pecorelli, a graduate of this institution in the Class of 1941. This is the first time that the school has had a person definitely employed to carry out the functions of this office. The need for such a person has increased immensely within the last five years and the service is greatly appreciated by the administration. Miss Pecorelli also serves as secretary to the president.

Recruitment

A recruiting program, participated in by both faculty members and students, and reaching students in a considerable number

of secondary schools, was conducted in both 1944 and 1945. The emphasis of this recruiting program, particularly in the Spring of 1945, has been less upon increasing the enrollment of our teachers colleges and normal schools and more upon the encouragement of the more able and better fitted young men and women to prepare themselves for the teaching profession. The college chapter of Future Teachers of America, the Field Service Committee of the student-faculty government, and alumni in several Maine communities have given valuable help in this program.

It might be emphasized that it is the belief of the administration and the faculty of this college that the best method of recruiting desirable students is to prove through the work of its graduates that it is carrying out adequately its function of preparing excellent teachers for the schools of Maine.

Alumni Relationships

Believing that there is considerable truth in the statement, "The strength of a college may be measured by the interest of its alumni," Farmington now has as one of the busiest of its faculty committees one on Alumni Relationships. This committee has alumni as well as faculty members. Its principal purpose is to keep alumni informed of the activities and plans of the college and to enlist their support in furthering these plans.

Cooperation

Farmington has long had a system of student-faculty cooperative government. Together, representatives of these groups have planned and executed many of the activities of the institution. During the year 1945-1946, real effort has been made to extend this idea to more phases of college life. A greater amount of cooperation between teachers of academic subjects and members of the campus school faculty seems to have been one result that has been definitely attained. Cooperation with the State Department of Education, cooperation with the local community, cooperation between department staffs, cooperation with campus employees, cooperation between student groups, a general feeling of working together—that is the goal at Farmington as it continues its work as a teachers college.

Increased Enrollment

Since the present supply of home economics teachers is wholly inadequate to meet the needs of the State, the number of students enrolled in this department should be approximately doubled through the acceptance each year of an entering class of forty young women. Present need for teachers in the grades would seem to indicate the desirability of having each year at Farmington an entering class in the Elementary-Junior High Department of approximately 100 students. This should result, in three or four years, in giving a total enrollment of 500 students. Although this would appear to be a considerable increase, comparison shows that the college would then be graduating for service in our elementary schools only fifty percent as many as were graduated fifteen years ago.

New Buildings

The college is in immediate need of two new buildings, a library and a combined science and home economics building. Use of the income from the Clifford Fund will so increase the number of volumes in the library that within three years the present library stock facilities will be wholly inadequate. The present reading room is already too small to accommodate the increasing number of students. Since there is no opportunity of expansion in the present quarters, it is very evident that a new building, to be known as the Edith E. Clifford Library, is an absolute necessity. Such a building should be so constructed as to provide additional classrooms for the humanities and social sciences and to allow for the future growth of the library. It is recommended by the Campus Planning Committee that this be located on the so-called Small Lot recently acquired by the State.

The present home economics building is inadequate for the purpose of presenting a complete and modern program of teacher education in this field. Should the college increase its enrollment in this department, as recommended in the previous paragraph, the need for a new building would be even greater than now.

Future building plans should include an additional dormitory for women, a dormitory for men, an infirmary, an addition to the present gymnasium, a president's home, and in due time one or

two additional classroom buildings. It is also hoped that the future may bring a chapel and a college union.

Repairs to Buildings and Grounds

Merrill Hall should be renovated as soon as money for the purpose can be made available. This auditorium has not been re-decorated since it was built in 1896 and certainly needs attention.

Rooms on the third floor of the Administration Building, which are now completely finished in hard pine, should be painted to make them lighter and more attractive. New lights should also be installed.

The college athletic field, which was allowed to deteriorate during the war period, should be fertilized and reseeded. The return of men in large numbers will, of course, mean a much greater use of all athletic facilities. An additional tennis court should be built in the area in the rear of Purington Hall.

FACULTY 1944-45

Lorey C. Day	<i>Principal, Normal School</i>
Errol L. Dearborn	<i>Assistant Principal, Education, Mathematics</i>
Agnes P. Mantor	<i>History, Dean</i>
Julia B. Cox	<i>Assistant Supervisor Training</i>
(on leave with half pay)	
Stella G. Dakin	<i>Education, Psychology</i>
Ruth Griffiths	<i>Music</i>
Edna M. Havey	<i>Industrial Arts</i>
Emma M. Mahoney	<i>Supervisor Training</i>
Charles S. Preble	<i>Geography, Nature Study</i>
Stella D. Clifford	<i>English</i>
Mary E. Tilton	<i>Physical Education</i>
F. Elizabeth Libbey	<i>Librarian</i>
Priscilla B. Peckham	<i>Art</i>
Ingeborg C. Johansen	<i>School Nurse</i>
Helen E. Lockwood	<i>Dean, Education</i>
Margaret Mades	<i>Clothing</i>
Myrtie E. Kinney	<i>Foods</i>
Elizabeth Feeny	<i>Science</i>

W. G. Mallett Training School 1944-45

Arthur D. Ingalls	<i>Principal</i>
Alice Stevens	<i>Grade VII</i>
Frances Marriner	<i>Grade IV</i>
Eva H. Nickerson	<i>Grade V</i>
Gladys M. DeWever	<i>Grade III</i>
Zilda J. Brown	<i>Grade II</i>
Marah S. Webster	<i>Art</i>
Olive Rice	<i>Grade VI</i>
Mrs. Elizabeth K. Hunt	<i>Kindergarten</i>
Mrs. Ellen E. Howatt	<i>Grade I</i>
Alfreda Skillin	<i>Home Economics</i>
Phyllis Hawkins	<i>Grade I</i>
Iola Perkins	<i>Music</i>

REPORT OF THE

Cadet Critic Teachers

Mrs. Marion H. Boyce
 Mrs. Louise A. Sias

Temple
 Turner Center

FACULTY 1945-46

Errol L. Dearborn	<i>President, Teachers College, Mathematics</i>
Agnes P. Mantor	<i>Dean, History, Health Education</i>
Emma M. Mahoney	<i>Director of Training, Education</i>
Julia B. Cox	<i>Assistant Director of Training, Primary Education, Reading</i>
Mrs. Stella G. Dakin	<i>Psychology, Education</i>
(Resigned Oct. 26, 1946)	
Mrs. Franca C. Ingalls	<i>Music</i>
Edna M. Havey	<i>Arithmetic, Guidance, Handwriting, Industrial Arts</i>
Charles S. Preble	<i>Geography, Science</i>
Stella D. Clifford	<i>English, Dramatics</i>
Mrs. Mary E. Tilton	<i>Physical Education</i>
Esther Duggleby	<i>Librarian</i>
Joan Bousley	<i>Art</i>
Gwilym R. Roberts	<i>History, Social Science, Physical Science</i>
Clarice Weymouth	<i>School Nurse</i>
Helen E. Lockwood	<i>Dean, Education</i>
Elizabeth F. Feeney	<i>Science</i>
Myrtie I. Kinney	<i>Foods, Nutrition</i>
Margaret Mades	<i>Clothing, House Planning & Decorating</i>
Alfreda Skillin	<i>Student Teaching</i>
Helen E. Wehling	<i>Home Management, Child Development</i>
Vincent York	<i>Sociology, Psychology, English</i>

W. G. Mallett Training School 1945-46

Arthur D. Ingalls	<i>Principal, Grade VIII</i>
Alice E. Stevens	<i>Grade VII</i>
Mrs. Grace S. Luce	<i>Grade VI</i>
Mrs. Eva H. Nickerson	<i>Grade V</i>
Frances Marriner	<i>Grade IV</i>
Mrs. Gladys DeWever	<i>Grade III</i>
Zilda J. Brown	<i>Grade II</i>
Mrs. Dorothy J. Sweatt	<i>Grade I</i>
Mrs. Elizabeth Hunt	<i>Kindergarten-Subprimary</i>
Mrs. Marah Webster	<i>Art</i>
Iola H. Perkins	<i>Music</i>
Mrs. Margaret Graham	<i>Kindergarten-Subprimary</i>

Cadet Critic Teachers

Mrs. Marion H. Boyce
 Caroline Patterson

Temple
 Farmington

GORHAM STATE TEACHERS COLLEGE

Francis L. Bailey, *President*

During the last two years, Gorham State Teachers College has graduated 122 prospective teachers, nearly all of whom have assumed responsibilities in the public schools of Maine. Normal enrollment in prewar years was approximately 330 students, one-third of whom were men. The enrollment of 228 in 1944-45 and 254 in 1945-46 was largely women. Though the number of men students has increased in the fall of 1946 to 73, out of a total enrollment of 285, it still falls short of its former proportion. In 1947, there will be approximately 100 graduates, an increase which approaches the level of former graduating classes. Yet, since the total enrollment in the teachers colleges of Maine is less than one-half the average prewar enrollments, the demand for our graduates will continue for some time to be larger than we can fill.

Cooperative Guidance Program

Over a period of three years, the College has engaged in a guidance and recruiting program in cooperation with the superintendents and high school principals of the area served. Each year, sixty to eighty high schools have been visited by the president and student teams and contacts made with juniors and seniors in a program planned to interest them in the challenge of teaching as a profession. Evidence of the fruitage of this work is borne out in the steady increase in the number of entering students from a war time low of 48 to the 96 of the Fall of 1946.

Four Year Requirement

The change of name of the institution from Western State Normal School to Gorham State Teachers College has brought general satisfaction to graduates, undergraduates and lay public. Beginning in 1946-47, the state will require of entering students four years attendance for graduation.

Summer Sessions

More than 300 students were enrolled in the 1946 summer session, making evident the professional interest of many teachers

in adding to their training and in general upgrading. Several new courses were added, including Education of the Handicapped, and Industrial Arts courses. A considerable demand for the College to offer extension courses during the year has been expressed by teachers in service who are anxious to accelerate their upgrading.

Assistance to Students

Many high school students give up their desire to attend college because of their inability to finance the full cost. If assured of a certain amount of work or of scholarships many, however, would be able to manage a full four years' course. Here at Gorham the major portion of the work at the College is done by student labor. A large percentage of these students would be unable to attend college without this help. The teachers colleges find that many of the best high school graduates go to liberal arts colleges where they can secure scholarships. Similar assistance through state scholarships in teachers colleges would help materially in attracting worthy desirable students into the field of teacher education.

Rising Costs

During the war years, because of costs and the shortage of labor and materials, it was impossible to make necessary repairs to campus buildings and to purchase equipment needed. The present rate of \$8 a week for board and room in the dormitory is not sufficient to meet the over-all cost of running the dormitories. If the dormitories are to be self-supporting under present conditions the charge for board and room must be increased. The dormitories so recently only partially occupied have for the past two years been filled to capacity.

Utilization of Facilities

With the diversified curriculum necessary in teacher education and in an expanded Industrial Arts program classroom space is at a premium. Classrooms are shared by several faculty members who have no adequate space for study and conference with students. Arrangements for additional classrooms must be made. The major portion of the boiler room in Corthell Hall has been remodeled and fire-proofed for automechanics, but the room is

not large enough. The machine shop also is too small for the general shop, metal, and machine work. A new Industrial Arts building is urgently needed.

With the return of veterans the problem of housing for men becomes acute. In a small village already overcrowded, suitable rooms are not available in private homes. Women students are adequately provided for in Robie and East Hall but no provision has ever been made for men. To provide for the housing of men in the expanded Industrial Arts program, a men's dormitory is needed. It is estimated that a dormitory to house 100 men would be adequate.

Faculty Salary Schedule

It has been difficult to fill vacancies and to retain some of the best faculty members because of the salaries. It would be desirable to have a salary schedule that would take into consideration the qualifications of the individuals concerned, including preparation, responsibilities and experience.

Campus School

The entire college curriculum has been undergoing change giving more consideration to child growth and development. Academic courses and subject matter are planned to relate more definitely with the program in the campus school. Teachers of music, art, health and physical education, and nutrition demonstrate in the campus school and others of the college faculty give special demonstration lessons. Supervised student teaching has been continued in the campus school while student teaching in industrial arts is arranged in nearby high schools. The enrollment in the campus school averages 300 and in the West Gorham demonstration school twenty-five. The Gorham School Board is cooperating in controlling the admission of pupils from rural schools in order to deal with the problem of overcrowding in the junior high school grades.

Student Activities

In a well-rounded program of academic and extra-curricular life, the four-fold development of the student is emphasized. Governing power in regard to student life rests with the Civic Committee, a representative group elected from students and faculty.

This group develops and provides student leadership for Chapel, allocates and supervises the expenditure of the student activity fees and sponsors all college social events.

Music as a Major

The urgency of the need of superintendents for qualified music teachers and supervisors is matched by the growing interest and demand of students for a music major course. Plans for such a course require the addition of only one teacher and the remodeling of the old gymnasium in Corthell Hall in order to begin realizing the possibilities of such a valuable and much desired development.

We are hoping that many of these recommendations may be realized during the next two years in order that we may better meet the demands from the public and keep abreast of the times in education.

FACULTY 1944-45

Francis L. Bailey	<i>Principal, Normal School</i>
Thomas E. Abbott	<i>Principal, Training School</i>
Miriam Andrews	<i>Music</i>
Raymond E. Bassett	<i>Registrar, Sociology, History</i>
Samuel Brocato	<i>Art</i>
Lawrence Cilley	<i>Industrial Arts</i>
Edith Clement	<i>Grade VI</i>
Marjorie Eames	<i>Librarian</i>
Doris Fitz	<i>Physical Education</i>
Betty R. Hanson	<i>Grade V</i>
Mary L. Hastings	<i>Director of Training</i>
Cora Hay	<i>Kindergarten, Primary</i>
Alice Huff	<i>Assistant Physical Education</i>
Jessie L. Keene	<i>Science</i>
Evelyn Littlefield	<i>Health, Dietitian</i>
Muriel McAllister	<i>Grade III</i>
Mabel Murphy	<i>Grade II</i>
Everett Packard	<i>Psychology & Education</i>
Mary Peabody	<i>Grade IV</i>
Mildred Peabody	<i>West Gorham School</i>
Mabel F. Ryan	<i>Geography</i>
C. Elizabeth Sawyer	<i>Dean, English</i>
Harriette Trask	<i>Social Studies</i>
Ethelyn Upton	<i>Mathematics</i>
Alice Wetherell	<i>Grade I</i>
Esther Wood	<i>History</i>
Edna Woodward	<i>Literature</i>
Louis Woodward	<i>Science</i>
Helen Allen	<i>English Junior High</i>

Office Employees

Electa A. McLain
Ernestine L. Wagner

Secretary and Bursar
Asst. Secretary

School Employees

Ephraim Kimball
Theodore D. Lune
Ina G. Woodward
Flora Wallace
Elmore Holley
Edna Holley

Janitor
Head Janitor
Matron
Nurse
Chef
Baker

FACULTY 1945-46

Francis L. Bailey
Thomas E. Abbott
Helen F. Allen
Miriam Andrews
Eleanor Barton
Raymond Bassett
Samuel Brocato
Lawrence N. Cilley
Edith Clement
Marjorie B. Eames
Doris Fitz
Cora G. Hay
Evelyn Littlefield
Eldora Manchester
Muriel McAllister
Carolyn Osgood
Mercy Packard
Mary Peabody
Elizabeth Sawyer
Richard S. Thoman
Harriette Trask
Ethelyn Upton
Alice Wetherell
Julia Wold
Esther Wood
Edna Woodward
Louis Woodward
Marion Allen
Elva Smith
Rupert MacLean

President, Teachers College
Principal, Training School
Junior High
Music
West Gorham School
Registrar, Sociology
Art
Industrial Arts
Grade VI
Librarian
Physical Education
Kindergarten, Primary
Health Dietitian
Grade II
Grade III
Psychology
Grade V
Mathematics
English, Dean
Geography
Social Studies
Director Teacher Training
Grade I
Science
History
Literature
Science
Grade IV
Asst. Librarian
Industrial Arts February to June

Office Employees

Electa A. McLain
Dorothy C. Willey

Secretary and Bursar
Asst. Secretary

School Employees

Ephraim Kimball
Theodore D. Lunt
Roger P. Belanger
Cecil Gregory
Walter Goodwin
Robert L. St. Pierre
Flora Wallace
Celia N. Gross

Janitor
Janitor (Head)
Chef
Chef September to November
Head Chef November to June
Kitchen Helper
Nurse
Matron

AROOSTOOK STATE NORMAL SCHOOL

Clifford O. T. Wieden, *Principal*

The fall of 1946 will mark the reentry of Aroostook State Normal School into civilian life once more.

With the graduation of the 1943 class, the school enlisted for the duration of the war with the Federal Public Housing Authority to provide offices and desperately needed housing for women civilian workers at the air base. At that time, the head of the school, Clifford O. T. Wieden, assumed the principalship of the Washington State Normal School for the duration, and the students transferred with him to finish their course there.

Steps Toward Reopening

When early in 1946, however, the people of Aroostook County perceived that the war need of the school was over, they took immediate steps through their Aroostook County Association of Chambers of Commerce to secure the sanction of the Board of Normal School and Teachers College Trustees and of the Governor and Council for the reopening of the school. On February 20, the Council formally approved the venture and voted \$7,500 from the contingent fund to aid in starting the school again. For the first year, a freshman year only is to be offered; and for this, the people of Aroostook County have guaranteed an opening class of at least forty. Mr. Wieden and the secretary, Miss Nellie Dunning, who was serving the school at its close, signed contracts to return and to reopen the office of the school beginning July 1.

Credit for the reopening belongs to the Aroostook County Association of Chambers of Commerce and particularly to the leadership of the Presque Isle group, who in the fall of 1945 set up an active normal school committee with Albert Brewer, Harley Welch, Frank Hussey, Roland Andrews, and Sue Thompson as members. The Maine Federation of Women's Clubs sent a recommendation to the Governor urging the reestablishment of the school. The various superintendents of the county have been most active in working for the reopening.

Government Dormitories Built

When the Federal Public Housing Authority took over the

plant in 1943, the buildings included the Administration Hall and two dormitories, known as North and South Halls. During the war, the government used the dormitories for housing and the Administration Building for offices of the housing project and as a recreational and meeting center for the civilian residents and others. During this time also, the government built two one-story dormitories behind the then existent buildings. Each of these consists of one center utility section with lounge, laundry, bathrooms, and heating plant, and two wings for rooms. Three of the four wings contain thirty-six rooms apiece, and the fourth has eighteen larger rooms for married couples. All rooms are heated and fully equipped with beds, combination desk and chiffonier, and chairs. At the time covered by this article, there is every possibility of these dormitories, complete with furnishings, being available for housing veterans, should there be need of them. Such a demand will depend upon whether the program of the Aroostook State Normal School is to be expanded to include liberal arts and science work and/or vocational training, in addition to its former teacher education program.

During the war period, several renovations were made in the plant by the Federal Public Housing Authority to meet the needs of civilians housed there. Most of these changes were made in South Hall in order to set up a cafeteria for the accommodation of residents and others affected by the scarcity of dining facilities in the community.

Other Improvements

Other changes and improvements made in the plant during the occupation by the Federal Public Housing Authority were the installation of a second boiler with stoker in South Hall, for obtaining the additional steam and hot water required by the cafeteria equipment. The driveways were also relocated and new ones added.

In addition, in 1943-44, the State replaced the old hot-water heating system in North Hall with a steam system, complete throughout with radiators, pipes, and boilers, and made improvements in the heating system of South Hall to secure more efficient operation.

Condition of Buildings

On February 28, the Federal Public Housing Authority officially turned the plant back to the State. For the next two months, however, they remained, putting the buildings in order. During this time, they had all the corridors of South and North Halls and the first floor and two classrooms of the Administration Building sanded and refinished and all the dormitory room floors varnished. Thus, as school opens next fall, it will in many ways be in better condition than at its close in June, 1943. Much credit for this is due Ray Smart, resident manager, and to the Presque Isle Housing Authority, under whose management the plant has been after its active use by the Federal Public Housing Authority.

New Home for Principal

Through the generous offer of Mr. San Lorenzo Merriman, head of the school for over thirty years, steps have been taken for acquiring the house across from the campus, built and occupied by him during his principalship, as a permanent principal's residence. A plaque commemorating his years of service is to be placed in the house, and the building is to be known as Merriman House.

Recruitment

Active recruiting was begun early in the spring. Visits were made to all high schools of the county except those in the northern part, which are covered by the staff of the Madawaska Training School in Fort Kent. Lists of possible candidates were made by consulting with the principals of the county, and letters and publicity regarding the reopening were sent them. These lists were handed on to the local Chambers of Commerce, who have assisted materially in interesting students in enrolling.

Educator and Lay Leadership Conference

An unique and effective conference of professional and lay leaders of the county was held in Fort Fairfield on May 13. Delegates represented various organizations and industries of the county; others were members of the State Department of Education, school administrators or teachers, legislators, journalists, members of parent-teacher and women's club groups, and other organizations. The meeting broke up into three groups to discuss

problems of teacher shortage, interesting qualified seniors to enter the teaching profession, encouraging high school graduates to continue their education, educational changes to meet the needs of veterans, and ways of improving the entire educational pattern. The reaction of group thinking was summarized at the conclusion of the meeting and resulted in several valuable suggestions that are being considered.

Plans for more definite recruitment include continued publicity on the reopening of the school and on its opportunities. Personal calls on those most likely to be interested and on their parents will be made; and though only the freshman year is to be offered, it seems that an excellent opening class will be in attendance in September.

Purpose of the School

A real school is not buildings, blackboards, and books. It is rather a living and cooperative spirit of service, and this spirit has always been evidenced at Aroostook State Normal School. The school has endeavored to train better teachers for the schools of the county, and graduates have carried its work into classrooms even beyond the county and state.

This fall as the school renews its program, it rephrases its objectives thus: to train and send out efficient teachers dedicated to the ideal of raising teaching standards in Aroostook County and in the State, to help every boy and girl in the county who by furthering his own education may improve living for his own and succeeding generations, to assist returned soldiers in meeting their educational problems, and in every way possible to play a substantial part in the educational pattern of the entire State.

MADAWASKA TRAINING SCHOOL

Richard F. Crocker, *Principal*

Enrollment at Madawaska Training School in Fort Kent has remained lower than usual during this biennium. It has stood at approximately two-thirds of the maximum enrollment of 150 students.

Economics is still playing an important role in teacher education. It is difficult to compete with other lines of endeavor, where salaries are so much more attractive. Although salaries are better than formerly, there is the general feeling that they will be reduced as soon as the present boom comes to an end. Anything that would tend to discourage this attitude would be very helpful.

The teacher shortage has not been so serious in the Madawaska Territory so-called, because of the splendid devotion of our alumni. Our cadet teachers made a wonderful contribution when the shortage was at its worst. I believe that it is only fair to them to state in this report that they volunteered 100 per cent for this service. Their attitude was splendid and they did a much better job than I could have anticipated. It is true that we ran into some difficulties with this program, but many of them were eliminated and the others could have been in time. We all learned some valuable lessons which can be of great value in the years to come.

We attempted to add a third year to our offerings in the fall of 1945, but the need for teachers was so great that it was impossible to find students enough to justify the added expense. It is hoped that the school will be able to offer four years of elementary teacher-training opportunities in the very near future. I believe that it will be both possible and practical to do this just as soon as the teacher shortage is less acute.

The farm, which is run as a part of our activities here, has been a great help to us during this period. It has enabled us to serve adequate amounts of nutritious food, where many of these items were extremely difficult or impossible to secure in the market. Producing a large part of our food made it possible to keep the cost of board down, thereby allowing more students to get an education. Furthermore, these operations have produced good profits each year.

There has been no need of an athletic field during the war, but one is being put in shape so that it will be ready in the near future at very little expense. It is anticipated that the school will be called upon to offer extension courses in the very near future. The inability of the University of Maine to meet all of the re-

quests, plus the great distances in the state, seem to indicate this possibility.

The 1945 summer school was well attended and I believe very successful. The general reaction from students was that the offerings were practical and helpful. Work was offered to help teachers with permits and sanctions. These courses were in addition to the traditional summer school offerings. The enrollment was seventy-two, which, with a comparatively small faculty and several instructors whom we did not have to pay, kept per pupil costs within reason.

The library of the school is conveniently housed on the second floor of the administration building. It possesses approximately 3800 volumes, exclusive of pamphlets and twenty magazine and periodical subscriptions. It is the official depository of all U. S. Government pamphlets received. Open shelf privileges give students access to the book stacks which occupy one side of this 32x36 foot room. The room itself also serves as a study and reading hall with seats for fifty pupils. It is amply large, well lighted and has seven large, sturdy tables. However, we are in real need of more and up-to-date reference books as well as fiction and biography for the reading student body.

At the left of the main door, a study table serves as a delivery desk and file card cartons serve as a catalog file. We need, very much, a wooden or metal catalog file. The card catalog is arranged according to author, subject and publisher. This last named, a publisher card, is made in courtesy to the many textbook publishers who have augmented our accessions greatly through their generous gifts of "sample" textbooks.

During the term time the library is opened school session days 7:45 a. m. to 5 p. m. Student assistants are on duty from 2:30 to 4:30 p. m. In this room too, are held frequent exhibits of interest to special classes or of the work done as classroom projects. Outside of the library all other specific needs have been communicated to the State Department of Education in another report.

FACULTY 1944-1945

Richard F. Crocker, *Principal* *Biology, Elementary Psychology, Child and Adolescent Psychology, Principles of Education, Mathematics*

REPORT OF THE

Floyd Powell, <i>Vice Principal</i>	<i>Health & Physical Education, Social Sciences, School Laws, Director of Training</i>
Waneta T. Blake	<i>English, Latin, European History, Librarian</i>
Bernadette Nadeau	<i>Health & Physical Education, English, Problems of Democracy</i>
Gladys Sylvester	<i>Music, Algebra, Civics</i>
Maxine Page	<i>French, Art, Methods</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 S. Moirs	<i>Critic Teacher, Grades 7 & 8</i>
Other Officers	
Rinette B. Theriault	<i>Bursar</i>
Dolores Powell	<i>Dining Room Manager</i>
Beatrice Bouchard	<i>Assistant in Dining Room</i>
Ernest Daigle	<i>Janitor</i>
Edwin Bouchard	<i>Assistant Janitor</i>

FACULTY 1945-1946

Richard F. Crocker, <i>Principal</i>	<i>Biology, Elementary Psychology, Child and Adolescent Psychology, Principles of Education, Mathematics</i>
Floyd Powell, <i>Vice Principal</i>	<i>Health & Physical Education, Social Sciences, Methods, Director of Training</i>
Waneta T. Blake	<i>English, Latin, School Laws, Maine History, Librarian</i>
Bernadette Nadeau	<i>Health & Physical Education, English, Problems of Democracy</i>
Joan Kirk	<i>French, European History</i>
Theresa Marquis	<i>Critic Teacher, Grades 1 & 2</i>
Marion Pinette	<i>Critic Teacher, Grades 3 & 4</i>
Mary Picard	<i>Critic Teacher, Grades 5 & 6</i>
Dawn S. Moirs	<i>Critic Teacher, Grades 7 & 8</i>
Other Officers	
Rinette B. Theriault	<i>Bursar</i>
Beatrice Bouchard	<i>Dining Room Manager</i>
Roberta Austin	<i>Pastry Cook</i>
Ernest Daigle	<i>Janitor to Jan. 1946</i>
Edwin Bouchard	<i>Janitor</i>
Philip Bouchard	<i>Assistant Janitor</i>

SUMMER SESSION FACULTY 1945

Richard F. Crocker, <i>Director</i>	Madawaska Training School
Floyd Powell, <i>Asst. Principal</i>	Madawaska Training School
Waneta T. Blake	Madawaska Training School
James A. Hamlin	Caribou
Alton Tozier	Litchfield
Margaret Dizney	Bureau of Health, Augusta
Alonzo H. Garcelon	Bureau of Health, Augusta
Dorothy Bryant	Bureau of Health, Augusta
Francis Woodburn	American Red Cross
Elizabeth Patterson	State Nutritionist, Augusta
Daughter of Wisdom	St. Agatha
Lucy W. Bull	Department of Education, Augusta
Phyllis Rolfe	Washington State Normal School

WASHINGTON STATE NORMAL SCHOOL

Clifford O. T. Wieden, *Principal*

The most significant event of the two years covered by this biennial period was the termination of the war with Germany and Japan. Two trends were immediately noticeable at the Washington State Normal School; e.g., increases in the size of the entering class and in the number of men, which was further augmented by the enrollment of veterans during the year. The entering class of 1948 numbered thirty-six as compared with twenty-four in that of the preceding year. The masculine enrollment numbered eleven as compared with two the preceding year.

Vigorous recruiting procedures to encourage qualified high school seniors were used during both years in order to alleviate somewhat the increasing shortage of teachers. High schools were visited by faculty and student delegations, play days were sponsored on the campus to acquaint prospective students with the teacher education program and facilities, newspaper items and newsletters were continually made available, and personal follow-up in the form of home visitations was continued during the summer. The Philip Kimball Chapter of the Future Teachers of America played a prominent part in this program which was highlighted by sponsoring in Calais Academy the first high school chapter in eastern Maine.

Educational Developments

The limited enrollment which curtailed activities of an inter-scholastic nature still permitted experimentation and development in the field of health and physical education. The addition to the staff of a stewardess and dietitian not only insured balanced meals during a period of rationing and acute food shortages, but also permitted the successful launching of a school lunch program for the Campus School. The room formerly used for industrial arts was converted into a lunch room with an adjoining kitchenette which is in the process of completion. An electric range, sink, cupboards, and storerooms have already been installed.

The program of Health and Physical Education was expanded to include high school classes in addition to normal and campus school activities.

The in-service education which was provided to some degree by a cadet unit in five neighboring schools during the first year was supplanted by University of Maine extension work in which the Washington State Normal School cooperated. Miss Rita Torrey, part-time director of student teaching, served as teacher.

Visual education played an important part in the life of the school. Several films were shown each week as a part of class-work and assembly programs for both the normal school and campus school.

The library has shown a gratifying increase in size and use.



Classroom Teachers at Work on Curriculum Study, "Our Little Folks"

During this past year 480 volumes have been accessioned and an average of seventy-eight volumes signed out daily. This is approximately one and one-third volumes per student.

All faculty members participated in the state teacher education curriculum development program. Meetings of local committees were held throughout the year, with occasional state committee meetings in which representatives participated.

Educational and Lay Leader Conferences

Two conferences of representative educational and lay leaders of the various organizations of Washington County were held to discuss vital education problems such as:

1. What can be done to adequately meet the problem of acute teacher shortage?
2. What can be done to interest properly qualified high school graduates in teaching?
3. How can a larger percentage of high school seniors be encouraged to continue their education?
4. What educational needs of Washington County are not now being met and what can be done to meet them?

Living conditions, working conditions, salaries, community and county resources were discussed with marked thoroughness as a basis for further study and action. The enthusiastic interest shown by lay leaders has not only been an inspiration to the educators in attendance, but augurs well for improvement of the educational pattern.

Personalities

With the retirement of Mrs. Marcia Sawyer, affectionately known as "Ma" Sawyer by hundreds of one-time students of the Washington State Normal School, another traditional link was broken. Mrs. Sawyer administered to student needs as matron with all three principals in the history of the school.

Due recognition was given the service and memory of Dr. Philip H. Kimball, the second principal, by the dedication of the dormitory as Kimball Hall and the erection of a bronze plaque. This was a project of the Alumni Association, whose service to the school is manifested in numerous ways. The principal and his

family were their guests and were presented gifts upon the termination of three years of service prior to leaving to resume once again duties at the Aroostook State Normal School.

Lincoln A. Sennett, for twenty-one years teacher, coach and administrative assistant, was elected by the Board of Normal School Trustees as the fourth principal. Mr. Sennett is well acquainted with the educational problems of the school and county. He is, in addition, a man of rare business acumen and sympathetic knowledge of the problems of young people. His election as principal has been pleasing to the many friends of the school and augurs well for its continued success.

FACULTY 1944-45

Clifford O. T. Wieden, <i>Principal</i>	<i>Education</i>
Anna J. Chynoweth, <i>Dean of Women</i>	<i>English, Art</i>
Nancy B. Davis	<i>Health and Physical Education</i>
E. Marion Dorward, <i>Librarian</i>	<i>Music, Literature</i>
Nellie T. Dunning, <i>Secretary</i>	<i>Handwriting</i>
Frank M. Kilburn	<i>Science, Social Science</i>
Lincoln A. Sennett	<i>Social Science, Mathematics</i>
Rita F. Torrey, <i>Acting Director of Training</i>	<i>Grade 8</i>
Althea Barstow	<i>Grades 6 and 7</i>
Vivian H. Archibald	<i>Grade 5</i>
Phyllis K. Rolfe	<i>Grades 3 and 4</i>
Elizabeth A. Shaw	<i>Pre-Primary, Grades 1 and 2</i>

Other Employees

Clifford DeShon	<i>Custodian</i>
Leonard Elwell	<i>Chef</i>
Olevia Elwell	<i>Chef's Assistant</i>
Marcia Sawyer	<i>Matron</i>
Guy S. Woodman	<i>Dormitory Janitor</i>

FACULTY 1945-46

Clifford O. T. Wieden, <i>Principal</i>	<i>Education</i>
Anna J. Chynoweth, <i>Dean of Women</i>	<i>English, Art</i>
Nancy B. Davis	<i>Health and Physical Education</i>
E. Marion Dorward, <i>Librarian</i>	<i>Music, Literature</i>
Nellie T. Dunning, <i>Secretary</i>	<i>Handwriting</i>
Doris E. Emery, <i>Stewardess</i>	<i>School Lunch, Health</i>
Frank M. Kilburn	<i>Science, Social Science</i>
Lincoln A. Sennett	<i>Social Science, Mathematics</i>
Rita F. Torrey, <i>Acting Director of Training</i>	<i>Education</i>
*Vera Luce	<i>Grades 7 and 8</i>
**Marie Plummer	<i>Grades 7 and 8</i>
Rachel F. Higgins	<i>Grade 6</i>
Vivian H. Archibald	<i>Grades 4 and 5</i>
Phyllis K. Rolfe	<i>Grades 2 and 3</i>
Elizabeth A. Shaw	<i>Pre-Primary and Grade 1</i>

* Resigned December 14, 1945

** Hired December 31, 1945

Other Employees

Clifford DeShon *Custodian*
 Laura M. Desjardins *Cook*
 Della MacDonald *Cook's Assistant*
 *Gladys M. Lank *Maid*
 **Percy H. Lank *Dormitory Janitor*
 ***Guy S. Woodman *Dormitory Janitor*

* Hired May 1946

** Hired April 20, 1946

*** Resigned April 19, 1946

PART IV

THE CURRICULUM

Harland A. Ladd

Deputy Commissioner in charge of Curriculum and Instruction

CURRICULUM DEVELOPMENT

How satisfactory are Maine schools today in terms of their basic purpose—that of facilitating learning? To what degree are Maine schools providing adequate opportunities for children to grow in ability to meet the problems of daily living in a society which has been all but completely transformed by the technological developments of the past quarter of a century? How efficient are Maine schools in meeting the needs of and developing the state's most important natural resource—all of the children of all of the people? These questions were asked of more than thirty Maine educators who gathered at Augusta in May 1943 at the call of Harry V. Gilson, Commissioner of Education. Dr. W. H. Burton, Director of Apprenticeship of Harvard University, met with the group in the capacity of consultant.

Primary areas of needs of Maine schools, as determined in this conference, were:

1. Selection and education of pre-service teachers.
2. Organization of school units of sufficient size to permit broad educational opportunities, teaching efficiency, and adequate facilities and materials at per-pupil costs which are not prohibitive.
3. Development of an expanding program of in-service education.
4. Preparation of new curriculum materials.

The Curriculum Division, while concerned with all of these has particular responsibility in the last two areas. Its activities and policies have been directed toward the development of a long range program designed to meet these needs.

The Division has agreed on certain principles which guide every activity. The curriculum development program shall be:

1. Democratic.

No phase shall be imposed by the State Department on teachers or communities. Curriculum improvement

must be from the bottom up, rather than from the top down.

2. Participatory.

To achieve its purpose, the program must be of teachers, by teachers and for teachers and children, making full use of the wisdom of individuals and groups.

3. Child centered.

The needs of children and their optimum growth and development must be of primary concern.

4. Understood.

Because many are involved in any change in curriculum procedures—the teacher, the citizen, the parent, and the child—it is extremely important that efforts toward redirection be clearly understood.

5. Functional.

The problems of the classroom must receive first and continuing attention.

6. Continually evaluated.

Results must be judged in terms of improved teacher learning situations and not in terms of quantity of activities or materials.

A brief overview of the activities of the Curriculum Division during the biennium follows.

Organization of Personnel

Since it had been agreed that participation should be a cornerstone of the curriculum program, the first logical step in development was to take the problems to the administrators and teachers of the state. Without their approval and active support the whole program would be doomed to failure. Each individual must know and be sympathetic with the objectives and direction of the proposed transition. Reasonable harmony must prevail in any effort if there is to be progress.

Superintendents of schools, principals and teachers were acquainted with the proposals at their respective meetings in August and October. Their response was ready and enthusiastic. The program was under way.

Workshops

Good schools are not made by buildings, equipment or even by administrators. They are made rather by teachers and pupils. School improvement, then, must be coincidental with teacher improvement. Experience elsewhere indicated the value of the workshop organization where teachers gather to work on *their own* problems surrounded by resource people and material. With the cooperation of the University of Maine, four workshops for teachers have been held since the program began. Five hundred and fifty-three teachers and administrators have brought problems from their school situations to these workshops for study and solution. Small subsidies have been granted to towns which have encouraged their teachers to attend.

The lectures, conferences, discussions, demonstrations and study which are included in workshop procedure constitute a very effective program of adult education. In my experience I have never observed in a comparable time as much purposeful study, discussion, and growth as teachers have evidenced during these sessions of three weeks. Results may be observed in schools all over the state. Many children have enjoyed better educational opportunities because of understandings developed during these brief periods of concentrated professional study. All members of the Curriculum Division participated in these workshops as resource people and lecturers.

Workshop for Superintendents

Recognizing that the Superintendent of Schools holds the key to educational progress in his administrative unit, a workshop for administrators was held at Augusta in October 1945. Ninety of these school officials, in the face of a host of demands on their time and energy, gathered to hear a series of lectures on curriculum problems by Dr. William Burton, elementary consultant; Miss Zeta Brown, director of elementary education; and others. Attendance at the workshop was entirely voluntary, yet participation and interest at each session was exceptional. The cooperation and zeal of these professional educators deserve special commendation. There were frequent small and large group discussions of problems and issues. Resource materials for study were available.

This was a very significant program in terms of unity of purpose and effort.

Other In-service Education

I doubt that there has ever been a time in the history of education in Maine when so many teachers have worked for professional improvement. Summer sessions at the teacher education institutions have been well attended. Extension and correspondence study have reached new heights. For instance, during the school year just past more than 500 teachers enrolled in courses given by the University of Maine, Boston University and Harvard. Lewiston and Rockland were centers for two of these courses offered under the direction of Dean Donald D. Durrell of Boston University. Bangor, Bath, Rumford, Presque Isle, Skowhegan, Pittsfield, Machias and Cherryfield were centers for courses given by the University of Maine and directed by Dean Glenn M. Kendall.

Several local study groups have organized for professional study and improvement.

Supervision

The service rendered by the several state supervisors is of inestimable value to the curriculum program, and, hence, to teacher learning situations in the state. These resource people work in about one-half of the school unions of the state each year. They first go to the superintendent of schools and in conference obtain information as to his supervisory aims for the year, and they plan a schedule of activities for the duration of the visit (usually 10 days). Frequently these activities are given direction by teachers' questions, problems, and requests gathered previous to the visit. The supervisor and the superintendent then visit schools together, observe instruction, help with problems proposed by teachers, and later plan next steps in supervision for each room or school. The supervisors frequently give demonstrations. They also work with teachers and lay people in group meetings. This personalized service has proved to be valuable and teachers and superintendents are very appreciative of the help which they receive. In my opinion the state should give serious consideration to increasing its personnel engaged in this work.

Curriculum Materials

Any sound program of curriculum development must include the preparation of guides and materials for teachers. This aspect has not been overlooked in the Maine program. Since it did not seem reasonable to attempt the preparation of these materials until a considerable number of teachers had become familiar with the principles and objectives underlying the program, only a limited number of publications have been issued to date: (1) Sample Units for Elementary Grades, (2) Beginning an Elementary Art Program, (3) Administrator's Manual for Driver Education and Driver Training, and (4) Our Little Folks. The first bulletin issued, Sample Units for Elementary Grades, was published following the first workshop and the materials were the products of individuals and groups who attended that workshop. The second bulletin, Beginning an Elementary Art Program, was prepared by a committee of Maine teachers.

The procedure in developing the other publications, while not unique, is interesting and worthy of some elaboration. It is entirely possible to retain the services of experts to prepare curriculum materials for teachers. Aids thus developed may rate high in scholarship, in research, background, and in general content, but they lack basic understandings of local conditions and needs which should be served. Moreover, since they are prepared by individuals somewhat separated from the teachers who must use the content if it is to be of value, all too frequently these teachers give the books casual review and put them away. Frequently they conclude that the material does not have application in their situation because it represents the thinking of individuals totally unfamiliar with conditions in Maine. For this and many other reasons it was determined that the Maine program should be carried out by Maine people.

The preparation of material by Maine teachers for Maine teachers, in addition to eliminating the disadvantages previously noted, has basic strengths which should not be overlooked. Those teachers who serve on committees which develop the material experience educational growth to a greater degree than through any other form of in-service education. Furthermore, these teachers become a nucleus for implementing the new material in their classrooms and also for interpreting it to other teachers

within their administrative unit or within their area. This is a most valuable function in terms of gaining transition in actual classroom situations where the effectiveness of the program must ultimately be judged.

It was with these concepts in mind that it was determined to develop the more recent and future bulletins through committee work. In February 1946 many superintendents of schools agreed to make the services of strong teachers from their unions available for curriculum projects by employing substitute teachers at local expense. The State Department of Education assumed responsibility for travel costs incidental to committee meetings. In this way the added responsibilities have not overburdened those who have worked on curriculum materials.

Our Little Folks

The bulletin "Our Little Folks" was developed according to the following plan: superintendents of schools suggested capable teachers with strength in the area to be considered in the publication. This group of teachers formed an overall resource committee to which frequent reference was made. A preparation committee of ten members was selected from this large committee.

The preparation committee met at Augusta from time to time to consider the material developed by its members, analyze, discuss, revise, and ultimately accept it for publication. At each session, next steps were laid out and individuals or subcommittees were delegated responsibilities for definite contributions at the next meeting. Ultimately a body of material representing the best efforts of this teacher group was assembled. This material was a product of a thorough appraisal of the literature in the field reflected on the background and experience of these Maine teachers.

Attempt has been made to include in the publication, "Our Little Folks," every possible help for teachers who are faced with the responsibility for giving young children a good start in school. It outlines informally a basic philosophy and contains a great deal of information as to the characteristics and needs of five-year-old children. It deals in some detail with the objectives of the beginning school program. It devotes con-

siderable space to a discussion of desirable facilities and equipment and use of them. The book contains descriptions of actual school days in Maine classrooms. It also contains a comprehensive discussion of readiness needs of children and techniques and procedures for meeting these needs.

The material has been prepared with the hope that it may become a source book for all teachers of beginning children. Its value will be determined by the amount of actual contribution that it makes to the teacher learning situations of these beginning children. The need in this area has been great. The curriculum for five-year-old children in Maine schools, by and large, has been an adaptation of grade one practices of former years. The teaching of the 3 R's to these small children has been a fundamental, and in some instances a sole, objective. The new program proposes to continue the teaching of fundamentals but through a different approach. The committee takes the stand that small children cannot be expected to gather meaning from the printed page until they have had experiences which give significance to the symbols. The committee believes that, while rote memorization of number facts may serve a purpose, functional understandings of number can come only as the result of basic understandings of number and number relationships. Therefore, the readiness program in the school for five-year-old children must include many experiences which will give these children the ability to deal with quantity and the language associated with it in problem situations. These concepts are similarly applicable to other areas of knowledge. Moreover, the development of physical, social and emotional growth and the development of attitudes, appreciations, and understandings has a definite place in the school program.

It does not seem wise to include further elaboration at this time. Those who have been associated with the development of this manual entertain high hopes that it may serve a real purpose in the interests of better educational opportunities for young children. It is hoped that a reorientation of concepts and subsequent redirection in curriculum practices may serve to prepare children for the school experiences to follow in such a way that many current problems in later grades may be eliminated.

The cooperation of the many people who have been associated

in the production of this new manual is much appreciated by the members of the Curriculum Division. The work has demanded a great deal of time and effort on the part of those who have participated in it. The associations, however, have been most pleasant and the growth which has accompanied the study and exchange of ideas has been one of the most satisfactory experiences of a lifetime spent in education. Even if the products of the committee work were not to be published and distributed, the effort would have been worth while.

More Bulletins

Three other bulletins—"The Good School," "The Daily Program," and "Transition"—are in various stages of production. The committees have met several times and a great deal of material has been assembled. The actual publication dates for these bulletins have not been determined, but it is hoped that one, and possibly two, of them may be available during the coming school year. The development of several other bulletins in needs areas in the elementary school is scheduled for the future. It is hoped that work on these bulletins will continue to provide a valuable in-service education experience for those who are members of the overall committee and more especially for those who work directly on the preparation committee. As more and more curriculum materials become available to the teachers of the state, constant improvement should be observable in classroom situations. It is here that final appraisal must be made.

Public Relations

The members of the Curriculum Division have devoted many hours during the past two years to this important aspect of the educational scene. It is recognized that curriculum development can progress only through appreciation and acceptance of needs and understanding of plans by the supporting public. To help people become informed, therefore, becomes one of the basic services of the Department of Education. Members of this Division have participated in a great number of lay and professional group meetings in the capacity of discussants, discussion leaders, panel members, etc. This work requires a great deal of time over and beyond the normal work week. Members frequently do a full day's work in the office, then drive many miles

to a meeting, participate in the meeting and return to Augusta in order to be on duty the following day. The effort is made willingly, however, because it is appreciated that without understanding there can be little progress. Hence, this particular aspect of departmental service assumes great importance in terms of established goals.

Personnel

The work of the Curriculum Division has been handicapped by lack of personnel. During the biennium, Adelbert W. Gordon, Director of Schools in Unorganized Territory; Louis E. Hutto, Director of Physical Education, Health and Recreation; Zeta I. Brown, Director of Elementary Education, and Lucy W. Bull, Elementary Supervisor, have resigned. Resignations of these key people have deprived the Department of needed services, services made extremely valuable through professional study and experience. Competent replacements have been difficult to obtain. Several positions have been vacant for unusual periods of time. One position, that of Director of Physical Education, Health and Recreation, was not filled for nearly a year. These conditions inevitably reflect on the work of the Department, first of all because many particular responsibilities cannot be met in the absence of the specialist and, in the second place, because some of their functions must be assumed by other members in addition to already heavy schedules. Division service has also been somewhat impaired by a dearth of secretarial help, creating bottlenecks and delaying services. At the moment, with a single exception, positions in the Curriculum Division are filled. New members employed during the biennium include, in addition to the Deputy Commissioner, Mrs. Irene L. Dresser, Elementary Supervisor, and Miss Esther Lipton, Director of Special Education for Physically Handicapped Children. It seems pertinent to mention here that the following appointments were made shortly after the close of the biennium: Mr. Edward McMonagle, Director of Schools in Unorganized Territory; Miss Muriel A. McAllister, Elementary Supervisor; Mr. Howard G. Richardson, Director of Health and Physical Education and Recreation; and Miss Zelda J. Gordon, Elementary Supervisor.

Despite the fact that the Division now has its normal comple-

ment in personnel, it still has responsibilities which it is unable to meet. The Department is not prepared to render adequate service in the fields of music, art, and visual education. Miss Villa E. Hayden, Elementary Supervisor, gives some supervision to music education, but other duties serve to limit her contribution. Staff members with specialized abilities and responsibilities in these fields should be added at the first possible opportunity. The health, physical education and recreation service should be supplemented. No one person can supervise effectively the subsidized programs, give consultant's help and prepare needed curriculum materials in all three of the areas assigned to the Director and at all levels from the primary school through the teacher-training institutions. It is recommended that assistance, preferably a specialist in health education, be made available for this important work.

A Look Ahead

The curriculum in the school, the concern of this Division, is so closely related to the understanding and ability of the teacher that any efforts for development must give first consideration to personnel. That the outlook, in this respect, is not encouraging, there can be no question. The situation is critical; the implications far-reaching. The foundation of individual and group living in the future is being laid in the schools of today. Yet hundreds of children are attending schools where instruction fails to meet any reasonable standards. In many of these situations in-service education and curriculum aids cannot possibly provide the needed improvement. It can come only through the efforts of an aroused citizenry which moves to make the teaching profession more attractive to the good teachers of today and to young people who are about to choose an occupation. This basic step, together with corresponding developments in organization and facilities, can effect progress. Without it, efforts to improve the educational opportunities of the children of the state are almost futile.

The need for a continuing program of in-service education is obvious. Curriculum development is teacher development. The effectiveness of the school program of the next few years will have direct relationship to the professional training and under-

standing of the teachers. No stone should be left unturned in efforts to continue, expand, and improve this important facet.

That there are many good schools in Maine there can be no question. These schools are taught by professionally trained, sincere, conscientious teachers. These teachers are eager to render the best possible service to children. They need help, help in the form of curriculum materials as a resource for planning programs to fit the needs of the individuals under their guidance. The State Department of Education must accept responsibility for developing these materials, and give this work high priority among activities during the next few years.

The cooperation of members of the staff, and of administrators and teachers has been truly exceptional. I am deeply appreciative of it. Herein lies not only a great source of personal satisfaction but also the hope of service in the future.

SECONDARY SCHOOL EDUCATION

Earl Hutchinson

Director of Secondary Education

During the war years, the secondary schools of Maine responded superbly to the educational demands of a national emergency. Pre-induction courses to fit immediate needs of the army were introduced. Orientation material preparing boys for their life in the armed forces was brought into the curriculum. Refresher courses in mathematics, and a gearing to war needs of existing courses in English, physics, and the social studies became the rule. Vigorous emphasis was given to the development of physical fitness and health among youth. National morale was boosted through inclusion of instruction in how to live in a wartime economy and why the nation was at war. Study units designed to enable America to understand better her allies and to appreciate the tremendous problems of the peace were given in the secondary schools.

Besides these curriculum adjustments to wartime needs, secondary school students assisted the war effort by participat-

ing in the salvage of paper, scrap iron, fats, and milkweed pods. They also aided in harvest emergencies, engaged in stamp and bond sales, and joined in civilian defense measures. They contributed both materially and spiritually to our ultimate victory.

Now that the war is over, the secondary schools of Maine and of the nation are faced with reconversion problems—as is industry. What features of education arising from war emergency practices shall be retained? What instruction that was essential to wartime should be dropped? Shall the trends in secondary education, definitely discernible before the war, continue from the point where they were interrupted? Or rather, shall a new pattern of secondary education evolve? It is noteworthy that two of the most significant educational publications of recent years appeared during the war: “Education for *All* American Youth” (N. E. A. Policies Commission) and “General Education in a Free Society” (Harvard University).

Curriculum Developments

There is a ferment in education, and the secondary school faces the issue of how it will care for the diversity of educational needs of American youth. The next few years will determine whether the secondary school as we know it can meet this challenge. There is no specific and tested blueprint of future secondary education waiting to be put into effect. There are available, however, statements of sound principles concerning the function of secondary education, as expressed in the above-mentioned documents. The “how” of procedures remains to be developed. In almost every state there are groups of teachers and administrators working on curriculum problems of the secondary school.

This situation holds true in Maine. The Maine Association of Principals of Secondary Schools, the Secondary School English Teachers’ Association, and the School of Education at the University of Maine are cooperating with the State Department of Education in an attempt to develop a sound, modern secondary school program. The Maine Congress of Parents and Teachers has also been active during the past year, in conjunction with the State Department of Education and the Maine Teachers’ Association, in promoting local study and discussion groups among lay citizens on the subject of what a good high school

should do for the youth of the community. In its two state conferences during the year the Maine Association of Principals of Secondary Schools has had its programs built about the theme of a postwar design for secondary education. English teachers have met in area groups in various parts of the state and have contributed material for a special committee of English teachers to organize in a suitable form for release. The Workshop in Secondary Education at the University of Maine during the summer of 1946 brought together selected teachers from the high schools of the state who worked on the formulation of an overall plan of curriculum revision in the state. Under the direction of the State Department of Education, curriculum materials will be prepared for release in the fall.

Through such cooperative efforts, school people of Maine are developing a secondary school curriculum that will more adequately serve our youth and enable them to adjust themselves better to life conditions of the present era. The program will have strength through common participation in its planning. Curriculum development on the secondary school level should be a major concern of the State Department of Education for the next few years.

High School Diploma Equivalency

During the war a large number of high school boys entered the armed forces of the nation before completing graduation requirements. In order to aid these youth to secure high school diplomas so necessary in civilian life, and at the same time to maintain those standards on which diplomas are issued, the Commissioner of Education in 1943 appointed a State Diploma Equivalency Board. This Board is composed of six members: a superintendent of schools, two secondary school principals, the Adjutant General of Maine, and two members of the State Department of Education. The Director of Secondary Education has served the Board as secretary since its establishment. Considerable praise is due those men not attached to the State Department of Education for their loyal service in giving their time, without financial recompense, at the many meetings necessary to evaluate the diploma status of servicemen and veterans.

The Diploma Equivalency Board reviews and passes upon each

application for a high school diploma, makes its recommendations to the Commissioner of Education, who validates the decision of the Board by authorizing the local school officials to issue to the applicant the regular high school diploma based on the high school record already achieved and the supplementary education secured outside the school. Equivalency graduation credits have been awarded for:

The general education inherent in a year or more of service in the armed forces.

Specialized training in the armed forces—electricity, radio, mechanics, etc.

Correspondence courses—U.S.A.F.I., Marine Corps Institute, etc.

Army Education Program courses, University Study Center courses, etc.

College Training Detachment courses.

Rehabilitation Training.

As of July 1, 1946, the Diploma Equivalency Board has reviewed the applications of 1758 persons, of which 911 have been approved as meeting diploma requirements. Still others have had graduation credits added to their high school records so that the amount of time necessary to complete their secondary school education has been materially reduced.

Now that the war is over and the necessity for leaving high school before graduation no longer exists, the emergency functions of the Board cease. The Commissioner of Education has accepted the recommendation of the Board that no equivalency evaluations be made for youth who leave school after July 1, 1946. Those who entered the service prior to that date may still file applications for diploma credit based on supplementary education and may receive official action by the Board.

Equivalency Certificate Needed

Since many civilians of all ages have failed to graduate from a secondary school, since a large number of them have improved themselves through self-education so that they now have the equivalent or more of a high school education, and since some official evidence of such achievement is necessary for securing certain types of positions or for advancement in occupations, the

Diploma Equivalency Board makes a further recommendation: that the State Department of Education inaugurate a testing program on the secondary school level for residents of Maine who have attained the age of 21 years or over, and that satisfactory results in these examinations qualify them for a "State High School Equivalency Certificate" issued by the State Department of Education. If this recommendation is adopted, it is suggested that examinations be given at stated intervals, probably two or three times a year, at Augusta, under the direction of the State Department of Education. The use of a form of the General Educational Development Tests originated during the war for use in the Armed Forces is advised. National norms based on test results of many thousands of eighth semester high school students are available and offer a reliable measuring device. A required score comparable to the 20th percentile of nation-wide results would thus guarantee a certificate that would have significance and meaning to employers, licensing boards, and admissions officers of post-secondary schools.

The costs of such a recommended program could be liquidated through charging an examination fee of \$5. However, as a service to the citizens of Maine, it would be desirable to partially subsidize this program through state funds, particularly for servicemen and veterans, with the examinee bearing a smaller share of the cost, possibly \$2.

The recommendation of the State Diploma Equivalency Board in respect to an equivalency certificate deserves careful consideration, for it would satisfy a real educational need in the state of Maine.

Net Enrollment by Grades in All Secondary Schools of Maine

	1925-26	1930-31	1935-36	1940-41	1944-45
Grade IX	9,993	11,070	12,751	13,697	12,198
Grade X	8,103	9,279	12,271	11,758	9,809
Grade XI	6,769	7,875	10,291	10,337	8,273
Grade XII	5,945	6,582	9,303	9,341	6,680
Totals	30,710	34,806	44,616	45,133	36,960
Graduates	5,438	5,989	7,526	8,844	6,027

Total Fall Enrollments of Students in All Secondary Schools Since 1928

1928-29	36,443	1937-38	47,023
1929-30	37,569	1938-39	49,414
1930-31	39,573	1939-40	50,166
1931-32	42,006	1940-41	52,252
1932-33	44,416	1941-42	49,744
1933-34	45,150	1942-43	45,828
1934-35	45,895	1943-44	42,424
1935-36	47,000	1944-45	43,141
1936-37	47,096	1945-46	44,577

Number of Approved Secondary Schools 1945-46, by Enrollment and Classification

Enrollment	Class A High School	Class A Academy	Junior High School	Class B High School	Total of All Classes
Under 50 pupils	51	12	0	6	69
50 to 100 "	40	11	0	0	51
101 to 200 "	38	27	2	1	68
201 to 300 "	24	9	1	0	34
301 to 500 "	10	1	1	0	12
Over 500 "	17	0	4	0	21
Totals	180	60	8	7	255

Average of Per Capita Costs of Secondary School Education, 1938 to 1945

1938-39	\$75.76	1942-43	\$115.18
1939-40	\$84.50	1943-44	\$136.62
1940-41	\$86.64	1944-45	\$147.47
1941-42	\$99.81		

REPORT OF THE

Academy Aid

	Average Daily Attendance 1944-45	Per Capita Costs 1944-45	Contract Relations 1944-45	Joint Board 1944-45	Academy Aid Paid in Dec. 1944	Academy Aid Paid in Dec. 1945
Academy of St. Joseph.....	38	\$100.39	No	No	—	—
Anson Academy.....	43	216.85	No	No	\$2553	\$2565.47
Aroostook Central Institute.....	124	136.44	Yes	Yes	3173	4138.90
Ave Maria Academy.....	16	130.85	No	No	—	—
Berwick Academy.....	122	125.25	No	No	3544	4043.13
Bluehill-Geo. Stevens Academy.....	51	152.00	Yes	Yes	1900	2030.00
Bridge Academy.....	32	134.31	Yes	No	—	490.56
Bridgewater Classical Academy.....	56	114.57	Yes	No	2350	2866.79
Bridgton Academy.....	97	241.92	No	No	3136	3962.13
Calais Academy.....	266	93.69	Yes	Yes	1750	2123.58
Cathedral High School.....	198	No data	No	No	—	—
Cherryfield Academy.....	47	140.17	No	No	2025	2596.79
Cheverus Classical High Sch.....	251	102.13	No	No	—	—
Coburn Classical Institute.....	64	216.94	Yes	No	2000	2069.81
Corinna Union Academy.....	101	101.11	Yes	Yes	1350	1633.02
East Corinth Academy.....	49	157.56	Yes	No	2350	2951.13
Eastern Maine Institute.....	10	—	Yes	Yes	800	588.68
Erskine Academy.....	106	101.78	Yes	Yes	3460	4251.47
Foxcroft Academy.....	174	140.21	Yes	Yes	1200	1481.13
Freedom Academy.....	39	176.14	No	No	2425	2553.02
Fryeburg Academy.....	215	163.53	No	No	2276	2685.00
Gould Academy.....	230	241.07	No	No	2297	2820.00
Greely Institute.....	76	172.08	Yes	Yes	1100	1481.13
Hampden Academy.....	115	109.44	Yes	Yes	2637	3165.00
Hartland Academy.....	119	119.33	No	Yes	3318	4426.35
Higgins Classical Institute.....	153	123.92	Yes	Yes	3965	4418.58
John Baptist High School.....	350	62.72	No	No	—	—
Kents Hill School.....	120	200.44	No	No	400	981.13
Leavitt Institute.....	109	149.28	Yes	Yes	2467	3377.68
Lee Academy.....	145	134.24	Yes	No	4409	5364.81
Limington Academy.....	26	202.83	Yes	Yes	1660	1368.68
Lincoln Academy.....	157	126.59	No	No	3797	4282.36
Litchfield Academy.....	24	126.21	Yes	Yes	300	1308.68
Maine Central Institute.....	200	152.90	No	No	4131	4971.69
Monmouth Academy.....	92	124.30	Yes	Yes	3180	4043.36
Monson Academy.....	36	173.88	Yes	Yes	2199	2463.02
Mount Merici Academy.....	93	115.26	No	No	—	—
North Yarmouth Academy.....	114	158.64	No	No	—	—
Notre Dame Institute.....	49	No data	No	No	—	—
Oak Grove School.....	104	252.34	No	No	3786	4503.81
Orono Catholic High School.....	34	No data	No	No	—	—
Parsonsfield Seminary.....	18	272.31	Yes	No	—	—
Patten Academy.....	82	123.73	Yes	Yes	2430	3388.68
Ricker Classical Institute.....	203	180.39	No	No	3603	3558.13
Robert W. Traip Academy.....	262	127.50	Yes	Yes	2669	3892.90
Sacred Heart Academy.....	24	157.97	No	No	—	—
St. Andre High School.....	103	No data	No	No	—	—
St. Benedict's High School.....	12	105.65	No	No	—	—
St. Dominic High School.....	142	79.54	No	No	—	—
St. Francis College H. S.....	87	68.07	No	No	—	—
St. Ignatius High School.....	111	62.58	No	No	—	—
St. Joseph's Academy.....	112	135.74	No	No	2536	3102.00
St. Joseph's High School.....	80	75.86	No	No	—	—
St. Louis High School.....	—	71.32	No	No	—	—
Somerset Academy.....	22	193.03	Yes	No	900	1248.68
Thornton Academy.....	383	134.17	Yes	No	—	—
Washington Academy.....	90	137.65	No	No	3167	3747.36
Wilton Academy.....	154	181.57	Yes	Yes	3013	3648.68
Wiscasset Academy.....	55	130.92	Yes	Yes	2150	2738.68
Westbrook Junior College.....	302	No data	No	No	2030	2718.00
	6687				\$98,436	\$120,000.00

More Supervision

It appears that enrollments in secondary schools are again on the increase, following decreases during the war years. As a larger percentage of youth of secondary school age remain to complete their high school education, continued attention should be given by the State Department of Education to assisting local school officials to broaden the scope of their school offerings and to re-examine and revise their existing courses of study. To achieve this aim, a more extensive supervisory program is needed. On the local level, the high school principal should be a person of richer and more professional background than his teachers, and he should have time during the school day for working in a supervisory capacity with his teachers. It is recommended that secondary school principals be certified as such by the State Department of Education on the basis of their educational experience and training.

Another need in securing improved curriculum practices in the secondary schools of Maine is additional State Department personnel to assist the Director of Secondary Education. Proper curriculum work among the 255 secondary schools must be superficial when attempted by one person, particularly when he also has inspectional and other departmental duties.

By and large, the secondary schools of Maine are making progress, although handicapped by personnel shortages, inadequate building facilities, and financial restrictions.

EDUCATION FOR PHYSICALLY HANDICAPPED CHILDREN

Esther Lipton

Director of Education for Physically Handicapped Children

The new Division of Special Education for Physically Handicapped Children, which was formed as the result of a law enacted by the 92nd legislature, began to function on October 1, 1945, when a director was appointed. Through that law the people of Maine make it possible for their children to be educated even though they have marked physical defects which make it difficult or even impossible for them to attend the regular school classes.

The new law provides educational opportunities for individuals between the ages of 5 and 21 years who are "crippled, partially seeing, hard-of-hearing, defective in speech, cardiopathic, tubercular, cerebral palsied"—or otherwise physically handicapped in such a way that they are "unable to properly care for themselves without assistance or who cannot be adequately taught with safety and profit in the regular public school classes of normal children." The law provides subsidies to towns for the excess cost of special services up to \$200 for each child receiving services in his own town and a maximum of \$350 for children in special schools, hospitals, or treatment institutions outside their normal school districts.

The superintendent of schools has the legal responsibility of executing the special programs which "must comply with the requirements issued by the director of the division of special education with the approval of the commissioner of education."

Objectives of Program

The following are the goals toward which all efforts have been directed during the first nine months of the program's existence.

Continuous and appropriate educational services for the physically handicapped child who may be found in the hospital, the convalescent home, in his own home and in the school are the ultimate aims.

The immediate objectives are:

1. Understanding the problem of special education of the physically handicapped children in Maine.
2. Setting up machinery to discover the physically handicapped children throughout the state.
3. Setting up practical, scientific procedures to determine eligibility for services.
4. Interpreting the program to insure full understanding of its purpose and of procedures for obtaining its services.
5. Cooperating with existing agencies already engaged in providing services to handicapped children.
6. Setting up of standards for special teachers and special classes.
7. Aiding the future teacher of the physically handicapped child.
8. Aiding the teacher through in-service programs.
9. Utilizing experiences of successful state programs in developing the Maine program.
10. Planning to meet the future needs of a rapidly growing program.

Toward these definite objectives this much has been accomplished.

Understanding the Maine Situation

Through constant travel in all areas of the State of Maine, through visits to schools, through conferences with teachers and superintendents of school unions, the director has acquired some knowledge of the special problems of rural education. By means of numerous conferences and interviews with members of the State Department of Health and Welfare, the director has acquired some knowledge about problems involving adequate medical care for handicapped children in rural areas. A state-wide survey of existing programs of special education has been made.

Discovery of the Handicapped and Services Rendered

Effective machinery has been set up to discover the physically handicapped children by means of an annual survey conducted by the superintendents of schools. It includes a letter to the

superintendents listing the types of children to be reported and a guide containing brief definitions of each type of handicap. Application blanks to be used in the survey were sent to all the superintendents. A small printed pamphlet containing a concise digest of the law with suggestions for making it effective has also been sent to all superintendents of schools.

In the past nine months, 317 applications for special services were received from 98 different cities and towns. Within a short period of time, 106 children were receiving the benefits of special education as provided by law. Thirty-six cases were found not eligible. One hundred twenty-seven cases are now in the process of study and analysis, to determine the best type of assistance that can be offered each child.

Twenty-eight towns now have approved programs in progress.



Home Study Means a Diploma to This Physically Handicapped Youth

Of this number, twenty-two had excess costs which made them eligible for state reimbursement. They have received a total subsidy of \$7,499.98.

Eligibility for Services

There is no stock answer regarding the type of pupil who is eligible for service or the nature of the service which should be rendered. A complete study and analysis of each individual referred to the Division must be made. Recommendations must necessarily differ according to the total needs of each child. Two children of the same age with the same disease and with similar home backgrounds may require entirely different educational programs. One might be required to stay at home and spend part of the day in bed. Home instruction is indicated. The other might be directed to the regular classroom with no restrictions other than to avoid competitive games. These different recommendations would enable both children to attain their maximum academic and vocational education while maintaining or improving their present physical condition. Individual study is the keynote of the program for educating the physically handicapped child.

The individual differences and needs are determined in the following manner: a careful study and analysis is carried on by the director, the staff psychologist and the superintendent of schools, utilizing the information derived from the application blank, a recent medical report, psychological examinations, and any information contributed by the parents, teachers, and the child himself.

Analysis is made of existing educational facilities in the vicinity of the child's home. If the pupil's needs can be adequately met there, the solution is simple. If roads are not open during the winter or qualified teachers are not available in the vicinity, it is sometimes necessary to board a child away from home in order to meet his special needs adequately.

The pupil's progress must be watched constantly so that all restrictions may be removed when the physician states they are no longer needed or adjustments may be made in a program when a physician finds that the plan attempted is detrimental to the patient's health.

Public Relations

Purposes of the program and procedures for obtaining services were outlined in a bulletin to all superintendents of schools and for all physicians whose patients applied for services. The director conducted a series of acquaintance lectures at each of the State Teachers Colleges and Normal Schools throughout the year. Informative discussions were led before service groups, community groups, teachers' clubs, nurses' groups, welfare workers, and other interested parties from Kittery to Fort Kent and from Machias to Mexico.

Wide-spread information and constructive newspaper publicity have helped explain the new program to the public.

Cooperation With Other Agencies

Full cooperation exists between all the divisions of the State Department of Health and Welfare, the Division of Vocational Rehabilitation, the Pine Tree Society, and the Division of Special Education in the State Department of Education. Techniques have been established for continuous exchange of information which will aid in directing a pupil toward obtaining his maximum in medical care, recreation, and both general and vocational education.

Professional Standards for Special Teachers and Classes

The accepted professional practice in the education of the exceptional is to require special education for a teacher in addition to that required for regular teacher certification. In keeping with that requirement, the salaries of special teachers are proportionately greater than those of regular teachers. Because the number of qualified teachers in Maine is so small, it has been necessary to accept the services of regular teachers without special education backgrounds this first year. Even with that arrangement, there were not sufficient teachers available for all the children who expected some instruction during the year. This is a major problem in the State in developing the program.

As opportunities are made available through this Division for interested teachers to acquire the special education considered essential to succeed in educating children with special needs, standards will be set up for teachers of the exceptional.

Teacher-education and In-service Programs

The cooperation of the Gorham State Teachers College and the School of Education at the University of Maine made it possible to offer two courses in special education at the former and to plan for two more at the latter.

A course in lip-reading and an orientation course in education of physically handicapped children were offered at the 1946 summer session at Gorham.

Plans were completed to enable children with speech defects to live on the University of Maine campus while they attended the daily speech clinic conducted by Dr. Runion. Arrangements were also completed for a four-day institute on the education of physically handicapped children which is to be held at the University of Maine in August.

It is hoped that an orientation course will eventually be required for graduation from every teachers college in the State. The creation of at least one spot in Maine where teachers may get special education in both lip-reading and speech-improvement is one of the aims of the Division.

Needs for an Effective Program

For an effective program of special education of physically handicapped children, the following minimum requirements are essential:

1. A full-time director
2. A full-time secretary
3. Regular access to psychological services or a full-time psychologist.
4. A consultant in speech problems.
5. A consultant in hearing problems. } Part-time
6. Qualified special teachers.
7. A teacher-education program to insure a regular supply of qualified teachers.
8. An understanding of the purpose of the program by educators, parents, physicians, and the general public.
9. Effective tests of hearing and vision for all school children throughout the state, and effective use of the records containing the results of the examinations.

At present there are on the staff a full-time director, a part-time secretary, and a part-time psychologist.

Children with speech defects and those with a marked hearing loss have not been receiving the assistance they need, largely because of the lack of qualified teachers.

Children in hospitals and sanatoriums have not been receiving education.

In testing the physically handicapped children, the problem of the mentally retarded has emerged in a striking way. Since according to law the Division cannot care for the mentally retarded, very little constructive action can be taken to provide for the needs of this neglected group. The problems of the mentally retarded but educable child are in need of the attention of the education staff at the state level.

Larger Appropriation Needed

To carry out the law effectively, the minimum needs listed must be met. This can be accomplished only by appropriating to the Division of Special Education enough funds to employ an adequate staff and to provide for the education of teachers as well as for the actual service to pupils.

A rough estimate of a minimum amount which will enable the Division to work in that direction for the next biennium is \$66,000-\$70,000 as compared to the \$28,000 appropriated at the last legislature.

Types of Handicaps

A study is now underway to determine the frequency of types of handicaps among applicants for special services. The following types of children make up the bulk of the group being referred for help: heart disease, rheumatic fever, orthopedic defects, visual defects, hearing defects, speech defects, tuberculosis, epilepsy, and multiple handicaps.

Acknowledgments

The director is glad of the opportunity to express publicly her appreciation of the generous assistance received from members of the State Department of Health and Welfare, the Division of Vocational Rehabilitation, and various members of the medical profession whose suggestions were of tremendous value in steering the program in the right direction.

Special recognition and thanks are due Mrs. Burton Preston, Executive Director of the Pine Tree Society, whose sincere interest, constant enthusiasm and encouragement helped make possible some of the achievements listed in the present report.

SCHOOLING IN UNORGANIZED TERRITORY

Adelbert W. Gordon

General Agent for Unorganized Territory

During the biennial period ending June 30, 1946, the school system of the Unorganized Territory was maintained under continued conditions of unprecedented difficulty. Although this period coincided closely with the last year of the War and the first post-war year, there was no relief from wartime school problems. Never before was it necessary to resort to so many expedients in order to maintain this school system without serious impairment in the service. This obviously was not a time for a general advancement in the school program of the Unorganized Territory with its extensive area and wide diversity of conditions. However, by extra effort the usual school privileges with few exceptions were provided and, pleasing to state, actual advancement in the way of school consolidation was made in several townships as later mentioned.

About the same number of townships and other units were represented in this system as during the previous biennium, ninety-three for the year ending June 30, 1945, and ninety-four for the year ending June 30, 1946. As usual, these places were located in greatest number in Aroostook, Franklin, Piscataquis, Somerset, and Washington counties, while there were also a considerable number in Hancock, Oxford, and Penobscot counties, together with one or more in all remaining counties except Androscoggin and Waldo which had no unorganized areas. The more populous townships continue to be represented in the system year after year but the townships with a few inhabitants are irregularly represented, this often being determined by the presence of a new family or the removal of one or more former families. Included in the number of townships for the past two years were thirty-one former towns and plantations.

Deorganization of Towns and Plantations

Acts providing for the surrender of the charters of towns and plantations have become a matter of routine business in all recent legislatures. It first appeared that a record number of such acts would be introduced in the Legislature of 1945. However,

several proposed acts were withdrawn and the final result was the introduction and passage of six such acts, each uniformly providing for deorganization with emergency preamble effective March 30, 1945, and with a referendum provision. In five cases the acts were accepted by the voters of these municipalities and these towns and plantations thereby became a part of the Unorganized Territory on the effective date as follows: Town of Connor, Aroostook County; Town of Salem, Franklin County; Town of Orneville, Piscataquis County; Town of Trescott, Washington County; Plantation of Kingman, Penobscot County; Plantation of Medford, Piscataquis County. The voters of Moro plantation, Aroostook County, voted not to accept the act to deorganize that plantation. It will be seen that these places were located in five different counties and were well scattered over the state thus indicating that conditions requiring deorganization were not confined to any one part of the state. Connor and Kingman had both been under the management of the State Emergency



Everyone Learns in This Busy Classroom

Municipal Finance Board for some time. These new townships meant the addition to the school system of the Unorganized Territory at once of over five hundred persons of school age, thirteen schools, forty-five secondary school students, and eight conveyance routes. The unsatisfactory conditions in these decadent former towns and plantations provided, with little advance notice, a sizeable problem of school administration in itself.

This constant addition to the Unorganized Territory in recent years of towns and plantations through surrender of their charters by legislative act, frequently with emergency provision, is a movement of such importance as affecting the school system of the Unorganized Territory that a list of such municipalities which have surrendered their charters during the past fifty years, or since the first act was passed by the Legislature in 1895 for schooling in Unorganized Territory, is given herewith. This list is made in chronological order and is believed complete. However, it is understood that in the case of a few plantations the civil organization was given up through action of the county commissioners of which there is no official record and which probably was irregular in itself, while in other cases apparently the civil organizations simply became defunct. Two such plantations are included in the list.

According to available records, few towns and plantations surrendered their charters prior to 1895 and these all were reorganized under new names or became parts of adjoining towns instead of the Unorganized Territory. A history of all of the acts providing for the organization, reorganization, renaming, division, annexation, and deorganization of Maine towns and plantations would make a story of many chapters comprising a large volume and would date back nearly three hundred years to colonial times. This, however, has only remote connection with the present Unorganized Territory of Maine and is, therefore, not of direct interest in this report.

Towns and Plantations Surrendering Charters, 1895 to 1945

Name	County		Legislature of Date Effective
Kossuth, Town	Washington	1895	Feb. 5, 1895*
Franklin, Plantation	Oxford	1899	Feb. 21, 1899
Lambert Lake, Plantation	Washington	No Record of	Deorganization **
No. 18 E. D., Plantation	Washington	" " " "	" " **
Perkins, Plantation	Franklin	1901	March 8, 1901
Mattamiscontis, Town	Penobscot	1907	Feb. 21, 1907
No. 8 S. D., Plantation	Hancock	1913	July 12, 1913
Muscle Ridge, Plantation	Knox	1915	Dec. 31, 1916***
Perkins, Town	Sagadahoc	1917	March 1, 1918
Grafton, Town	Oxford	1919	Feb. 27, 1919
Hurricane Island, Town	Knox	1921	July 9, 1921
Forest City, Town	Washington	1923	March 1, 1924
Criehaven, Plantation	Knox	1925	July 11, 1925
Long Pond, Plantation	Somerset	1929	July 13, 1929
Chesuncook, Plantation	Piscataquis	1933	June 30, 1933
Lang, Plantation	Franklin	1935	July 6, 1935
Mason, Town	Oxford	1935	July 6, 1935
Mayfield, Plantation	Somerset	1937	July 24, 1937*
Freeman, Town	Franklin	1937	Jan. 1, 1938
Albany, Town	Oxford	1937	Jan. 1, 1938
Argyle, Town	Penobscot	1937	Jan. 1, 1938
Edmunds, Town	Washington	1937	Jan. 1, 1938
Williamsburg, Town	Piscataquis	1939	March 31, 1940
Bigelow, Plantation	Somerset	1939	March 31, 1940
Lexington, Plantation	Somerset	1939	March 31, 1940*
Concord, Plantation	Somerset	1939	March 31, 1939*
Marion, Town	Washington	1939	April 1, 1939
Silver Ridge, Plantation	Aroostook	1941	April 1, 1941
Unity, Plantation	Kennebec	1941	March 31, 1942
Baring, Town	Washington	1941	April 1, 1941
Brookton, Town	Washington	1941	March 31, 1942
Topsfield, Plantation	Washington	1941	April 1, 1941*
Milton, Plantation	Oxford	1943	March 31, 1944
Connor, Town	Aroostook	1945	March 30, 1945
Salem, Town	Franklin	1945	March 30, 1945
Kingman, Plantation	Penobscot	1945	March 30, 1945*
Medford, Plantation	Piscataquis	1945	March 30, 1945*
Orneville, Town	Piscataquis	1945	March 30, 1945
Trescott, Town	Washington	1945	March 30, 1945

* Previously deorganized as a town and reorganized as a plantation.

** The organization apparently became defunct between 1900 and 1905.

*** School funds made available for use after July 15, 1915.

It will be noted from the foregoing list that during the fifty years the school system of the Unorganized Territory has been in operation only ten towns and plantations surrendered their charters in the twenty-five year period from 1895 to 1920, while twenty-nine or nearly three times as many took the same action in the twenty-five year period from 1920 to 1945. The present

tendency toward deorganization is thus clearly indicated as well as the fact that it is apparently becoming more and more accelerated. All of these places still exist as unorganized townships with the exception of Franklin plantation which was annexed to Rumford and Peru in 1899 and Hurricane Island which was annexed to Vinalhaven in 1937. A considerable number of these townships as indicated were formerly towns which first surrendered their organizations and reorganized later as plantations, only in turn to surrender the plantation organization and become an unorganized township. Of incidental interest is another group of deorganized towns which reorganized as plantations and still remain in that category. Deorganization acts passed by the Legislature with a referendum provision have not been accepted by the voters in a number of instances while the Legislature, on the other hand, has failed in not a few cases to take favorable action on deorganization acts and in one instance such an act passed by the Legislature was vetoed by the governor.

Most of the towns and plantations which surrendered their charters prior to 1925 took this action, it appears, on account of decreased population together with, in some cases, a comparatively high rate of taxation. Some of these places have now become practically depopulated such as Perkins in Franklin County, Muscle Ridge in Knox County, Grafton in Oxford County, Perkins in Sagadahoc County, Bigelow in Somerset County, and Kossuth and No. 18 E. D. in Washington County. In a few of these townships it now frequently happens that there is not a single person of school age.

Seek Tax Relief

The present marked tendency toward deorganization, on the other hand, is primarily an effort to seek relief from an excessive rate of taxation, in some cases over one hundred mills on the dollar of valuation. Such a condition is usually the culmination of a long period of decline in these municipalities marked with the loss of taxable property and the inability to meet the demands of modern society such as schools, highways, and social services. In a number of cases the taking over of a portion of a town for a Federal Reservation, thus removing this property from taxation, has been the final factor in bringing about a con-

dition making deorganization imperative. In most of this class of former towns and plantations there has been a decrease in population but there usually remains a sizeable number of inhabitants, seven such townships at present having a population exceeding two hundred, and one a population of nearly five hundred. In fact, a considerable number of townships, some of which have never been organized, have a larger number of inhabitants than some of the smaller towns and plantations.

It appears that most of these former towns and plantations are destined to remain permanently a part of the Unorganized Territory unless some plan of local self-government for larger local units, perhaps to be designated as municipal districts, is devised which will include several of these townships or will annex such townships to larger adjoining municipalities. This is discussed from time to time by state officials familiar with the conditions but does not seem to be a development of the immediate future. There still remain, unfortunately, a considerable number of small towns and plantations maintaining local self-government under conditions of burdensome taxation and with apparently no hope of future improvement in their municipal finances together with not infrequent other unfavorable conditions for continuance as organized municipalities. It is a matter of conjecture as to how many of these places will seek relief in the future at the hands of the Legislature. This will doubtless depend upon general economic conditions and it is probably a safe prediction that a period of depression would bring a comparatively large number of deorganization acts before the Legislature.

The inefficient administration of local self-governments has been a contributing and possibly a principal factor in the surrender of the charters of some towns and plantations. Only recently the citizens of a town of considerable size in which the financial affairs had been restored to a satisfactory condition under the management of the State Emergency Municipal Finance Board voted to surrender their charter rather than risk financial distress again under the administration of their own town officers. This was rather an extreme case in which the relatively small amount of taxable property may be considered a partial reason for such action but there have been other cases

which do not reflect favorably on the success of local self-government and democratic ideals. The results of inefficient school administration are often apparent in these newly deorganized townships. This, however, should not be considered altogether the fault of school officials but rather the inherent tendency of the people of these small communities to oppose school consolidation and to persist in maintaining their own small, inefficient school units. When such communities become a part of the Unorganized Territory progressive school measures, usually involving consolidation, are promptly put into effect, oftentimes with the expressed opposition of the parents. While this may appear undemocratic, the wisdom of such action is practically always proved within a short time when all opposition ceases and approval of the new school organization is tacitly if not openly given. Thus the school children are given the advantages of a more modern school program without awaiting the slow process of education necessary in such communities before any change in the old order is voluntarily effected.

School Consolidation

School consolidation through conveyance of pupils began in a small way in the Unorganized Territory about twenty-five years ago. This policy has been continued ever since until it has become a most important feature in the schooling of children in the Unorganized Territory. Today it may be said to have been developed to an extent far in advance of most distinctly rural areas of the state. It was first mentioned in the report for the biennium closing June 30, 1924, and has been given a prominent place in biennial reports since that date. It will be of interest to note that the first conveyance of any substantial number of pupils was by horse-drawn wagon school bus built in the State Prison at Thomaston, also that the bus bodies were transferred for the winter season from wheels to runners. The first such route was established in Township 17, R. 5, W. E. L. S., Aroostook County where the Daigle School, so-called, was closed in 1920 and a considerable number of pupils conveyed to the new model rural school building at Ouellette in the same township. A second route with a smaller number of pupils was established at about the same time from Wyman township to Stratton. Af-

ter a period of years these wagon school buses were replaced by motor buses.

Numerous school consolidation projects successfully put into operation from time to time have been described in previous biennial reports. During the past two years some changes were made and several new conveyance routes established which are mentioned in this report. Wartime restrictions with respect to the use of gasoline and the purchase of new school buses, as well as the provision of equipment for old buses, were a severe handicap while changed conditions necessitated some adjustments. This situation has now been partially relieved and it is hoped that worn-out equipment may be replaced as well as a general reorganization of school bus routes effected in the near future.

When Milton plantation in Oxford County was deorganized in the spring of 1944, one school was being maintained and a considerable number of pupils conveyed from another section of the



Demonstration Class is Part of Extension Course for Teachers

township. This arrangement was continued for the remainder of the school year but beginning with the new school year in 1944, a contract was made with the Town of Rumford to convey these pupils, both elementary and secondary, in one of the Rumford school buses a distance of twelve to fifteen miles to that town. The fact that one of the Rumford school bus routes passed through one corner of this township made this arrangement advantageously possible. A state-owned school bus which had been operated on the Lang-Stratton route and was no longer needed was sold to Rumford for conveyance of the Milton pupils. At first there were objections by some of the parents but this arrangement worked out so satisfactorily that complaints soon ceased. A saving in expense is quite certainly being made and the much superior school privileges are obvious.

On account of a marked decrease in the number of pupils in Lang township, Franklin County, it was found that these pupils, who were formerly conveyed by a state-owned school bus to Stratton, could be conveyed to better advantage by automobile. Therefore, this arrangement was made at the beginning of the fall term, 1944. Through an agreement with the school officials of Coplin the small number of pupils of this plantation were also conveyed with the pupils of Lang as for a few years previously. This meant a continued saving in expense for both Coplin and the state. This conveyance route is, in fact, an outstanding example of the possibilities of school consolidation not only with respect to the provision of superior school privileges but also in a marked decrease in school expenditures.

The school bus used since 1937 on the Ouellette-Guerette conveyance route and jointly owned by the state and a conveyance contractor was found to be in such a bad condition of repair, especially the chassis, at the end of the school year 1945 that it was decided to discontinue its further use. This decision was also made because of the fact that the rather large bus had been operated with difficulty in more recent years because of the worn-out condition of the roads and unsatisfactory snow removal in winter, both probably the result of wartime conditions. It was felt that a smaller vehicle of the panel delivery truck type converted for school bus use would prove more satisfactory for a time and this plan was successfully carried out for the school year ending in June, 1946.

During the school year 1944-45 approval was given to the purchase of the chassis of the jointly-owned school bus operated on the Old Town-Argyle route by the conveyance contractor at Bethel for use on the Mason-Bethel route. This was accordingly done and a new contract made with the conveyance contractors of Old Town to place a modern bus of their own on the Argyle route. This meant an up-to-date bus for the Argyle route and a fairly good bus on the Mason route large enough to accommodate a considerable number of Bethel pupils in addition to Mason pupils, who could be conveyed to the advantage of that town as well as of the bus operator and the state.

During the school year 1944-45 the Albany bus route was extended a distance of about four miles to Lynchville, so-called, in that township and the pupils of this community, about a dozen in number, conveyed with all other Albany pupils to Bethel. These pupils for several years previous had been conveyed to a two-room school in East Stoneham and prior to that had walked to the two-room building at North Waterford but on account of the overcrowded condition of the latter building, the arrangement for conveyance to East Stoneham was made. This new arrangement for conveyance of Lynchville pupils to Bethel resulted in a considerable saving in expense as well as better school privileges. Unfortunately, it was necessary to discontinue this arrangement at the end of the year on account of the lack of room at Bethel and arrangements were made for the pupils to attend school at North Waterford where, by reason of reduced enrollment, they could again be accommodated. These pupils walked to school during the fall and spring terms and were conveyed during the winter term. Strange to say, the combined expense for tuition and conveyance for this short distance was greater than for conveyance and tuition at Bethel. This is a good example of changing conditions which make new adjustments necessary from year to year. It is hoped that eventually it may be possible to convey these pupils again to Bethel or some area school in that vicinity.

Problems in Newly Deorganized Townships

When the five towns and plantations become a part of the Unorganized Territory by emergency act effective March 30,

1945, arrangements were immediately made to administer the school affairs of these places under the system of the Unorganized Territory. As usual, the schools and all related arrangements were continued without change for the remainder of the school year. Beginning with the fall term, 1945, various adjustments were made in order to improve conditions and provide more efficient school privileges.

The new unorganized township of Connor, Aroostook County, presents a major problem for school improvement. It was found that a large two-room school was being maintained on the west side of the township near U. S. Route 1 with conveyance by an old town-owned school bus from a considerable area in that section of the township where schools had been closed, one quite recently. This school building, of cheap construction, was formerly of the one-room type but had been converted into a two-room building by moving an equally poor one-room building to this lot and attaching it to the first building in the least expensive manner possible. Nearly one hundred pupils are now in attendance in this building, practically all of whom are conveyed, and general conditions are most unsatisfactory indeed. During the summer vacation the roof was repaired and some other much needed minor improvements made but the building is not worth remodeling nor repairing to a greater extent than absolutely necessary to make it comfortable and sanitary.

The attempt to consolidate in this area is commendable but the improvised school building brings about well-nigh intolerable conditions. A good solution of this problem so far as Connor township alone is concerned would probably be the erection of a new building of the three-room or possibly four-room type. There are now a sufficient number of pupils for three teachers and the school population is quite certain to increase in this area. However, a better solution of the problem would be a new area school located on U. S. Route 1 near the line between Connor and Caribou and providing for all of the pupils in the northern part of Caribou and the western part of Connor. This would probably require a six or eight room building.

In the eastern part of Connor township there is a fairly good one-room building known as the Kelley School with attendance at present of about twenty-five pupils, a small number of whom

it is necessary to convey. This could doubtless be made, with some rather substantial improvements, into a very good rural school building but probably a more desirable arrangement would be the conveyance of the pupils from this part of the township by modern school bus to Caribou, a distance of seven or eight miles over a fairly good highway.

In order to bring about the desired improvements in the school conditions of Connor, an unprecedented expenditure for an unorganized township would be required. In view of the comparatively large population, about five hundred at present and over seven hundred according to the 1940 census, with prospect of the return to that number again in the future when families return who moved because of wartime conditions, there seems a difficult question as to the proper action to take. This seems particularly true when it is reported there is considerable sentiment in the township to reorganize again as a plantation.

One school was being maintained in Salem, Franklin County, until shortly before the deorganization act took effect on March 30, 1945. This school had been closed because enrollment had been reduced to a few pupils and these pupils were attending school at Kingfield. The provision of school privileges in that township, therefore, was comparatively simple and it appears there will be no particular change in this township in the near future. Temporary residents will possibly be a problem from time to time.

The township of Kingman, formerly a town, an unorganized township for a short period, and a plantation when deorganized, is located in an area where there is no larger community nearby with which school consolidation could be effected, hence school improvement resolves itself into raising the standard of the present system. A three-room elementary school has been maintained for some time with transportation of pupils living two to four miles north and south of the village on main highways. The school building is centrally located and the school grounds are very satisfactory. The two story building is of ample size and fairly substantial construction but of a most odd type of architecture and poorly planned. It is too good to condemn and yet would require a comparatively large expenditure to remodel into a first class building. The rooms are heated by jacketed

stoves and there are flush closets in the basement with an inadequate supply of water from a basement well. The main part of the basement with dirt floor is used for the storage of firewood. There seems some question as to whether or not the present enrollment will continue to be large enough for a three teacher school but under present conditions a gradual improvement of the present building appears to be the proper course to follow. It again becomes a question as to how great an expenditure is warranted for school improvement in a community of this type.

One school was being maintained in Orneville when it was de-organized and pupils conveyed from another part of the town to this school at a relatively high expense. This school, located on State Highway Route 221, was closed at the end of the school year and a contract made with a responsible bus company at Milo to convey these pupils in a modern bus a distance of about ten miles to Milo. The expense was no greater than under the old system and the advantages obvious. There is some unimproved road on this highway and this raises a question as to the success of conveyance by large bus during all seasons of the year. A small number of pupils in other sections of this township are conveyed to LaGrange and North Bradford as before.

When Trescott became an unorganized township, four rural schools were being maintained all of which were of substandard grade. At the beginning of the fall term, 1945, the Bailey's Mistake School was closed and arrangements made for the lower grade pupils to attend the Dixie School in Lubec, a near model rural school located only a short distance away where these pupils could be easily accommodated. These pupils were conveyed to the Dixie School a part of the year and the grammar school pupils conveyed throughout the year to Lubec. This means greatly improved school privileges for these children and a decrease in expenditure.

Beginning with the fall term, the North Trescott School which had a very poor attendance record during the previous year, partially on account of the long distance a considerable number of the children were compelled to walk, was closed and a contract made with a reliable party to convey the pupils in an approved school bus to the East Stream School. Considerable difficulty was experienced during the first part of the winter season

on account of unsatisfactory snow removal in this area but this was finally arranged after much effort through the county commissioners. This arrangement proved fairly satisfactory considering the conditions. However, the East Stream school building as well as the Moose River building now in use are most unsatisfactory and not worth repairing or remodeling except to such extent as is absolutely necessary. It will not be possible to provide the pupils of this township with satisfactory school privileges until they can be conveyed to Lubec when accommodations become available through erection of a new elementary school building. An area school located in Lubec would solve the problem for all of the children of the rural communities in this area including outlying sections of Lubec, all of Trescott and possibly Whiting.

Schools Maintained

Only twenty schools were maintained in the Unorganized Territory at the beginning of the school year 1944, this being a further reduction from the number maintained the previous year as anticipated in the last biennial report. However, beginning with the spring term, 1945, thirteen schools were added when five towns and plantations deorganized by the Legislature through emergency act became a part of the Unorganized Territory. In turn, four of these schools were closed so that at the beginning of the school year in 1945 the number of schools was again reduced to twenty-nine. Thus the process goes on of closing schools in the Unorganized Territory and thereby maintaining a relatively small number of schools despite the constant increase in the size of the school system through the addition of deorganized towns and plantations. In this report a school is considered a classroom instead of a building in accordance with the old definition in order that the proper comparison with former reports may be maintained.

The school at Rockwood, which had been maintained for many years and where there was a two-room school for several years, was closed at the end of the school year in 1944 because of small enrollment. This was brought about through the gradual decline of the community and finally the removal of most families with children of school age to other places for employment in

war industries. The few remaining pupils were conveyed by automobile for a distance of two miles to the Blaine School in the same township for the school year 1944-45 but the Rockwood School was reopened at the beginning of the school year 1945-46 when the return of families made this action advisable. On the other hand, it was necessary to close the Blaine School with an enrollment of over thirty pupils at the end of the fall term, 1945, on account of the resignation of the teacher and the inability to engage another teacher for the position as well as the impossibility of finding a suitable boarding place. This school was reopened for the spring term and it is planned to make up the lost time later, possibly by maintaining a summer term. Formerly a summer term was the usual arrangement for this school and it is still an open question as to whether this is not a more profitable arrangement than a winter term. The school situation in this township is a good example of the uncertainty brought about by wartime conditions and consequently the necessity for constant readjustments.

The Forest Station School was closed at the end of the school year in 1944 because of the small enrollment of pupils, the difficulty in engaging a teacher and the possibility of conveying these pupils to Brookton, a distance of four miles where the two-room school is now a part of the system of the Unorganized Territory. Formerly there were more than twenty pupils enrolled in this school and a new rural school building was erected in 1923 to replace a very small, primitive building. An urgent petition from twenty-three parents and residents of this community asking that this building be erected for about twenty school pupils of the community is on file among the office records. At that time these pupils could not have been accommodated at Brookton and the highway had not been improved to the extent that conveyance would have been possible. This is another good example of the rapidly changing conditions which could not be anticipated. It is possible that the number of pupils in this community may increase again should the lumber industry in that locality be revived and, therefore, this building may serve a very useful purpose in the future.

Problem of Boarding Pupils

As usual the boarding of pupils is made a subject of this report. The nature of the Unorganized Territory, with families living remote from schools to which attendance is not even possible by conveyance, requires the boarding of a comparatively large number of pupils as the only means of providing school privileges. During the past few years this has been more of a problem than ever before on account of the difficulty in procuring desirable boarding places and the cost of board which has naturally been high. However, this was carried out successfully and the usual large number of pupils boarded as will be indicated by the statistical report. Parents, as usual, cooperated very well in most instances in this arrangement.

Lighthouse Children

The number of pupils boarded from light stations was again reduced as anticipated and only two light stations were included in this arrangement the past two years. It seems quite certain that through continued reorganization of the lighthouse system all keepers will eventually become members of the U. S. Coast Guard and thus their children will be provided indirectly by the Federal government with school privileges as explained in the last biennial report. When this is done the schooling of lighthouse children under the school system of the Unorganized Territory will come to an end. Since 1915 when payments on this account were first made through the initiative of Hon. Payson Smith, then state superintendent of public schools, the state has expended approximately \$75,000 for this purpose. This has been a distinct credit to the State of Maine in assuming the responsibility for the schooling of a long neglected group of children who otherwise would have grown up, in many cases, with most limited school privileges or even as illiterates. These children should properly have been provided with school privileges as wards of the Federal government but the liberal action of the State of Maine may well be considered as an excellent investment in good citizenship.

As a matter of record a list is given herewith of light stations, several now discontinued, from which children have been provided with school privileges in some cases almost continuously and others at certain periods or seasons of the year since 1915.

LIGHT STATION	COUNTY
Baker Island	Hancock
Bear Island	"
Bluehill Bay	"
Deer Island Thorofare	"
Eagle Island	"
Egg Rock	"
Great Duck Island	"
Mark Island Light Station	"
Mt. Desert Rock	"
Brown's Head Light Station	Knox
Matinicus Rock Light Station	"
Two Bush	"
Whitehead	"
Burnt Island Light Station	Lincoln
Franklin Island	"
Ram Island	"
The Cuckolds	"
Perkins Island	Sagadahoc
Seguin Island	"
Squirrel Point Light Station	"
Avery Rock	Washington
Libby Island	"
Little River	"
Moose Peak	"
Narraguagus	"
Nash Island	"
Petit Manan Island	"
Boone Island	York
Cape Neddick	"
Goat Island	"
Wood Island	"

Temporary Residents

The problem of temporary residents with children of school age in the Unorganized Territory has been discussed in most every biennial report in recent years. This situation has not been acute recently but there have been occasional difficult problems of this nature. It is, of course, impossible to keep properly informed of every case when a family removes to a remote locality in the Unorganized Territory. This may perhaps be better understood when it is realized that there are in the Unorganized Territory approximately fifteen thousand square miles of forest area. An effort is made to obtain as complete information as possible from superintendents of schools but they cannot be expected always to know when families remove from their unions or where such families may take up a new residence. Some families are, therefore, bound to disappear each year beyond the reach of official knowledge or control. It is believed, however, that the

number of pupils who are not receiving school privileges in such cases is relatively small.

The recently amended temporary residents law requires that parents provide board or transportation for their children of school age when located in remote areas but it remains a question as to the effective enforcement of this law especially when parents are indifferent as to the schooling of their children or are financially unable to meet the provisions of the law. There also is the practical problem of enforcement in remote localities extremely difficult to reach, especially in the winter months. To be fully effective, the services of a full-time officer with special qualifications for such a position would be required to enforce this law throughout the Unorganized Territory of Maine. It, therefore, becomes again a question as to whether such a comparatively large expense would be warranted in view of the relatively small number of children that would be affected. Some consideration has been given to asking the official department heads to make game wardens and fire wardens responsible for reporting the presence of such families in the forest areas but incidental duties of such a nature are not likely to be very efficiently performed and thus a false impression given that this situation is being effectively controlled. If small pulpwood contractors could be induced to give up the practice of moving families with children of school age to their woods operations, this problem would be largely solved but strong and continued efforts in this direction have been unavailing to date although all large pulpwood concerns with one exception have fully cooperated in this matter for a considerable period of years.

New and Old Buildings

The subject of school buildings was discussed at some length in the last biennial report. At different times it has been felt that the building program for the Unorganized Territory was practically completed only to find by the addition of new townships to the system that further improvement was needed. This is especially true at the present time not only on account of new townships but also because the buildings regularly used having gone through the war period with only temporary repairs, are now in need of considerable improvement. Decreased popula-

tion in some townships, perhaps only temporary, together with the possibility of consolidation through improved roads in other townships, and other constantly and unexpected changes have brought about altogether a most unsettled condition. Consequently, there are some very good school buildings which are not in use while in other places it is necessary to use buildings which are inadequate and unsatisfactory. It would seem unwise to settle upon any comprehensive changes at the present time but advisable to wait developments in the meantime keeping the buildings in use in a good condition of repair. During the past two years interior repairs have been made to a number of buildings. This has been done at a high cost as compared with former times but there seems no way to avoid such seemingly excessive expense.

Excellent school buildings in Township 15, R. 6, W. E. L. S., Aroostook County, Howe Brook, Grindstone, Forest Station, Forest City, and Indian Township, as well as good buildings in some other places, are now not in use but in each case there is a possibility that the buildings will be needed sometime in the future. These buildings, therefore, should not be disposed of at present. On the other hand, there is still a considerable number of school buildings in the Unorganized Territory which it is reasonably certain will never again be used and it becomes a problem as to the best method of disposing of such buildings. The ownership of school lots upon which abandoned school buildings in former townships and plantations are located very often raises perplexing legal questions which must be referred to the Attorney General. A new provision of the statutes places the responsibility for the sale of such buildings and lots upon the state tax assessor after the approval of the sale by the Commissioner of Education. During the past year a complete list of all school buildings in the Unorganized Territory, both in use and not in use, has been made together with photographs and all available information relative to these buildings and the lots upon which located. This should prove most useful as a permanent record but, of course, will need to be brought up to date from time to time.

Records

A table is prepared each year giving detailed school statistics relative to each unorganized unit and very complete financial accounts are maintained. This information is made a part of the permanent records of the department of education and is available for inspection at all times. There are also on file the returns of school agents dating back to 1915, records of the employment of teachers and much other information which comprises a rather complete history of the school system of the Unorganized Territory.

Conclusion

It would be difficult to formulate a comprehensive program at the present time for the future improvement and development of the school system of the Unorganized Territory. This is true not only on account of rapidly changing conditions which affect this school system with respect to individual townships and certain areas but also because of the statewide program of the department of education of which the Unorganized Territory should become an integral part. Therefore, all future plans and improvements should be made with this larger development in mind and the possibility of combining with organized communities adjacent to the Unorganized Territory in a modern educational program.

(Note: Because Mr. Gordon retired July 1, 1946 after 31 years with the State Department of Education a detailed report of his work as general agent for unorganized territory is included in this report.)

COMPARATIVE SUMMARY OF STATISTICS
FOR THE UNORGANIZED TERRITORY

For the Years Ending June 30, 1944, 1945 and 1946

	1944	1945	1946
Number of townships in which school privileges were provided,.....	84	93	90
School population, 5 to 21 years of age,.....	1,496	2,004	1,928
Number of schools maintained,.....	24	27	30
School enrollment,.....	552	870	762
Aggregate attendance,.....	71,733	83,801	113,047
Average attendance,.....	414	676	595
Number of pupils conveyed,.....	541	795	711
Number of pupils boarded,.....	49	46	46
Length in days of the school year.....	173	171	176
Number of pupils attending public elementary schools outside the townships.....	468	434	412
Number of pupils attending private elementary schools outside the townships.....	11	6	7
Number of pupils attending public secondary schools outside the townships.....	137	158	163
Number of pupils attending private secondary schools outside the townships,.....	36	40	37
<hr/>			
Teachers' salaries.....	\$22,707.82	\$24,352.00	\$34,443.00
Fuel.....	3,220.65	2,585.07	4,056.05
Janitor service.....	1,606.15	1,807.05	2,598.35
Conveyance.....	19,854.11	23,841.64	29,212.66
Board of pupils.....	5,589.75	4,481.75	4,825.35
Elementary school tuition.....	13,505.75	11,464.37	13,459.45
Secondary school tuition.....	11,532.21	11,887.41	15,070.22
Repairs.....	463.34	498.54	1,847.79
Apparatus and equipment.....	30.50	77.53	126.43
Textbooks.....	931.61	1,787.37	1,292.16
Supplies.....	468.74	860.82	1,731.39
Water, light and power.....	62.26	56.72	119.33
Rent and insurance.....	461.00	711.00	531.00
Agents.....	2,310.89	2,118.50	3,081.00
<hr/>			
Totals.....	\$82,744.78	\$86,529.77	\$112,394.18

PART V

PLANNING AND RESEARCH

William O. Bailey

*Deputy Commissioner in Charge of Planning and Research***The School Plant**

Plans for new school buildings and renovation of existing plants are among the major concerns of school administrators today. After ten years of nationwide depression followed by five years of war, school facilities have of a necessity lapsed and fallen into a state of disrepair.

It has been the responsibility of the Division of Planning and Research since its establishment in July, 1944, to aid local school authorities in planning programs of construction and renovation. Distribution of pupil population, geography of the area involved, road conditions, and financial ability of the town are prime factors in the planning program, while no less important are the existing school facilities, the present curriculum and the plan to increase the educational offerings.

It is generally recognized that many of Maine's secondary schools have such small enrollments that it is impossible for them to offer, efficiently and economically, an educational program broad enough to meet all the needs of all the people. Therefore, we have previously recommended that when the Legislature shall legalize such organization on a permissive basis, several towns pool their resources to build and maintain one secondary school unit to serve their common need. This unit would provide without exorbitant per pupil cost, the diversified educational program now offered in the larger towns and cities, and make it possible for the rural youth of Maine to enjoy opportunities comparable to those now available to urban boys and girls.

This situation exists today in a few isolated instances where towns support no high schools, but send their boys and girls on a tuition basis to a recognized secondary school or an Academy in the vicinity. In other circumstances, however, these schoolless communities can offer their youth only the facilities of a nearby town where the secondary school program is so limited

that many boys and girls find the gain not worth the effort and therefore end their formal education when they complete the eighth grade at their village school.

It is recommended that secondary schools enroll a minimum of 400 pupils in a six-year high school if such a number of children may be accommodated by a transportation area of 20 miles or a time allowance of one hour from home to school.

Organization of elementary schools for pupils from the sub-primary through the sixth grade poses a different problem, since it is recognized that small children should attend school as near their homes as is consistent with efficiency and economy. One grade to a teacher is accepted as the best educational practice in the elementary school. For this reason, we advise towns to consolidate their elementary schools in one centrally located building whenever possible. In sparsely settled areas, it is recognized school population may make it necessary to assign two or even three grades to one teacher.

Shifts in population and deterioration of buildings during the past decade or more makes a school building program imperative in Maine. Many of the schoolhouses in the State were built 100 years ago, still more are 50 or more years old. The broadened curriculum, universally recognized as necessary for the best education of the increasing numbers of children attending school until they are graduated from high school, and the increasing demand for adult education also create a need for more and larger buildings. The problem of providing school building facilities poses a financially impossible problem to many cities and towns. Some of the poorer towns can make available less than \$50 per child, even if they borrow or bond themselves to their debt limit, while more fortunate communities can provide \$1,000 or more for each child without exceeding their legal debt limit. If one assumes that \$500 per pupil is a reasonable estimate of the cost of new school buildings under present inflated conditions, it can be seen readily that many boys and girls in our state must continue to be housed in inadequate, antiquated buildings unless some type of financial aid is made to the towns. A state school building fund for the use of less financially able communities would be the answer to part of this problem.

While building has necessarily been curtailed during the past

years when all labor and materials were being diverted towards war work, school officials in many towns have been actively preparing for the day when school construction would again be possible. In response to requests from these far-seeing officials, the Planning and Research Division has been working with planning and building committees, determining school building needs from an educational standpoint. Preliminary conferences have been held before architect's sketches were prepared and sketches have been reviewed by Department of Education staff members before final drawings were made. From such study and long range planning should develop building programs which assure Maine of the best possible school facilities in the next 50 years.

In accordance with Section 20, Chapter 37 of the Revised Statutes, all provisions for sanitation are approved by the State Bureau of Health before final plans are accepted.

"Standards for Schoolhouse Construction," providing information for school officials and building committees, was prepared during the biennium. Its purpose is to provide information for school officials and building committees as well as to familiarize them with the problems involved in developing school plants to meet both educational and community needs. It provides a common basis of understanding for architects, local school authorities, and the State Department of Education.

Plans for one, two, three and four room buildings have been drawn up in collaboration with nationally known authorities on the subject and are available to building committees for use or adaptation. They provide for low cost construction, larger classrooms with activity space, storage, cafeteria, and general purpose space. They are flexible and allow for the possibility of future expansion.

At the request of town authorities, members of the Division have participated in a number of school building surveys to determine the adequacy of present facilities and the necessity for expansion or change. Reports of the surveys have included recommendations for long range planning to the end that all expenditures will result in the establishment of a school plant that will fulfill the educational needs of the community.

Inspection of existing conditions, made at the request of citizens and school officials, have dealt largely with sanitary condi-

tions. In cooperation with the Division of Sanitation of the Department of Health and Welfare, recommendations for improvements have been made, or legal requirements enforced. Almost without exception these unsatisfactory conditions have existed in small, out-dated school buildings in communities where even small changes have proven a financial burden.

Pupil Transportation

School transportation has become an important factor in Maine's public school program, involving the daily transportation of 35,000 boys and girls. The service must be rendered safely, efficiently and economically. The Division of Planning and Research has worked cooperatively with the Office of Defense Transportation and with school officials to secure 76 new school bus chassis during the war period. Even with these additions, too many school children are still being transported in vehicles which would not be acceptable if it were possible to get new and satisfactory equipment.

Reports for the school year 1944-45 indicate that of the 1198 vehicles in use as school buses, 179 were municipally owned, while 999 were privately owned and operated under contract with the local school departments. Average per pupil mile cost of transportation in municipally owned buses was \$.00481; on privately owned vehicles \$.02216. It would seem advisable to encourage municipalities to own and operate school buses, both from a viewpoint of costs involved and also in the interests of better service to the children.

Revised National School Bus Standards have been adopted to become effective January 1, 1947. It is expected that an adaptation of these standards will be developed soon for the State of Maine.

War Activities

Several communities in the state that were affected by an impact of war workers have been receiving financial assistance under the terms of the Lanham Act to help them maintain and operate their public schools. Approximately \$150,000 per school year of Federal funds was allocated to Maine cities and towns during the war period for this purpose.

Under the provisions of this same act school buildings were provided by the Federal government as follows:

Location	Type	Govt. Cost
Bath	Brick Elementary	\$148,822
Kittery	Brick	250,507
York	Wood frame	55,284
Portland	Brick	146,245
So. Portland	Wood frame (2)	153,664
Old Orchard	Wood frame	80,524
Freeport	Brick	77,765
	Total	<u>\$912,811</u>

In addition to the above, an outright grant of approximately \$130,000 to build a high school annex on Morse High School, at Bath, and another to build an addition on a school in Brunswick were received.

Statistics and Publications

In November 1945, duties of collecting educational statistics and supervising all department publications and publicity were added to this Division.

Since then, information has been gathered to assist department members and school administrators throughout the State in the performance of their duties. Likewise, much statistical information has been provided the U. S. Office of Education and other state departments of education to aid in the formulation of surveys on various phases of education. These surveys have thereafter been available to this department in any research it undertakes.

Educators are increasingly aware that desired improvements in the schools of Maine can be made only when the citizens of the State are acquainted with the needs of their schools and their children. It has been the aim of this division to keep laymen informed on educational progress through news stories, feature articles in newspapers and magazines, and through radio presentations. General news releases on education, illustrated feature stories about individual schools or teachers, and articles for professional journals of education have been prepared by this division.

In addition, all publications by the department, including the

quarterly publication, "Maine Schools," curriculum studies, vocational guidance booklets, and department directives have been edited and prepared for publication.

An outstanding publication during the past year has been "A Handbook for School Officials" including in concise, simple language the duties and responsibilities of school committee members, superintendents of schools, teachers, parents, and communities.

Services of the Division have been made available on request to any superintendent of schools and to the teacher education institutions for the preparation of catalogs, promotional material or news releases.

PART VI**VOCATIONAL EDUCATION****TRADES AND INDUSTRIAL EDUCATION**

Morris P. Cates

Director of Trades and Industrial Education

Trades Program

The all-day type of trade program has replaced industrial arts work of the eleventh and twelfth grades in several of our larger school systems. In consideration of the diversified occupational opportunities in most of our Maine communities, these programs are of the general rather than unit type. Provisions are made for the boys to acquire rudimentary skills and indulge in work experiences of several trade fields. In line with this type of program, many improvements and expansions have been made in the related subject matter classes, which are auxiliary to the manipulative work periods.

In promotional work as well as in reviewing several of our older established programs, I often encounter the administrative objection to the time requirements of this program. The popular one-session (5-hour) school day does not provide necessary time. The satisfaction with and results of the program, however, are compensating to participating administrators as well as students for time provisions which often differ from the customary school schedule.

Cooperation With Industry

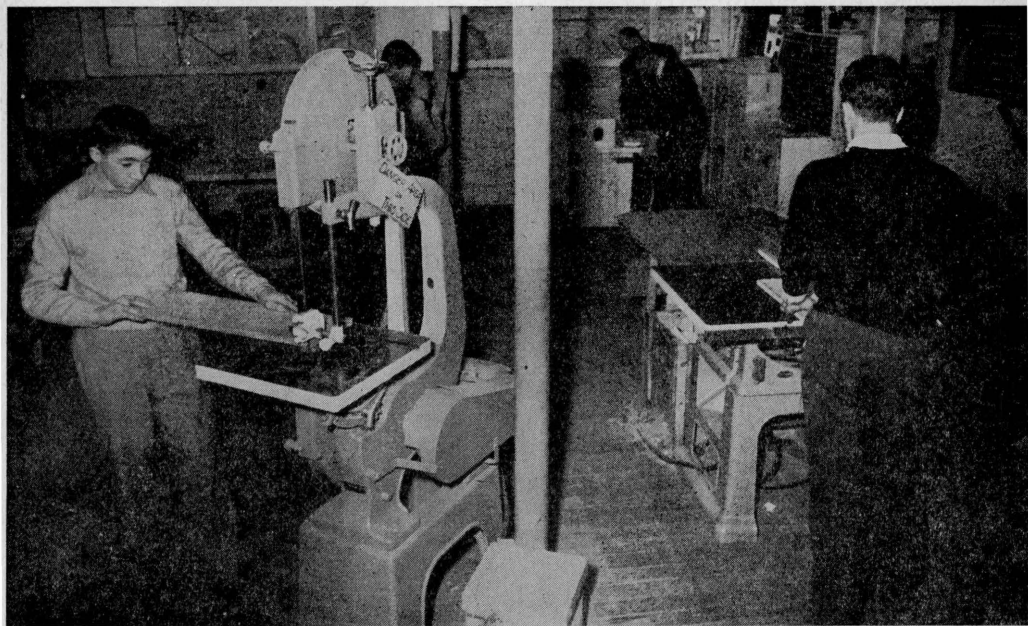
The close of the heavy production schedule of Maine industries gave an opportunity for our industrialists to review their employment and employee conditions. Apprenticeship programs and trade extension classes have been initiated in many locations. The full time apprenticeship programs have been resumed at Saco-Lowell Shops, Hyde Windlass Corporation, Bath Iron Works, and a new program at Fay & Scott. Standards are being prepared for apprentice programs in the pulp and paper and textile industries. In each of these programs the Maine statute calls

for providing related information classes. We are cooperating in this connection.

There are many industries whose size and nature of business do not make feasible a full apprenticeship program. Consideration and upgrading opportunities should be given employees in this type of industry. Trade groups and organizations are desirous of upgrading training classes. To meet these needs, evening classes have been conducted in Biddeford, Portland, Bath, and Rumford.

Public Service Training

Public service training is a phase of industrial education which can well be promoted. We have conducted instructor training classes in five locations in the state, which resulted in certifying twenty-two fireman training instructors. Because of diversification in fire department patterns, much time and effort are demanded in order to organize firemanship classes. There are



Wood-working Class in Maine High School

many other public service classifications, such as policemen, school custodians, school bus drivers, public waterworks employees, public health employees, which could have educational assistance.

Teacher Training

The teacher training has been carried on by personal conference and visitation. The use of pupil progress records and revision of pupil work experience procedures have been promoted during the past two years. Though the major qualifying factor in certifying trade teachers is journeyman rating and experience, the professional requirements cannot be neglected. Better provisions must be made to accommodate the vocational teachers in this phase of teacher preparation. It would seem advisable to provide a teacher trainer for the trade and industry program. This would permit reviewing our certification standards for teachers in this program and make possible ways and means for teachers to become eligible so that they might enter or continue vocational trade teaching.

Director's Activities

During my service as Director of Trades and Industrial Education, I have actively participated with coordinating educational programs of industrial and labor organizations; cooperated with the Legislative Committee for the Study of Proposed Vocational and Technical Institutes; been a member and served as secretary of the Maine State Apprenticeship Council; organized certifying and standards committees for the investigation and recommendation of educational institutions for eligibility under the Serviceman's Act of 1944.

Industrial Arts

Industrial Arts is an integral part of a good general educational pattern. It is not a fundamental skill development program, although physical equipment is necessary to provide exploratory and work opportunities with many materials in many different fields. A well organized course develops consumer knowledge; provides opportunity to work with and learn the properties and qualities of the materials of industry; provides information about the ways and methods of industrial manufacturing; makes pos-

sible the opportunity to explore and develop self-motivated desires to construct with physical materials; and serves as one of our best guidance mediums. These are but a few of the benefits derived from an industrial arts program.

A number of our programs are still quite limited in scope and content. Some of our laboratories are short in physical equipment and space; however, improvements are evident, with the trend toward the general shop pattern. Acquisition of more physical equipment will be made when it is available.

In reviewing the time element of this program in our schools, we have found that, in some cases, with the services of the customary one teacher and with but one laboratory, the program was either limited to certain classes in the school or spread so thin that insufficient class time was provided for any student to profit measurably. We have advised shortening or eliminating the class time for grades seven and eight to allow ample provisions for grades eleven and twelve. This condition warrants my recommending the establishment of definite minimum classtime requirements for approval and subsidization of industrial arts courses.

In recognition of the benefits of a well organized general shop program of industrial arts in a general education pattern, it is



Handcrafts Interest High School Girls

recommended that one year of the work become compulsory in either grade nine or ten and a combination program be developed in industrial arts and home economics for boys and girls. Some school administrators are conducting this combination course with much pleasure and satisfaction.

The teacher training program will play a major part in developing a more modern and complete industrial arts pattern in our schools. There is an increased supply of experienced teachers with the discharge of men from the Armed Forces. The future graduates of the Industrial Arts course at Gorham State Teachers College will be capable of conducting courses of the general shop type with at least four areas of training. For our present teachers, whose formal preparation may be limited to two or three year courses which were not too diversified, we must provide professional and manipulative improvement opportunities. This can be done through summer sessions, clinics, and conferences. Minimum standards must be organized for each phase of the work in an industrial arts program. Course of study outlines must be prepared to aid in instituting a more varied type of general shop program in preference to manual training. It is recommended that the non-professional type of industrial arts certificate be eliminated and that positions now held under sanction and permit regulations be filled with certified industrial arts teachers.

Distributive Education

The distributive education program has been conducted in Bangor and Brewer High Schools. The programs have been very acceptable to the merchants of the area. During the past two-year period, sixty-eight senior grade students were enrolled and received their practical retail experience in various merchandising establishments. Cooperating stores were of the following types: jewelers, retail outlets of mail order houses, boots and shoes, pharmacies, groceries, hotels, department stores, and haberdasheries. The cumulative work experience hours of these pupils, during the last school year, amounted to about 40,000 hours with the earnings well above minimum wage scales.

In accord with the duties and service objectives of distributive education coordinators, out-of-school classes were conducted for

holiday seasonal employees. In 1945, over 300 persons participated in the ten-hour pre-employment courses for work in the Bangor-Brewer area.

During the past year, many inquiries about distributive education have been answered. Local school administrators and merchant associations are planning for this type of education. It would seem advisable that any local program be well organized with all details arranged in advance of incorporation. The shortage of qualified coordinators for this type of educational program is affecting the institution of some courses. I would recommend the liberalization of training requirements for beginning teachers in this field but with strict time regulations for their completing special preparation for full certification.

HOME ECONOMICS

Florence L. Jenkins

Director of Home Economics Education

Vocational Home Economics

There is continued interest and expansion in vocational home economics in Maine schools. There are now 58 vocational home economics teachers in day school classes and 16 adult homemaking teachers in evening classes in 52 towns. However, we have to be cautious in approving new courses due to lack of federal funds. The new George Barden Act passed by Congress in 1946 should help the situation another year. There have been four new departments during the past two years. Additional funds through the new Act should improve also the financial situation in home economics teacher training where needed developments and expansion cannot be provided without additional funds.

The teacher supply problem is the more serious at present. Two years ago we were able to keep every department going. Last year two departments had to be discontinued during the year, and this year there are nine departments closed due to a lack of qualified or "permit" teachers. A teacher recruitment

program is sorely needed to prevent an increasing shortage of teachers during the next two years. The present shortage of teachers has led also to increased demands upon the time of home economics teachers which in turn affects recruitment. Teaching in the recent past has not appealed to many high school girls. How much is ignorance, how much is dislike of teaching based on actual knowledge, how much is appeal of other fields, we do not know. A program of guidance and recruitment of promising young women in high schools is essential.

Today more than ever, young people need wise counsel as to actual ways of living—that is of thinking, working, playing, feeling and enjoying. In the routine actions of daily living we can find rich experiences that give education value and meaning. All agencies face a responsibility today to do their part in helping to conserve the home and family. So the school must recognize the home and family as major forces in life, not merely as incidental ones. If schools ignore home and family living in any areas of education, if schools stress so-called academic achievement, careers, knowledge and skills for nearly every activity except living, we cannot expect young people to act otherwise. It must, therefore, be recognized that home economics education is an integral part of all education.

In these days of social and economic change following a war period, young people have even greater need for understanding human relationships, affection, security, a home to come back to, careful guidance in individual and working adjustments. The schools are being challenged as new demands on the home, the school, the church and the community are definitely materializing. Home and family living requires knowledge, skills, practices and more understanding and appreciation of human relationships. Vocational home economics is helping young people to think through and meet their everyday living problems, to interpret and use new scientific and economic facts, to be more conscious of health, foods and diet, housing, home furnishings and home equipment, clothing and personal appearance, relationships, care and understanding of children, wiser use of money, family economics, more efficient home management, preparation for earning a livelihood and consumer problems.

Some evidences of attainment of goals during the past two years are as follows:

- a. expansion in the interest of young people in courses in personal and home living
- b. more awareness as to value in home economics
- c. larger enrollment in vocational courses
- d. requests for cooperative studies in communities (which includes a survey of present programs, suggestions for adjustments to better meet the needs of students and possible new developments)
- e. an increasing evidence of pupil-teacher planning with apparent success and in some instances this has been extended to include parents
- f. many revisions of home economics courses showing a sincere effort on the part of the teacher to meet the needs of pupils
- g. increasing cooperation and correlation with other school departments
- h. programs to promote good public relations such as assembly programs, adult teas, exhibitions, community canning, school lunch and cooperation with community organizations in a variety of projects
- i. better integration with other departments and exchange classes with industrial education, agriculture, science, guidance, health and physical education
- j. departments made more homelike and attractive by pupil participation in renovations
- k. increased use of visual aids
- l. more directed home experiences
- m. individual and group evaluation of projects and personal accomplishments.

Teacher training in Home Economics provides pre-service and in-service training. Evidences of accomplishment in meeting goals in teacher training are:

- a. evaluation and enrichment of courses of study
- b. strengthening of guidance program for beginning teachers
- c. improved and expanded programs to meet needs as felt by student teachers
- d. modifying the curriculum to provide suitable balance of

personal development, desirable educational and social attitudes and needed technical knowledge and skills

- e. renovation and enlargement of the home management house at Farmington State Teachers College
- f. strengthening of guidance program at the college level to assist students in evaluating their needs and making more use of summer work experience in meeting needs.

All first year teachers have follow-up visits and counseling as to programs, teaching technics, professional relationships and adjustment to full time teaching experience. Experienced teachers have counseling as much as time and travel will permit. In-service training is further augmented by individual, group, regional and State conferences and workshops.

I recommend further expansion in teacher training facilities, personnel and trainees, a program of recruitment of promising young women into professional schools, a second itinerant teacher trainer to improve teacher guidance and counseling and to reach all home economics teachers in the state. This personal counseling and supervisory service is one of the best means of developing good professional relationships and maintaining interest in the field of teaching. Miss Louise Stedman, Home Economics Itinerant Teacher Trainer, has proven beyond question that this service is one of the most valuable in improving and correlating pre-service and in-service training programs and in counseling with high school girls on opportunities in the field of home economics teaching.

General Home Economics

Young people need to share with others satisfactions in personal and family living. Traditional college entrance subjects often take precedence over personal and social problems, wage earning skills may crowd out personal and family living problems. Yet all of these are essential in a democratic society and in secondary education today. Cooperative studies of schools, of communities and of specific secondary programs might well lead the way to better meeting the needs of pupils and adopting programs to their needs. General home economics offers many possible correlations with health, science, social studies, English, guidance, industrial education, art, etc. From a general educa-

tion viewpoint I am not especially interested in a four year course in home economics or a high school diploma in home economics. I am interested in meeting the needs of all youth for a broad, general education. Home Economics has a real contribution to offer to the secondary education curriculum. A one year general course in personal and home living is again recommended in the ninth or tenth year for all girls. Nearly 50 high schools are now offering such a course set up on the same time basis as academic subjects. Such a basic course in the science of living can make daily living more meaningful. However, a large number of high schools still offer no course in the science of living. Beyond this one year basic course, intensive laboratory courses can be offered on an elective basis to students interested to work together in developing skills, habits and attitudes concerned with specific homemaking activities. Such intensive programs may be general or vocational in type. Vocational courses in home economics expand further to include directed home experience, work experience, related courses and vocational guidance.



School Lunch Means Good Food Well Served

School administrators must be concerned with problems of adolescents in relation to their personal and home needs and experiment in ways to find the needs of young people and adapt their programs to these needs. They have a tremendous responsibility in home and family life education which can be met only by joint planning and action by all teachers in all areas and groups of lay people as well as educational agencies in the community. There is need of group thinking to see what kind of a design for secondary school education is evolving and where home economics fits into the total picture or overall design for living.

This year 110 teachers are developing general home economics courses in 78 towns. Fifty of these towns also offer some exploratory courses in either grade seven or grade eight. Again I recommend that towns consider full time home economic advisers at the elementary level who will work closely with general elementary teachers as to nutrition, school feeding and health habits, etiquette, simple manipulative skills in sewing, use of tools, personal care and interest in home activities.

Some of the highlights of the general home economics programs include:

- a. interesting evidence of public relations programs and community service projects
- b. good correlation with other departments such as English, school nursing service, physical education, guidance, nursery schools and Junior Red Cross
- c. inauguration of new filing systems and discarding out-of-date materials
- d. increased interest through pupil-teacher planning
- e. introduction of new units thus offering a broader program
- f. field trips to broaden experience
- g. use of community resources as teaching aids
- h. adjusting programs to meet immediate needs expressed by students
- i. career units as a phase of vocational guidance
- j. "Baby Sitter" projects
- k. work experience projects such as Tea Room Unit, Hospital Aid Unit, School Feeding Unit
- l. courtesy campaigns
- m. lending library for parents

- n. follow-up counseling with parents
- o. "Future Homemakers of America" organizations
- p. innumerable types of cooperation and participation in school activities
- q. variety of responsibilities in relation to extra curricular activities
- r. sharing in nutrition surveys and formulation of recommendations.

The director of home economics has continued active participation with such organizations as the State Nutrition Committee, School Lunch Program, State Child Health Council, Consumer Service Committee, and the State Board of the Maine Congress of Parents and Teachers.

Community Canning Program

In the summer of 1945 home economics teachers and others again shared in the state community canning center program. This has extended a type of homemaking education to thousands of homes. During the four summers in which this state program has been directed by the division of home economics, more than one million pints of food have been canned in these community centers for family use and school lunch programs. During the summer of 1946 this was discontinued as a state program from War Emergency Funds and has been continued in a number of towns under local community and school auspices.

ESTABLISHED COURSES IN VOCATIONAL EDUCATION

Town or Institution	Enrollment 1944-45				
	Agriculture	Trade and Industry	Home Economics	Distributive	Teachers
Auburn	—	17	—	—	1
Augusta	—	27	—	—	2
Bangor	—	—	—	22	1
Bath	—	42	113	—	4
Belfast	—	—	81	—	1
Bethel	—	—	49	—	1
Boothbay Harbor	—	—	51	—	1
Brewer	—	34	37	13	4
Bridgton	—	—	26	—	1
Brunswick	—	23	—	—	2
Buckfield	—	—	24	—	1
Bucksport	30	—	—	—	1
Buxton	26	—	—	—	1
Camden	—	7	—	—	2
Caribou	80	—	93	—	4
Charleston	—	—	32	—	1
Corinna	22	—	—	—	1
Cumberland Center	19	—	35	—	2
East Corinth	18	—	—	—	1
Easton	28	—	—	—	1
Farmington	—	—	39	—	1
Fort Fairfield	58	—	51	—	2
Fort Kent	21	—	—	—	1
Freedom	—	—	27	—	1
Freeport	—	—	49	—	1
Fryeburg	—	15	35	—	3
Gorham	34	—	32	—	2
Gray	—	—	27	—	1
Hampden	26	—	—	—	1
Hartland	43	—	41	—	2
Hermon	16	—	—	—	1
Hodgdon	20	—	13	—	2
Houlton	29	—	37	—	2
Kittery	—	—	52	—	1
Lee	27	—	57	—	2
Limestone	38	—	—	—	1
Limington	—	—	16	—	1
Mattawancook Academy	—	—	37	—	1
Lincoln Academy	—	—	50	—	1
Livermore Falls	16	—	—	—	1
Machias	—	—	40	—	1
Madawaska	—	—	52	—	1
Madison	—	23	19	—	3
Mars Hill	32	—	26	—	2
Mechanic Falls	—	—	46	—	1
Mexico	—	—	63	—	1
Millinocket	—	20	91	—	4
Monmouth	23	—	25	—	2
Norway	28	—	29	—	2
Old Town	31	—	65	—	2
Patten	12	—	—	—	1
Pittsfield	—	—	45	—	1
Presque Isle	60	—	140	—	3
Rangely	—	—	24	—	1
Rockland	—	14	70	—	3
Rumford	11	42	162	—	5
Saco	—	—	96	—	1
Sanford	—	48	73	—	4
Scarboro	—	—	64	—	1
Sebago	—	—	23	—	1
Sherman Mills	17	—	—	—	1
Skowhegan	—	17	31	—	3
South China	—	—	22	—	1
South Paris	—	—	27	—	1
Standish	—	—	32	—	1
Turner Center	26	—	—	—	1
Van Buren	28	—	—	—	1
Waldoboro	35	—	40	—	2
Washburn	30	—	—	—	1
Westbrook	—	63	91	—	4
Wilton	27	—	62	—	2
Windham	38	—	33	—	2

ESTABLISHED COURSES IN VOCATIONAL EDUCATION

Town or Institution	Enrollment 1945-46				
	Agriculture	Trade and Industry	Home Economics	Distributive	Teachers
Auburn	—	21	—	—	3
Ashland	48	—	—	—	1
Augusta	—	29	—	—	2
Bethel	—	—	52	—	1
Bangor	—	—	—	20	1
Bath	—	47	151	—	4
Boothbay Harbor	—	—	43	—	1
Brewer	—	27	97	14	4
Bridgton	—	—	19	—	1
Brunswick	—	10	—	—	2
Buckfield	—	—	19	—	1
Bucksport	21	—	—	—	1
Buxton	25	—	—	—	1
Camden	—	8	—	—	2
Caribou	106	—	110	—	4
Corinna	25	—	—	—	1
Cumberland Center	25	—	47	—	2
Dover-Foxcroft	—	—	58	—	1
East Corinth	23	—	—	—	1
Easton	20	—	—	—	1
Farmington	—	—	44	—	1
Fort Fairfield	56	—	37	—	2
Fort Kent	18	—	—	—	1
Freedom	—	—	36	—	1
Freeport	—	—	43	—	1
Fryeburg	25	21	60	—	4
Gorham	35	—	30	—	2
Gray	—	—	10	—	1
Hampden	29	—	—	—	1
Hartland	41	—	38	—	2
Hermon	22	—	—	—	1
Hodgdon	18	—	24	—	2
Houlton	34	—	69	—	3
Kittery	—	—	79	—	1
Lee	45	—	63	—	2
Limestone	30	—	—	—	1
Limington	—	—	20	—	1
Lincoln Academy	—	—	50	—	1
Livermore Falls	26	—	—	—	1
Machias	—	—	45	—	1
Madawaska	—	—	57	—	1
Madison	—	31	95	—	4
Mars Hill	30	—	34	—	2
Mechanic Falls	—	—	57	—	1
Mexico	—	—	61	—	1
Millinocket	—	14	109	—	4
Monmouth	24	—	25	—	2
Norway	22	—	38	—	2
Old Town	45	—	65	—	2
Patten	21	—	—	—	1
Pittsfield	—	—	75	—	1
Presque Isle	48	—	143	—	3
Rangeley	—	—	20	—	1
Rockland	—	23	78	—	3
Rumford	10	24	154	—	5
Saco	—	—	100	—	1
Sanford	—	43	50	—	4
Sebago	—	—	9	—	1
Scarboro	—	—	58	—	1
Sherman Mills	17	—	—	—	1
Skowhegan	—	35	41	—	3
South China	—	—	23	—	1
South Paris	—	—	31	—	1
Standish	—	—	21	—	1
Turner Center	20	—	—	—	1
Van Buren	17	—	—	—	1
Waldoboro	41	—	44	—	2
Washburn	29	—	—	—	1
Westbrook	—	55	82	—	4
Wilton	29	—	63	—	2
Windham	50	—	38	—	2

ESTABLISHED COURSES IN INDUSTRIAL EDUCATION

Town or Institution	General Home Economics					
	1944-45			1945-46		
	Enrollment		Tchrs.	Enrollment		Tchrs.
	Elem.	Sec.		Elem.	Sec.	
Anson Academy.....	21	15	1	16	19	1
Ashland.....	—	33	1	—	46	1
Auburn.....	171	135	4	209	173	4
Augusta.....	210	140	3	231	147	3
Baileyville.....	32	17	1	39	27	1
Bangor.....	329	185	5	269	316	5
Bar Harbor.....	64	38	1	62	38	1
Bath.....	111	—	1	—	—	—
Belfast.....	50	78	1	24	74	1
Biddeford.....	125	91	1	123	72	1
Bingham.....	19	25	1	21	14	1
Brewer.....	65	34	1	54	32	1
Bridgton.....	43	16	1	37	26	1
Brunswick.....	132	51	2	137	98	2
Bucksport.....	49	40	1	66	42	1
Calais.....	26	55	1	—	73	1
Camden.....	53	28	1	24	48	1
Cape Elizabeth.....	44	24	1	51	41	1
Cornish.....	12	28	1	14	11	1
Dexter.....	65	39	1	79	—	1
East Millinocket.....	—	—	—	—	46	1
Ellsworth.....	22	47	1	—	46	1
Eustis.....	9	10	1	10	7	1
Fairfield.....	40	63	1	36	82	1
Falmouth.....	61	35	1	23	50	1
Freeport.....	44	29	1	47	—	1
Gardiner.....	107	30	1	63	33	1
Greely Institute.....	23	37	1	25	—	1
Greenville.....	16	39	1	15	43	1
Guilford.....	32	35	1	40	34	1
Hartland Academy.....	29	—	1	26	—	1
Higgins Classical Institute.....	—	32	1	—	50	1
Houlton.....	104	—	1	53	—	1
Howland.....	31	41	1	—	29	1
Jay.....	—	25	1	—	33	—
Jonesport.....	—	—	—	—	38	1
Kennebunk.....	59	43	1	64	45	1
Leavitt Institute.....	1	41	1	—	39	1
Lewiston.....	324	275	5	286	270	5
Lisbon Falls.....	13	55	1	52	61	1
Livermore Falls.....	59	74	1	68	57	1
Madison.....	53	39	1	54	—	1
Maine Central Institute.....	52	—	1	32	—	1
Mapleton.....	23	35	1	—	49	1
Mattanawcook Academy.....	—	—	—	—	60	1
Milo.....	—	59	1	—	89	1
Mount Desert.....	25	38	1	30	15	1
Newport.....	—	30	1	—	23	1
Norridgewock.....	35	35	1	—	—	—
North Yarmouth Academy.....	—	39	1	—	44	1
Oakland.....	21	33	1	30	35	1
Old Orchard.....	39	27	1	25	20	1
Pennell Institute.....	20	—	1	—	—	—
Portland.....	899	528	14	881	523	14
Rangeley.....	23	—	1	20	—	1
Ricker Classical Institute.....	—	—	—	—	74	1
Rockland.....	150	—	1	146	—	1
Saco.....	204	—	1	187	—	1
Sanford.....	154	—	1	130	38	3
Skowhegan.....	77	27	1	60	30	1
Somerset Academy.....	—	16	1	—	12	1
South Brooksville.....	—	18	1	—	18	1
South Portland.....	307	104	4	302	96	4
Southwest Harbor.....	20	58	1	30	66	1
Tenants Harbor.....	—	33	1	—	38	1
Topsham.....	36	—	1	30	—	1
Unity.....	15	18	1	10	23	1
Van Buren.....	—	86	2	—	64	2
Washburn.....	11	48	1	17	36	1
Waterville.....	361	125	3	346	132	3
Wells.....	—	31	1	—	49	1
Westbrook.....	197	—	1	149	49	2
Winslow.....	31	52	1	37	58	1
Yarmouth.....	52	10	1	34	7	1
York.....	16	20	1	28	12	1

ESTABLISHED COURSES IN INDUSTRIAL EDUCATION

Town or Institution	Industrial Arts					
	1944-45			1945-46		
	Enrollment		Tchrs.	Enrollment		Tchrs.
	Elem.	Sec.		Elem.	Sec.	
North Anson.....	20	19	1	14	16	1
Auburn.....	90	217	6	108	212	6
Augusta.....	106	117	3	202	107	2
Baileyville.....	—	—	—	35	20	1
Bangor.....	549	423	7	410	343	7
Bar Harbor.....	31	59	1	61	35	1
Bath.....	40	182	2	80	17	2
Belfast.....	—	76	1	30	63	1
Biddeford.....	49	—	1	114	—	1
Bingham.....	—	38	1	23	13	1
Boothbay Harbor.....	—	86	1	—	81	1
Brewer.....	76	50	1	69	47	1
Bridgton.....	40	41	1	40	27	1
Brooksville.....	11	22	1	—	14	1
Brunswick.....	98	40	1	158	—	1
Bucksport.....	31	50	1	55	42	1
Calais.....	11	44	1	22	53	1
Camden.....	—	28	1	—	27	1
Cape Elizabeth.....	37	72	1	42	66	1
Casco.....	—	4	1	—	10	1
Dexter.....	55	44	1	73	34	1
Dover-Foxcroft.....	—	46	1	—	51	1
East Millinocket.....	41	38	1	21	50	1
Eliot.....	—	48	1	35	36	1
Ellsworth.....	—	—	—	—	43	1
Fairfield.....	38	60	1	34	59	1
Falmouth.....	41	50	1	38	46	1
Farmington.....	—	55	1	25	60	1
Freeport.....	55	46	1	54	46	1
Fryeburg.....	—	59	2	—	57	2
Gardiner.....	100	72	1	49	59	1
Bethel.....	—	38	1	—	49	1
Cumberland Center.....	26	35	1	19	23	1
Greenville.....	32	16	1	20	30	1
Guilford.....	40	32	1	45	45	1
Hallowell.....	65	30	1	30	63	1
Houlton.....	76	—	1	61	21	1
Kennebunk.....	17	26	1	64	66	1
Kennebunkport.....	—	—	—	—	32	1
Lewiston.....	250	270	6	252	308	5
Newcastle.....	—	49	1	—	42	1
Lisbon.....	20	62	1	25	55	1
Livermore Falls.....	50	58	1	53	60	1
Madison.....	—	58	1	79	57	1
Lincoln.....	78	35	1	—	51	1
Mechanic Falls.....	—	75	1	—	48	1
Mexico.....	—	151	1	—	135	1
Millinocket.....	—	157	2	—	119	2
Milo.....	—	60	1	—	52	1
Mount Desert.....	36	42	1	36	33	1
Norridgewock.....	32	30	1	—	—	—
North Yarmouth.....	—	31	1	—	41	1
Oakland.....	25	46	1	27	35	1
Old Orchard Beach.....	20	39	1	29	24	1

ESTABLISHED COURSES IN INDUSTRIAL EDUCATION

Town or Institution	Industrial Arts					
	1944-45			1945-46		
	Enrollment		Tchrs.	Enrollment		Tchrs.
	Elem.	Sec.		Elem.	Sec.	
Gray	22	18	1	22	22	1
Pittsfield	24	52	1	25	34	1
Portland	859	904	6	1252	597	5
Sebago Lake	—	16	1	—	22	1
Presque Isle	—	125	1	—	123	1
Rangeley	—	—	—	10	23	1
Rockland	76	104	4	63	105	4
Rumford	—	69	3	—	58	3
Saco	221	53	2	190	128	3
Saint George	—	12	1	—	16	1
Sanford	160	124	3	115	126	3
Scarborough	—	58	1	—	60	1
Skowhegan	111	16	1	111	25	1
South Portland	337	223	5	317	127	5
Southwest Harbor	—	95	1	31	46	1
Thomaston	30	50	1	35	45	1
Topsham	31	—	1	37	—	1
Kittery	—	79	1	—	92	1
Unity	10	16	1	12	19	1
Waterville	232	77	2	191	153	2
Wells	—	—	—	—	55	1
Westbrook	204	80	4	197	96	4
Windham	—	69	1	—	61	1
Winslow	39	30	1	26	50	1
Winthrop	44	23	1	42	29	1
Yarmouth	62	—	1	57	—	1
York Village	38	45	1	25	44	1

EVENING SCHOOLS

	Enrollment 1944-45					Enrollment 1945-46				
	Male	Female	Total	Tchrs.	Courses	Male	Female	Total	Tchrs.	Courses
Auburn	70	3	73	5	5	73	—	73	5	5
Augusta	56	23	79	4	4	65	40	105	5	5
Bangor	170	348	518	19	15	153	278	431	20	16
Bath	45	201	256	11	8	41	129	169	11	3
Biddeford	33	28	61	10	8	63	23	86	17	10
Dexter	—	—	—	—	—	32	—	32	1	1
Farmington	—	—	—	—	—	11	39	50	4	4
Lewiston	15	48	63	3	2	11	40	50	3	2
Mexico	17	—	17	1	1	13	—	13	1	1
Millinocket	13	41	59	3	3	61	88	149	5	5
Old Town	16	6	22	2	2	—	—	—	—	—
Portland	272	536	808	29	22	271	421	692	39	22
Thomaston	12	—	12	1	1	—	—	—	—	—
Rumford	3	141	149	6	5	85	66	151	7	3
Sanford	—	20	20	2	1	69	255	324	18	9
Waterville	—	—	—	—	—	183	218	401	14	10
Westbrook	2	36	38	2	1	—	—	—	—	—

GUIDANCE

John H. Hughes
Director of Guidance

Bulletins of Information

The rapidly expanding demand for veterans' education and guidance during the latter four months of 1945 brought quickly expanding services in the guidance division. The director of guidance published two brochures which met the immediate demands of the returning veterans for information about educational facilities and licensed occupations.

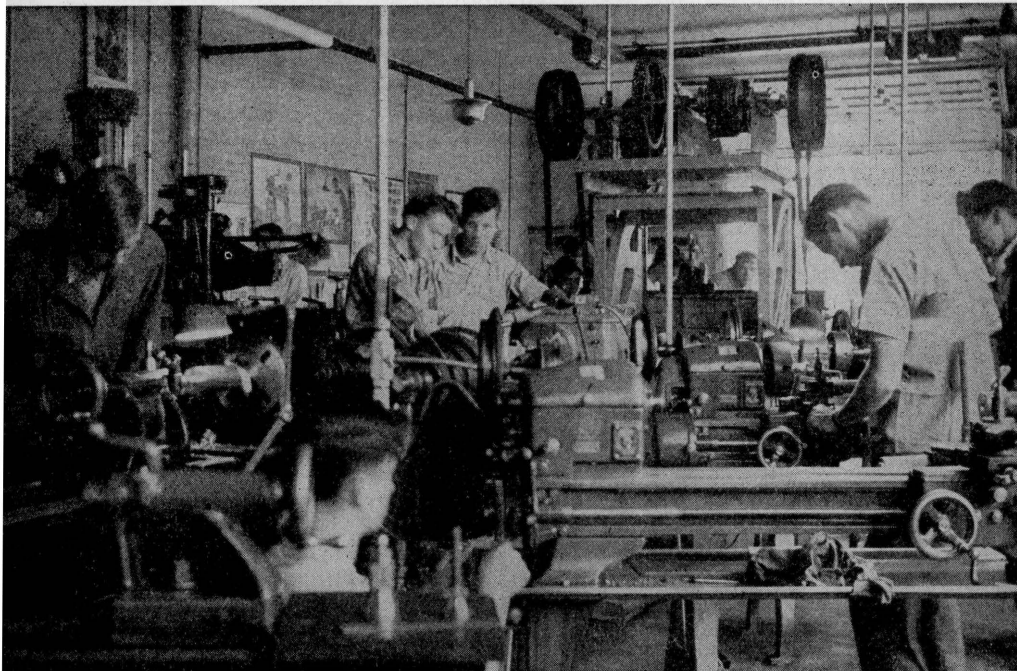
The first publication, "State of Maine, Educational and Training Opportunities," a counselor's handbook, was ready in time to meet the requests for information concerning all approved institutions for veterans' education and training in Maine, under the benefits of Public Law No. 346. Four thousand copies of the brochure were sent to all high schools, high school libraries, public libraries, and veterans' counseling centers in the State and to some extent throughout the nation. Its worth was indicated by the many requests that continued to come daily to the State Department of Education for copies of the pamphlet, not only from Maine but from many of the states, seven months after its printing.

The second publication "State of Maine, Licensed Occupations," was a counselor's handbook that described the requirements, fees, examinations, and approved educational and training opportunities for all licensed occupations in the state. This pamphlet was a cooperative effort of Governor Horace A. Hildreth, the State Revisor of Statutes, Samuel H. Slosberg, and the Commissioner of Education, Harry V. Gilson, in an attempt to provide the most efficient services possible to our returning veterans and high school pupils. The material contained in the pamphlet was assembled by the guidance director for a layman's reading and understanding. It brought together information about licensing for occupations within the state, that had for years been unobtainable in one publication or from one office in the state government. The distribution of this pamphlet within the state was

as extensive as the brochure previously mentioned and its value in counseling our youth seems to have been as great also.

Help for Veterans

The volume of letters since September 1945 from veterans asking for information concerning educational and training opportunities has been unprecedented. The guidance division has answered over five thousand communications in the past ten months and has given detailed information by letter to at least half of that number of veterans. In addition, counselors and principals of our high schools have requested aid by letter for their expanding counseling services to such an extent that it is impossible to estimate the number of Maine youth served directly or indirectly within the past ten months. This service was supplemented by sixty personal conferences at various schools throughout the state.



Machine Shop Practice Gives High School Boys Valuable Experience

Interest in Guidance

An indication of the effect of previous guidance services and the promotion of guidance programs by the guidance division is shown by the statements of superintendents of schools and principals of academies who indicated on a survey that 210 members of their personnel are participating in counseling activities in our 267 secondary schools. In addition to these, 101 teachers and principals have registered at the University of Maine during the 1946 summer session for courses in the development of guidance programs. There is no way at present to determine how many have registered in similar courses out of the State.

During the Spring of 1946, principals and superintendents in the suburban Portland area and in the Augusta-Gardiner area requested that the guidance director conduct in-service training conferences for selected personnel during the year 1946-1947. Plans are now ready and the in-service meetings will begin in the Fall of 1946.

Approval of Schools for Veterans

One of the added duties in this division during late 1945 and early 1946 was the responsibility for obtaining advisory committees for the State Board for Vocational Education and directing them in the examination of applications from institutions for veterans' education and training under the benefits of Public Law No. 346. Working with four advisory committees and after prolonged investigations, the guidance division recommended to the State Board for Vocational Education the approval of fifty-six schools.

In an attempt to keep the guidance services of the State in a progressively developmental stage, the director attended four sectional conferences in Cambridge, Massachusetts, Swampscott, Massachusetts, two in New York and one national conference in Denver, Colorado. All meetings concerned the building of guidance services to meet the greater demands of veterans and civilians in the post-war readjustment period.

Services to Be Developed

The guidance division has not yet provided many of the ser-

vices it should offer to our schools. The major services it must attempt to develop in the next two years are:

1. In-service training in every section of the state.
2. A counselor's handbook on the organization and administration of a complete guidance program for the pupils in rural and urban areas.
3. A list of source materials in occupational information with educational and training opportunities.
4. A compilation of all individuals, agencies, and resources for referral of pupils.
5. A constant promotion of the fact that the guidance service must embrace the entire community and must enlist its aid in the early identification and prevention of juvenile delinquency.
6. Cooperative work with the University of Maine in providing training to develop competent counselors.
7. Continued promotion of training in guidance functions of teachers through all teacher education institutions of the state.

There is an indication that every school administrator not only needs but wishes and demands the above services. This is positive sign of the progressive development of educational services in Maine and partially shows the attempts of our educators to meet all the needs of ALL Maine youth.

(The above report covers approximately ten months—September 10, 1945, to June 30, 1946, the period of incumbency of the present director.)

VOCATIONAL REHABILITATION

Leroy W. Koonz

Director of Vocational Rehabilitation

364 Persons Trained

During the past two years 364 handicapped men and women in Maine were returned to useful employment through the services of the Vocational Rehabilitation Division. Established by Acts of Congress and the State Legislature, this Division is required by those Acts to concern itself solely with aiding handicapped men and women to become self-supporting. To accomplish this purpose it is enabled to provide such services as medical and surgical treatment, artificial appliances, vocational guidance, trade and professional training, and placement in employment.

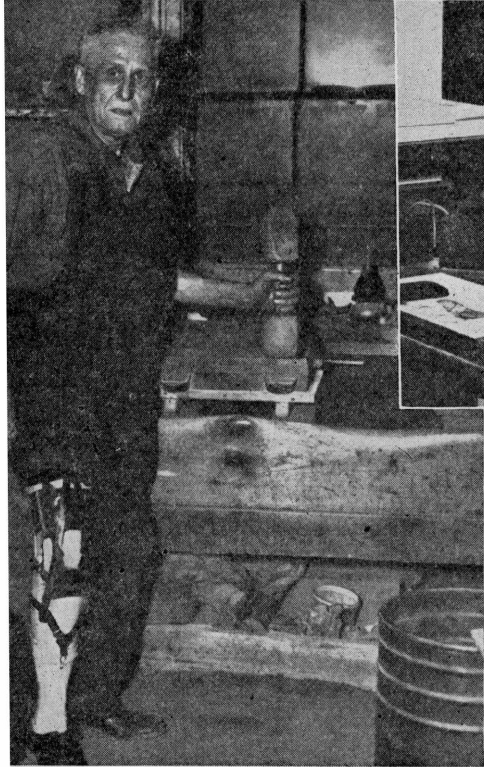
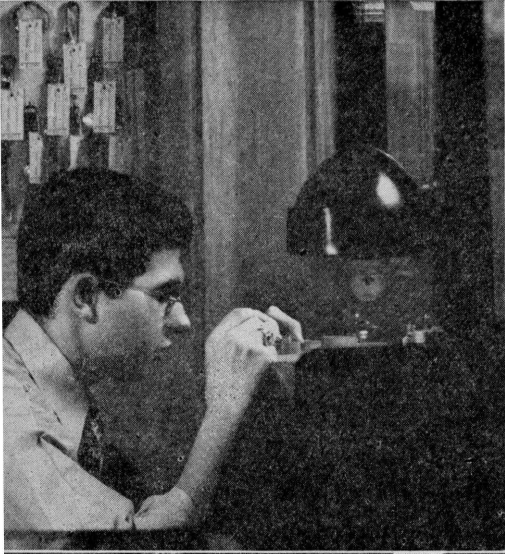
Typical of its clients, both as to variety of handicaps and spread of employment objectives, are those pictured herewith—a cardiac case, an amputee, a girl with loss of hearing, an Infantile Paralysis victim, and an Arthritic. They are employed as watch repairman, brass foundry moulder, typist, optical mechanic, and toy maker. The 364 rehabilitants, representing more than thirty distinct disabilities, found employment in over one hundred different jobs.

Serving more persons

It is gratifying to note that the number of disabled persons successfully served during the two years represents a striking gain over previous years. Last year brought the greatest gain so far, despite the abrupt drop in worker demand immediately following the end of the war early in the year, and interruptions of the program due to several changes in field personnel. The advance of the program in this respect is very evident in the comparison afforded in the following table:

Rehabilitations in:	1942-43	134
	1943-44	131
	1944-45	161
	1945-46	208

There were a number of other definite indications, besides the number of rehabilitations, to show that the Division is upgrading its service, striving to reach more handicapped persons



Helped by Vocational Rehabilitation

who are eligible for and in need of its services, and to give them those aids more effectively.

New Publication

Two developments appear worthy of particular notice in this respect. Already off to a good start, and receiving very favorable notice, is the Division's new publication, a leaflet issued quarterly and known as the State of Maine Rehabilitation News. (The panel of pictures used in this report is taken from the cover of the second issue of the News.) This publication, edited by the Division's Bangor counselor, is mailed to physicians, hospitals, sanatoria, schools, superintendents of schools, school counselors, welfare agencies, personnel offices, and various interested individuals. It features the stories of various rehabilitation clients and their successful return to employment. It will also carry short articles by leaders from the fields of medicine, education, and industry. The News fills a distinct need in this program and its mailing list has been planned with the view of spreading knowledge of the rehabilitation program in those places where more people who could benefit by it can be reached.

Clinics for Epileptics

The second development concerns a more direct service to clients, the epileptic group. The nearest facilities for adequate diagnosis, advice, and follow-up of epileptics are in Boston. Due to the expense and time involved in making use of these facilities, service to these people has been necessarily sketchy and disappointing. In May of this year, at the request of the program Director in Maine, the Federal Office of Vocational Rehabilitation sent a medical specialist and one of its field men for this district to confer with interested physicians and hospital heads in the State.

This investigation brought very promising results. It now appears quite likely that the Division will have two clinics available to it within the state, one located at Portland and the other at Bangor, both well equipped and under supervision of qualified medical men. Sounder, more lasting vocational adjustment of an increasing number of epileptics should be forthcoming.

More Training Programs

The training load of the Division, at a low ebb during the war years, when defense jobs at good pay were often available without previous training, is on the increase again. This is a very desirable trend since it indicates that an increasing number of disabled persons will be armed with definite skills and knowledge for obtaining suitable jobs.

This trend is illustrated thus:

Rehabilitation clients in training as of:

June 30, 1944	64
“ “ 1945	107
“ “ 1946	134

Service to T. B. Group

For many years following the start of the national program for rehabilitation of disabled persons, people who had been ill with Pulmonary Tuberculosis were considered bad risks for service. As a result, the percentage of rehabilitations from this group, in comparison with other groups, was very small. Gradually, through the efforts of the U. S. Public Health, the National Tuberculosis Association, and a few progressive states, service to this group began to increase. Today ex-tubercular clients form a sizeable part of the program in many states. While still far behind the potential level which could be reached, service to the Division's Tuberculosis clients is steadily increasing in Maine, as can be seen here:

Ex-tuberculosis clients rehabilitated:

1942-43	17
1943-44	17
1944-45	21
1945-46	26

Of the various groups of the disabled those recovering from Pulmonary Tuberculosis are the most accessible for locating and counseling, and, as a rule, they are more likely to be interested in vocational training. This is due to the fact that many of them have either had no previous work experience, or will be unable to return to former jobs. To them vocational training means both a chance to develop a skill in a suitable trade or pro-

fession, and also to develop work tolerance gradually under more controlled and sheltered conditions than immediate employment would allow.

It is estimated by authorities dealing with the problems of Tuberculosis that, ideally, the annual number of rehabilitations from this group in each state should equal the number of deaths which occur from the disease. Deaths in Maine in 1945 equalled 30.5 per 100,000 population, or about 245. Rehabilitation is moving in the right direction, but needs to pick up speed.

Economic Aspect of Rehabilitation

Since the money spent by this Division in assisting handicapped persons to become suitably employed is provided through public funds it is reasonable to inquire if this money is well spent or wasted. Is the taxpayer realizing any dividends from his investment?

In a program of this kind it is inevitable that there will be failures of individual projects, that some clients will prove to be too severely disabled to be able to make good in the objective selected, upon which considerable money may have been spent. Others will lack the necessary stability, push, and determination to profit from the assistance he has received. Agents will make occasional mistakes in judgment in accepting nonfeasible cases or in advocating nonsuitable objectives.

In general, however, the return on the investment is good. Many of the Division's applicants are dependent on a town, city, or state agency, while many more are dependent on their families for support and are thereby indirectly a burden to their communities. The majority of clients are potential dependents, since their handicaps are barriers to their successful employment. If these handicaps can be minimized by guidance, treatment, artificial appliances, or vocational training, resulting in suitable employment for the disabled man or woman—then the tax dollar is well spent. Some economic aspects of the program for the years 1944-46 are covered in the following tables:

Welfare status of rehabilitation clients at time of initial contact:

	1944-45 (161 cases)	1945-46 (203 cases)
Unemployed at contact	115	120
Never worked before	10	25
Family dependents	38	75
Dependent on town, city, or State	15	20
Receiving Workmen's Compensation	4	7

Income of rehabilitation clients at time of closure:

	1944-45 (161 cases)	1945-46 (203 cases)
No wage income (housewives)	2	5
\$1 —\$10 per week	4	9
\$10—\$19 “ “	32	28
\$20—\$29 “ “	62	71
\$30—\$39 “ “	42	61
\$40—\$49 “ “	17	24
\$50 and over	2	5

The average weekly income of the 364 cases before rehabilitation service started was slightly over \$7. At time of closure, following rehabilitation service the average weekly wage was nearly \$25. Estimated annual earnings of the group would be approximately \$473,200. The total cost of the program for the year 1945-46, including all cases, whether successful or not, was \$108,327.

A study of the age groups served and of clients' family responsibilities indicates that in many instances the client is only one of several who benefit from a successful program. Over half of the rehabilitants during the past two years were between twenty-one and fifty years old, the period in life when family responsibilities are heaviest.

Ages of clients rehabilitated:

	1944-45	1945-46
16—21 yrs. old	58	41
21—30 “ “	48	70
31—40 “ “	32	39
41—50 “ “	12	33
51—60 “ “	10	14
61—70 “ “	1	6

Number of clients with dependents:

	1944-45	1945-46
1-3 dependents	44	56
3-5 dependents	9	31
6 and more dependents	4	9

Thirty-five per cent of those rehabilitated in 1945 and 43 per cent of those in 1946 had one or more dependents. Aside from the purely financial gain to the family and community represented by the return to work of the head of a family, there is also the less tangible but at least as important social gain to be considered. It certainly is justifiable to assume that increased income ordinarily means a better level of living, and an uplift in morale on the part of both the client and his family.

Looking Ahead

The Rehabilitation program in Maine still falls far short of meeting the actual needs of the handicapped citizens of the State. The disparity noted in service to the Tuberculosis group, as compared to need, probably holds true for most other groups of the handicapped. Instead of having approximately eight hundred clients on the active rolls the Division, according to several authoritative studies, should have nearer to four thousand—if it were to list even approximately all those in the state who are eligible for and in need of service. To insure sufficient coverage of communities and community agencies for adequate case finding and to provide casework services a larger staff and more adequate funds would inevitably be necessary.

EDUCATION IN AGRICULTURE

Herbert S. Hill

Supervisor of Agricultural Education

During the past two years, we have lost a number of agricultural departments in the secondary schools due to the resignation of teachers and our inability to replace them. Total enrollments dropped, both because there were fewer departments and because fewer boys remained in school to enroll in the departments which were left.

A few teachers shifted to jobs which paid better and which gave promise of even more advancement in future years. Fewer projects were started and fewer were completed than ever before. Farm boys were too busy helping their fathers to spend more than a minimum amount of time in project work. Boys started projects and then were taken by Selective Service, or left town, with the result that their projects remained uncompleted.

In teacher training we have attempted to provide for returning veterans the training they needed to qualify for teaching certificates by the time they graduated. This made it necessary to give all our teacher training courses in agricultural education in the first semester and to repeat these courses in the second semester. This objective, coupled with the absence of Prof. Elliott, assistant state supervisor, on a four months leave of absence, reduced sharply some of our activities of previous years.

We have attempted to prevent undesirable departments from being re-established. A 26-page pamphlet on Establishment and Maintenance of Departments of Vocational Agriculture was prepared. Whenever a superintendent expressed interest in reopening his closed department he was told that if his school either could not or would not provide the facilities and other items recommended in the pamphlet he had better not reopen the department. In all cases when a superintendent presented this to his school committee, the committee accepted the responsibility and agreed to provide the things recommended.

Improvement of existing departments has been a major objective. In addition to the pamphlet already mentioned, a plan was

devised for making a careful evaluation of existing departments and we informed superintendents that on request we would evaluate their departments. However, no superintendent has requested this service. We also continued to urge our teachers to keep full and accurate records which would be readily accessible for reference. Toward improved standards, we have pointed out that although there may be a large number of boys enrolled, a course is not truly vocational unless these boys come from farms.

Course Revision

We have endeavored in various ways to convince our teachers that their courses needed revision. We told them that less time should be spent on production and that more time should be used for such subjects as Cooperatives, Soil Conservation, Farm Financing, Home Living, etc. We urged that approximately one-half of all instruction should be in Farm Mechanics. We provided forms for preparing four-year teaching plans in both Farm Enterprise and Farm Mechanics.

In addition to these courses, we feel it should be possible for every school with an agricultural department to have one class in general agriculture, open to any boy or girl and subsidized by state funds. It should also be possible for the agricultural teacher to give one or more courses in general shop, open to anyone and subsidized by state funds. This would not only provide greater use of the farm shop, but would also enable the small school to have two courses instead of one, with only one teacher.

Progress has been made in convincing superintendents of their responsibility for the work of the agricultural teacher. It has been difficult to sell them this idea in the past, since the state paid the teachers directly during the summer months. Now that the local schools are paying the teachers through the entire year, the superintendents are showing more interest in the summer work of their agricultural teachers.

Future Farmers

Revitalization of Future Farmers of America Chapters, which deteriorated during the war years, is underway. The number of active chapters has increased from 28 to 32 after decreasing con-

tinuously for three years. A state convention was held this year for the first time since 1942. Official delegates were present from 27 chapters and there was a total attendance of 207 at the annual banquet. The State Association elected its full quota of State Farmers for 1945-46 and named a Star State Farmer for the first time in the history of the organization. The State Association sponsored the organization of three districts within the state. Each district will carry on a program in cooperation with the State Association. Funds provided for a district budget are based on district membership at the rate of ten cents per active member. A district leadership training school was held in each district and 137 officers and members attended.

Future Farmer of America Foundation Awards were made for American Farmer, Star State Farmer, Public Speaking Contest and Farm Mechanics. The establishment of the foundation awards has stimulated greater interest in developing local programs and it is already evident that better chapter projects will be carried out. Furthermore, the active members are going to develop larger and better balanced programs of supervised farming.

State conferences were held each year of the biennium during the teachers' convention. Two district conferences were held in each of the three districts in the spring of 1946.

During the next biennium, we plan to re-emphasize all the objectives listed. In addition, we are requiring each teacher to report to us at the end of the year, the jobs taught in Farm Enterprises and the predominating teaching methods used. We will summarize these reports to determine how each of the 180 days in the school year is utilized.

The demand for good men trained in agriculture continues to exceed the supply. Therefore, salaries are high and even then we continue to lose good men to other agencies. The housing situation remains serious. This contributes to our inability in some cases to employ or to keep some men. The shortage of building material has made it impossible in some instances to build farm shops which have been authorized. A shortage of poultry feeds has practically eliminated our poultry projects.

Excellent relationship exists between vocational agriculture and other agricultural agencies. The state supervisor is a mem-

ber of the State U.S.D.A. Council; the assistant supervisor is a member of the State Farm Security Committee. The State Council of Cooperatives has shown its interest in our work by providing \$100 to be given as awards to the three teachers preparing the best outline for the teaching of cooperatives in our vocational course. Thirty-five of our teachers were guests at the Cooperatives' annual dinner meeting. Our teachers have met with representatives of the Extension Service, Farm Security, Soil Conservation, and the Production and Marketing Service to help formulate a coordinated program in agriculture. One meeting was held in Presque Isle and another in Orono. Our teachers, too, are represented on the County U.S.D.A. Councils.

PART VII

FINANCE AND CONTROL

Fred L. Kenney
Director of Finance

A recommendation in the closing paragraph of my previous report was carried out through the enactment of Chapter 350 of Public Laws 1945, which simplified the statute control of the finances of the Department of Education. This was a splendid step forward toward improving the accounting facilities of the many appropriations which function in this department.

New state and federal legislation during the past two years has required a great deal of special constructive work involving the preparation of forms and system procedures, viz:

1. Changing state aid from school census to school enrollment basis;
2. Awarding teaching positions subsidy on tax rate basis;
3. Increasing teacher pension payments and requiring contributions by 2200 members under the 1913 system;
4. Special education for physically handicapped children;
5. High school opportunities for island children;
6. Establishment of a vocational training school for veterans;
and
7. National school lunch program for children in public schools.

During the past fiscal year 1945-46, the total amount of \$505,449.30 in cash was received through the mail and deposited by the Director of Finance. We were fortunate in May, 1945, that we were able to employ Mr. Chester Booth to serve as senior accountant and assistant to the director. He and I are at present striving to administer this division but we are considerably overloaded,—so much so, that even though the director puts in two months or more of overtime each year, much necessary detail of secondary importance has to be by-passed. To substantiate this statement the following analysis is offered:

ANALYSIS OF WORK LOAD OF THE DIRECTOR OF
FINANCE AND SENIOR ACCOUNTANT

	Months Per Year
Accounting of federal funds for Vocational Education	2
Computation and correspondence of equalization fund	2
Annual Budgetary detail	3
Bookkeeping for Maine Teachers' Retirement Association	6
Bookkeeping for 1913 Teacher Pension System	2
Clearance of divisional mail	6
Teacher college and normal school supervision	2
Constructive accounting (Forms and precedures for new programs and improve- ment of present systems)	2
Annual distribution of state aid for education	1
Research and reports	1
Personnel and payroll control	2
Superintendents' service	1
General public service	1
	—
31 months ÷ 12 = 2.58 positions	Total 31

It is clear from the above review that another person is badly needed to give this division proper efficiency. A junior accountant should be placed under the direct supervision of the senior accountant to absorb the current overload and to help with the increasing activity which will be resulting from new programs in educational fields on both the federal and state levels. Centralization in this division of the vocational funds, equalization, and Maine Teachers' Retirement Association has relieved other divisions of the equivalent of one person, which alone justified the employment of the senior accountant. Furthermore, if funds should ever be provided for the administration of Chapter 341, Public Laws 1945, (to require school employees to file health certificates) additional personnel would be required for this program.

The general supervision of this department's forty appropriations and nearly six million dollars of the state's money is directed to and accomplished through the help of:

1. Divisional Employees		6
a. Senior Accountant	1	
b. Audit Clerks	2	
c. Statistician	1	
d. Clerk-Stenographers	2	
2. Vocational Rehabilitation		
Account Clerk		1
3. Vocational Trade School		
Account Clerk		1
4. Schooling Children in Unorganized Territory		
Clerk-Stenographer		1
5. National School Lunch Program		
Account Clerk		1
6. Teachers Colleges		
Presidents (& Bursars)		2
7. Normal Schools		
Principals (& Bursars)		3
8. Superintendents of Schools		114
		<hr/>
	Totals	129

I wish to express my sincere appreciation to each of these persons for the cooperation and assistance they have given me in establishing for the Department of Education a centralized financial system over the educational monies for the entire state.

Federal Aid

A recent study conducted by The National Education Association, completed in October, 1946, indicates that the State of Maine has a long way to go to attain an average school financial setup to put it on a comparable basis with other states in the union. (Please see Exhibit 2). Recommendations for federal aid to states for education have gone to the last Congress from authorities on education in almost all the states, but favorable Congressional action has not as yet been forthcoming. Opposition has been received from the states having greater than average financial ability and has, of course, interfered with merited support.

There seems to be a general impression that Federal Aid for

education is to be a *new* policy. Please let me offer the following data to refute that understanding:

FEDERAL AID TO MAINE FOR 1941-42

REGULAR FUNDS		\$520,005.03
Purpose	Amount	
Endowment and support of land grant colleges	\$ 79,669.36	
Agricultural experiment stations	110,692.16	
Cooperative agricultural extension service ..	157,686.44	
Vocational education below college grade ...	151,957.07	
Vocational rehabilitation of civilians	20,000.00	
	<hr/>	
	\$ 520,005.03	
 WAR EMERGENCY FUNDS		 \$2,062,519.30
College and high school student aid	\$ 91,874.77	
W.P.A. education program	77,868.00	
Defense training in colleges	58,958.00	
Defense training in secondary schools	623,949.53	
Education facilities in war work areas	1,209,869.00	
	<hr/>	
	\$2,062,519.30	
 GRAND TOTAL		 \$2,582,524.33

The State's effort in supporting its educational program has been presented in Exhibit 4, which shows rather sharply when the highway building program got underway in Maine and its relative effect on the state's effort on education.

The present inflationary crisis is causing much hardship and many theories are being advanced daily. The following one held special interest for me, "The only real purchasing power results from what a man *produces*, which he can then trade for what other men produce. That is why higher wages without higher production cheat all workers. Savings merely represent what some worker has produced and has not yet traded. The higher the wage cost of what is produced, the higher its price has to be. By just that much *your* purchasing power is reduced. The higher the price of what is produced, the fewer people there will be who can and will buy it. The fewer who buy it, the fewer workmen needed to make it:—that means layoffs which sooner or later cause a great amount of unemployment and then the purchasing power is gone."

A recent release of the U. S. Office of Education shows that during the period 1941 to 1944 over 56,000 men left the teaching profession and the count of women teachers increased by 25,000, leaving a net reduction of approximately 31,000 teachers. (Please see Exhibit 6).

Vocational Rehabilitation Program

When this program was expanded in 1944 by opening branch offices in Auburn, Augusta, and Bangor, the position of account clerk was established on July 1 to handle the purchasing and processing of bills for payment, and to clear the federal monthly reports on finances and statistics. I drafted special voucher registers to accommodate the requirements of the federal reports and I continue to give general supervision to the accounting control of this division.

Maine Teachers' Retirement Association

The following improvements have been made in this accounting system since it came under my supervision:

1. Daily cash is controlled through batch sheets.
2. Contribution posting to individual membership cards is made as of the same date of the deposit.
3. Voidance of old membership cards has been stopped, and retroactive payments are maintained on the current membership cards.
4. Control cards for each initial letter of the alphabet are being maintained.
5. Contribution reports on the new statement of account form, which is working out very satisfactorily, is a two-in-one combination that provided the facility for reporting the 1913 pension contributions also.
6. Checking accounts were eliminated and fourteen general ledger control accounts are being used and controlled through the use of the I.B.M. system.
7. Visible loose-leaf subsidiary record for accounts receivable has been set up.
8. An investment register has been compiled on a modern form to give a quick reference of current values and earnings.

9. The annual list of teachers' report was redrafted to permit inclusion of additional information, and to eliminate other forms which superintendents had previously been using.

A conference on public accounting of school funds was held at the University of Connecticut in October. School financial officials from the ten northeastern states were in attendance. At this meeting the following objectives were agreed upon.

- a. To remove:
 1. Prorating
 2. Hairline decisions
 3. Miscellaneous items
 4. Subterfuge and camouflage
- b. To establish:
 1. Standardized cost analysis
 2. Definite item identification
(Elimination of debt service double-up)
 3. Write it in the layman's language
 4. Devise methods of enforcement

It was voted to request all chief state school officers to consider this problem at their next annual national conference. It was also agreed that a state's obligation to its citizenry on the educational level, financially, can be properly executed only through equalization formulae. The truth of this conclusion is becoming increasingly evident daily.

A description of the director's duties in this division was completed this year and is presented herewith:

DUTIES

Requires direction, supervision, and review of the entire *activity* and of all *employees* (6) in the Division of Finance and Control. The Department of Education has an annual budget of over five million dollars and is the third largest state department on expenditures, so a thorough knowledge of fundamental accounting theory and practice is required. The responsibility of this position is becoming progressively greater and more complex annually.

OPERATION

(1) ACTIVITY:

Budgetary Control over 5 Divisions

- (a) Preparation of annual and biennial budgets
40 appropriations—(daily and monthly control)
- 1913 Teacher Pension System (2300 members)
- Maine Teachers' Retirement Association (3800 members)
- Retired Teacher Pension Payments (700 pensioners)
- 5 Teacher Colleges and Normal School Finances
- Accounting Control of Local School Finance Records in 500 cities and towns.

PLANNING

Coordination of the work of this division by conferring with:

- a. Commissioner of Education
- b. 4 Deputy Commissioners and their employees
- c. State Commissioner of Finance
- d. State Controller
- e. State Treasurer
- f. State Auditor
- g. Revisor of Statutes (drafting new legislative proposals)
- h. and other departmental heads occasionally.

(2) EMPLOYEE CONTRACTS:

Teacher College Staffs	123
Departmental Staff	44
Superintendents of Schools	114

TOTAL	281
-------	-----

(3) MAJOR FUNCTIONS OF DIVISION:

- a. To record all business transactions involving State and Federal funds for Education in the State;
- b. To safeguard its income and expenditure records;
- c. To explain the utilization of these monies to the public.

PUBLIC RELATIONS

Furnish information to Superintendents of Schools, Selectmen, and School Committee Members relative to school laws,

and school finances by telephone, letter, and through quarterly issues of the Maine State School Bulletin, regional and annual conferences.

Compilation of special statistical reports and analysis for State Officials and Legislature; U. S. Office of Education; other states and agencies; and private citizens.

Annual Revision of the Directory of Superintendents of Schools.

Division Report Section in the Commissioner's Biennial Report to the Governor and Council.

(4) OTHER GENERAL DUTIES

Also centered in this division are:

- (1) The Personnel Records with all related information,
- (2) Supervision of all Departmental Mail (opening, stamping, distributing, and coding);
- (3) Daily Cash Blotter of all monies received in the mails (approximately \$500,000.00 annually);
- (4) Final audit of all bills prior to release to the State Controller for payment;
- (5) Collection of all school statistics and financial data from all cities and towns;
- (6) Computation and allocation of all state aid to localities for education (approximately \$3,600,000.00).

The financial record book has been revised and is now in loose-leaf binder form for the use of the towns. Approximately half the towns in the state have put this new type of record system into use during the past year. In connection with this, there is a great need at the present time for a superintendents' handbook giving a complete classification of accounts and definitions of types of expenditures.

The School Finance Commission reported in 1934 that:

1. The state should require all districts to make a budget annually;
2. The state regulations should make the chief executive officer of each local administrative unit responsible for the preparation, defense, and execution of local budgets;

3. The state should require appropriate publicity for local budgets;
4. The state should make local boards responsible for review and adoption of local budgets;
5. The state should deem the adopted budget an appropriation of funds for the purposes stated in the budget;
6. The state should provide that emergency needs be satisfied from supplementary budgets adopted through procedures similar to those followed in adopting the original budget;
7. The state should give the State Commissioner the power to enforce all budgetary laws.

Nothing has been done along these lines as yet.

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

EXHIBIT I.

COMPARATIVE FINANCIAL STATEMENT
 STATE TEACHERS' COLLEGES AND NORMAL SCHOOLS
 Fiscal Years 1944-45 and 1945-46

	GRAND TOTALS		Farmington State Teachers' College		Gorham State Teachers' College		Washington State Normal Machias		Madawaska Training School Fort Kent		Aroostook State Normal Presque Isle	
	44-45	45-46	44-45	45-46	44-45	45-46	44-45	45-46	44-45	45-46	44-45	45-46
Apportionment from S. S. F.	\$237,230.00	\$ —	\$ 57,900.00	\$ —	\$ 67,700.00	\$ —	\$ 34,980.00	\$ —	\$ 31,400.00	\$ —	\$ 45,250.00	\$ —
Legislative Appropriation		199,256.00		64,311.00		66,171.00		31,837.00		36,937.00		
Bal. fwd. July 1	1,963.22	(2,813.04)	532.91	(3,441.04)	(746.30)		1,821.06		355.55	628.00		
Adj. Bal. Fwd.		47.70				47.70						
Trans. between Accts. to and from Reserve	1,535.32	(3,420.68)	6,295.37	(616.94)	(2,214.22)		(84.65)	(269.99)	3,697.61	(56.00)	(6,158.79)	(2,477.75)
Add: NET INCOME												
Services Charged to Cities and Towns	15,250.45	12,198.62	865.25	11,238.62	4,514.80		4,414.00	860.00	5,456.40			
Sale of Meals	70,112.11	82,350.20	27,825.04	38,256.91	28,439.63	27,437.73	8,911.29	10,380.06	4,936.15	6,275.50		
Sale of Equipment and Buildings	153.25	1,070.00	79.00	905.00	64.25			140.00	2.50		7.50	25.00
Rentals	32,862.73	31,923.86	6,963.75	9,407.25	10,267.80	10,092.25	4,585.74	4,608.65	1,847.15	2,857.35	9,208.29	4,958.36
Tuition	25,831.71	30,594.02	8,695.00	12,989.00	12,911.45	11,964.15	2,584.74	3,147.83	1,640.52	2,493.04		
City and Town Grants	30,950.00	23,968.75	16,950.00	8,300.00	9,000.00	9,050.00	3,000.00	4,618.75	2,000.00			
Sale of Books and Supplies	6,394.09	8,609.31	2,675.49	3,937.72	2,811.98	3,435.81	906.62	1,185.78				
Miscellaneous Services and Fees	653.44	1,856.40	273.07	1,349.89	210.88	324.31	116.01	164.65	52.40	9.55	1.08	8.00
Registration Fees	2,192.00	2,568.70	528.00	1,058.00	1,148.00	780.00	186.00	226.70	330.00	504.00		
Medical Services Rendered	2,141.50	2,274.75	782.50	908.75	1,297.00	1,295.00	62.00	71.00				
Laboratory Services Rendered	979.00		979.00									
Miscellaneous	61.06	171.44	34.36	38.71	26.70	57.25		75.48				
Sale of Farm Products	1,903.01	8,187.99							1,903.01	8,187.99		
Interest on Notes Receivable				13.75								14.41
Settlement of Fire Loss		3,190.90		3,190.90								
Reimbursement—Teachers' Salaries		2,054.72		2,054.72								
TOTAL NET INCOME	189,484.35	211,047.82	66,640.46	93,699.22	70,692.49	64,436.50	24,766.40	25,578.90	18,168.13	22,327.43	9,216.87	5,005.77
TOTAL AVAILABLE	430,212.89	404,117.80	131,368.74	153,952.24	135,431.97	130,655.20	61,482.81	57,145.91	53,621.29	59,836.43	48,308.08	2,528.02

COMMISSIONER OF EDUCATION

EXHIBIT I.

COMPARATIVE FINANCIAL STATEMENT—Concluded
STATE TEACHERS' COLLEGES AND NORMAL SCHOOLS
Fiscal Years 1944-45 and 1945-46

Deduct: NET DISBURSEMENTS												
Personal Services.....	228,137.98	221,218.48	78,427.34	90,985.82	82,240.21	69,279.45	35,264.97	31,522.80	32,205.46	29,380.41		50.00
Contractual Services.....	54,701.42	58,114.56	21,412.60	21,050.63	15,317.90	16,177.43	7,189.34	9,120.72	9,185.72	10,241.60	1,595.86	1,524.18
Commodities.....	82,222.99	108,498.31	30,879.89	38,499.24	29,358.65	36,420.66	10,591.85	13,454.15	11,392.60	19,170.42		953.84
Grants and Subsidies.....	626.26	545.50	582.41	46.50			43.85	5.00		494.00		
Capital Expenditures.....	5,624.99	14,780.64	3,507.11	3,370.05	1,597.37	8,777.66	311.00	2,082.93	209.51	550.00		
Charges to Asset & Liability Accts.	.43		.43									
Total Net Expense.....	371,314.07	403,157.49	134,809.78	153,952.24	128,514.13	130,655.20	53,401.01	56,185.60	52,993.29	59,836.43	1,595.86	2,528.02
BALANCE JUNE 30TH.....	58,898.82	960.31	(3,441.04)		6,917.84		8,081.80	960.31	628.00		46,712.22	
Carried.....	(2,813.04)		*(3,441.04)						628.00			
Lapsed to S. S. F.....	61,711.86				6,917.84		8,081.80				46,712.22	
Lapsed to General Fund.....		960.31						960.31				
Cadet Fund Portion of Carried Bal.....			\$ (144.64)						459.36			

*This deficit represents overdraft due to Summer School charges in June of \$3,296.40 and a Cadet Teaching deficit of \$144.64.

NORMAL SCHOOL RESERVES

Expended.....	2,544.67	4,870.45	2,544.67	1,525.00						597.71		2,747.74
Closing Balance.....	\$45,667.37	\$65,453.59	\$7,741.47	\$11,695.46	\$12,692.54	\$16,818.74	\$2,734.75	\$3,734.75	\$5,658.00	\$6,116.29	\$16,840.61	\$27,088.35

ESTIMATED DEGREES OF ATTAINMENT
OF RECOMMENDED SCHOOL FINANCE GOALS

(Based upon Data of Figure II)

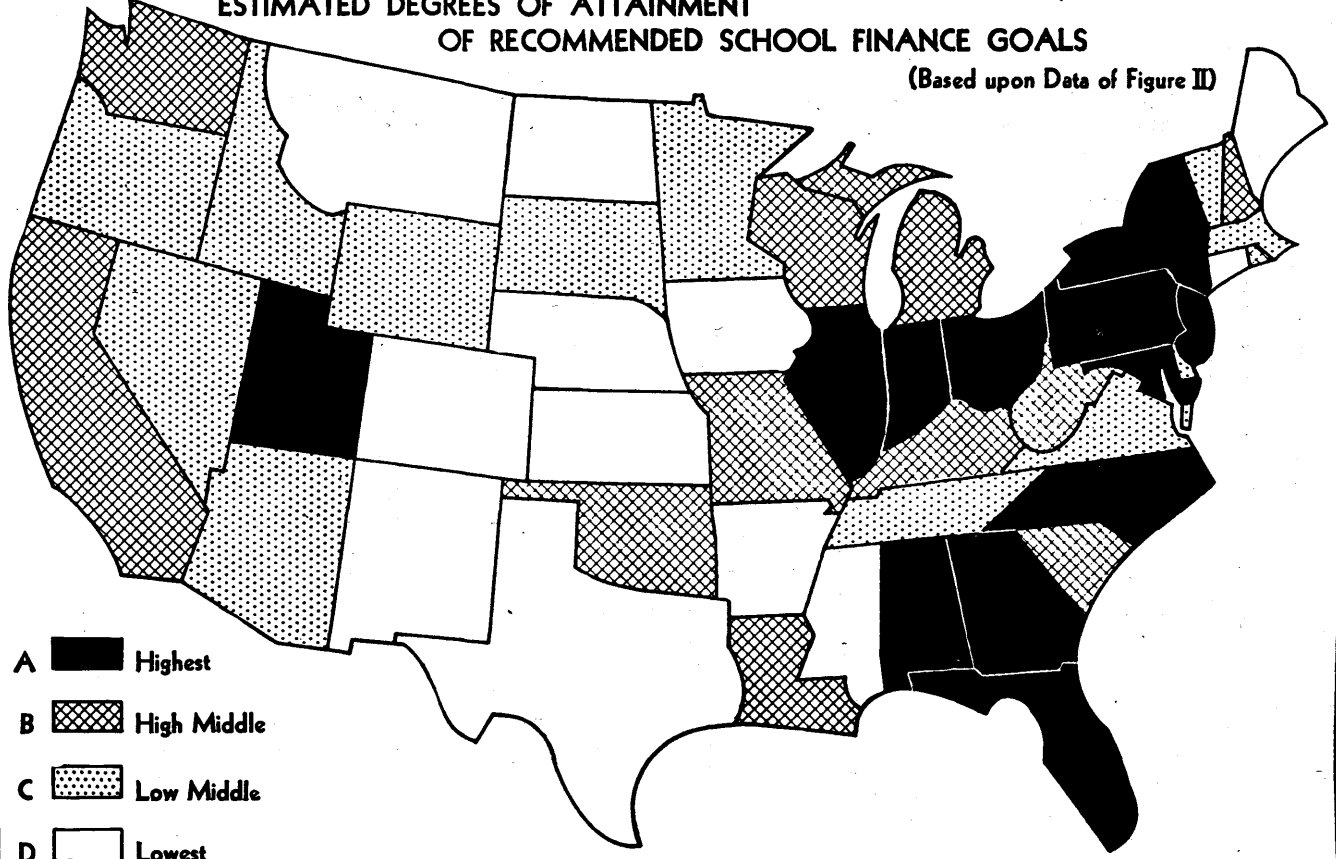


EXHIBIT III

FINAL SUMMARY OF THE PROGRAM
for the
TRAINING OF DEFENSE and WAR PRODUCTION
WORKERS (100% Federal Funds) 1941-1945

Purpose	Expended
A. Out-of-School-Youth (Adults).....	\$85,650.35
B. National Youth Administration.....	158,508.31
C. Vocational Education—National Defense.....	1,652,997.36
1. Cost of Courses.....	\$1,476,579.81
2. Equipment.....	162,786.92
3. Rental of Space.....	13,630.63
TOTAL EXPENDITURE.....	\$1,897,156.02

EXHIBIT IV

STUDY OF EXPENDITURES FOR EDUCATION
by the
STATE OF MAINE

Year	Total State Expenditures	State Expenditures for Education	Percentages Education Expenditures to Total Expenditures
	Dollars	Dollars	Per Cent.
1820	38,000	2,000	5
1825	93,000	7,000	8
1830	139,000	7,000	4
1835	310,000	25,000	8
1840	654,000	42,000	6
1845	317,000	27,000	9
1850	273,000	29,000	11
1855	355,000	69,000	19
1860	478,000	96,000	20
1865	2,201,000	48,000	2
1870	1,753,000	126,000	7
1875	1,286,000	439,000	34
1880	1,104,000	353,000	32
1885	1,195,000	414,000	35
1890	1,251,000	461,000	37
1895	1,651,000	651,000	39
1900	1,765,000	663,000	38
1905	2,403,000	770,000	32
1910	3,970,000	1,238,000	32
1915	7,901,000	3,745,000	47
1920	13,057,000	2,639,000	21
1925	16,080,000	3,119,000	19
1930	24,871,000	3,633,000	15
1935	23,347,000	3,062,000	13
1940	37,194,745	2,956,934	8
1945	31,489,219	4,866,618	15

COMMISSIONER OF EDUCATION

159

EXHIBIT V

Year Ending	Average Daily attendance		Pupils Conveyed by Town	
	Elementary	Secondary	Elementary	Secondary
1939	114,066	35,396	26,670	2,316
1940	112,307	36,306	28,346	2,656
1941	110,070	36,111	30,409	2,875
1942	107,065	33,697	32,648	3,169
1943	103,822	29,834	32,613	3,120
1944	110,873	29,408	32,951	2,968
1945	102,814	27,956	33,979	3,120

U. S. OFFICE OF EDUCATION STATISTICS

Exhibit VI	43-44	41-42	Change
Elem. enroll.....	17,713,096	18,174,668	- 461,572
Second. enroll.....	5,553,520	6,387,805	- 834,285
Men Teachers.....	126,672	188,194	- 56,522
Women Teachers.....	701,318	675,694	+ 25,624
			(net red. 30,898)
One-teacher schools.....	96,302	107,692	- 11,390
Teacher's ave. annual salary.....	\$1,728	\$1,507	+ (14%) \$221
Revenue.....	\$2,604,000,000	\$2,416,500,000	+\$187,500,000
Expenditures*.....	\$2,452,000,000	\$2,322,700,000	+\$129,300,000

*Est. by U. S. Commerce Dept. to go to \$4,000,000,000 in 46-47.

EXHIBIT VII

SUMMARY OF EXPENDITURES
STATE FUND ACCOUNTS

Subsidies to Cities, Towns, and Academies for:.....	ACTUAL		ESTIMATED	DEPARTMENT REQUESTS	
	1945	1946	1947	1948	1949
Plans and Surveys.....	—	\$250.00	\$21,800.00	\$20,000.00	\$20,000.00
State School Fund.....	\$156.00	—	—	—	—
Tuition.....	150,808.00	183,387.00	196,000.00	209,000.00	222,000.00
Teaching Positions.....	1,024,273.00	2,020,535.00	2,039,000.00	2,039,000.00	2,039,000.00
School Census (and Enrollment).....	697,099.00	638,881.00	500,997.00	505,000.00	510,000.00
Conveyance in Lieu of Teaching Positions.....	116,365.00	140,567.00	154,500.00	170,000.00	185,000.00
Temporary Residents.....	1,152.00	1,579.00	1,500.00	3,000.00	3,000.00
Industrial Education.....	129,319.00	122,341.00	129,600.00	140,000.00	150,000.00
Aid to Academies.....	98,436.00	120,000.00	120,000.00	120,000.00	120,000.00
Physical Education.....	28,615.00	32,255.00	35,000.00	45,000.00	50,000.00
Board of Island Children.....	—	—	1,000.00	3,500.00	5,000.00
Physically Handicapped Children.....	—	7,500.00	10,000.00	13,500.00	18,000.00
Equalization of Educational Opportunities.....	355,660.00	302,948.00	486,817.00	487,000.00	487,000.00
Sub-Total of Subsidies.....	2,601,878.00	3,570,243.00	3,696,214.00	3,755,000.00	3,809,000.00
Administration.....	80,500.00	93,463.00	117,645.00	156,691.00	157,642.00
Teacher Colleges and Normal Schools.....	382,933.00	388,107.00	590,582.00	654,795.00	673,685.00
Schooling of Children in Unorganized Territory.....	87,090.00	112,394.00	118,795.00	136,400.00	148,400.00
Superintendents of Towns in School Unions.....	163,294.00	160,683.00	165,245.00	165,000.00	165,000.00
Vocational Education.....	23,757.00	39,634.00	61,771.00	76,296.00	80,156.00
Federal Vocational Rehabilitation.....	86,467.00	108,331.00	118,142.00	168,563.00	188,973.00
Vocational Technical School.....	—	12,538.00	121,562.00	*	*
Pensions for Retired Teachers (1913 System).....	285,316.00	371,994.00	400,533.00	400,000.00	415,000.00
School Lunch Administration of National Program.....	—	—	10,682.00	15,149.00	16,457.00
Education of Orphans of Veterans.....	—	—	1,200.00	=	=
Spec. Committee on Approval of Inst. for G. I. Training.....	—	1,309.00	1,000.00	2,500.00	2,500.00
State Contribution to Maine Teachers' Retirement Assoc.....	143,373.00	194,602.00	219,300.00	150,000.00	150,000.00
Totals.....	\$3,854,608.00	\$5,053,298.00	\$5,622,671.00	\$5,630,394.00	\$5,806,813.00

*Depends on new legislation.

=To be returned to Health & Welfare Department for control.

EXHIBIT VIII

EDUCATIONAL TRENDS AND STATISTICS

The following statistical summary shows in five year periods educational trends in the public schools of Maine (excluding Academies).

	1920	1925	1930	1935	1940	1945
School census (5-21 years)	232,939	243,873	247,796	260,099	257,252	242,861
Total enrollment: elementary	129,537	132,591	135,083	138,559	133,718	123,276
Total enrollment: secondary	24,650	30,839	33,821	41,242	45,958	38,289
Pupils conveyed: elementary	8,461	10,974	14,942	20,439	23,846	33,979
Pupils conveyed: secondary	428	496	834	1,431	2,656	3,120
Average daily attendance: elementary	97,915	106,124	110,930	116,202	112,307	102,314
Average daily attendance: secondary	17,008	24,337	27,113	33,279	36,306	27,956
Pupils not attending school regularly	730	679	498	459	825	512
Pupils beginning work of elementary schools	23,018	23,686	23,649	23,766	22,865	23,843
Pupils completing work of elementary schools	8,521	9,223	10,709	12,091	12,528	11,475
Pupils beginning work of secondary schools	7,857	8,390	8,417	9,481	8,819	7,385
Pupils completing work of secondary schools	2,911	4,801	4,603	6,712	7,420	5,333
Average annual salary for men teachers: elementary	\$784	\$1,074	\$1,135	\$870	\$931	\$1,714
Average annual salary for men teachers: secondary	\$1,415	\$1,806	\$1,938	\$1,557	\$1,611	\$2,227
Average annual salary for women teachers: elementary	\$560	\$810	\$871	\$737	\$812	\$1,187
Average annual salary for women teachers: secondary	\$687	\$1,266	\$1,316	\$1,118	\$1,175	\$1,557
Schools in one-room buildings	2,262	2,102	1,781	1,653	1,289	885
Schools to which pupils are conveyed	1,459	1,643	1,969	2,322	1,237	1,170
Schools discontinued during year	14	121	65	27	14	73
Schools with libraries	1,689	1,465	2,243	2,193	1,724	1,642
Estimated value of public school property	\$15,177,499	\$25,152,312	\$32,654,172	\$32,543,136	\$36,633,193	\$47,793,905
Raised by towns for school *maintenance	\$2,981,674	\$5,615,954	\$6,413,201	\$5,642,590	\$6,577,939	\$5,511,934
Paid by state for school *maintenance	\$1,695,887	\$1,719,782	\$1,818,304	\$1,439,005	\$1,653,076	\$2,438,354
Total resources for school *maintenance	\$5,084,746	\$7,906,453	\$8,962,723	\$7,844,321	\$9,010,319	\$12,254,570
Total resources—all purposes	\$6,532,813	\$11,427,054	\$11,667,787	\$9,560,298	\$11,186,541	\$14,209,633
Expenditure for instruction	\$3,416,976	\$5,234,524	\$5,830,136	\$4,887,149	\$5,505,826	\$7,273,257
Expenditure for tuition	\$229,946	\$420,933	\$521,727	\$562,840	\$645,351	\$734,941
Expenditure for conveyance	\$296,651	\$489,596	\$656,759	\$599,370	\$772,617	\$1,137,456
Total expenditure for *maintenance	\$4,916,116	\$7,649,094	\$8,652,400	\$7,499,163	\$8,621,936	\$11,558,759
Expenditure for new buildings	\$426,373	\$1,423,736	\$375,234	\$235,427	\$170,649	\$102,644
Expenditure for equipment	\$243,985	\$104,144	\$130,570	\$54,522	\$67,734	\$37,139
Expenditure for medical inspection	\$5,778	\$19,309	\$31,377	\$22,803	\$28,031	\$33,873
Expenditure for physical education		\$60,137	\$106,773	\$63,519	\$35,867	\$125,513
Expenditure for industrial and vocational education	\$121,281	\$260,771	\$320,379	\$297,122	\$398,863	\$539,199
Total expenditures—all purposes	\$6,438,663	\$10,807,972	\$11,700,408	\$9,584,707	\$11,254,441	\$13,418,971
Per capita costs: basis of total enrollment and maintenance—						
elementary	28.13	40.23	44.49	35.66	41.77	59.79
secondary	54.44	75.07	76.69	61.19	65.05	99.53
Total enrollment and total expenditure	41.53	66.13	69.27	53.31	62.64	80.56

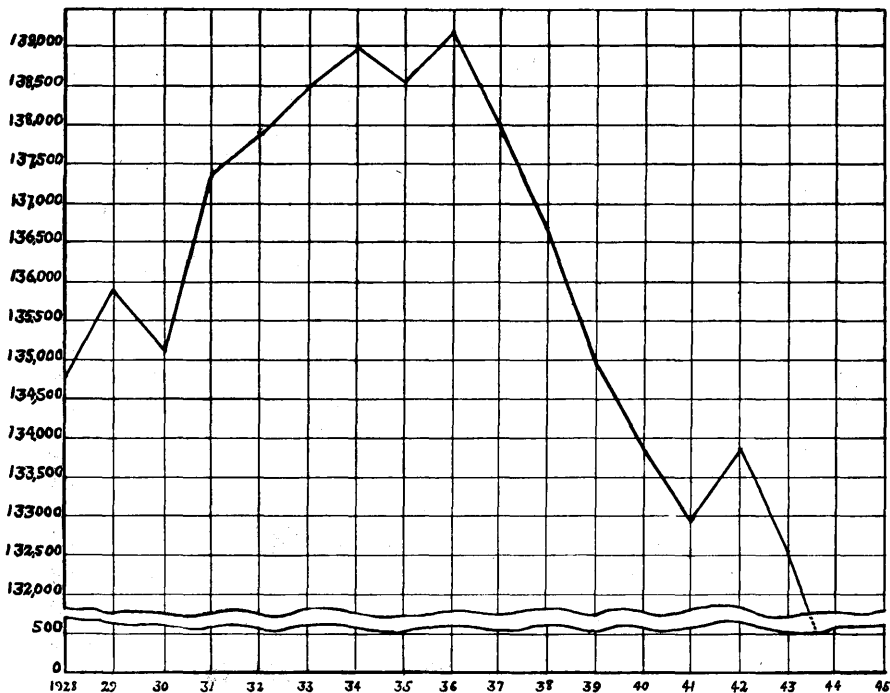
*Including teachers' wages, fuel, janitor, conveyance, tuition, board, textbooks, supplies, water, light and power.

Total Enrollment in Elementary Schools

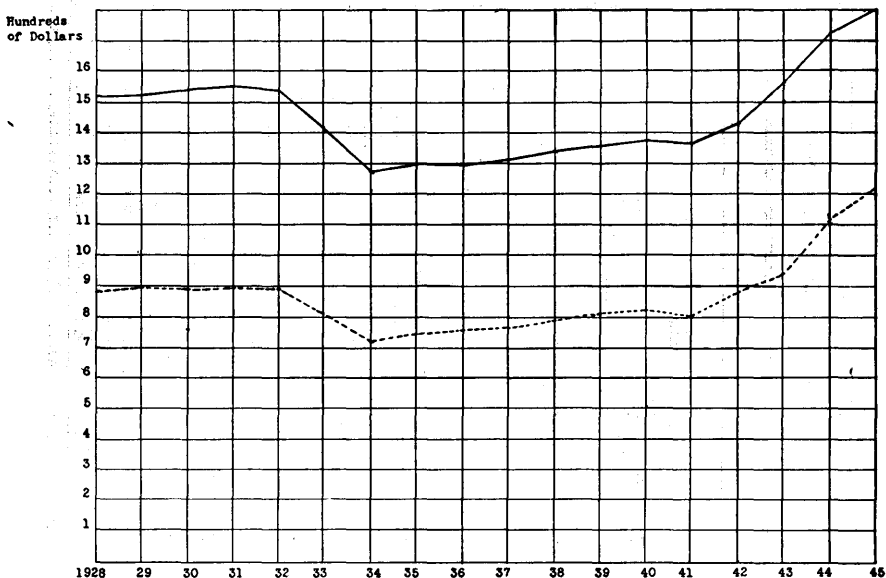
132,518

129,090

128,296

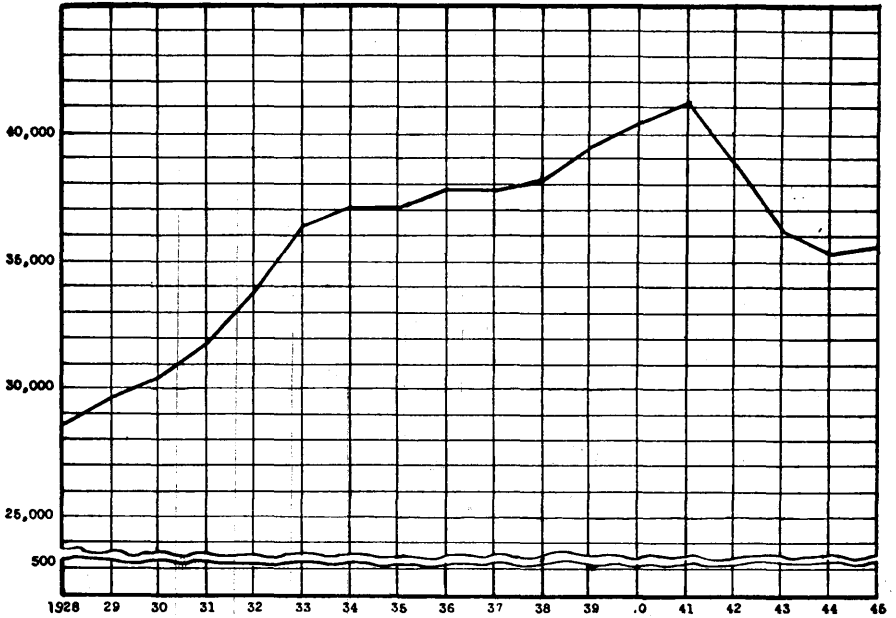


Average Elementary and Secondary Teachers' Salaries

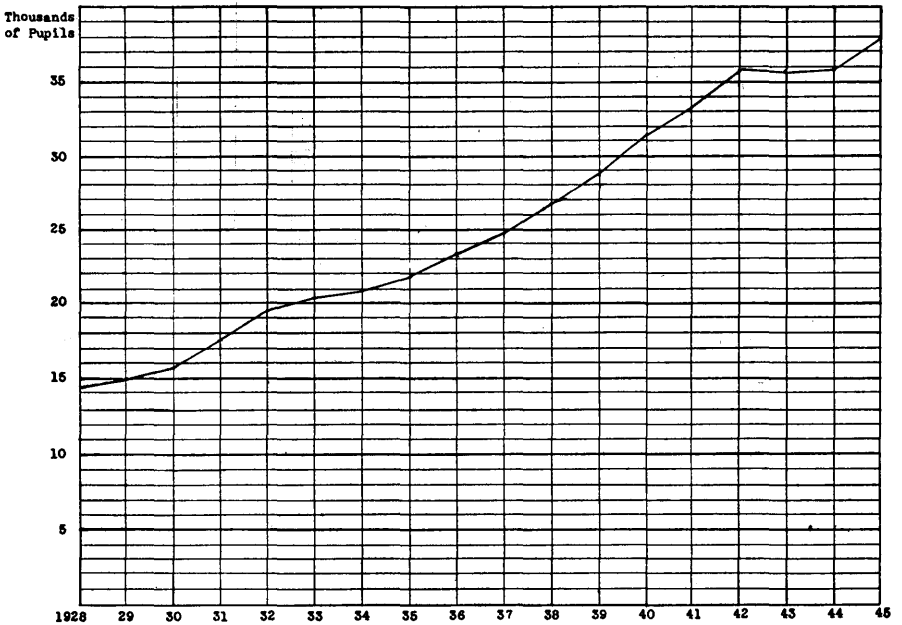


Elementary Teachers
 Secondary Teachers _____

Total Enrollment in Secondary Schools



Number of Pupils Conveyed



**Per Pupil Cost in Maine Public School System
Computed on average daily attendance and total school
expenditures**

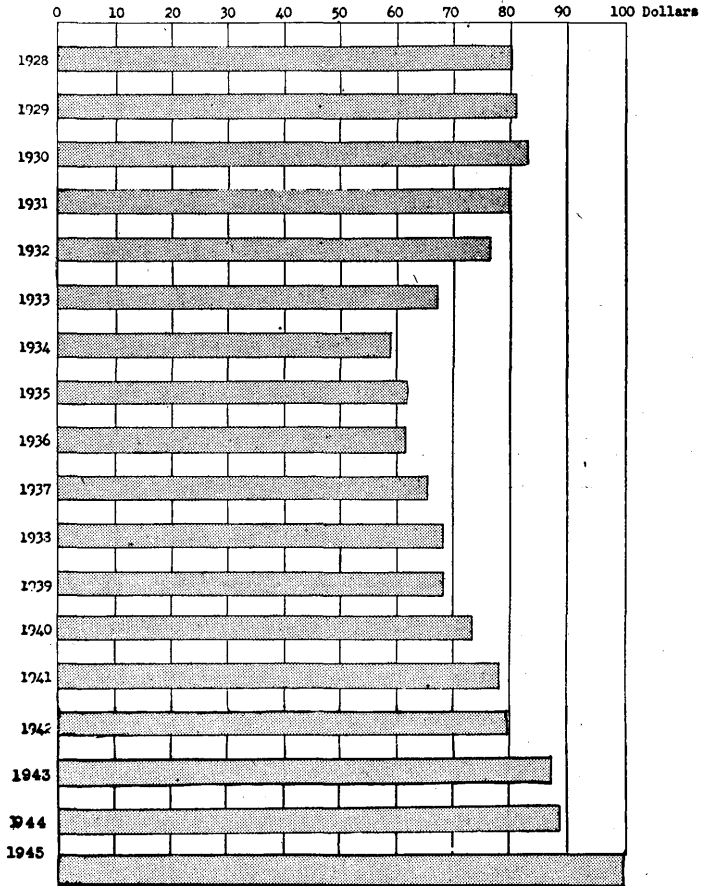


EXHIBIT IX. BRIEF COMPARATIVE ANALYSIS OF SCHOOL STATISTICS

PUPILS	1944	1945
School census (5 to 21 years)	245,962	242,861
Total enrollment	166,891	166,565
Net enrollment	152,788	153,318
Average daily attendance	146,899	135,900
Pupils beginning work of elementary schools (grade I)	13,841	13,872
Pupils completing work of elementary schools	11,020	11,475
Pupils beginning work of secondary schools	8,678	9,013
Pupils completing work of secondary schools	6,231	6,027

TEACHERS

Number of teaching positions:		
Positions held by men: elementary	197	184
Positions held by women: elementary	4,153	4,126
Positions held by men: secondary	501	563
Positions held by women: secondary	852	963
Average annual salary for men, elementary	\$1,674.09	\$1,714.26
Average annual salary for women, elementary	\$1,097.13	\$1,187.37
Average annual salary for men, secondary	\$2,147.09	\$2,227.37
Average annual salary for women, secondary	\$1,475.40	\$1,557.08

SCHOOLS AND BUILDINGS

Public schools maintained: urban	343	397
Public schools maintained: rural	1,592	1,508
Number of one-room buildings	1,025	885
Number of two-room buildings	293	293
Buildings with three or four rooms	263	195
Buildings with five or more rooms	367	379
Value of school property:		
Buildings	\$35,952,632	\$43,403,628
Equipment	\$4,277,456	\$4,390,277

FINANCIAL

Local appropriations for school maintenance (teachers' salaries, fuel, janitor, conveyance, tuition and board of scholars, text-books, supplies, water, lights and power)	\$8,030,328	\$8,511,984
Total resources for general support of schools	\$13,061,288	\$14,209,633
Expenditure for instruction	\$6,652,249	\$7,273,257
Expenditure for tuition	\$717,013	\$784,941
Expenditure for fuel	\$601,545	\$621,026
Expenditure for janitor	\$758,358	\$865,287
Expenditure for conveyance	\$1,016,127	\$1,133,231
Expenditure for school maintenance	\$10,473,373	\$11,479,785
Expenditure for general support of schools	\$12,188,140	\$13,418,971
Cost per pupil in average daily attendance:		
Elementary schools (maintenance)	\$62.72	\$74.59
Secondary schools (maintenance)	\$99.05	\$117.30
All pupils (total expenditure)	\$88.50	\$99.18
Average municipal tax rate for school purposes05789	.05740

EXHIBIT X.

THE FOLLOWING TABLE SHOWS CERTAIN STATISTICS ON SCHOOLS IN INDIVIDUAL TOWNS OF THE STATE OF MAINE

FOR THE YEAR ENDING JUNE 30, 1945

ANDROSCOGGIN COUNTY

Name of Town	School census (5 to 21 years)	Total Enrollment		Net Enrollment		Average Daily Attendance		Teaching Positions		Rate of taxation for school maintenance	Rate of taxation for municipal purposes	Amount appropriated for school maintenance	State aid for school maintenance	Equalization fund	Expenditure for instruction	Total expenditure for school maintenance	Total expenditures for all school purposes
		Elementary	Secondary	Elementary	Secondary	Elementary	Secondary	Elementary	Secondary								
1	2	3	4	5	*6	7	8	9	10	11	12.	13	14	15	16	17	18
Auburn.....	5,215	2,880	1,001	2,610	975	2,278	872	68.	60.6	.01113	.0445	203,933	53,755	—	171,475	229,908	288,107
Durham.....	275	135	—	127	—	105	—	6.	—	.01458	.0510	8,030	4,446	—	5,604	12,687	13,283
Greene.....	234	162	—	132	—	128	—	6.1	—	.01014	.0382	7,110	3,556	—	4,358	12,425	13,033
Leeds.....	203	167	3	137	3	120	3	7.2	1.	.01528	.0650	7,100	4,514	—	6,920	12,683	13,249
Lewiston.....	10,385	2,445	1,087	2,141	1,072	1,896	922	87.	49.	.00756	.0380	276,603	65,707	—	222,886	274,664	324,754
Lisbon.....	1,161	592	169	537	169	494	147	18.	9.	.01142	.0460	39,300	10,552	—	34,484	47,303	55,320
Livermore.....	446	242	—	235	—	206	—	11.	—	.01734	.0560	12,150	6,452	3,343	10,107	20,623	21,798
Livermore Falls.....	957	519	240	470	238	439	198	18.	11.	.01573	.0460	36,300	11,662	—	35,479	47,890	57,120
Mechanic Falls.....	540	318	163	296	161	266	120	9.4	8.	.01647	.0640	18,850	6,517	—	17,034	25,725	31,454
Minot.....	187	106	—	94	—	83	—	5.2	—	.01524	.0580	6,265	3,501	—	4,408	9,721	10,737
Poland.....	430	285	—	253	—	231	—	15.4	—	.01210	.0500	18,000	6,495	—	12,556	24,275	25,204
Turner.....	361	204	—	191	89	172	79	9.2	—	.01330	.0500	15,900	5,629	—	8,464	21,761	22,932
Wales.....	121	71	—	65	—	57	—	3.	—	.01422	.0415	4,240	2,479	—	2,531	5,960	6,295
Webster.....	330	190	25	174	24	152	19	7.	2.	.01608	.0530	10,000	4,993	138	10,213	14,354	14,793
Total.....	20,845	8,316	2,688	7,462	2,731	6,627	2,360	270.5	140.6			663,781	190,258	3,481	546,519	759,979	898,079

AROOSTOOK COUNTY

1	2	3	4	5	*6	7	8	9	10	11	12	13	14	15	16	17	18
Allagash Pl.....	210	171	—	164	—	120	—	5.	—	.00594	.0570	2,700	2,617	—	4,482	8,376	8,979
Amity.....	99	67	—	62	—	48	—	2.	—	.02018	.0750	2,600	2,128	—	1,974	5,388	5,605
Ashland.....	777	450	97	420	96	354	79	16.	4.	.01828	.0780	14,650	9,739	—	25,210	38,338	43,087
Bancroft.....	51	24	—	19	—	20	—	1.	—	.02238	.0620	2,600	1,027	—	1,344	3,467	3,722
Benedicta.....	82	51	—	51	—	45	—	2.	—	.01693	.0750	2,000	1,721	20	1,994	4,091	4,447
Blaine.....	266	169	—	163	43	142	37	6.3	—	.01835	.0560	10,050	5,122	667	7,720	19,673	20,900
Bridgewater.....	346	221	—	200	55	168	45	6.2	—	.01627	.0630	12,650	5,276	—	8,139	19,156	21,002
Caribou.....	3,464	1,218	508	1,076	499	960	498	37.	22.	.01932	.0700	81,725	35,368	—	85,269	126,687	149,682
Cary Pl.....	76	68	—	60	—	53	—	2.	—	.01836	.0800	1,850	1,430	—	2,063	3,930	4,154
Castle Hill.....	170	122	—	115	—	91	—	5.	—	.01583	.0600	5,100	3,667	1,909	5,042	10,444	12,343
Caswell Pl.....	229	163	—	160	—	129	—	4.	—	.01910	.0980	4,500	3,278	1,346	4,561	11,131	11,884
Chapman.....	120	79	—	75	—	68	—	5.	—	.01702	.0610	3,400	3,072	932	4,618	7,723	8,289
Connor (Deorganized).....	206	142	—	132	—	107	—	3.	—	.02662	.1040	3,600	1,829	—	3,165	7,527	8,726
Crystal.....	120	69	—	66	—	56	—	2.	—	.01665	.0800	3,400	2,856	668	4,085	9,211	9,579
Cyr Pl.....	128	38	—	38	—	32	—	4.	—	.00757	.0540	1,585	1,972	—	1,891	5,161	5,487
Dyer Brook.....	88	43	—	34	—	32	—	2.	—	.01138	.0910	2,100	2,352	—	1,842	6,443	6,852
E Pl.....	14	—	—	—	—	—	—	—	—	.01197	.0650	900	337	—	—	1,178	1,308
Eagle Lake.....	897	412	—	385	—	356	—	13.	—	.03114	.0920	8,101	10,191	4,474	10,945	16,355	18,234
Easton.....	496	307	79	265	78	229	64	10.	4.	.01900	.0620	19,000	7,949	—	16,094	24,734	28,967
Fort Fairfield.....	2,049	1,026	296	957	292	845	246	30.	12.	.01785	.0550	76,700	28,852	—	55,143	91,739	108,436
Fort Kent.....	1,641	1,226	221	1,122	220	949	89	35.	7.	.02192	.0852	32,900	22,708	8,243	43,957	68,164	81,179
Frenchville.....	577	374	—	351	—	314	—	11.5	—	.02274	.0880	9,000	9,471	4,991	9,782	22,513	23,917
Garfield Pl.....	27	31	—	30	—	22	—	1.	—	.00645	.0540	500	772	—	1,080	2,681	2,750
Glenwood Pl.....	15	—	—	—	—	—	—	—	—	.00102	.0630	100	166	—	—	966	1,105
Grand Isle.....	389	305	24	291	24	262	18	10.	1.	.02339	.1000	7,119	7,536	3,955	8,303	20,050	20,876
Hamlin Pl.....	194	82	—	71	—	69	—	3.	—	.01245	.0690	2,671	2,940	1,760	4,251	8,592	13,223
Hammond Pl.....	38	20	—	20	—	17	—	1.	—	.00123	.0590	200	534	—	1,020	1,534	1,634
Haynesville.....	59	45	—	44	—	35	—	2.	—	.01750	.0970	1,700	2,086	580	1,991	3,664	4,056
Hersey.....	59	17	—	17	—	15	—	1.	—	.01212	.0510	1,500	1,451	169	1,019	4,260	4,485
Hodgdon.....	323	206	75	181	75	159	60	6.	5.	.02829	.0630	12,550	5,832	4,228	11,620	20,140	24,266

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.....	2,096	1,066	451	981	442	880	404	32.	19.	.01352	.0530	69,319	24,211	—	68,905	100,372	119,178
Island Falls.....	333	186	86	174	85	158	72	8.	4.	.02532	.0730	12,500	6,851	3,839	14,473	23,065	26,171
Limestone.....	1,126	487	114	451	113	398	96	15.	6.	.02313	.0780	29,500	13,900	583	31,229	53,180	62,003
Linneus.....	244	141	—	135	—	102	—	6.	—	.02147	.0800	7,350	4,753	1,893	5,651	13,733	14,453
Littleton.....	400	169	—	165	—	140	—	7.	—	.02580	.0655	16,745	6,119	1,448	6,923	18,767	19,580
Ludlow.....	100	71	—	63	—	53	—	3.	—	.01679	.0710	2,850	2,303	634	2,551	5,367	5,688
Macwahoc Pl.....	58	28	—	27	—	25	—	1.	—	.01870	.0710	1,750	1,419	—	1,375	2,799	2,988
Madawaska.....	1,813	1,193	201	1,171	200	1,047	179	27.8	14.	.01256	.0520	41,000	19,876	—	41,685	64,023	81,732
Mapleton.....	445	296	101	263	99	233	81	7.	6.	.01946	.0650	15,000	7,053	—	15,952	30,597	35,238
Mars Hill.....	524	339	—	330	87	295	77	11.	—	.01845	.0660	22,950	8,898	248	13,911	35,543	37,248
Masardis.....	135	103	—	94	—	76	—	4.	—	.01935	.0540	6,050	2,633	—	4,231	9,310	10,076
Merrill.....	122	67	50	63	49	55	38	3.	3.	.02175	.0980	4,435	2,602	1,419	7,704	11,520	13,170
Monticello.....	425	273	—	265	—	219	—	10.2	—	.01642	.0560	11,200	7,044	2,893	12,420	25,202	26,790
Moro Pl.....	27	25	—	25	—	17	—	2.	—	.00868	.0580	700	892	—	1,352	2,389	2,389
Nashville Pl.....	3	—	—	—	—	—	—	—	—	—	.0360	—	175	—	411	—	504
New Canada Pl.....	274	131	—	128	—	121	—	5.	—	.01798	.0820	3,500	3,820	729	4,729	8,679	9,284
New Limerick.....	109	87	—	80	—	68	—	3.	—	.01908	.0660	4,700	2,571	56	2,987	7,912	8,247
New Sweden.....	211	146	—	129	—	110	—	5.	—	.01095	.0540	5,175	3,560	—	4,922	10,993	11,468
Oakfield.....	319	183	72	171	72	167	58	5.	4.	.02813	.0820	9,700	5,794	3,081	11,051	18,090	21,498
Orient.....	51	16	—	15	—	12	—	1.	—	.01075	.0950	1,200	1,046	—	1,041	2,613	2,802
Oxbow Pl.....	41	25	—	22	—	20	—	1.	—	.01000	.0500	900	754	—	1,014	2,367	2,487
Perham.....	221	134	—	130	—	101	—	4.	—	.01783	.0560	7,280	3,613	—	4,292	11,417	11,710
Portage Lake.....	229	139	16	125	14	108	12	5.	1.	.01693	.0730	4,750	4,419	1,072	7,859	12,690	13,621
Presque Isle.....	2,595	1,697	470	1,496	465	1,306	404	46.	21.	.01474	.0600	79,246	32,567	—	90,648	137,692	153,914
Reed Pl.....	79	64	—	62	—	53	—	3.	—	.03030	.0940	3,000	3,043	—	3,306	7,816	8,246

AROOSTOOK COUNTY—Concluded

1	2	3	4	5	*6	7	8	9	10	11	12	13	14	15	16	17	18
Saint Francis Pl.....	587	362	—	351	—	291	—	10.	—	.04919	.1100	9,755	7,628	2,588	9,734	18,403	19,870
Saint Agatha.....	659	391	103	349	100	314	92	12.6	8.	.02207	.0900	8,500	9,428	5,007	17,649	24,731	25,575
Saint John Pl.....	227	131	—	105	—	105	—	3.	—	.01428	.0840	3,000	2,398	—	2,529	5,627	6,995
Sherman.....	280	188	88	174	84	148	67	4.	5.	.01420	.0620	6,000	4,770	1,365	10,901	17,456	19,784
Smyrna.....	104	57	—	50	—	43	—	2.	—	.01418	.0830	3,900	2,051	—	1,986	5,755	6,250
Stockholm.....	233	138	15	138	15	112	13	4.	1.	.01698	.0700	4,000	2,727	1,079	6,054	10,235	10,709
Van Buren.....	1,507	1,248	264	1,182	262	1,148	231	33.	17.	.02500	.0880	30,000	27,779	15,599	43,793	61,429	72,474
Wade.....	111	71	—	69	—	51	—	3.	—	.01077	.0550	2,590	2,061	—	3,356	5,782	6,034
Wallagrass Pl.....	508	248	—	235	—	219	—	9.	—	.03058	.0930	6,108	7,456	2,597	8,084	13,508	14,356
Washburn.....	620	393	126	360	126	317	110	12.	6.	.01617	.0680	18,000	8,182	—	19,597	30,837	38,672
Westfield.....	189	110	—	102	—	93	—	4.	—	.01408	.0480	7,838	3,199	—	5,298	11,845	12,790
Westmanland Pl.....	37	22	—	22	—	18	—	1.	—	.00170	.0280	255	798	—	1,116	2,490	2,566
Weston.....	102	22	—	20	—	17	—	1.	—	.02836	.1120	3,900	2,186	1,561	1,629	9,203	9,486
Winterville Pl.....	181	102	—	95	—	87	—	3.	—	.01518	.0900	1,408	1,621	—	2,580	3,537	3,798
Woodland.....	304	229	—	220	—	179	—	9.	—	.01825	.0840	9,000	5,666	1,743	8,054	17,043	17,835
Total.....	30,839	17,924	3,457	16,606	3,595	14,603	3,070	551.6	170.0			802,505	437,145	83,376	831,244	1,426,600	1,628,861

CUMBERLAND] COUNTY

Baldwin.....	216	128	—	114	—	98	—	5.3	—	.01281	.0520	9,420	3,457	—	5,507	12,018	12,613
Bridgton.....	763	437	151	393	146	343	132	12.8	10.	.01393	.0460	27,725	8,475	—	22,626	36,559	44,539
Brunswick.....	2,840	1,246	447	1,120	439	979	389	35.	26.	.01063	.0480	72,640	24,095	—	89,590	133,155	174,513
Cape Elizabeth.....	1,272	649	172	577	165	522	143	18.2	9.	.01152	.0328	48,300	10,655	—	40,094	55,667	66,006
Casco.....	230	140	34	131	34	115	30	5.2	2.	.01489	.0570	8,175	3,520	—	9,275	12,765	14,305

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	contract schools.		Elementary	Secondary	Elementary	Secondary								
				*Column 6 includes Column 4 does not.													
1	2	3	4	5	*6	7	8	9	10	11	12	13	14	15	16	17	18
Cumberland.....	610	358	12	325	81	257	71	10.6	2.	.01200	.0370	22,900	7,839	—	14,875	36,543	40,491
Falmouth.....	1,071	632	178	571	171	550	157	19.7	10.	.01162	.0358	40,630	12,024	—	37,016	52,855	64,298
Freeport.....	859	545	144	505	143	450	116	15.9	7.	.01345	.0530	27,500	9,874	—	25,227	41,042	48,967
Gorham.....	1,070	725	203	672	199	592	171	17.	7.	.01194	.0370	37,450	10,363	—	32,159	44,561	52,729
Gray.....	426	303	68	270	64	220	58	9.5	5.	.01725	.0500	14,750	7,228	1,530	16,215	27,150	34,830
Harpwell.....	349	237	—	214	—	186	—	12.2	—	.01038	.0430	15,150	5,952	—	11,682	22,301	23,768
Harrison.....	328	213	—	185	—	176	—	6.	—	.01601	.0630	11,650	4,587	—	6,890	17,212	18,599
Naples.....	202	130	—	121	—	109	—	4.2	—	.01254	.0570	7,800	2,645	—	3,444	9,398	10,535
New Gloucester.....	330	222	38	202	36	174	29	8.4	2.	.01545	.0490	11,616	6,408	—	12,490	18,858	20,695
North Yarmouth.....	271	174	—	147	—	132	—	5.2	—	.01611	.0400	6,540	4,371	214	5,548	12,107	13,150
Otisfield.....	153	64	—	55	—	44	—	2.1	—	.01225	.0620	5,750	2,595	—	2,139	6,938	7,357
Portland.....	20,656	9,874	2,894	8,828	2,833	7,781	2,362	324.	127.	.00988	.0496	790,780	178,493	—	762,122	963,547	1,160,711
Pownal.....	191	144	—	133	—	117	—	5.	—	.01913	.0580	5,475	4,355	2,698	5,120	13,047	13,887
Raymond.....	141	86	—	68	—	67	—	4.1	—	.00699	.0390	6,100	2,796	—	4,402	9,985	12,130
Scarborough.....	1,062	799	170	611	167	524	142	22.	8.	.01255	.0490	43,840	12,553	—	37,476	51,123	127,769
Sebago.....	141	81	44	70	44	62	38	4.3	4.	.01197	.0450	8,475	2,239	—	7,528	12,014	15,092
South Portland.....	6,016	4,203	963	3,532	927	3,150	804	122.6	38.	.01465	.0504	244,570	73,050	—	234,539	291,452	342,765
Standish.....	521	299	105	268	101	238	78	12.4	5.	.01298	.0430	26,650	7,404	—	21,221	36,604	41,774
Westbrook.....	3,234	1,396	496	1,297	493	1,183	426	50.	20.	.01055	.0390	104,330	27,512	—	99,303	126,473	154,869
Windham.....	784	503	145	453	143	406	127	15.8	7.	.01200	.0400	31,537	9,872	—	25,249	43,520	67,165
Yarmouth.....	636	399	44	374	43	344	37	15.5	—	.01680	.0524	27,400	8,044	—	16,188	34,050	39,672
Total.....	44,372	23,987	6,308	21,236	6,229	18,819	5,310	763.0	289.0			1,657,153	450,406	4,442	1,547,925	2,120,944	2,623,229

FRANKLIN COUNTY

1	2	3	4	5	*6	7	8	9	10	11	12	13	14	15	16	17	18
Avon.....	118	22	—	19	—	18	—	1.	—	.01656	.0580	3,000	1,778	—	929	5,941	6,162
Carthage.....	78	51	—	50	—	45	—	3.	—	.01537	.0640	2,250	1,596	—	2,384	4,005	4,447
Chesterville.....	147	67	—	62	—	56	—	3.	—	.01437	.0500	4,425	2,746	260	3,442	8,197	8,440
Coplin Pl.....	7	—	—	—	—	—	—	—	—	.00147	.0360	140	250	—	—	745	913
Dallas Pl.....	39	—	—	—	—	—	—	—	—	.00851	.0440	1,735	370	—	413	2,760	2,956
Eustis.....	115	105	30	91	29	83	25	4.	3.	.01386	.0590	6,320	2,500	—	7,609	11,976	14,517
Farmington.....	928	587	213	536	209	485	182	10.	11.5	.01138	.0430	33,538	8,144	—	29,339	54,431	60,058
Industry.....	79	54	—	42	—	45	—	2.	—	.01328	.0650	2,460	1,970	—	2,051	5,270	5,510
Jay.....	997	403	94	367	92	340	80	17.4	5.	.01311	.0446	34,500	10,161	—	26,691	39,756	44,686
Kingfield.....	265	160	63	143	61	138	55	5.	3.	.01689	.0620	8,031	4,026	514	9,787	13,861	14,406
Madrid.....	51	23	—	20	—	20	—	1.	—	.01796	.0900	2,163	1,247	—	1,253	3,056	3,239
New Sharon.....	192	121	36	110	36	103	32	4.	2.	.02165	.0670	7,463	3,620	475	7,211	13,202	13,798
New Vineyard.....	102	61	—	54	—	51	—	2.	—	.01648	.0670	4,456	2,286	—	1,789	5,682	5,952
Phillips.....	271	202	60	194	59	173	54	6.	3.	.01449	.0540	8,850	4,333	—	10,476	16,700	17,966
Rangeley.....	230	170	71	162	70	140	61	7.	5.	.00836	.0410	15,416	3,866	—	14,030	20,521	24,148
Rangeley Pl.....	25	—	—	—	—	—	—	—	—	.00213	.0330	520	432	—	—	2,710	3,141
Salem (Deorganized).....	13	7	—	7	—	5	—	1.	—	.00819	.0590	665	139	—	592	807	868
Sandy River Pl.....	26	8	—	7	—	7	—	1.	—	—	.0310	—	607	—	1,068	3,017	3,801
Strong.....	244	173	34	163	34	150	30	5.	3.	.01359	.0500	8,550	3,377	—	8,476	12,744	13,421
Temple.....	37	25	—	23	—	22	—	1.	—	.00496	.0530	895	898	—	1,122	2,187	2,442
Weld.....	102	54	15	48	14	42	12	2.	2.	.01098	.0420	4,650	1,826	—	5,375	7,579	8,210
Wilton.....	867	532	—	468	172	450	133	17.6	—	.01617	.0450	34,000	13,397	—	16,882	43,704	45,280
Total.....	4,933	2,825	616	2,566	776	2,373	664	93.0	37.5			184,027	69,569	1,249	150,919	278,851	304,361

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	*Column 6 includes contract schools. Column 4 does not.		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.....	40	19	—	18	—	18	—	1.	—	.00940	.0400	800	716	—	858	1,922	1,979	
Aurora.....	23	9	—	9	—	7	—	1.	—	.00808	.0585	700	557	—	861	1,379	1,436	
Bar Harbor.....	860	464	237	423	230	371	203	21.2	13.	.00755	.0405	60,177	11,396	—	38,804	57,689	73,550	
Bluehill.....	300	143	—	130	56	113	49	5.	—	.01216	.0490	15,375	5,207	—	10,454	18,693	20,371	
Brooklin.....	127	49	32	46	32	43	29	3.	3.	.01103	.0380	6,075	2,770	—	7,143	10,679	11,955	
Brooksville.....	158	136	36	95	23	87	32	6.	4.	.01605	.0660	6,150	3,642	—	5,558	10,259	13,100	
Bucksport.....	816	524	213	487	209	420	179	13.8	10.	.01126	.0680	34,800	9,137	—	28,305	43,366	52,390	
Castine.....	123	61	26	57	26	48	24	2.	3.	.01452	.0500	10,900	2,123	—	8,056	12,749	13,244	
Cranberry Isles.....	63	43	—	41	—	39	—	4.1	—	.01018	.0366	4,321	1,319	—	3,402	5,023	5,615	
Dedham.....	59	50	—	45	—	40	—	2.	—	.00714	.0490	3,000	1,324	—	1,876	4,767	5,031	
Deer Isle.....	351	165	52	150	49	139	41	8.1	3.	.01366	.0593	9,500	5,974	1,549	11,255	16,991	18,438	
Eastbrook.....	53	33	—	32	—	26	—	2.	—	.01253	.0480	1,500	1,865	110	1,741	3,942	4,236	
Ellsworth.....	1,067	569	308	498	299	461	271	19.6	12.	.01079	.0530	39,800	11,636	—	35,930	56,831	61,914	
Franklin.....	196	111	37	105	37	92	30	4.	2.	.01419	.0490	4,750	3,422	653	6,685	9,170	9,682	
Gouldsboro.....	283	173	—	152	—	144	—	8.	—	.01521	.0510	8,350	5,310	617	6,160	14,374	15,176	

HANCOCK COUNTY—Concluded

1	2	3	4	5	*6	7	8	9	10	11	12	13	14	15	16	17	18
Hancock.....	168	110	—	95	—	87	—	4.	—	.01507	.0400	6,570	3,163	—	3,655	10,246	10,685
Lamoine.....	110	71	—	63	—	51	—	2.	—	.01623	.0550	4,000	2,047	—	1,941	6,800	7,201
Long Island Pl.....	29	13	—	12	—	11	—	1.	—	.01734	.0490	510	841	382	985	1,714	1,814
Mariaville.....	52	40	—	21	—	33	—	1.	—	.01616	.0670	1,800	1,330	—	2,010	3,285	3,398
Mount Desert.....	491	281	78	258	78	235	69	18.3	6.	.00896	.0380	38,204	7,606	—	26,329	42,814	52,192
Number 33 Pl.....	14	13	—	13	—	10	—	1.	—	.01189	.04164	935	337	—	850	1,067	1,124
Orland.....	223	160	—	142	—	121	—	4.	—	.01396	.0650	6,227	3,407	—	4,140	11,091	11,726
Osborn Pl.....	19	15	—	8	—	10	—	1.	—	.00514	.0330	400	558	—	844	1,423	1,480
Otis.....	39	19	—	15	—	16	—	1.	—	.01384	.0560	1,400	1,091	—	1,239	2,937	3,050
Penobscot.....	185	110	36	106	35	91	32	5.	2.	.02635	.0750	7,000	4,146	3,452	8,736	14,158	14,655
Sedgwick.....	199	101	15	93	13	80	12	5.	2.	.01429	.0620	5,175	4,047	1,249	7,136	11,065	14,510
Sorrento.....	56	27	—	25	—	25	—	2.	—	.00465	.0390	1,900	1,150	—	1,289	3,603	3,910
Southwest Harbor.....	375	265	127	252	122	234	111	8.3	8.	.01176	.0420	17,580	4,720	—	15,932	23,589	27,936
Stonington.....	366	217	45	193	44	182	40	6.7	4.	.01608	.0589	12,500	4,835	—	11,558	16,013	17,909
Sullivan.....	208	140	41	123	32	109	32	5.	3.	.01510	.0580	6,650	3,531	91	8,486	12,627	13,487
Surry.....	82	46	—	37	—	35	—	2.	—	.01225	.0548	3,925	2,383	—	2,036	6,858	7,136
Swan's Island.....	83	48	—	46	—	36	—	3.	—	.00996	.0520	2,050	905	—	2,110	3,181	3,437
Tremont.....	327	208	—	199	—	180	—	10.2	—	.01739	.0640	9,740	5,243	1,940	10,256	18,025	19,167
Trenton.....	74	40	—	38	—	33	—	2.	—	.01079	.0430	2,300	1,582	—	2,030	4,685	4,860
Verona.....	116	75	—	61	—	56	—	2.	—	.01652	.0640	2,300	2,354	1,574	2,432	5,369	5,483
Waltham.....	54	31	—	28	—	27	—	2.	—	.01601	.0555	1,600	1,665	—	1,800	3,960	4,162
Winter Harbor.....	98	59	35	54	33	51	32	3.	2.	.01104	.0480	6,350	1,474	—	6,150	9,158	10,128
Total.....	7,887	4,638	1,318	4,170	1,318	3,761	1,186	190.3	77.0			345,314	124,813	11,617	289,032	481,522	547,567

KENNEBEC COUNTY

1	2	3	4	5	*6	7	8	9	10	11	12	13	14	15	16	17	18
Albion.....	310	186	48	161	47	139	41	6.	3.	.01912	.0440	8,881	5,173	2,208	10,400	15,182	16,071
Augusta.....	4,605	2,151	867	1,898	851	1,672	755	71.	35.	.01048	.0450	152,116	40,167	—	150,452	201,067	240,131
Belgrade.....	236	138	57	107	57	99	51	5.2	3.	.01129	.0480	10,120	4,291	—	8,318	14,754	17,056
Benton.....	392	215	—	203	—	186	—	7.	—	.01645	.0600	11,000	5,263	—	6,320	14,351	15,556
Chelsea.....	232	196	—	157	—	137	—	6.	—	.02034	.0820	5,800	4,135	3,469	5,693	11,596	12,038
China.....	319	230	—	200	51	174	42	6.	—	.01381	.0400	10,700	3,863	—	5,179	14,704	15,556
Clinton.....	388	229	63	215	61	182	56	6.	4.	.01797	.0680	13,479	5,626	—	10,852	18,564	21,274
Farmingdale.....	359	208	—	184	—	166	—	6.2	—	.01293	.0320	12,100	3,975	—	6,836	15,585	16,326
Fayette.....	104	63	—	59	—	45	—	3.	—	.01533	.0540	3,600	2,611	—	2,834	6,582	6,900
Gardiner.....	1,851	1,050	501	924	496	861	436	32.5	17.	.01244	.0470	53,876	16,627	—	60,753	78,887	87,536

KENNEBEC COUNTY—Concluded

REPORT OF THE

Name of Town	School census (5 to 21 years)	Total Enrollment		Net Enrollment		Average Daily Attendance		Teaching Positions		Rate of taxation for school maintenance	Rate of taxation for municipal purposes	Amount appropriated for school maintenance	State aid for school maintenance	Equalization fund	Expenditure for instruction	Total expenditure for school maintenance	Total expenditures for all school purposes		
		*Column 6 includes contract schools. Column 4 does not.		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		
Hallowell	924	511	126	456	121	404	105	12.	6.	.01097	.0480	19,842	7,635	—	19,070	28,612	35,026		
Litchfield	285	206	—	177	29	152	24	6.	—	.01322	.0520	6,100	3,168	—	3,984	9,515	9,957		
Manchester	194	112	—	99	—	89	—	4.	—	.01173	.0450	6,140	2,970	—	3,965	8,579	9,286		
Monmouth	437	243	—	227	74	202	67	9.5	—	.01454	.0380	15,350	6,106	—	8,098	19,353	21,193		
Mount Vernon	174	106	—	101	—	93	—	4.	—	.01075	.0550	5,000	3,036	—	3,914	9,420	9,957		
Oakland	785	487	141	450	140	393	123	14.1	7.	.01347	.0530	23,850	9,249	—	24,428	35,911	42,429		
Pittston	216	236	—	224	—	179	—	8.	—	.01729	.0520	7,360	4,671	2,953	5,568	10,336	10,919		
Randolph	466	303	—	283	—	267	—	7.2	—	.02049	.0640	8,500	5,257	2,861	8,004	16,325	16,924		
Readfield	352	166	—	142	—	137	—	6.	—	.01533	.0480	8,050	4,350	—	5,101	12,551	13,558		
Rome	97	65	—	60	—	50	—	5.	—	.00832	.0400	4,125	2,632	—	3,590	6,282	6,757		
Sidney	260	160	—	137	—	127	—	6.1	—	.01605	.0470	7,500	4,546	695	4,758	11,697	12,060		
Vassalboro	456	312	—	283	—	264	—	10.	—	.01621	.0480	19,300	6,388	—	10,078	26,251	29,267		
Vienna	69	45	—	37	—	34	—	2.	—	.01640	.0660	2,500	1,939	—	1,857	3,944	4,134		
Waterville	4,570	1,765	672	1,624	656	1,462	589	62.2	30.	.01211	.0450	175,219	41,947	—	135,401	173,870	201,943		
Wayne	117	73	—	64	—	59	—	3.	—	.01277	.0500	5,350	2,220	—	2,706	6,606	7,088		
West Gardiner	339	168	—	147	—	130	—	7.	—	.01358	.0460	6,250	4,786	871	6,150	15,021	15,360		
Windsor	181	122	—	105	—	96	—	5.	—	.01514	.0380	5,700	3,535	481	4,000	10,028	10,308		
Winslow	1,385	497	229	455	225	430	199	13.	14.	.01032	.0420	41,300	10,719	—	28,723	52,029	64,441		
Winthrop	880	417	149	391	147	360	127	10.	6.	.01356	.0448	28,400	7,355	—	20,082	35,054	40,332		
Total	20,933	10,660	2,853	9,570	2,955	8,589	2,615	343.0	125.0			677,508	224,240	13,538	567,114	882,756	1,009,383		

KNOX COUNTY

1	2	3	4	5	*6	7	8	9	10	11	12	13	14	15	16	17	18
Appleton	178	114	37	103	37	94	25	5.	2.	.01548	.0640	4,000	3,598	2,759	6,310	9,477	10,377
Camden	841	521	199	461	196	418	173	18.3	13.	.00869	.0440	38,600	10,012	—	38,905	51,851	61,468
Cushing	75	47	—	43	—	33	—	2.	—	.01332	.0550	2,750	2,111	—	1,522	5,219	5,502
Friendship	150	88	13	77	13	69	10	5.	1.	.01246	.0360	5,900	3,703	—	6,551	10,488	11,109
Hope	145	92	—	77	—	71	—	3.	—	.01393	.0560	4,300	2,731	—	2,759	6,940	7,141
Isle au Haut	11	9	—	9	—	8	—	1.	—	.00832	.0309	1,150	329	—	810	1,267	1,434
Matineus Isle Pl.	6	8	—	7	—	7	—	1.	—	.01155	.0290	580	477	333	925	1,598	1,696
North Haven	105	51	17	48	17	43	16	2.	2.	.00849	.0390	6,600	1,678	—	4,842	7,645	8,006
Owl's Head	142	86	—	78	—	69	—	3.	—	.01284	.0450	5,240	2,387	—	3,767	7,518	8,033
Rockland	1,968	1,350	436	1,195	422	1,045	360	38.9	17.6	.00691	.0480	68,650	20,394	—	66,976	93,715	116,589
Rockport	357	236	44	217	42	186	27	9.	3.	.01180	.0520	18,300	5,189	—	15,392	22,508	23,907
Saint George	346	180	54	158	53	144	45	6.	3.	.03928	.0650	11,000	4,497	2,003	10,382	16,876	21,018
South Thomaston	90	68	—	60	—	53	—	4.	—	.00451	.0550	3,300	2,494	—	3,600	5,988	6,303
Thomaston	500	302	133	280	133	245	114	9.4	6.	.00755	.0430	17,897	5,352	—	16,833	25,079	29,030
Union	237	141	70	134	69	124	60	5.	3.	.01685	.0550	10,200	4,064	—	9,063	15,334	16,022
Vinalhaven	304	172	47	161	45	140	34	6.	3.	.01433	.0532	11,550	4,212	—	9,881	15,086	15,939
Warren	317	171	57	159	57	142	50	4.	3.	.01487	.0560	11,900	3,711	—	6,925	14,849	16,605
Washington	157	115	—	85	—	79	—	5.	—	.01731	.0660	4,700	3,468	—	3,841	7,262	7,598
Total	5,929	3,751	1,107	3,352	1,084	2,970	914	127.6	56.6			226,617	80,407	5,095	209,386	318,700	367,777

LINCOLN COUNTY

1	2	3	4	5	*6	7	8	9	10	11	12	13	14	15	16	17	18
Alna	86	46	—	45	—	39	—	2.	—	.00984	.0280	1,950	1,781	—	1,705	4,844	4,955
Boothbay	379	283	—	239	—	209	—	9.	—	.01501	.0660	16,576	6,383	—	8,282	25,160	27,066
Boothbay Harbor	555	336	203	314	198	255	166	12.	9.	.00841	.0400	20,763	6,176	—	23,711	31,458	39,676
Bremen	95	49	—	47	—	39	—	2.	—	.01067	.0520	2,750	1,711	—	1,958	5,063	5,332
Bristol	361	207	59	187	59	166	49	9.2	2.	.01368	.0450	14,300	5,905	—	13,885	21,488	23,458
Damariscotta	218	120	—	113	—	105	—	4.	—	.01001	.0500	9,400	2,873	—	4,468	13,743	15,495
Dresden	171	128	—	111	31	96	26	5.	—	.01041	.0510	3,100	2,490	—	3,632	4,143	4,563
Edgecomb	118	91	—	76	—	60	—	3.	—	.01463	.0560	4,205	2,323	—	2,852	5,944	6,472
Jefferson	276	172	—	166	—	136	—	5.	—	.01957	.0720	9,610	4,059	—	4,607	13,513	14,555
Monhegan Pl.	14	8	—	5	—	5	—	1.	—	.00583	.0280	1,000	337	—	1,090	1,578	1,660

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.....	254	148	—	138	—	121	—	6.1	—	.01575	.0560	11,700	4,371	—	6,728	15,599	16,455
Nobleboro.....	195	117	—	112	—	97	—	4.	—	.01750	.0610	6,200	3,534	884	3,904	10,537	11,391
Somerville Pl.....	71	54	—	50	—	33	—	2.	—	.02590	.0950	1,710	1,888	179	1,792	3,421	3,551
South Bristol.....	191	94	—	89	—	82	—	5.1	—	.01250	.0410	9,375	3,104	—	4,126	11,500	12,154
Southport.....	94	51	—	45	—	35	—	2.	—	.00605	.0460	7,344	2,124	—	3,113	8,470	9,108
Waldoboro.....	661	324	124	306	123	287	109	10.	6.	.01662	.0610	20,166	8,493	—	15,747	28,871	37,152
Westport.....	24	17	—	17	—	15	—	1.	—	.00938	.0470	1,690	530	—	1,078	2,233	2,302
Whitefield.....	224	185	—	164	—	145	—	7.	—	.01453	.0530	7,100	4,111	—	4,704	9,228	9,630
Wiscasset.....	408	248	—	234	55	199	48	8.	—	.00592	.0410	11,850	4,545	—	9,182	17,155	18,962
Total.....	4,395	2,678	386	2,458	466	2,124	398	97.4	17.0			160,789	66,738	1,063	116,564	233,948	263,937

*Column 6 includes contract schools.
Column 4 does not.

OXFORD COUNTY

1	2	3	4	5	*6	7	8	9	10	11	12	13	14	15	16	17	18
Andover.....	182	115	34	109	32	94	29	4.	1.	.01532	.0540	7,973	3,237	—	7,483	10,577	11,869
Bethel.....	520	377	—	350	—	319	—	11.	—	.01708	.0448	22,624	7,056	2,173	13,266	32,267	33,778
Brownfield.....	173	111	17	100	17	89	16	4.1	2.	.02230	.0700	8,020	4,067	1,459	7,949	13,411	14,184
Buckfield.....	166	120	59	105	59	100	53	5.1	4.	.01645	.0500	8,550	3,409	—	9,078	14,800	18,667
Byron.....	27	—	—	—	—	—	—	—	—	.00810	.0530	1,500	472	—	510	1,896	2,138
Canton.....	177	101	36	101	35	90	31	4.	1.	.01843	.0680	7,000	3,417	1,024	7,688	12,761	13,848
Denmark.....	100	61	20	57	18	53	16	3.2	2.	.01935	.0700	7,740	2,940	—	6,370	9,926	11,106
Dixfield.....	596	302	82	292	78	271	69	8.	4.	.01648	.0510	16,160	6,788	—	15,295	23,614	25,785
Fryeburg.....	481	291	—	272	—	246	—	10.5	—	.01599	.0490	19,990	6,449	273	12,044	28,956	30,182
Gilead.....	43	22	—	20	—	18	—	1.	—	.00563	.0400	1,125	461	—	1,052	1,396	1,516
Greenwood.....	190	103	—	103	—	93	—	5.	—	.02015	.0640	7,025	4,011	1,182	4,545	11,493	12,015
Hanover.....	41	—	—	—	—	—	—	—	—	.00928	.0420	1,200	721	—	—	2,024	2,129
Hartford.....	94	35	—	35	—	33	—	3.	—	.01034	.0580	2,950	2,110	—	2,090	6,022	6,385
Hebron.....	115	70	—	63	—	56	—	3.1	—	.01724	.0500	5,025	2,790	—	3,235	8,062	8,450
Hiram.....	289	150	—	134	—	121	—	5.3	—	.01713	.0570	9,347	4,441	608	4,742	17,705	18,227
Lincoln Pl.....	29	12	—	10	—	10	—	1.	—	.00840	.0280	5,056	1,003	—	1,255	7,514	8,180
Lovell.....	132	74	—	67	—	60	—	3.1	—	.00967	.0350	9,775	2,455	—	3,846	12,266	13,242
Magalloway Pl.....	15	—	—	—	—	—	—	—	—	.00620	.0490	2,100	590	—	330	2,543	3,391
Mexico.....	1,429	562	272	521	269	474	245	19.	13.	.02044	.0700	28,403	17,525	5,403	31,935	47,288	63,747
Milton Pl. (Deorganized).....	—	—	—	—	—	—	—	—	—	.02045	.0930	1,200	—	—	—	—	—
Newry.....	41	11	—	11	—	10	—	1.	—	.00927	.0380	2,280	1,276	—	990	3,411	3,620
Norway.....	1,218	562	174	500	173	462	146	18.5	11.	.01849	.0634	38,100	15,346	—	37,057	53,869	63,243
Oxford.....	565	259	65	227	65	207	54	8.	3.	.02439	.0700	15,800	6,977	1,288	13,558	22,372	23,833
Paris.....	1,113	646	185	617	182	564	162	21.7	10.	.01691	.0500	41,352	15,603	—	38,583	55,415	61,765
Peru.....	272	162	—	151	—	126	—	4.	—	.01060	.0430	9,600	3,296	—	3,854	11,620	12,361
Porter.....	315	184	71	167	69	149	58	6.3	3.	.02129	.0800	7,450	5,577	549	11,078	16,966	19,521
Roxbury.....	66	49	—	41	—	40	—	2.	—	.01217	.0560	2,425	1,548	—	2,001	3,839	4,316
Rumford.....	2,844	1,042	581	956	571	893	404	38.	22.8	.01218	.0535	97,500	26,677	—	86,648	127,782	164,568
Stoneham.....	52	28	—	26	—	24	—	1.	—	.01372	.0450	2,200	1,150	—	1,491	3,767	3,947
Stow.....	47	22	—	21	—	19	—	1.	—	.00963	.0390	1,170	1,073	—	1,786	2,457	2,643
Sumner.....	142	67	—	67	—	64	—	4.	—	.01682	.0600	4,725	3,083	494	3,424	6,770	7,094
Sweden.....	49	34	—	28	—	25	—	2.	—	.00835	.0650	1,630	1,222	—	1,495	2,777	2,994
Upton.....	29	22	—	21	—	19	—	1.	—	.01389	.0640	2,450	617	—	1,192	2,676	2,867
Waterford.....	321	126	—	114	—	104	—	6.	—	.01432	.0500	10,025	2,260	—	6,631	15,814	16,472
Woodstock.....	246	144	36	136	36	123	33	5.2	2.	.01694	.0600	9,505	3,893	—	9,649	13,473	14,598
Total.....	12,119	5,864	1,632	5,422	1,604	4,956	1,316	210.1	78.8			418,975	163,540	14,453	352,150	607,509	702,681

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.....	67	44	—	40	—	38	—	2.	—	.01652	.0900	1,600	1,739	825	2,028	4,709	4,954
Bangor.....	7,208	3,773	1,129	3,291	1,114	2,967	916	142.	44.	.01253	.0467	376,153	77,585	—	270,884	369,638	436,984
Bradford.....	240	144	21	132	21	119	19	5.	2.	.01652	.0600	4,750	4,102	2,765	8,379	13,986	14,480
Bradley.....	177	104	—	99	—	90	—	4.1	—	.02566	.0840	7,795	3,660	1,717	3,963	9,506	10,246
Brewer.....	1,892	1,064	418	958	404	867	361	31.4	24.	.01235	.0520	64,935	19,741	—	69,933	92,721	109,163
Burlington.....	125	81	—	69	—	64	—	4.1	—	.01959	.0520	3,455	2,830	964	3,864	6,214	6,786
Carmel.....	229	156	70	125	68	116	56	6.	3.	.02065	.0750	7,750	5,044	2,084	9,781	15,346	16,330
Carroll Pl.....	99	67	—	64	—	59	—	2.	—	.02287	.0790	2,400	2,421	914	1,872	4,633	4,928
Charleston.....	199	139	—	123	36	109	33	5.2	—	.01732	.0540	6,300	3,452	3,323	5,335	13,135	13,548
Chester.....	51	38	—	34	—	27	—	2.	—	.01286	.0860	1,500	1,078	—	1,769	2,572	3,017
Clifton.....	39	26	—	21	—	17	—	1.	—	.01743	.0830	1,400	750	—	1,110	2,602	2,680
Corinna.....	488	283	—	255	82	228	72	8.	—	.01726	.0490	15,300	6,871	764	8,987	21,749	22,943
Corinth.....	307	182	—	158	46	135	40	5.2	—	.02081	.0470	10,650	4,588	3,586	5,593	13,235	18,971
Dexter.....	1,261	682	221	637	186	589	201	23.8	11.	.01577	.0556	36,500	17,217	—	38,123	53,437	67,835
Dixmont.....	177	132	—	118	—	106	—	5.	—	.01802	.0620	3,550	3,621	1,431	3,638	6,902	7,353
Drew Pl.....	16	11	—	11	—	11	—	1.	—	.00808	.0440	700	688	—	1,007	1,753	2,034
East Millinocket.....	444	281	114	248	111	243	99	11.2	6.	.01530	.0620	30,279	6,418	—	25,532	32,070	38,725
Eddington.....	183	119	—	99	—	94	—	4.2	—	.01639	.05206	4,750	2,942	466	4,476	9,729	10,224
Edinburg.....	9	—	—	—	—	—	—	—	—	.01302	.0570	840	279	—	—	963	1,057
Enfield.....	336	221	—	196	—	179	—	8.2	—	.02403	.0600	12,800	6,098	1,502	8,073	20,939	23,549

PENOBSCOT COUNTY—Continued

1	2	3	4	5	*6	7	8	9	10	11	12	13	14	15	16	17	18
Etna.....	147	95	—	85	—	72	—	4.	—	.02137	.0740	3,100	3,188	1,885	3,320	7,311	7,900
Exeter.....	200	136	—	126	—	105	—	4.	—	.01972	.0680	6,300	3,809	1,461	3,708	14,755	15,169
Garland.....	112	93	—	90	—	74	—	4.	—	.01825	.0740	5,095	2,949	288	3,654	9,185	9,810
Glenburn.....	179	107	—	103	—	90	—	4.	—	.02111	.0580	4,150	3,454	1,545	3,819	9,220	9,393
Grand Falls Pl.....	16	15	—	15	—	11	—	1.	—	.01134	.0560	985	562	—	1,065	1,419	1,585
Greenbush.....	107	89	—	73	—	64	—	3.	—	.01833	.1110	2,200	2,080	745	3,074	5,016	6,065
Greenfield.....	23	12	—	12	—	11	—	1.	—	.01555	.0724	1,600	1,055	—	1,268	2,591	2,718
Hampden.....	750	476	—	424	121	386	102	16.8	—	.01495	.0670	19,500	12,120	1,716	15,407	32,586	36,514
Hermon.....	432	287	80	253	75	222	67	9.7	4.	.01671	.0590	10,500	7,250	3,514	13,314	21,501	24,876
Holden.....	201	104	—	90	—	78	—	4.2	—	.01593	.0590	4,600	3,464	—	3,997	9,327	9,892
Howland.....	497	281	151	257	148	230	124	9.	7.	.01921	.0640	19,119	7,062	—	19,270	26,713	31,177
Hudson.....	160	101	—	98	—	76	—	3.	—	.02279	.0710	3,300	3,033	948	3,146	7,669	8,033
Kenduskeag.....	83	44	—	38	—	36	—	2.	—	.01595	.0570	2,725	2,095	—	1,929	4,617	4,787
Kingman Pl. (Deorganized).....	133	83	—	83	—	69	—	3.	—	.02864	.0880	2,700	1,536	1,437	—	—	—
Lagrange.....	156	124	29	110	29	101	28	4.	2.	.02098	.0660	5,900	3,098	1,909	7,279	10,605	11,659
Lakeville Pl.....	12	10	—	5	—	7	—	1.	—	.00250	.0302	500	779	—	984	2,178	2,406
Lee.....	211	130	—	120	50	106	46	4.	—	.02263	.0830	5,300	4,129	2,390	4,171	10,321	10,809
Levant.....	183	138	—	131	—	112	—	6.3	—	.01819	.0680	4,300	4,223	3,073	4,841	10,247	10,722
Lincoln.....	1,136	716	217	658	215	599	194	22.	10.	.01825	.0770	40,000	16,576	—	39,048	56,149	62,545
Lowell.....	68	38	—	37	—	34	—	2.	—	.01959	.0750	2,200	1,732	545	1,836	3,857	4,071
Mattawamkeag.....	218	142	78	122	76	115	67	4.	2.	.00846	.0410	10,560	2,190	—	9,275	15,470	16,330
Maxfield.....	10	—	—	—	—	—	—	—	—	.01839	.0730	820	227	—	405	906	1,000
Medway.....	139	105	37	100	37	80	28	5.	2.	.02145	.0850	9,878	2,677	—	8,438	13,422	14,600
Millford.....	368	244	—	236	—	208	—	7.2	—	.01831	.0550	11,950	4,704	—	8,179	15,338	15,549
Millinocket.....	1,778	794	430	753	428	668	366	29.7	22.	.01851	.0650	102,166	22,145	—	74,071	107,642	131,169
Mount Chase Pl.....	79	52	—	49	—	42	—	2.	—	.02044	.0770	2,300	2,061	537	2,208	4,908	5,157
Newburg.....	170	111	—	98	—	83	—	6.	—	.01511	.0600	3,600	3,818	—	5,046	8,701	9,056
Newport.....	524	309	112	282	112	234	95	8.4	6.	.01332	.0470	16,160	6,099	—	17,098	26,238	31,383
Old Town.....	2,943	975	419	897	414	829	355	32.3	18.	.01714	.0580	78,000	23,674	—	70,986	96,149	110,101
Orono.....	912	414	158	372	151	337	137	15.2	9.	.01480	.0610	37,000	11,575	—	35,242	49,163	52,476

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	Equalisation fund	Expenditure for instruction	Total expenditure for school maintenance	Total expenditures for all school purposes		
		*Column 6 includes contract schools. Column 4 does not.						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		
Orrington.....	390	233	—	204	—	189	—	7.2	—	.01909	.0500	13,000	5,585	2,454	8,334	22,706	23,977		
Passadumkeag.....	87	61	—	55	—	53	—	2.	—	.02190	.0880	2,325	2,131	131	1,922	4,293	4,592		
Patten.....	428	272	—	255	81	229	62	8.	—	.01645	.0840	12,500	5,838	1,946	7,598	18,628	20,561		
Plymouth.....	145	105	—	87	—	77	—	4.	—	.02219	.0760	4,820	3,463	1,263	4,102	8,615	8,910		
Prentiss Pl.....	105	77	—	66	—	55	—	3.	—	.01508	.1070	1,500	1,938	755	2,936	4,579	4,958		
Seboeis Pl.....	16	19	—	9	—	12	—	1.	—	—	.0200	—	590	—	1,050	1,567	2,064		
Springfield.....	119	85	—	84	15	69	9	3.	—	.03150	.0950	4,250	2,963	1,754	3,080	6,349	7,441		
Stacyville Pl.....	134	123	—	119	—	99	—	4.	—	.02012	.0780	4,500	3,513	1,838	4,656	9,593	11,572		
Stetson.....	105	62	—	54	—	47	—	2.	—	.01724	.0600	3,000	2,193	224	1,973	5,694	5,941		
Veazie.....	162	82	—	74	—	69	—	3.2	—	.00645	.0440	5,100	2,254	—	3,743	7,835	8,203		
Webster Pl.....	34	24	—	18	—	18	—	1.	—	.00848	.0420	638	390	—	1,045	1,610	1,706		
Winn.....	146	95	—	87	—	77	—	3.	—	.02294	.1090	7,000	3,140	419	4,658	9,622	10,527		
Woodville.....	29	18	—	17	—	16	—	2.	—	.00267	.0500	1,178	744	—	2,271	2,680	2,763		
Total.....	26,794	15,028	3,684	13,524	4,020	11,817	3,477	532.6	172.0			1,069,726	369,485	53,118	887,793	1,389,814	1,588,974		

PISCATAQUIS COUNTY

1	2	3	4	5	*6	7	8	9	10	11	12	13	14	15	16	17	18
Abbot.....	125	71	—	71	—	60	—	3.	—	.02092	.0750	3,900	3,149	2,012	3,223	8,552	9,043
Atkinson.....	104	80	—	72	—	57	—	3.	—	.01629	.0610	3,300	2,187	429	2,045	5,177	5,489
Barnard Pl.....	4	—	—	—	—	—	—	—	—	.00305	.0330	300	120	—	31	351	455
Blanchard.....	23	15	—	14	—	12	—	1.	—	.00676	.0550	860	566	—	858	1,467	1,635
Bowerbank.....	3	—	—	—	—	—	—	—	—	.00066	.0230	100	108	—	25	461	553
Brownville.....	529	297	96	268	95	250	80	11.3	7.	.02298	.0560	23,675	8,232	1,789	23,179	32,351	39,690
Dover-Foxcroft.....	1,031	658	—	585	178	526	107	23.	—	.01661	.0475	48,200	16,500	—	24,842	56,841	63,141
Elliottsville Pl.....	25	14	—	13	—	10	—	1.	—	.00823	.0260	2,010	934	—	1,110	2,983	3,263
Greenville.....	534	342	110	311	109	282	97	13.	7.	.01881	.0580	20,700	8,479	—	21,133	32,845	39,544
Guilford.....	532	353	134	328	131	302	122	9.	7.	.01586	.0553	18,030	6,712	—	17,796	27,001	32,158
Kingsbury Pl.....	11	7	—	7	—	6	—	1.	—	.00798	.0550	940	399	—	741	948	1,117
Lake View Pl.....	10	8	—	8	—	7	—	1.	—	—	.0210	—	425	—	1,049	1,653	1,909
Medford Pl. (Deorganized).....	40	31	—	22	—	23	—	2.	—	.02256	.0710	2,200	1,069	633	2,102	4,658	4,928
Milo.....	862	501	205	456	205	418	178	15.5	11.	.02029	.0582	37,552	12,996	—	32,708	48,178	56,343
Monson.....	181	117	—	112	33	93	30	5.	—	.01670	.0640	8,910	3,868	—	4,849	12,175	13,223
Orneville (Deorganized).....	47	34	—	34	—	25	—	2.	—	.01812	.1010	2,000	781	1,434	1,919	4,793	5,078
Parkman.....	178	104	—	98	—	84	—	4.	—	.01765	.0680	4,585	3,489	1,650	4,029	8,730	9,252
Sangerville.....	331	210	43	194	42	173	38	7.	3.	.01853	.0790	11,582	5,733	596	11,730	17,611	18,874
Sebec.....	96	96	—	82	—	61	—	2.	—	.01112	.0480	3,500	1,929	—	1,685	5,219	5,517
Shirley.....	43	20	—	20	—	18	—	2.	—	.01930	.0570	2,890	1,860	—	2,106	4,640	4,989
Wellington.....	78	46	—	40	—	32	—	1.	—	.01903	.0940	2,442	1,399	—	1,724	4,375	4,783
Willimantic.....	50	32	—	30	—	29	—	3.	—	.01467	.0610	2,260	1,694	—	2,384	3,516	3,753
Total.....	4,837	3,036	588	2,765	793	2,468	652	109.8	35.0			199,936	82,629	8,543	161,268	286,525	324,732

SAGadahoc COUNTY

1	2	3	4	5	*6	7	8	9	10	11	12	13	14	15	16	17	18
Arrowsic.....	52	36	—	35	—	26	—	1.	—	.01955	.0480	1,400	1,046	—	910	2,164	2,209
Bath.....	3,316	2,019	707	1,745	687	1,615	552	62.	28.	.01115	.0480	100,000	36,687	—	127,912	189,401	224,226
Bowdoin.....	193	92	—	79	—	66	—	4.	—	.01611	.0610	4,200	3,637	—	3,596	9,932	10,288
Bowdoinham.....	329	209	31	189	22	156	18	7.	2.	.01850	.0580	8,851	4,645	1,205	9,942	15,479	16,816
Georgetown.....	111	100	—	91	—	64	—	3.	—	.01110	.0430	4,890	2,345	—	3,359	8,185	8,537
Phippsburg.....	388	236	—	224	—	184	—	9.	—	.01209	.0450	8,490	4,959	—	7,502	13,043	14,810
Richmond.....	716	437	82	409	81	343	71	9.	3.	.01683	.0740	16,000	7,562	—	15,262	22,031	23,403
Topsham.....	753	401	—	365	—	326	—	13.	—	.01149	.0410	21,260	6,917	—	15,472	29,989	32,730
West Bath.....	156	96	—	79	—	68	—	3.	—	.01245	.0372	4,700	2,324	—	3,674	8,698	9,178
Woolwich.....	348	247	—	228	—	187	—	10.	—	.01635	.0460	9,567	5,818	2,506	9,409	17,575	18,988
Total.....	6,362	3,873	820	3,444	790	3,035	641	121.0	33.0			179,358	75,940	3,711	197,038	316,497	361,255

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.....	681	389	—	358	—	316	—	17.1	—	.02159	.0580	21,780	11,854	7,030	19,751	41,604	44,294
Athens.....	164	85	—	73	16	66	15	3.	—	.01710	.0570	5,750	2,480	—	3,425	7,715	8,326
Bingham.....	323	153	85	143	81	133	76	5.	5.	.01013	.0450	8,111	3,310	—	10,413	17,584	22,607
Brighton Pl.....	32	27	—	24	—	22	—	1.	—	.01608	.0580	2,000	917	—	1,210	2,943	3,176
Cambridge.....	93	68	—	61	—	58	—	2.	—	.01628	.0590	2,500	1,862	—	1,665	3,339	4,085
Caratunk Pl.....	15	6	—	6	—	4	—	1.	—	.00400	.0340	900	773	—	924	2,336	2,757
Canaan.....	199	108	—	100	—	92	—	3.	—	.01898	.0600	6,850	3,345	218	3,261	10,682	11,174
Cornville.....	129	81	—	74	—	61	—	5.	—	.01653	.0580	5,300	3,367	734	4,901	9,381	9,967
Dead River Pl.....	7	8	—	8	—	6	—	1.	—	.00333	.0420	600	319	—	1,305	2,260	2,399
Dennistown Pl.....	12	5	—	5	—	4	—	1.	—	.00102	.0200	180	332	—	982	1,918	2,100
Detroit.....	139	88	—	76	—	82	—	2.	—	.01649	.0410	3,350	2,224	—	1,809	6,211	6,680
Embsen.....	83	41	—	38	—	34	—	3.	—	.00417	.0320	3,500	2,180	—	2,279	6,007	6,239
Fairfield.....	1,543	553	310	537	305	450	269	16.6	16.	.01319	.0500	39,600	13,650	—	34,705	53,886	69,818
Flagstaff Pl.....	35	15	13	15	13	11	11	2.	2.	.02144	.0610	3,500	2,197	898	5,197	7,001	7,874
Harmony.....	199	110	36	98	36	98	29	4.	2.	.02054	.0730	7,500	4,039	2,189	8,329	13,904	14,396
Hartland.....	350	236	—	219	—	204	—	9.	—	.01902	.0580	11,300	5,923	1,265	8,410	18,640	20,325
Highland Pl.....	9	7	—	7	—	7	—	1.	—	.00130	.1030	75	407	—	856	1,505	1,596
Jackman Pl.....	214	43	38	38	38	34	31	2.	3.	.01102	.0660	5,590	1,808	—	6,921	9,541	10,406
Madison.....	1,026	596	264	561	257	505	221	21.	15.9	.01206	.0380	45,477	13,275	—	44,044	68,496	85,771
Mercer.....	91	49	—	47	—	42	—	3.	—	.01625	.0690	2,600	2,322	478	2,280	5,481	5,752

*Column 6 includes contract schools.
Column 4 does not.

SOMERSET COUNTY—Concluded

1	2	3	4	5	*6	7	8	9	10	11	12	13	14	15	16	17	18
Moose River Pl.....	44	32	—	32	—	27	—	2.	—	.01004	.0450	2,000	1,383	—	2,024	4,106	4,697
Moscow.....	142	92	—	83	—	74	—	4.	—	.00188	.0190	5,500	2,451	—	3,876	8,560	9,494
New Portland.....	161	113	43	104	42	91	34	5.2	3.	.02115	.0560	6,450	4,761	3,963	10,443	16,965	17,432
Norridgewock.....	524	307	78	292	78	211	83	7.2	5.	.01519	.0770	10,500	6,824	—	10,582	18,918	22,893
Palmyra.....	266	157	—	136	—	122	—	5.	—	.02190	.0670	8,200	4,910	1,247	5,549	14,430	14,947
Pittsfield.....	891	558	—	495	—	456	—	15.	—	.01605	.0460	32,264	9,935	—	16,430	43,319	48,404
Pleasant Ridge Pl.....	22	9	—	9	—	8	—	1.	—	.00099	.0160	3,100	833	—	1,035	4,532	4,705
Ripley.....	103	61	—	55	—	50	—	3.	—	.01475	.0545	2,700	2,555	1,245	2,305	6,062	6,602
Saint Albans.....	299	172	—	157	—	133	—	5.	—	.02254	.0700	8,800	5,098	2,247	5,234	17,130	17,970
Skowhegan.....	2,245	957	357	855	350	796	308	20.6	25.	.01130	.0500	71,680	18,081	—	58,160	91,684	111,760
Smithfield.....	113	70	—	59	—	52	—	2.1	—	.00807	.0460	2,600	2,229	—	1,731	5,233	5,411
Solon.....	245	110	38	102	36	91	33	4.2	3.	.01662	.0460	11,650	3,994	—	9,402	17,865	18,350
Starks.....	110	72	—	72	—	62	—	3.	—	.01740	.0650	3,896	2,873	107	2,538	6,566	19,846
The Forks Pl.....	10	—	—	—	—	—	—	—	—	.00523	.0360	900	460	—	360	2,011	2,271
West Forks Pl.....	30	25	—	14	—	16	—	1.	—	.00559	.0300	1,400	1,280	—	2,010	5,072	5,540
Total.....	10,549	5,433	1,262	4,953	1,252	4,418	1,110	181.0	79.9			348,103	144,251	21,621	294,346	553,477	650,064

WALDO COUNTY

1	2	3	4	5	*6	7	8	9	10	11	12	13	14	15	16	17	18
Belfast.....	1,523	999	295	880	285	771	236	23.	11.	.01204	.0580	40,967	15,398	—	45,584	59,373	69,038
Belmont.....	57	39	—	32	—	299	—	1.	—	.02212	.0600	2,362	1,134	—	899	2,507	2,647
Brooks.....	228	162	56	145	54	136	49	5.	4.	.01688	.0670	5,500	4,024	4,109	10,382	14,709	15,300
Burnham.....	231	135	—	123	—	103	—	5.	—	.01945	.0760	6,322	3,765	818	4,935	10,184	11,084
Frankfort.....	136	89	—	81	—	71	—	4.	—	.01382	.0680	4,840	2,535	—	3,275	7,327	7,899
Freedom.....	191	95	—	88	—	76	—	3.	—	.02312	.0540	4,000	2,824	1,024	3,017	7,648	7,999
Islesboro.....	150	68	25	62	23	56	22	3.	3.	.01021	.0500	11,000	2,197	—	8,117	12,407	12,930
Jackson.....	72	52	—	52	—	42	—	2.	—	.02241	.0730	2,874	1,595	403	1,719	4,189	4,402
Knox.....	141	75	—	66	—	62	—	2.	—	.01565	.0670	3,000	2,379	—	1,497	4,890	5,061
Liberty.....	138	82	47	72	46	63	38	3.	3.	.01655	.0690	4,000	2,430	959	6,207	9,646	10,244
Lincolnton.....	175	124	—	119	—	102	—	5.	—	.01345	.0420	6,900	3,155	—	3,994	9,745	10,159
Monroe.....	152	98	—	73	33	73	29	4.	3.	.02093	.0720	5,000	3,982	3,105	7,038	11,311	11,924
Montville.....	121	77	—	65	—	57	—	4.	—	.01615	.0670	3,200	2,957	2,315	3,274	8,103	8,398
Morrill.....	71	30	—	29	—	27	—	2.	—	.01343	.0460	1,880	1,633	—	1,588	4,060	4,175
Northport.....	109	72	—	68	—	51	—	3.	—	.00538	.0360	3,500	2,217	—	2,153	6,067	6,382

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	132	68	—	67	—	60	—	3.	—	.01792	.0640	3,800	3,167	1,018	2,753	8,133	8,387
Prospect	105	71	—	61	—	57	—	3.	—	.01601	.0590	3,050	2,533	128	2,475	5,179	5,594
Searsmont	134	84	—	82	—	71	—	3.	—	.01000	.0610	2,950	2,330	—	2,718	6,023	6,244
Searsport	350	235	43	215	43	197	40	8.5	2.	.01394	.0500	12,956	5,168	—	12,082	17,900	19,220
Stockton Springs	178	112	38	100	34	97	33	4.	2.	.01632	.0700	8,625	2,591	—	6,964	11,852	12,473
Swanville	86	63	—	54	—	46	—	3.	—	.01611	.0540	2,900	2,556	614	2,517	6,745	7,027
Thorndike	125	98	—	92	—	82	—	4.	—	.01995	.0620	4,500	3,385	679	3,263	8,017	8,466
Troy	198	101	—	97	—	83	—	5.	—	.02117	.0630	5,675	3,904	2,777	4,542	10,142	10,390
Unity	257	165	44	139	42	127	36	5.	5.	.01607	.0480	8,598	3,756	743	9,604	15,151	19,754
Waldo	70	49	—	46	—	34	—	2.	—	.01589	.0520	2,350	2,202	—	1,853	5,259	5,524
Winterport	362	238	82	211	74	177	62	8.	4.	.01746	.0660	11,000	6,153	2,649	14,144	21,809	23,809
Total	5,492	3,481	664	3,119	634	3,020	545	117.5	37.0			171,749	89,970	21,341	166,594	288,376	314,530

*Column 6 includes contract schools.
Column 4 does not.

WASHINGTON COUNTY

1	2	3	4	5	*6	7	8	9	10	11	12	13	14	15	16	17	18
Addison	201	102	29	89	29	87	25	5.	1.	.02873	.0920	6,700	4,658	3,031	7,128	11,795	12,681
Alexander	69	44	—	39	—	34	—	2.	—	.01756	.0600	2,000	1,424	—	1,463	2,985	3,243
Baileysville	498	272	118	253	118	237	110	11.5	9.	.01283	.0380	33,070	6,700	—	24,801	36,524	44,339
Beals	143	93	21	84	21	71	20	4.	2.	.02849	.0880	3,500	3,058	1,597	5,571	7,559	8,600
Beddington	2	—	—	—	—	—	—	—	—	.00429	.0560	260	5	—	—	155	200
Calais	1,159	491	—	432	225	383	214	15.5	—	.01259	.0700	33,460	10,628	—	33,588	50,219	61,471
Centerville	27	20	—	13	—	13	—	1.	—	.00391	.0570	600	201	—	683	1,242	1,486
Charlotte	76	49	—	42	—	40	—	2.	—	.01728	.0610	2,010	2,057	1,178	1,725	4,451	4,635
Cherryfield	245	137	—	98	—	118	—	5.	—	.01800	.0740	7,500	3,755	1,193	4,362	12,302	13,321
Codyville Pl.	21	9	—	9	—	8	—	1.	—	.00818	.0620	800	622	—	833	1,633	2,001
Columbia	91	58	—	50	—	45	—	2.	—	.01575	.0650	2,200	1,681	—	1,849	4,409	4,767
Columbia Falls	174	115	38	104	38	90	31	5.	2.	.01874	.0715	4,150	3,065	2,235	6,709	8,872	9,610
Cooper	45	27	—	27	—	24	—	1.	—	.01447	.0654	1,375	1,031	—	760	2,280	2,437
Crawford	27	13	—	11	—	9	—	1.	—	.00786	.0513	825	603	—	902	1,851	1,973
Cutler	143	74	—	63	—	62	—	4.	—	.01598	.0590	2,600	2,792	1,107	3,729	6,246	6,519
Danforth	388	246	117	231	117	205	101	7.	5.	.01756	.0930	8,000	6,313	2,879	15,845	21,239	23,305
Deblois	15	11	—	10	—	10	—	2.	—	.01113	.0550	500	190	75	653	1,015	1,063
Dennysville	89	56	49	52	48	46	42	2.	3.	.01889	.07125	2,555	2,563	1,630	6,116	8,450	8,887
East Machias	291	185	—	155	—	151	—	8.5	—	.01691	.0600	8,000	5,235	3,336	7,273	15,340	17,103
Eastport	760	544	189	469	188	411	164	18.	8.	.01890	.0870	18,894	12,839	6,249	28,299	39,928	44,542
Grand Lake Stream Pl.	75	36	11	31	9	30	8	2.	1.	.01582	.0510	2,650	1,859	—	3,308	4,319	4,996
Harrington	221	153	28	138	28	124	25	5.	2.	.01922	.0913	6,150	4,215	1,547	8,368	12,658	13,965
Jonesboro	128	61	25	58	25	55	24	3.	1.	.01331	.0608	3,200	2,943	2,144	5,984	8,717	9,572
Jonesport	463	268	94	255	92	230	83	10.	4.	.01749	.0580	10,500	7,524	3,759	15,260	21,633	22,715
Lubec	964	483	128	451	127	407	108	16.	6.	.02306	.0540	29,691	13,373	1,139	26,952	38,761	41,089
Machias	502	319	157	296	154	271	124	12.5	8.	.01671	.0650	14,500	6,347	1,855	20,469	27,945	31,367
Machiasport	253	138	—	131	—	103	—	7.	—	.02365	.0700	5,700	5,528	2,946	6,355	11,840	12,740
Marshfield	47	25	—	15	—	16	—	1.	—	.02634	.0690	1,700	1,415	—	720	2,556	2,625
Meddybemps	32	11	—	9	—	9	—	1.	—	.01625	.0870	1,000	915	177	807	1,978	2,037
Millbridge	308	182	55	157	54	147	47	7.	3.	.02070	.0630	9,500	5,233	2,597	10,522	16,044	16,670

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		
		*Column 6 includes contract schools. Column 4 does not.		Elementary	Secondary	Elementary	Secondary	Elementary	Secondary									Elementary	Secondary
		3	4	5	*6	7	8	9	10									11	12
Northfield	9	—	—	—	—	—	—	—	—	.00566	.0375	800	184	—	—	956	1,027		
Number 14 Pl.	17	8	—	7	—	6	—	1.	—	.00845	.0420	300	424	—	721	1,700	1,868		
Number 21 Pl.	25	14	—	14	—	12	—	1.	—	.00385	.0350	300	517	—	869	1,377	1,542		
Pembroke	263	148	58	112	57	114	47	5.	2.	.01511	.0530	5,625	4,354	931	5,676	10,819	11,893		
Perry	162	99	—	90	—	80	—	3.	—	.01470	.0550	3,600	2,976	—	2,782	7,617	8,146		
Princeton	250	170	47	150	45	128	41	6.	3.5	.02296	.0910	8,773	5,060	1,486	8,864	13,285	14,961		
Robbinston	167	94	—	85	—	73	—	3.	—	.01950	.0580	4,275	2,689	—	2,594	5,911	6,086		
Roque Bluffs	37	21	—	21	—	18	—	1.	—	.02606	.0552	1,250	864	444	846	2,180	2,243		
Steuben	222	106	33	102	33	92	28	4.	2.	.01798	.0700	4,800	4,146	2,265	6,553	11,545	12,143		
Talmadge	10	—	—	—	—	—	—	—	—	.00355	.0400	252	127	—	—	660	731		
Trescott (Deorganized)	97	69	—	67	—	57	—	4.	—	.01854	.0750	1,600	1,639	1,121	2,991	4,912	5,135		
Vanceboro	164	76	39	74	37	68	31	3.	2.	.02443	.0700	6,851	3,005	1,085	7,027	9,714	11,320		
Waite	34	25	—	25	—	19	—	2.	—	.01080	.0480	1,000	962	—	1,390	2,234	2,382		
Wesley	36	20	—	19	—	17	—	1.	—	.01215	.0542	1,000	866	—	815	2,214	2,276		
Whiting	106	59	—	50	—	43	—	3.	—	.01655	.0440	3,075	2,544	—	2,638	5,173	5,404		
Whitneyville	71	31	—	28	—	26	—	2.	—	.01457	.0470	1,925	1,893	141	1,774	3,911	4,595		
Total	9,122	5,162	1,236	4,616	1,445	4,189	1,273	200.0	64.5			268,996	151,322	48,147	296,554	468,609	520,856		

YORK COUNTY

1	2	3	4	5	*6	7	8	9	10	11	12	13	14	15	16	17	18
Acton.....	95	49	—	40	—	39	—	3.	—	.00886	.0400	4,000	2,218	—	2,759	5,569	5,999
Alfred.....	209	136	25	132	25	121	21	5.1	2.	.02000	.0640	11,800	3,881	—	8,981	14,563	15,953
Berwick.....	551	305	76	282	75	249	64	10.2	4.	.01633	.0600	19,020	8,400	—	17,114	27,601	35,635
Biddeford.....	5,616	846	311	744	311	654	257	37.	16.	.01249	.0430	21,870	29,915	—	71,481	108,226	126,223
Buxton.....	551	297	102	271	102	241	82	11.4	5.	.00579	.0430	86,964	6,993	—	18,504	28,018	35,109
Cornish.....	228	125	32	113	32	106	25	4.1	3.	.01703	.0600	6,550	3,254	1,429	7,149	11,955	13,729
Dayton.....	122	69	—	68	—	55	—	4.	—	.01517	.0410	4,800	2,574	—	4,377	6,461	6,596
Eliot.....	712	389	123	359	123	302	99	14.2	6.	.01219	.0400	22,831	8,405	—	23,541	35,034	40,865
Hollis.....	361	196	57	178	56	158	47	8.2	3.	.01178	.0466	13,900	4,838	—	13,758	20,141	21,897
Kennebunk.....	1,180	646	185	603	182	528	156	21.	8.	.01127	.0420	39,800	11,297	—	35,802	53,543	60,499
Kennebunkport.....	433	243	71	223	70	187	56	12.	4.	.01074	.0450	23,800	5,932	—	19,659	29,577	31,512
Kittery.....	1,628	1,042	—	956	307	821	260	33.	—	.02298	.0585	60,208	26,957	—	47,022	109,056	116,480
Lebanon.....	412	177	—	156	—	146	—	8.	—	.01559	.0540	11,700	5,028	—	7,780	18,302	19,948
Limerick.....	313	203	45	178	41	159	34	5.2	2.	.01553	.0590	10,500	4,105	—	8,176	14,472	15,362
Limington.....	230	142	—	136	33	113	26	6.2	3.	.01458	.0580	7,300	4,277	485	6,353	12,115	13,135
Lyman.....	132	99	—	89	—	71	—	3.	—	.01267	.0540	5,000	2,568	—	2,894	7,783	8,510
Newfield.....	71	44	—	39	—	33	—	2.2	—	.01462	.0620	4,400	1,565	—	2,905	4,920	5,395
North Berwick.....	398	198	42	180	40	164	36	5.1	3.	.01533	.0616	14,000	4,569	—	11,069	17,381	18,206
North Kennebunkport.....	288	188	—	163	—	145	—	6.	—	.02050	.0600	7,900	4,128	1,168	6,264	12,167	12,925
Old Orchard Beach.....	1,218	932	167	817	167	630	128	26.	9.	.00786	.0460	36,858	12,828	—	47,798	73,355	85,131
Parsonsfield.....	225	127	—	120	16	104	13	6.2	—	.01452	.0680	7,972	4,780	—	5,977	12,930	13,719
Saco.....	2,531	1,374	—	1,253	401	1,095	346	41.	—	.01305	.0525	97,175	26,517	—	56,914	110,191	124,857
Sanford.....	4,549	1,352	548	1,253	545	1,140	472	52.	28.	.01306	.0510	145,603	35,795	—	115,058	157,736	205,052
Shapleigh.....	114	64	—	56	—	54	—	3.	—	.01371	.0520	6,052	2,503	—	3,025	7,007	7,393
South Berwick.....	843	331	—	313	—	275	—	9.2	—	.01436	.0640	24,000	7,430	—	11,246	31,941	38,625
Waterboro.....	285	176	45	163	44	141	35	7.2	2.	.01787	.0620	12,100	5,342	—	9,812	17,464	18,427
Wells.....	955	459	121	419	117	367	101	17.	6.	.00974	.0520	34,800	9,634	—	28,230	44,397	47,843
York.....	1,199	541	192	479	190	451	167	20.	9.	.01248	.0500	52,299	12,990	—	40,811	69,643	81,149
Total.....	25,449	10,750	2,142	9,783	2,877	8,549	2,425	380.5	113.0			793,202	258,723	3,082	634,459	1,061,528	1,226,174

COMMISSIONER OF EDUCATION

SUMMARY BY COUNTIES

Name of Town	School census (6 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	11	12	13	14	15	16
Androscoggin	20,845	8,316	2,688	7,462	2,731	6,627	2,360	270.5	140.6	663,781	190,258	3,481	546,519	759,979	898,079
Aroostook	30,839	17,924	3,457	16,606	3,595	14,603	3,070	551.6	170.0	802,505	437,145	83,376	831,244	1,426,600	1,628,861
Cumberland	44,372	23,987	6,308	21,236	6,229	18,819	5,310	763.0	289.0	1,657,153	450,406	4,442	1,547,925	2,120,944	2,623,229
Franklin	4,933	2,325	616	2,566	776	2,373	664	93.0	37.5	184,027	69,569	1,249	150,919	278,851	304,361
Hancock	7,887	4,638	1,318	4,170	1,318	3,761	1,186	190.3	77.0	345,314	124,813	11,617	289,032	481,522	547,567
Kennebec	20,933	10,660	2,853	9,570	2,955	8,589	2,615	343.0	125.0	677,508	224,240	13,538	567,114	882,756	1,009,383
Knox	5,929	3,751	1,107	3,352	1,084	2,970	914	127.6	56.6	226,617	80,407	5,095	209,386	318,700	367,777
Lincoln	4,395	2,678	386	2,458	466	2,124	398	97.4	17.0	160,789	66,738	1,063	116,564	233,948	263,937
Oxford	12,119	5,864	1,632	5,422	1,604	4,956	1,316	210.1	78.8	418,975	163,540	14,453	352,150	607,509	702,681
Penobscot	26,794	15,028	3,684	13,524	4,020	11,817	3,477	532.6	172.0	1,069,726	369,485	53,118	887,793	1,389,814	1,588,974
Piscataquis	4,837	3,036	588	2,765	793	2,468	652	109.8	35.0	199,936	82,629	8,543	161,268	286,525	324,732
Sagadahoc	6,362	3,751	820	3,444	790	3,035	641	121.0	33.0	179,358	75,940	3,711	197,038	316,497	361,235
Somerset	10,549	5,433	1,262	4,953	1,252	4,418	1,110	181.0	79.9	348,103	144,251	21,621	294,346	553,477	650,064
Waldo	5,492	3,481	664	3,119	634	3,020	545	117.5	37.0	171,749	89,970	21,341	166,594	288,376	314,530
Washington	9,122	5,162	1,236	4,616	1,445	4,189	1,273	200.0	64.5	268,996	151,322	48,147	296,554	468,609	520,856
York	25,449	10,750	2,142	9,783	2,877	8,549	2,425	380.5	113.0	793,202	258,723	3,082	634,459	1,061,528	1,226,174
Unorganised Territory	2,004	870	—	765	—	496	—	18.0	—	—	—	—	24,352	83,124	86,531
Total	242,861	128,276	30,761	115,811	32,569	102,814	27,956	4,306.9	1,525.9	8,167,739	2,979,436	297,877	7,273,257	11,558,759	13,418,971

EXHIBIT XI

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 1943-44 and 1944-45.

PUPILS	1944	1945
School census 5 to 21 years.....	245,962	242,861
Total enrollment:		
Elementary.....	129,090	128,276
Secondary—High Schools.....	30,682	30,761
Academies.....	7,159	7,528
Total.....	166,831	166,565
Net enrollment:		
Elementary.....	116,328	115,811
Secondary—High Schools.....	32,194	32,569
Academies.....	6,584	7,390
Total.....	155,106	155,770
Urban distribution (elementary only).....	59,421	60,542
Rural distribution (elementary only).....	69,669	67,734
Conveyed at expense of town:		
Elementary.....	32,951	33,979
Secondary.....	2,968	3,120
Total.....	35,919	37,099
Aggregate attendance:		
Elementary.....	16,955,748	18,266,494
Secondary—High Schools.....	4,621,673	5,091,635
Academies.....	1,098,920	1,197,572
Total.....	22,676,341	24,555,701
Average daily attendance:		
Elementary.....	110,873	102,814
Secondary—High Schools.....	29,408	27,956
Academies.....	6,118	6,594
Total.....	146,399	137,364
Non-resident:		
Elementary.....	1,641	2,155
Secondary—High Schools.....	3,926	3,947
Academies.....	2,427	2,697
Total.....	7,994	8,799
Persons of compulsory school age not attending school regularly	524	512
Enrollment by years:		
Elementary—		
Kindergarten and sub-primary.....	12,114	12,657
Grade I.....	13,841	13,872
Grade II.....	12,956	12,837
Grade III.....	13,075	12,906
Grade IV.....	12,963	12,946
Grade V.....	12,747	12,635
Grade VI.....	13,117	12,366
Grade VII.....	10,529	10,307
Grade VIII.....	9,489	9,588
Grade IX.....	110	11
Ungraded or special.....	220	144
Junior High Schools—		
Elementary grades.....	8,270	8,538
Secondary grades.....	6,756	6,549

PUPILS	1944	1945
Senior High Schools—		
Year I.....	6,545	6,712
Year II.....	5,321	5,446
Year III.....	4,396	4,456
Year IV.....	3,683	3,658
Special.....	56	65
Academies—		
Year I.....	2,133	2,440
Year II.....	1,357	1,803
Year III.....	1,513	1,597
Year IV.....	1,289	1,258
Special.....	582	74
Promoted or graduated:		
Elementary.....	11,020	11,475
Senior High schools.....	5,152	4,961
Academies.....	1,079	1,066
TEACHERS	1944	1945
Positions for men:		
Elementary.....	197	184
Secondary—High Schools.....	572	563
Academies.....	189	191
Total.....	958	938
Positions for women:		
Elementary.....	4,153	4,126
Secondary—High Schools.....	959	963
Academies.....	272	273
Total.....	5,384	5,362
Different persons employed:		
Elementary.....	4,822	4,779
Secondary—High Schools.....	1,627	1,607
Academies.....	502	497
Total.....	6,951	6,883
Average wages of men per week:		
Elementary.....	\$45.70	\$46.73
Secondary—High Schools.....	58.44	59.78
Academies.....	45.74	49.72
Average wages of women per week:		
Elementary.....	30.27	31.91
Secondary—High Schools.....	40.45	41.94
Academies.....	29.15	30.31
Average annual salaries of men:		
Elementary.....	\$1,674	\$1,714
Secondary—High Schools.....	2,147	2,227
Academies.....	1,683	1,785
Average annual salaries of women:		
Elementary.....	\$1,097	\$1,187
Secondary—High Schools.....	1,475	1,557
Academies.....	1,083	1,101
Average annual salaries of men and women (combined):		
Elementary.....	\$1,123	\$1,211
Secondary—High Schools.....	1,726	1,804
Academies.....	1,329	1,456
No. of teachers attending summer school:.....	279	368

SCHOOLS	1944	1945
Classification:		
Elementary		
Towns and Cities.....	1,704	1,625
Unorganized townships.....	22	27
Total.....	1,726	1,652
High Schools—		
Class A.....	181	181
Six year (included in Class A).....	40	39
Class B.....	8	7
Junior.....	8	8
Total.....	197	196
Academies.....	60	59
Incomplete reports (parochial).....	11	18
Number of towns on contract basis.....	27	27
Distribution of public schools:		
Urban.....	343	337
Rural.....	1,592	1,508
Number in one-room buildings.....	1,025	885
Number to which pupils are conveyed.....	1,161	1,170
Number discontinued during year.....	134	78
Number with school improvement leagues.....	647	558
Number with libraries.....	1,722	1,642

BUILDINGS	1944	1945
Public School buildings used for:		
Elementary school purposes only.....	1,574	1,498
Secondary school purposes only.....	92	93
Elementary and secondary purposes.....	130	127
Number rented for school purposes.....	22	37
Number of new buildings completed during year.....	6	6
Cost of new buildings and equipment.....	\$502,900	\$505,890
Estimated value of school property:		
Public Schools.....	\$39,630,088	\$47,793,905
Academies.....	6,451,210	4,629,139

FINANCIAL	1944	1945
Resources:		
Amount appropriated for maintenance*		
Public schools.....	\$8,030,828	\$8,511,934
Academies.....	265,557	291,219
State aid toward maintenance—		
Public schools.....	\$2,264,186	\$2,438,854
Academies.....	132,498	136,349
Total resources for maintenance—		
Public schools.....	\$11,275,262	\$12,254,570
Academies.....	682,176	779,916
Total resources for all school purposes—		
Public schools.....	\$13,061,288	\$14,209,633
Academies.....	1,573,710	1,224,429

REPORT OF THE

Expenditures:		
For instruction—		
Public schools—Elementary	\$4,544,880	\$5,000,720
High schools	2,107,369	2,272,537
Total	6,652,249	7,273,257
Academies	518,649	583,008
For tuition—		
Public schools—Elementary	\$51,523	\$55,099
High schools	665,490	729,842
Total	717,013	784,941
For fuel—		
Public schools—Elementary	\$417,628	\$436,397
High schools	183,917	184,629
Total	601,545	621,026
Academies	63,661	58,292
For janitor service—		
Public schools—Elementary	\$528,540	\$592,030
High schools	230,318	273,257
Total	758,858	865,287
Academies	56,286	55,500
For conveyance—		
Public schools—Elementary	\$944,165	\$1,104,306
High schools	71,962	73,150
Total	1,016,127	1,177,456
For textbooks—		
Public schools—Elementary	\$198,782	\$206,851
High schools	94,569	101,243
Total	293,351	308,094
Academies	22,042	25,674
For supplies, light and power—		
Public schools—Elementary	\$260,502	\$267,100
High schools	165,085	176,056
Total	425,587	443,156
Academies	21,538	19,245
Total expenditures for maintenance—		
Public schools—Elementary	\$6,954,663	\$7,669,071
High schools	3,518,710	3,810,714
Total	10,473,373	11,479,785
Academies	682,176	779,916
For supervision	\$240,687	\$266,473
For new lots and buildings	\$23,109	\$102,644
For repairs and permanent improvements	\$378,474	\$456,937
For equipment	\$44,857	\$37,189
For medical inspection	\$36,668	\$33,873
For physical education	\$119,738	\$125,513
For industrial and vocational education	\$516,209	\$539,199
For evening schools and Americanization	\$23,812	\$20,396
Total expenditures for all school purposes—		
Public schools	\$12,188,261	\$13,418,971
Academies	1,435,011	1,218,086
Per capita costs:		
On total enrollment and expenditures for maintenance—		
Elementary	\$53.87	\$59.79
Secondary	93.23	99.53
On total enrollment and total expenditure	\$73.06	\$80.56
On average attendance and expenditure for maintenance—		
Elementary	\$68.06	\$74.59
Secondary	99.05	117.30
On average attendance and total expenditure	\$88.50	\$99.18
On school census and total expenditure	\$49.55	\$55.25
On state census and total expenditure	\$14.39	\$15.84

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