

# MAINE STATE LEGISLATURE

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MAINE PUBLIC DOCUMENTS

1946-48

(In three volumes)

VOLUME I.



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EDUCATION IN MAINE



# EDUCATION IN MAINE

## Report of the Commissioner of Education of the State of Maine

School Biennium Ending  
June 30, 1948

STATE OF MAINE

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Department of Education

Augusta, June 30, 1948

To the Honorable Governor and Executive Council

Gentlemen :

I wish to acknowledge your cooperation and invaluable service to public education during the biennial period July 1, 1946-June 30, 1948. Your active interest and support, together with that of the Legislature and other branches and agencies of state government, have contributed immeasurably during the difficult years of post-war readjustment and are deeply appreciated.

As directed by the Legislature, I am submitting a biennial report on educational activities and needs in Maine. I trust that it may provide significant information which will become the basis for further development of school opportunities.

Respectfully submitted,

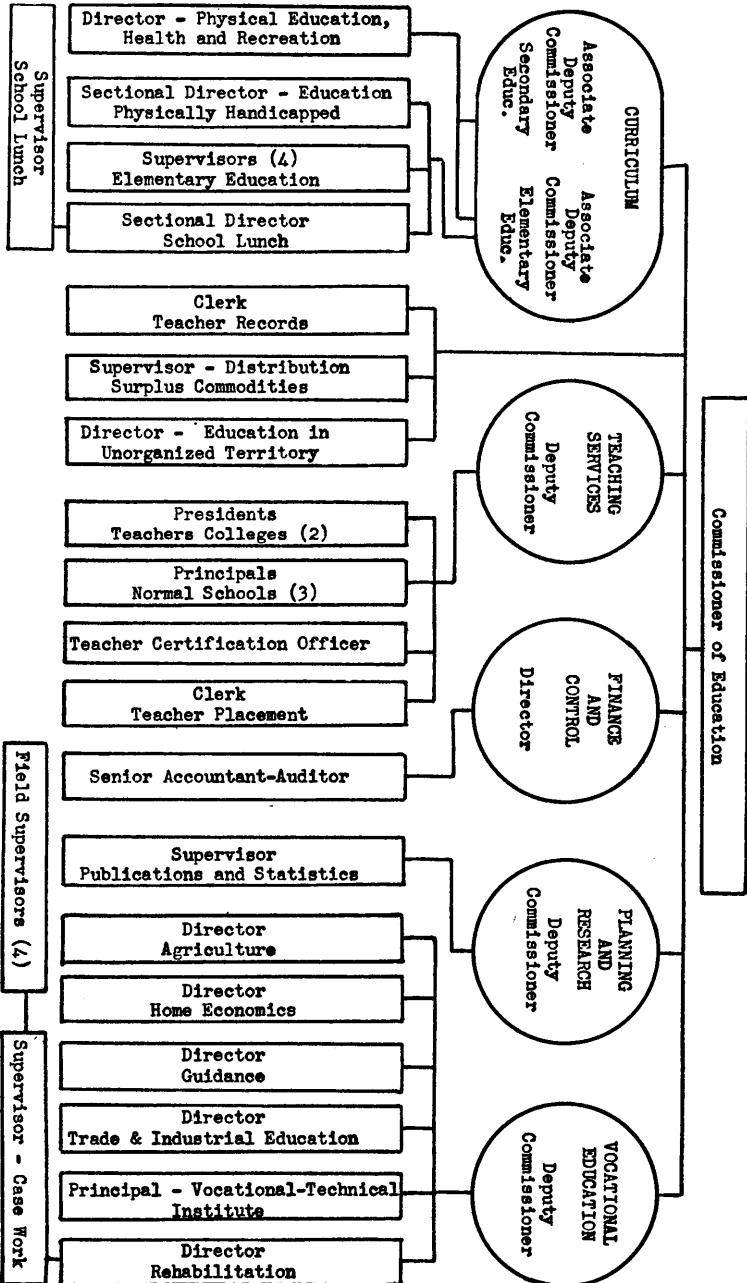
HARLAND A. LADD,  
Commissioner of Education

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ORGANIZATION  
MAINE STATE DEPARTMENT OF EDUCATION  
1948





## PART I

### SURVEY OF EDUCATION IN MAINE

Harland A. Ladd

*Commissioner*

“A general diffusion of the advantages of education being essential to the preservation of the rights and liberties of the people; to promote this important object, the Legislature are authorized, and it shall be their duty to require, the several towns to make suitable provision, at their own expense, for the support and maintenance of public schools; and it shall further be their duty to encourage and suitably endow, from time to time, as the circumstances of the people may authorize, all academies, colleges and seminaries of learning within the State; provided that no donation, grant or endowment shall at any time be made by the Legislature to any literary institution now established, or which may hereafter be established, unless, at the time of making such endowment, the Legislature of the State shall have the right to grant any further powers to alter, limit or restrain any of the powers vested in, any such literary institution, as shall be judged necessary to promote the best interests thereof.”

The above provisions of Article VIII of the Constitution of Maine establish public education as a function and responsibility of the state and authorize and require the Legislature to promote this important service as essential to the common welfare.

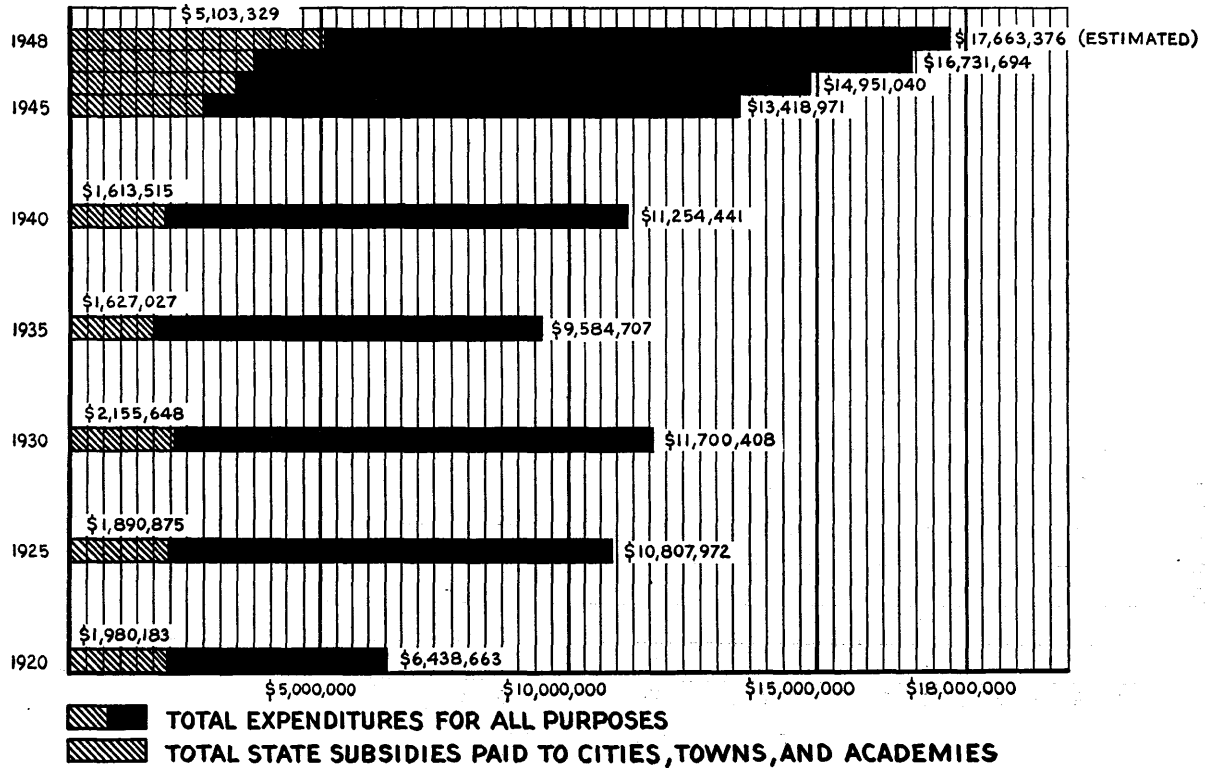
The Legislature, by way of implementing this direction, created the State Department of Education to administer the laws and provide leadership and service in the interests of public education in Maine. It directed that the Commissioner of Education, among other duties, should report biennially to the Governor and Council “the result of his inquiries and investigations and the facts obtained from the school returns, with such suggestions and recommendations as in his judgment will best promote the improvement of public schools.”

The purposes of the biennial report, then, are threefold: review, overview and preview.

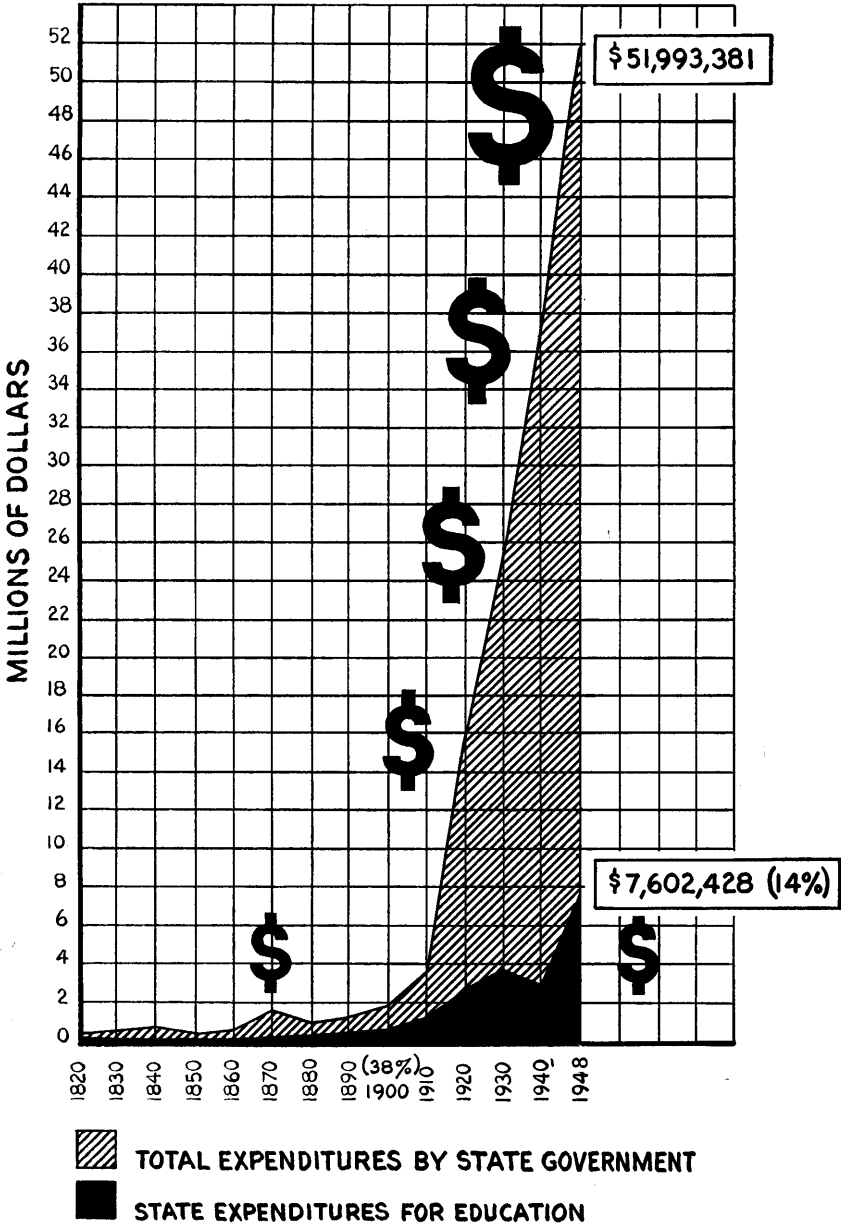
In order to provide clear, concise data on growth and trends in education in Maine, a series of graphic studies immediately follow this brief introduction. It is hoped that they may provide, to a large degree, background for appraising the recommendations and contributing discussions which conclude this section of the report.

Attention is called to the several division and sectional reports, and to the tabular data for cities and towns which may be found in the last section of the book.

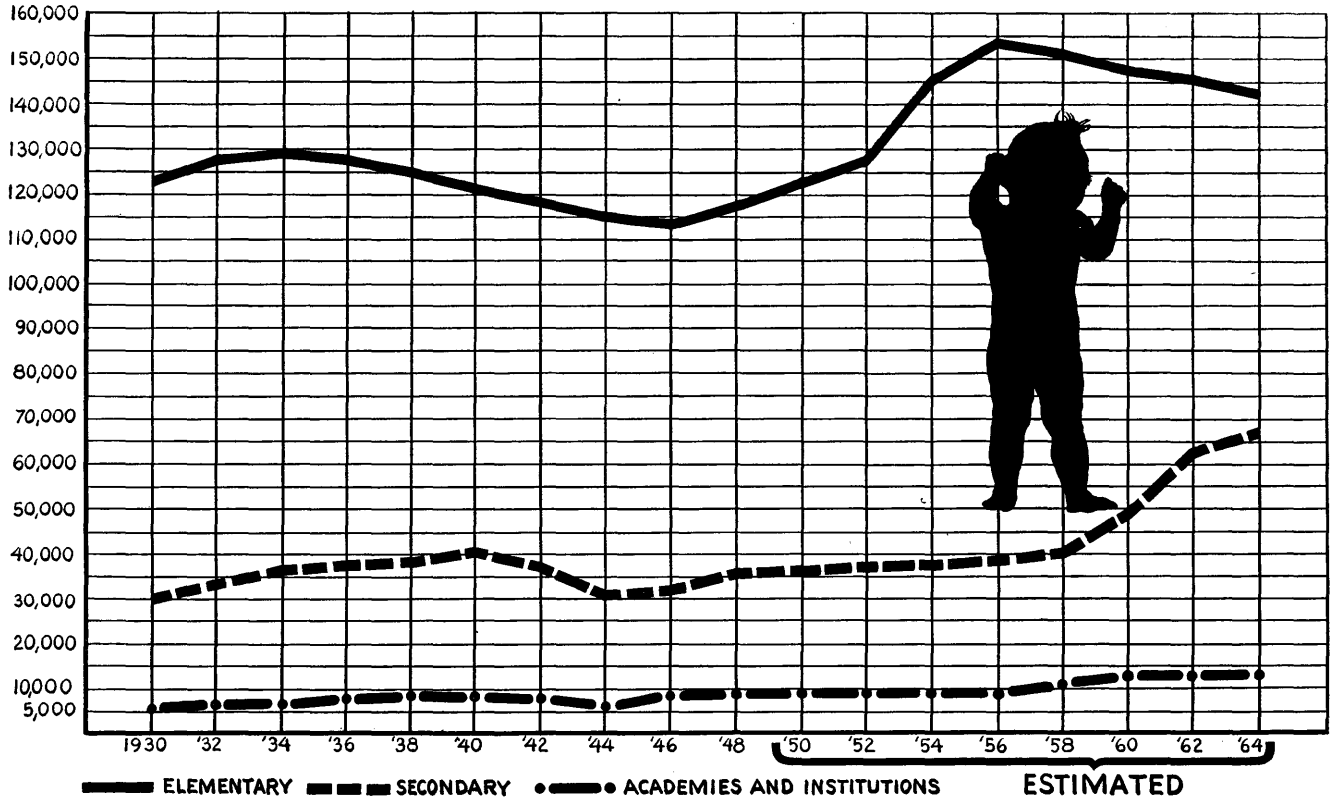
COMPARISON OF TOTAL EXPENDITURES FOR ALL PURPOSES IN PUBLIC SCHOOLS  
WITH SUBSIDIES PAID BY STATE TO CITIES, TOWNS AND ACADEMIES.



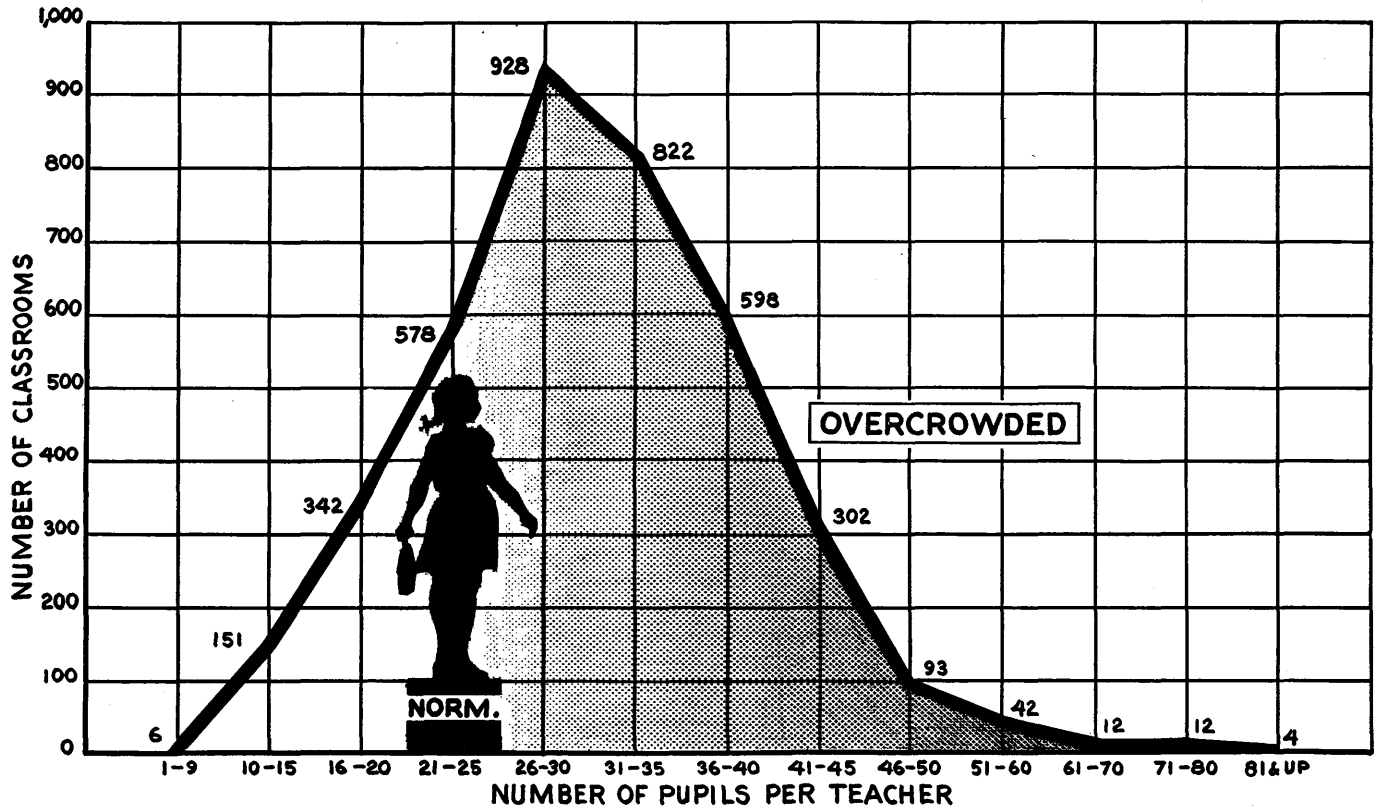
### COMPARATIVE STUDY OF TOTAL STATE EXPENDITURES AND STATE EXPENDITURES FOR EDUCATION



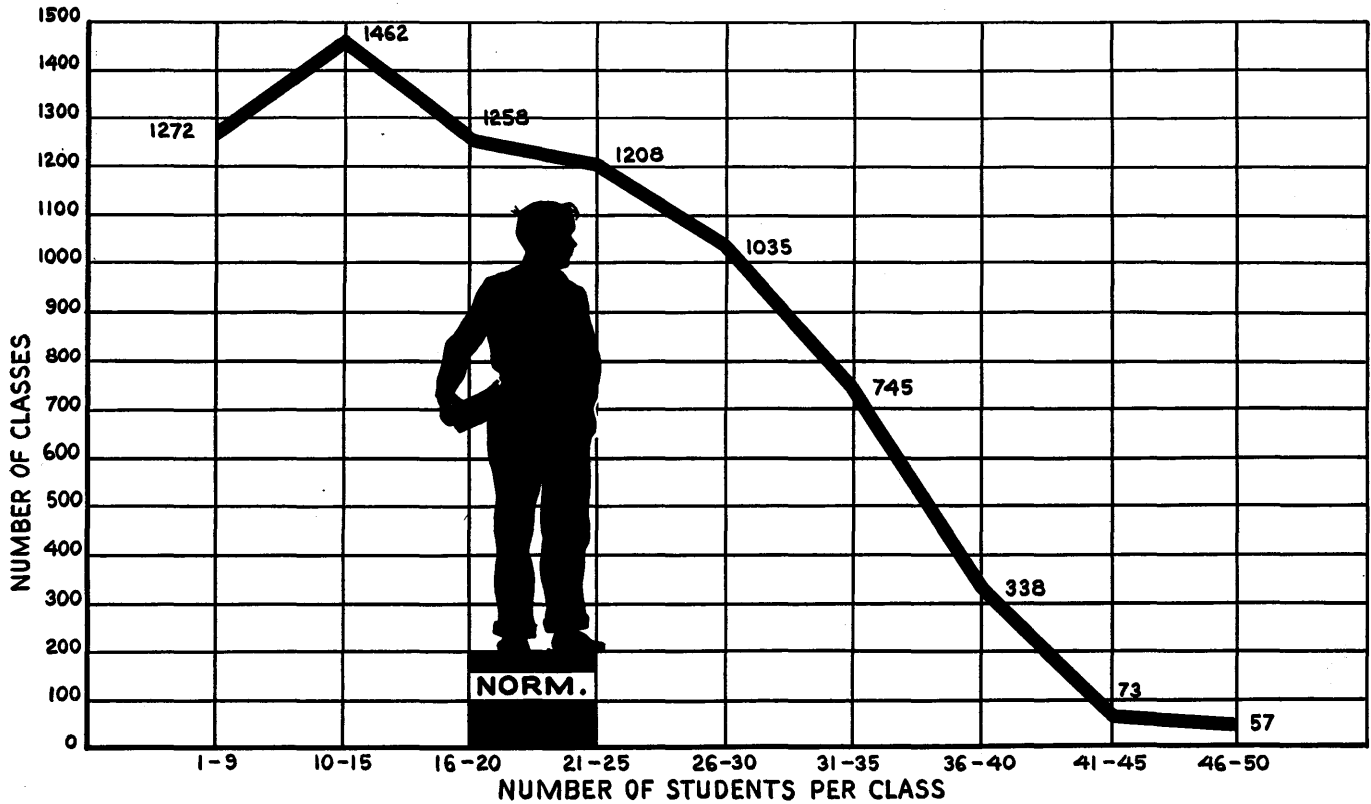
# PAST, PRESENT AND ESTIMATED SCHOOL ENROLLMENTS



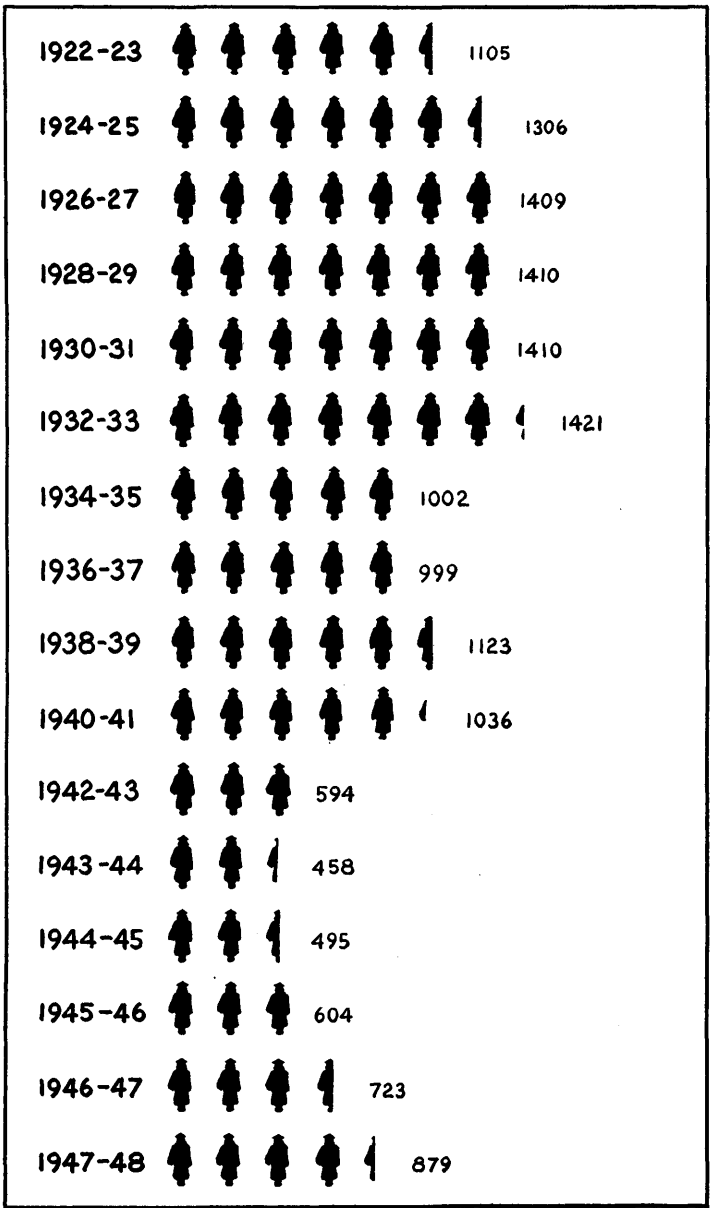
# MAINE ELEMENTARY SCHOOL CLASS SIZES 1947-1948




# ENROLLMENT IN MAINE HIGH SCHOOL CLASSES 1947-1948



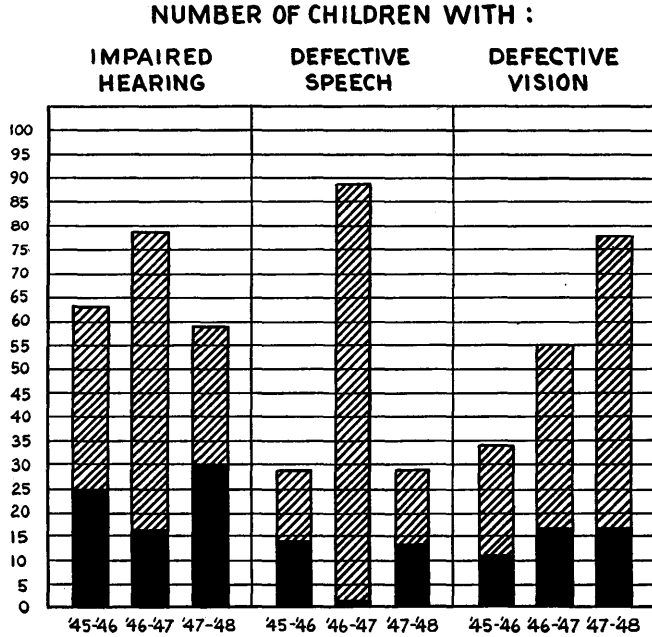
ENROLLMENT IN STATE NORMAL SCHOOLS AND TEACHERS COLLEGES



 = 200



## PHYSICALLY HANDICAPPED RESPONSIBILITIES AND SERVICES



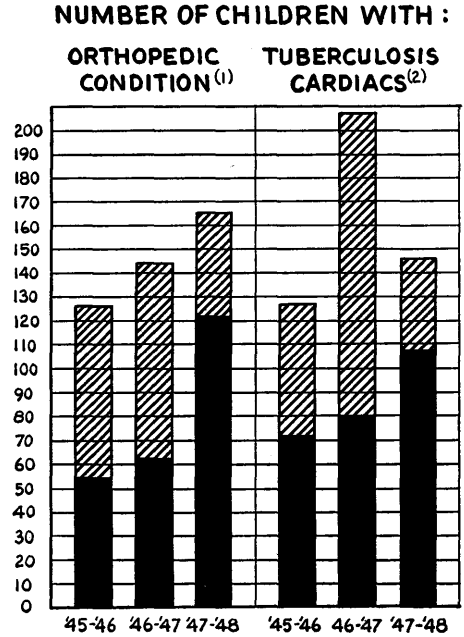
**APPLICATIONS RECEIVED**



**NUMBER OF CHILDREN PROVIDED WITH SERVICES**

(1) DISEASES OF THE BONES AND JOINTS

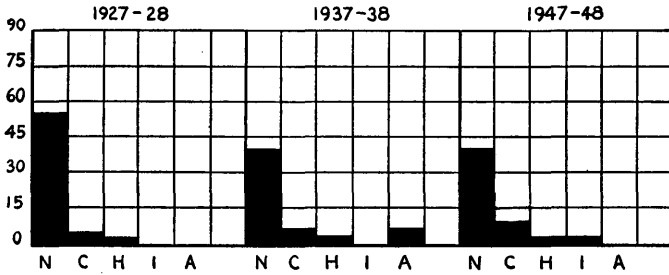
(2) CHRONIC DISEASES, EPILEPSY, ETC.



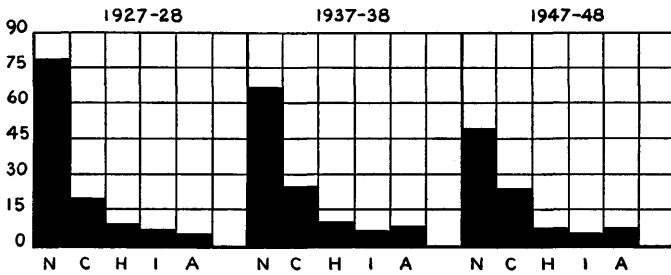
**ORTHOPEDIC CONDITION<sup>(1)</sup>**

**TUBERCULOSIS CARDIACS<sup>(2)</sup>**

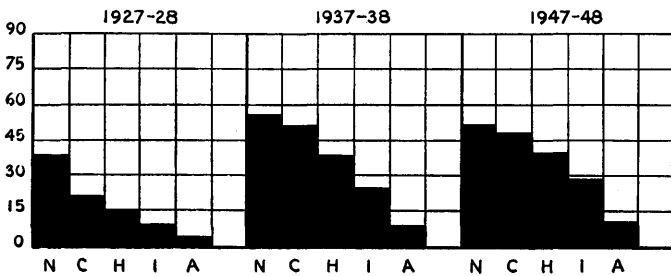
**OCCUPATIONAL COURSES IN MAINE HIGH SCHOOLS  
SCHOOLS WITH LESS THAN FIFTY STUDENTS**



**SCHOOLS WITH FIFTY TO ONE HUNDRED TWENTY-FIVE STUDENTS**

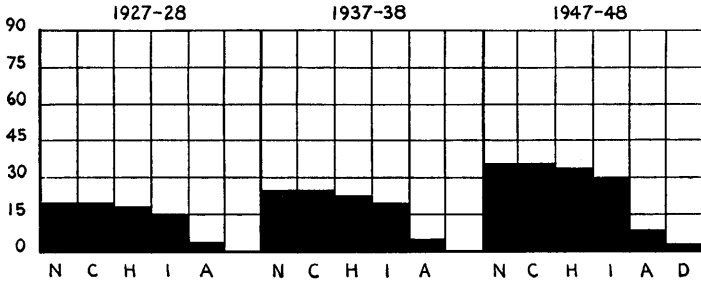


**SCHOOLS WITH ONE HUNDRED TWENTY-SIX TO THREE HUNDRED STUDENTS**

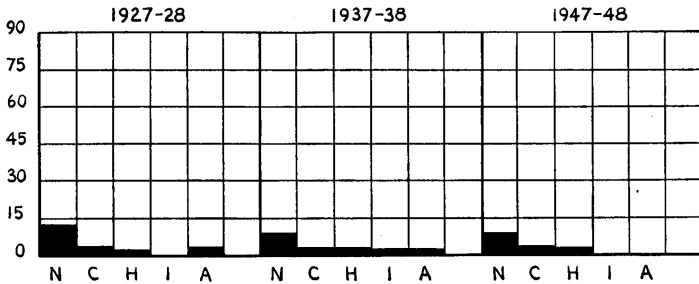


N - NUMBER OF SCHOOLS  
 C - NUMBER OF SCHOOLS OFFERING A COMMERCIAL COURSE  
 H - NUMBER OF SCHOOLS OFFERING HOME ECONOMICS  
 I - NUMBER OF SCHOOLS OFFERING INDUSTRIAL ARTS OR VOCATIONAL SHOP  
 A - NUMBER OF SCHOOLS OFFERING AGRICULTURE

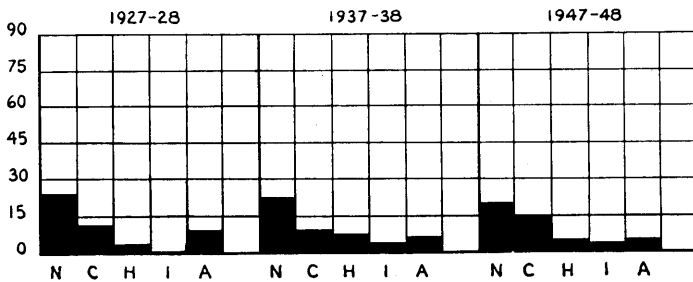
**OCCUPATIONAL COURSES IN MAINE HIGH SCHOOLS  
SCHOOLS WITH MORE THAN THREE HUNDRED STUDENTS**



**OCCUPATIONAL COURSES IN MAINE ACADEMIES  
SCHOOLS WITH LESS THAN FIFTY STUDENTS**



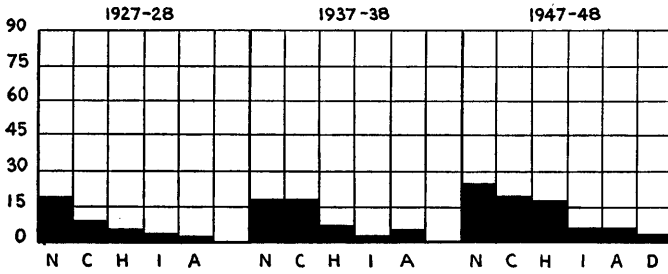
**SCHOOLS WITH FIFTY TO ONE HUNDRED TWENTY-FIVE STUDENTS**



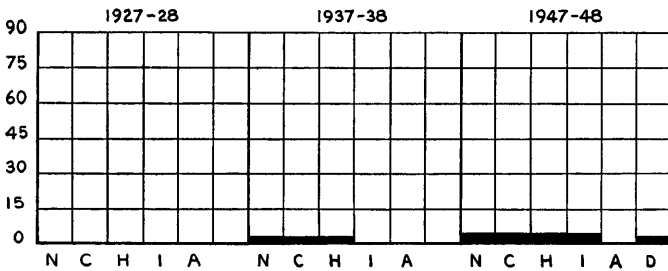
- N - NUMBER OF SCHOOLS
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- I - NUMBER OF SCHOOLS OFFERING INDUSTRIAL ARTS OR VOCATIONAL SHOP
- A - NUMBER OF SCHOOLS OFFERING AGRICULTURE
- D - NUMBER OF SCHOOLS OFFERING DISTRIBUTIVE EDUCATION

### OCCUPATIONAL COURSES IN MAINE ACADEMIES

#### SCHOOLS WITH ONE HUNDRED TWENTY-SIX TO THREE HUNDRED STUDENTS

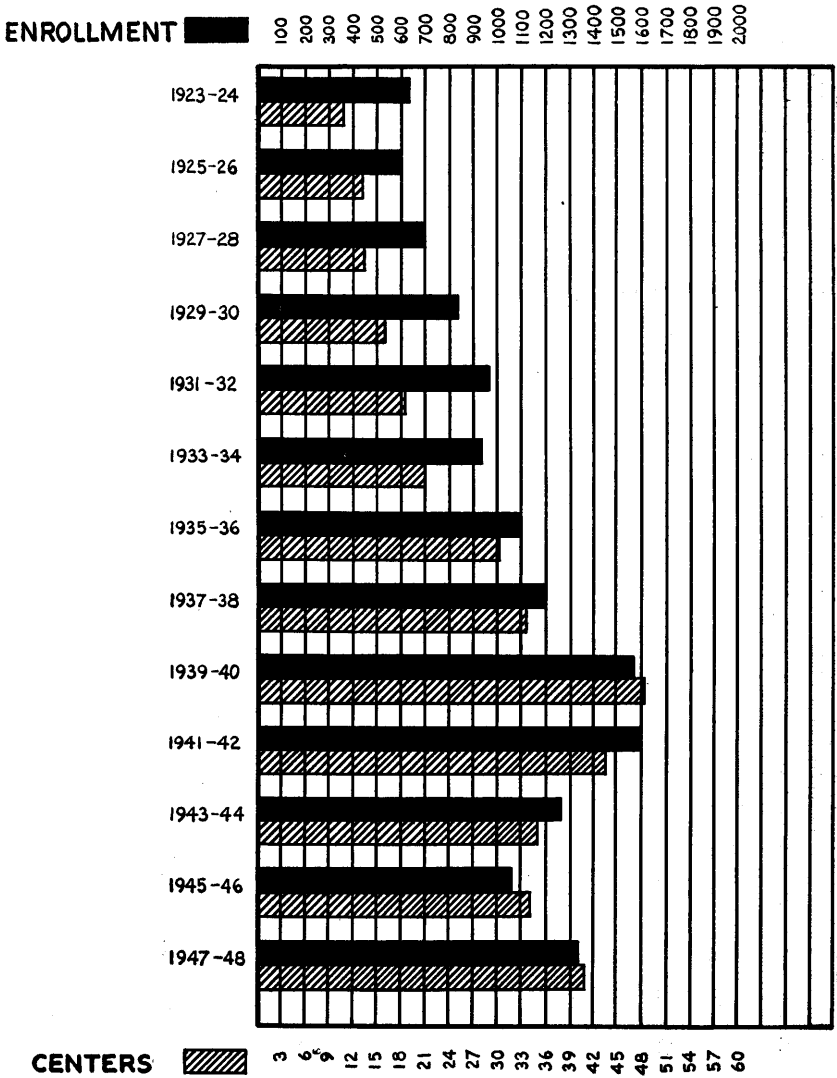


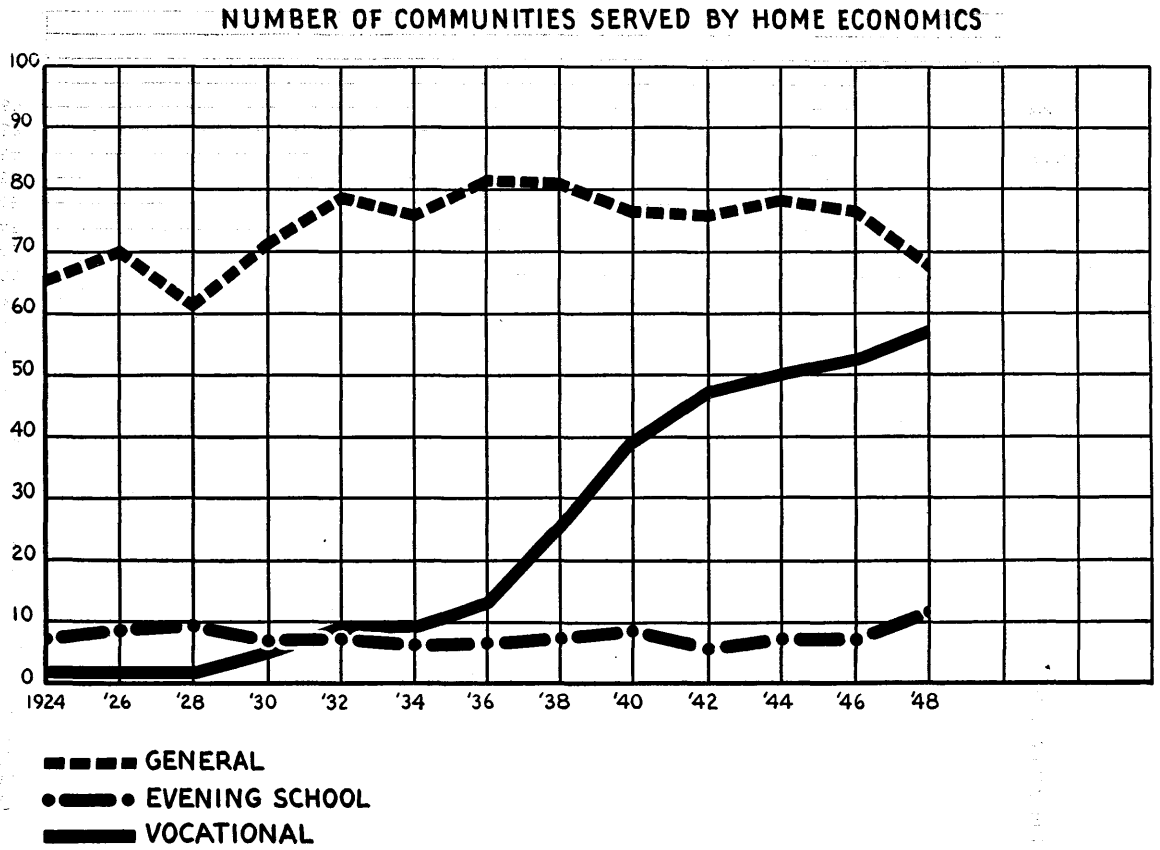
#### SCHOOLS WITH MORE THAN THREE HUNDRED STUDENTS

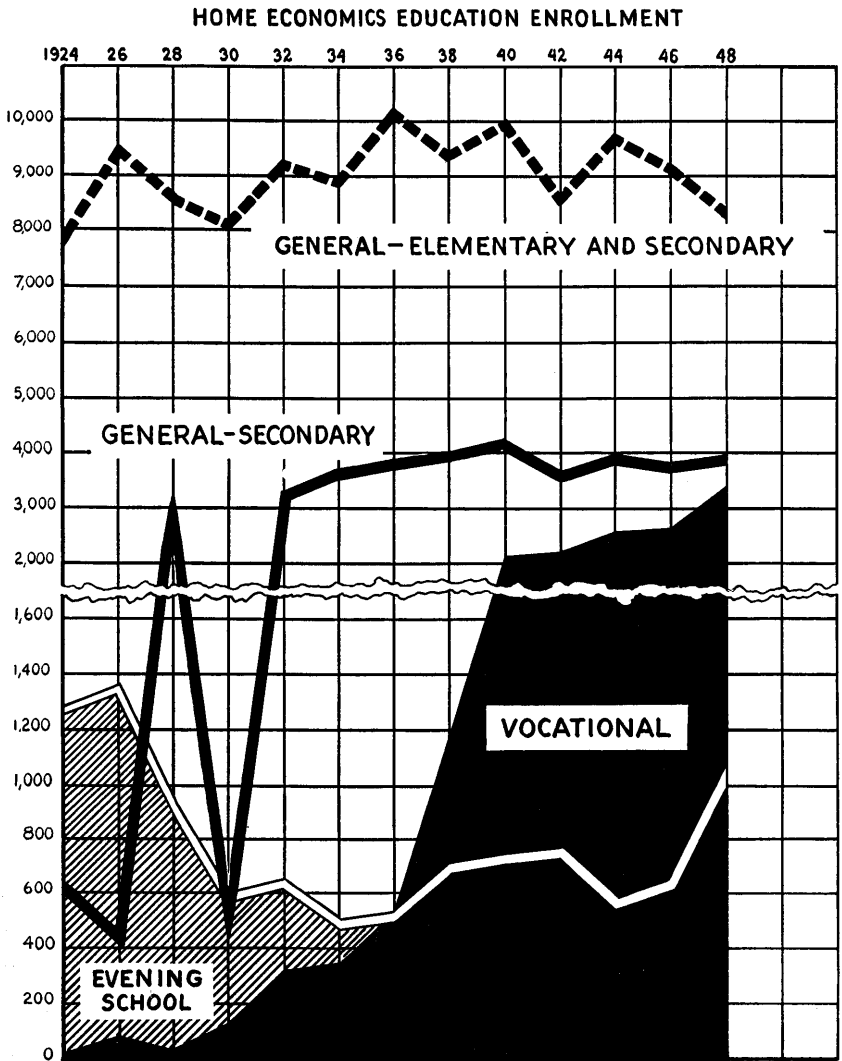


- N - NUMBER OF SCHOOLS
- C - NUMBER OF SCHOOLS OFFERING A COMMERCIAL COURSE
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- I - NUMBER OF SCHOOLS OFFERING INDUSTRIAL ARTS OR VOCATIONAL SHOP
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- D - NUMBER OF SCHOOLS OFFERING DISTRIBUTIVE EDUCATION

VOCATIONAL AGRICULTURE  
DAY SCHOOL PROGRAM  
1923 - 1948

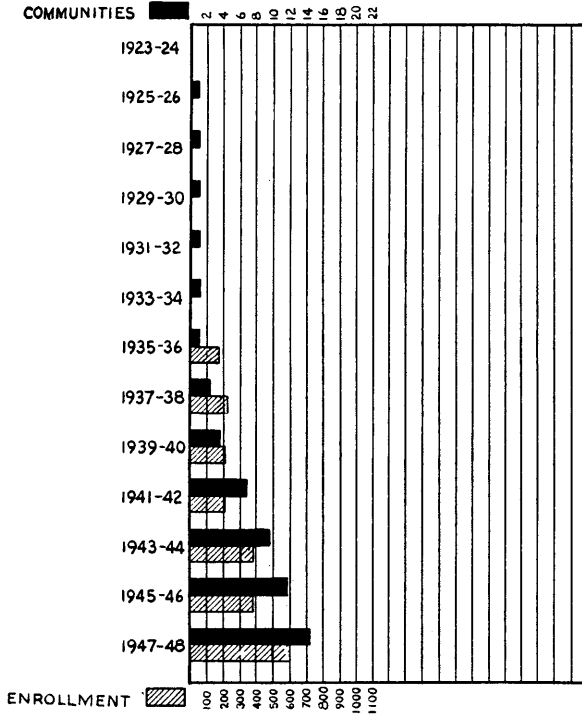






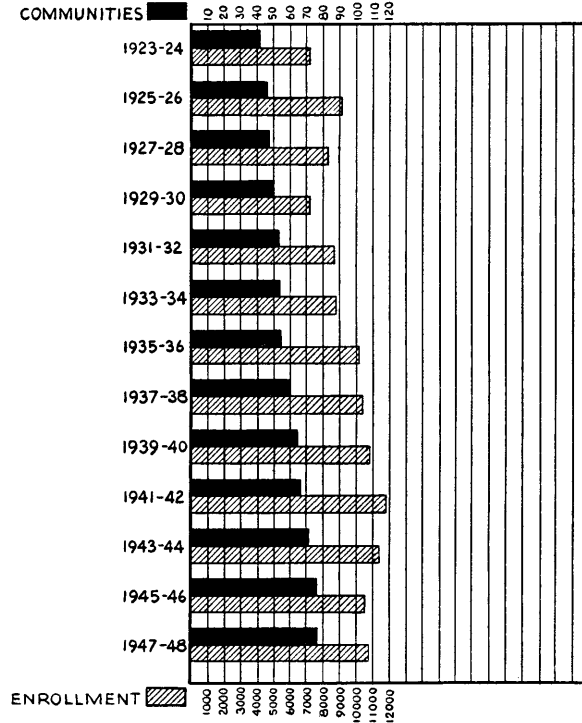
TRADE AND INDUSTRIAL EDUCATION

DAY SCHOOL PROGRAM  
1923-1948



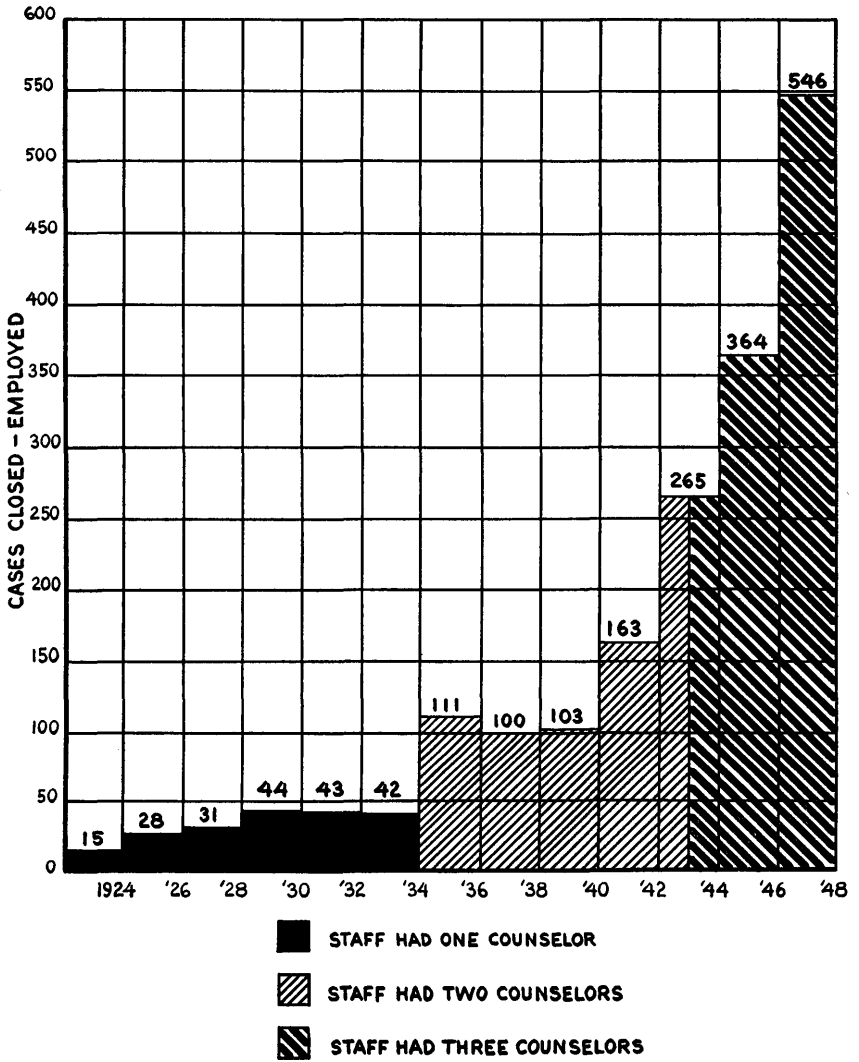
INDUSTRIAL ARTS EDUCATION

DAY SCHOOL PROGRAM  
1923-1948





VOCATIONAL REHABILITATION SERVICES



**Recommendations**

(1) *That the state substantially increase its subsidy to towns for maintenance and operation of schools.*

Careful study of statistical data on state and local expenditures for schools shows that municipalities have been obliged to virtually double their tax effort to support education. The average local rate for maintenance and operation of schools has increased from .012 in 1940 to .02243 in 1947. This upward revision is placing a hardship on many towns with their relatively fixed sources of tax revenue. As a matter of fact, there is great variation in the potential of towns to support good educational programs. A study of this ability shows a spread of from \$631 to more than \$100,000 in assessed property per child to be educated. The average for the state is \$4381. The corollary to this condition is clear. Either the state must accept present standards as generally satisfactory or it should assume, by virtue of its broader tax authority, a greater share of school costs in its partnership relations with the local communities. While the step is desirable in all situations, financial assistance is needed by a majority of towns which must make suitable provisions for the support and maintenance of schools, as directed by the Constitution.

Teaching services are closely interwoven with the over-all problem of school finance. Few would take issue with the statement that the most important element in any school, other than the children themselves, is the teacher. The teaching supply began to fall off as early as 1936 with the trend assuming proportions of catastrophe during the early 1940's. The chart of normal school enrollments shows that in 1944 only 458 were preparing for elementary teaching in the several normal schools and teacher colleges. The present enrollment is 879, a level which is 14% below normal and which takes on greater significance when compared with the recommendation of the Maine School Finance Commission in 1934 that annual student load in these schools for the future should be about 1600. Enrollment is only one of the important factors contributing to the critical teacher shortage in Maine. Largely because of inadequate salary schedules, hundreds of teachers have left the state for teaching positions elsewhere or have abandoned the profession entirely to engage in different vocations. These inroads on the prepared and experienced staff, together with a sharply diminished supply of trained replacements, have had serious impacts on standards of teaching. As a

result, hundreds of young people will face life with handicaps which are directly traceable to the inadequate school situations of the decade.

Forecasts of teacher supply and need for the future are not encouraging. To eliminate overcrowded classrooms and sub-standard certificates and to provide normal replacements, 2000 trained teachers (1600 elementary and 400 secondary) should be available for service next fall. The secondary demand may be met partially, but the elementary prospects are drab indeed. Not more than 200 will be entering this field from the several schools. Moreover, the number of probable graduates in immediately succeeding years will not only fail to provide for the usual separations, but will also offer no hope for solution of other pressing problems.

Local communities, with the state cooperating, have improved salary schedules in an effort to staff their schools. Unfortunately, these changes have been accompanied by spiraling economic conditions which have nullified them to a major degree.

The Legislature has not been unmindful of these trends and has successively improved minimum salary provisions and increased subsidy to towns for implementing the new requirements. This effort has been wholly commendable and has averted what might have been a virtual collapse of the educational system. Further revisions of this nature have been proposed by some who are actively interested in the problem. I have taken the personal point of view that the critical area at the present time is that of keeping well-qualified and experienced teachers in Maine classrooms working with Maine children. If this assumption is correct, the pressing need is to improve opportunities for advancement, which are presently ceilinged at levels which do not provide for satisfactory living standards or incentive to remain in service. It is my conviction that minimum salaries are significant but that creating a spread in salary opportunities to reasonable maximums offers a far greater expectation for improving the unsatisfactory conditions which exist in the state at present.

These several factors underlie the recommendation that the state should develop its subsidy program to a degree which will enable local school committees to establish reasonable salary schedules based on education, experience, efficiency and local conditions to the end that good teachers may continue their service to children under a salary program commensurate with financial

demands on them and which provides promotional opportunities fundamental to morale.

(2) *That the program for equalizing educational opportunities be strengthened.*

The wide range in abilities among towns and cities to make suitable provisions for the education of resident children was pointed out in a previous section. About ten years ago the Legislature recognized these inequalities and, in order that residence and taxable wealth should not define completely the limits of child opportunity to prepare for living and making a living, enacted an equalization law so-called. Under its provisions an amount approximating \$475,000 has been distributed to towns in which reasonable taxation of rateables would not support a defined minimum program of public education.

For several years the law served adequately the objectives for which it was designed, but with rising costs its effectiveness has been impaired. As a result, there are many communities in the state in which unsatisfactory educational situations exist, and, despite willingness to tax themselves at high rates, the citizens lack the financial ability to improve conditions without assistance.

Experience with the present equalization law has revealed several undesirable elements and it is felt that the whole structure should be carefully surveyed with a view to revising and simplifying the basic instrument, relieving recognized inadequacies, and making the program more functional in terms of existing conditions.

(3) *That legislation be enacted which will assist towns with construction programs essential to the well-being of their schools.*

Attention is directed to the statistics on present and probable enrollments which appear in the graphic section. The rapid rise in the curve is the direct result of a phenomenal change in the birth rate in Maine from a normal of 15,000 or 16,000 to an all-time high of 23,908 in 1947. Problems accompanying this unprecedented change are evident already as enrollments in primary grades all over the state have increased. Communities have met the situation largely by overcrowding available space. There are at present more than 1000 classrooms in the state in which learning opportunities for children are reduced seriously because of the large number of pupils assigned to individual teachers. Conditions of this sort will become progressively worse unless school facilities are rapidly expanded.

Maine's problem in this respect is not unique. Every state is faced with the stark reality that present school facilities are inadequate for the education of the school population of the next decade. Coincidentally, a vast majority of towns do not have ability to finance the necessary construction even though the people may be willing to obligate themselves for comparatively large amounts through school district procedures.

The superintendents of the state were asked to estimate the number of additional classrooms, based on reasonable pupil-teacher ratios, which would be necessary to provide for school enrollments during the next five years. Their responses totaled 811. They were asked further to appraise the number of new classrooms, other than those included in the first listing, which should be built in order to replace hopelessly obsolete and/or inadequate rooms now in use. Their reports totaled 791. In addition 854 more classrooms were deemed essential if educational values and financial efficiency were to be given appropriate consideration.

I do not feel that the people of Maine will accept further overcrowding, housing schools in makeshift rooms, or platooning schools with educational opportunities reduced by 50%, as necessary limitations on the children of the state. If these conclusions are correct, a new policy should be developed for assisting towns and cities with essential expenditures for school construction. This program might take the form of outright grants based on educational needs and local ability to meet these needs.

(4) *That a long-range plan, designed to improve schools in Unorganized Territories, be adopted and implemented.*

Section 142 of Chapter 37, R. S. 1944 provides that "All children between the ages of 5 and 21 years who reside with a parent or legal guardian in unorganized territory within this state shall be entitled to school privileges, which shall be provided under the direction of the commissioner under such rules and regulations as may be made from time to time by him and approved by the governor and council."

Attention is called to the report of the director of this division which shows a marked increase in the educational load in the unorganized territories. This factor, together with rising costs, has increased considerably expenditures for this activity. It has been necessary to supplement the appropriation for the biennium from

other departmental resources and from the contingent fund in order to provide the services required by law.

Conditions of housing, transportation, and general efficiency in some of these schools, particularly those in certain townships which were deorganized recently, do not meet reasonable standards and should be improved as rapidly as possible. I recommend a program of building one school each year for the next decade, at least.

(5) *That more adequate maintenance at the normal schools and teacher colleges be provided.*

The state has property presently valued at \$2,952,178 at the normal schools and teacher colleges which has not been maintained satisfactorily for a long time. As a result, the facilities are in poor repair and need immediate attention, not only to preserve the investment but also as a means of improving the educational programs in them. I shall not attempt to discuss these conditions in detail in this report. Rather, I shall point out that based on a schedule of 1½% per year the repairs program for the past eight years has fallen behind \$200,000. In connection with these schools, I should like to point out also that expenditures for salaries and educational equipment likewise have been inadequate to the end that many of the offerings are seriously handicapped.

Attention is called to the detailed reports on these teacher-training institutions in which, among other items, the need for a boys' dormitory at Gorham and a library-classroom building at Farmington is discussed. Provision for the construction of these buildings, as soon as possible, is recommended.

(6) *That educational facilities and services for handicapped children be more adequately financed.*

The 92nd Legislature made provisions for the education of the physically handicapped children of the state and directed that a wide range of special educational programs should be made available. The purpose of the law was to provide educational services and facilities for children who cannot be adequately taught in regular public school classes because of physical disabilities.

Parents of these children have become familiar with the legislation and requests for special provisions for them have increased annually. The Department has been forced, in many instances, to refuse the assistance mandated in the law because there were not

sufficient funds to provide the necessary services. This is an untenable position which should be corrected.

### **Conclusion**

In the above recommendations I have tried to highlight only items of major importance. There are many other aspects of the educational program which could have been included.

The fine cooperation which the Department has received from the Maine Teachers' Association, the Maine Congress of Parents and Teachers, the several colleges and the university, and many social and fraternal organizations, is deeply appreciated.

I am grateful, too, for the splendid morale which exists among my professional associates in the immediate Department and in the field. The loyalty and zeal of these educators is invaluable in the present and bespeaks progress in the years ahead.

## PART II

### TEACHING SERVICES

Edward E. Roderick  
*Deputy Commissioner*

#### TEACHER PREPARATION

The preparation of the teacher is basic to any system of public education. No progress worthy of mention can be made except it be based on a staff of teachers thoroughly grounded in the art of teaching. Child growth and development must be thoroughly understood if maximum results are expected. This growth must be both physical and mental. Our elementary teacher-preparation curriculum is gradually evolving with the emphasis on

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

Teacher-preparation institutions in Maine are now classified into two groups—those offering at least three years of post high school training leading to the three-year diploma, and those recognized as teachers' colleges offering four years of post high school training and leading to the degree of Bachelor of Science in Education. Two qualify as colleges; namely, Gorham and Farmington, and three as normal schools; Washington, Aroostook and Madawaska Training School. The curriculum is identical for the first three years in all and differs only in the fourth year in institutions offering that amount of preparation. The advantage is obvious, and students beginning in any school may transfer at will without loss of time. The fourth-year offering is not in final form and is set up tentatively.



ELEMENTARY TEACHER-PREPARATION CURRICULUM

First Year

Required Courses	Classes Per Week	Credit Hours Per Year
*English Fundamentals.....	3	6
Recent History.....	3	3
Elements of Geography.....	3	3
*Health and Physical Education.....	6	5
Functional Mathematics.....	3	3
*Biological Sciences.....	4	6
Principles of Art.....	4	2
Fundamentals of Music.....	3	2
Introduction to Teaching.....	3	2
No electives.....		
		<hr/>
*Full-year course.....		32

Second Year

Psychology of Learning.....	4	3
Child Psychology.....	2	2
Health and Physical Education.....	3	2
Physical Science.....	3	3
Music.....	3	2
Art.....	4	2
*Masterpieces of English and American Literature.....	6	6
Geographical Background of American History..... (Period of Exploration to Civil War)	3	3
United States History Since Civil War.....	3	3
Sociology.....	3	3
The Child and the Curriculum I.....	4	3
Three non-credit service hours in Physical Education and Recreation throughout the year		
		<hr/>
*Full-year course.....		32

Third Year

Child and Curriculum II.....	4	3
*Children's Literature and Language Arts.....	4	4
or		
†Junior High School Literature and English		
Principles and Techniques of Guidance.....	3	2
Maine History.....	2	2
Economics or Government.....	3	3
Elective.....	3	2
‡Student Teaching 18 weeks full time.....		16
		<hr/>
		32

\*For specialization on lower-grade level.

†For specialization on upper-grade level.

‡In four-year program may be offered in fourth year or may be divided into two nine-week units—one offered during third year, the other during fourth year. Elective courses will be offered in place of student teaching moved out of third year.

## REPORT OF THE

## Fourth Year

		Credit Hours Per Year
	<u>First Semester (One-Half)</u>	
Junior High School Education or Preprimary Education or Elementary Curriculum.....	(4)	2
Economic Problems.....	(4)	2
*Modern Music.....	(4)	2
*Journalism.....	(4)	2
*Play Production.....	(3)	1
*Shakespeare.....	(5)	2½
*Mathematics.....	(4)	2
*Chemistry.....	(4)	1½
*Physics.....	(4)	1½
*Economic Geography.....	(5)	2½
*Teaching Primary Science.....	(4)	2
*Teaching Elementary Science.....	(4)	2

Second Half

Student Teaching.....		8
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Second Semester

Philosophy of Education.....		3
Education Seminar.....		3
Current History.....		1
*Advanced Music.....		2
*Art.....	(4)	2
*Intermediate Education.....	(3)	2
*Primary Education.....	(3)	2
*English Literature.....		3
†Effective Composition.....		2
*Remedial Reading.....		2
*Mathematics.....		4
*Chemistry.....	(4)	3
*Physics.....	(4)	3
*English History.....		3
*European and Asiatic Geography.....		3
*The Family.....		2
*Maine History.....		2
*Political Science.....		3

Numbers in parentheses indicate the number of class hours per week in courses receiving less than full credit.

\*Elective.

†Required of all seniors who cannot reach a satisfactory standard in written expression.

### **Aroostook State Normal School**

The Aroostook State Normal School plant was leased to the Federal Public Housing Authority Agency during the period of the war, and has now been turned back to the state. The restoration of this elementary teacher-training program has not been an easy task. It has meant starting the program from the very beginning, taking in a new group of students each school year until three years of work was the offering. The opening of the school year 1948-49 will mark the beginning of the third and final year's course. Along with this it has become necessary to provide liberal arts work for veterans whose course of training was interrupted because of the war and who had found it impossible to secure admission to liberal arts and vocational schools. It should be said in passing that many of these liberal art students have become indoctrinated and are now preparing for the teaching profession.

The state has purchased the home of the former principal, Mr. S. L. Merriman. It is located directly across the highway from Aroostook Normal School and grounds. The purchase price was greatly reduced from its normal value, provided, it is maintained as the home of the head of the institution and in memory of former Principal Merriman.

#### **Report of Principal C. O. T. Wieden**

**Reopening**—The Aroostook State Normal School, which had been closed in June of 1943 in order that its facilities might be used by the Federal Public Housing Authority for housing civilian workers of the local airbase, was reopened quietly on September 23, 1946. To safeguard the meager enrollments in other teacher education institutions of the state, the program for 1946-47 was limited to first-year students only. Two curricula were offered: e.g., Teacher Education for which eight men and 24 women were enrolled, and Liberal Arts, in which 22 men and five women were entered. A faculty of four was secured in addition to the principal and secretary, who were serving in that capacity at the time of the closing in 1943.

Formal recognition of the reopening was made on the evening of November 20, with an address by Commissioner H. V. Gilson, a history of the school and music provided by the alumni. The alumni also took charge of a ceremony the following June, when a plaque was presented, designating the principal's residence as Merriman House in honor of Mr. S. L. Merriman, who gave many

years of service as principal of the Aroostook State Normal School.

**Analysis of Enrollment**—Of the 32 students enrolled in the Teacher Education Curriculum in 1946-47, 18 returned the next fall for a second year, and this group was supplemented by six Liberal Arts transfers and two former students. Seven of the Teacher Education group continued their education in other fields in keeping with their interests and abilities. Of the 27 in the Liberal Arts Curriculum eleven transferred to the University of Maine, six transferred to the Teacher Education program at the Aroostook State Normal School, and six continued at other colleges. Further analysis of the Teacher Education students entering in 1946-47 shows that of the 26 who completed the second year of work, 16, supplemented by one transfer, are registered for the third year, four have transferred to other institutions to prepare for the secondary field, and two are teaching.

Of the 51 entered in the fall of 1947-48, 16 men and 22 women were enrolled for Teacher Education and 13 men for Liberal Arts. Of those in teacher education, 21 are now registered for their second year, and this class is augmented by four transfers from the Liberal Arts program and one from another institution. Of the 13 in the Liberal Arts Curriculum, seven have transferred to other colleges and one has enlisted.

**Faculty**—At the end of the first year, one staff member left to continue work for a doctorate degree and one transferred to another institution. In addition to these two replacements, an added staff member was secured and a dietitian was added to serve as stewardess and staff member.

**Housing and Equipment**—During the first year the entire resident student body and faculty lived and dined in South Hall. Because of limited funds and scarcity of labor, comparatively little has been done in the matter of needed repairs. The furniture in one of the barracks built under the auspices of the Federal Public Housing Authority, however, was purchased and used in equipping South Hall throughout.

For the start of the second year, Normal Hall was opened for occupancy by men students and faculty members. Dining facilities have been moved back to Normal Hall in preparation for the 1948 summer session.

In order to safeguard curriculum standards, a considerable amount of science equipment and library books have been added.

During this biennial period the library has been increased by 2,000 volumes, fluorescent lighting has been installed in two classrooms, and interior decorating has been done.

**Guidance and Recruitment**—A vigorous guidance program has been instituted; and, as a part of this, high schools have been visited and a county guidance association sponsored. In order that the school might be of as much service as possible to the county, an extension course was given during 1946-47 in conjunction with the University of Maine Extension Service. In June 1948, one former student of the school, who had completed third-year requirements through summer-session work, was graduated.

**Summer Session**—As this biennial period closes, a summer session with an enrollment of over a hundred, is just starting. An aviation education course, conducted in conjunction with the Civil Aeronautics Administration, and a School and Community Services course, feature a varied program designed to meet the needs of enrollees, who were polled in advance as to preferences for courses.

### **Farmington State Teachers College**

This is the oldest teacher-preparation institution in the state, and it has turned out thousands of well-trained instructors of youth. Its graduates may be found in all parts of the country, and enrollment is increasing rapidly.

A bequest, mentioned in a previous report, made by a former graduate, Miss Edith E. Clifford, will make possible one of the finest teacher-training libraries in the east. It is hoped to make this a distributing center for other teachers' colleges and normal schools and, in fact, regular schools of this state which are in need of traveling libraries for students doing special research work, or developing units of instruction. The Federal Office of Education has made available funds for developing plans for a new addition necessary to provide adequate library quarters, science classrooms and laboratories. This Federal grant does not call for repayment of funds unless plans developed for this purpose are eventually used.

The preplanning for this college campus calls for the ultimate addition of several buildings arranged in a quadrangle as far as practicable, bearing in mind the necessity for the utilization of already existing buildings.

The demand for graduates, trained in the field of home economics, far exceeds the supply. This creates a necessity for admitting more students for this special training than has been the case heretofore.

This Teachers College is losing one of its very ablest staff members in the person of Miss Helen Lockwood who for many years served as Head of the Home Economics Department. Having reached retirement age, she has decided to sever her official connections with this school. The department has prospered under her leadership. She is a leader of youth, inspires confidence and commands respect.

#### Report of President E. L. Dearborn

The years 1946-48 constitute the first biennium during which Farmington has offered only four-year curricula. At the 1947 Commencement Exercises 23 degrees were granted, 12 in home economics and 11 in education. Ten young women received the three-year diploma. Of the class which entered in 1944 with the understanding that they could pursue either a three-year or a four-year program, only three terminated their course at the end of three years.

Although the class which graduated in 1948 was small in comparison with the need for new teachers, it was considerably larger than that of the previous year. Twelve received the degree of Bachelor of Science in Home Economics, 35 were awarded the Bachelor of Science in Education, and 18 the three-year diploma. Of the last group, all except one were teachers of experience. Most of these had previously earned two-year diplomas at this or other institutions.

**Enrollment**—The total number enrolled in the first year of the biennium was 283 of which 200 were women and 83 men. For the regular year 1947-48 the total registration was 304, of which 103 were men. An analysis of the enrollment for the latter year shows that 113 different secondary schools were represented by graduates. Enrollment by counties was as follows: Androscoggin, 28; Aroostook, 9; Cumberland, 14; Franklin, 34; Hancock, 10; Kennebec, 39; Knox, 4; Lincoln, 9; Oxford, 26; Penobscot, 28; Piscataquis, 11; Sagadahoc, 7; Somerset, 37; Waldo, 10; Washington, 5; York, 9. These figures show that Farmington is in no sense a local institution but one that is serving all areas of the state.

**1947 Summer Session**—The registration for the 1947 summer session was 372. Most of those attending were experienced teachers, although 18 young people, many of them just out of high school, were enrolled in a Workshop for High School Graduates. Through observation and participation in the program of a demonstration group set up as a rural school, these young people were much better prepared to start work in September as sanctioned teachers than they would otherwise have been.

Eighteen students participated in the full-time program of a Workshop in Child Growth and Development. Thirty-six were enrolled in a Workshop in Aviation Education, a one-week program conducted cooperatively with the Civil Aeronautics Administration. Through cooperation with the American Red Cross, the National Girl Scout organization, the 4-H Clubs, and other groups a new course, Community Youth Services, was satisfactorily presented. Under the direction of Miss Esther Lipton, a popular and valuable course in Education of Handicapped Children featured the work of the first three weeks.

A unique, and certainly one of the most satisfactory courses offered at this session was the course in Sociography. This was under the direction of Principal C. O. T. Wieden of Aroostook State Normal School who was assisted by Miss Agnes Mantor and Mr. Charles Preble.

**Home Economics**—Due to the great demand for teachers of home economics, the college has gradually been increasing the size of classes entering this department. The present situation would appear to indicate the need of admitting at least 40 students to this course each September. Added laboratory facilities will be needed at once if this is to be done. Much of the growth and excellent work of this Department has been due to the untiring effort of Miss Helen E. Lockwood, Dean, who retired at the end of the 1947-48 college year.

**Faculty**—The educational level of the Farmington faculty has continued to improve. No faculty members for the regular college staff are now being employed unless they hold at least a master's degree. The campus school is staffed with a very capable group of teachers. It is regrettable, however, that there are still members who have not completed the requirements for a bachelor's degree.

**Library**—Stacking, storage and reading-room space are entirely inadequate to take care of the rapid growth and greater use of the library.

**Recruitment**—During the last two years, no active recruitment program, which would include visits to Maine's secondary schools, has been attempted. Probably in view of the great shortage of teachers this has been a mistake. Any considerable increase in enrollment would, however, necessitate an immediate provision of added dormitory facilities, the present accommodations being used to near capacity.

A very satisfactory contract, from the standpoint of the state and the Town of Farmington, is being maintained for practice teaching. It has been found necessary to require municipalities, in which teaching facilities are maintained, to assume a larger proportion of the cost because of the general increase in cost of teaching services, textbooks, supplies, equipment, fuel and maintenance services. The state now bears approximately 60 percent and the town 40 percent of this cost, which appears reasonable.

The Board of Trustees has purchased the Small home, so-called, with the idea of erecting a library and classroom building on this site. The land is adjacent to Normal Hall, or the Administration Building, and makes an admirable addition to the campus.

### **Gorham State Teachers College**

The second oldest teacher-preparation institution is located in the Town of Gorham. It is now well established as a teachers college, and in addition to its regular elementary teacher-preparation program offers special preparation for industrial arts teaching. This school will have a record enrollment for the 1948 summer session of well over 400 students who are desirous of upgrading their training.

Student-teaching facilities are being maintained by the Town of Gorham with the distribution of the cost on the same ratio as at Farmington.

A men's dormitory is greatly needed. Conditions for the housing of men students have changed greatly from earlier years when it was possible to secure this housing by the provision of rooms secured in private homes. Plans for a men's dormitory have been prepared from Federal funds and made available, and the payment will not be called for unless these plans are used.



The rooms of Robie and East Hall have been refurnished with up-to-date furniture with funds made available through good management of the maintenance division of this institution.

**Industrial Arts Course**—This division of teacher preparation is taking on a new lease of life. War Surplus Commodities, made available in substantial amount, together with the donation of the Officers' Building from the Houlton Airport, moved at government expense, have made it possible to improve our teacher-training program in this field.

#### Report of President F. L. Bailey

This college is specializing in several fields, first offering work of an elementary teacher-preparation nature leading to a degree. This work covers a kindergarten-primary course preparing teachers to teach from kindergarten through the third grade. A junior high school course, which is open to both men and women and prepares teachers to teach in special fields covering grades seven, eight and nine is offered, as well as an industrial arts course to prepare teachers for service in both the elementary and secondary fields in the schools of this state. We are also offering a cooperative guidance program. This is designed to direct the attention of high school students to teaching as a profession, and calls for an intensive recruiting program, which we have attempted to carry out, and have met with excellent results. The freshman enrollment in 1947 was 126 students. This, in the light of the great pressure which has been exerted on qualified high school graduates to go into other fields of service, is considered a very satisfactory accomplishment.

**Summer Session**—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.

**Utilization of Facilities**—It is anticipated that for the school years 1948-49, 1949-50 there will be a college enrollment of slightly more than 400 students. Therefore, additional faculty and classrooms will be needed to provide for this large increase in

enrollment. A partial answer to this problem would be the use of the old gymnasium in Corthell Hall, dividing it into classrooms. The school is fortunate in that respect since a number of very desirable rooms could be obtained at minimum cost. This not only would provide classrooms for regular work, but for the expansion of the music program if it should be considered desirable to move in that direction.

**Campus School**—Enrollment in the Campus School numbers more than 370 and taxes this building to capacity. In fact, facilities are not now adequate to give this group the type of training they are entitled to receive. A gymnasium for the use of this group has become essential.

**Extension Work**—The growing demand for the upgrading of teachers calls for renewed activity along this line. The faculty of this institution is anxious to be of service in this arrangement and wishes to cooperate in every possible way. This is commendable since this work is far-reaching and serves as a tremendous influence in the improvement of general education. It is deserving of approbation and encouragement on the part of all connected with this particular phase of teacher education.

### **Madawaska Training School**

The nature of the offering at Madawaska Training School is being changed to meet more adequately the educational needs of the teachers of the area. The expansion and development of the offering will involve a renovation of the physical plant to provide courses in homemaking and science. The aim will be to dignify and vitalize life. It is hoped that this will be sufficiently developed to be in full operation by September, 1948. Its aim will be the improvement of social and cultural standards of the rural areas. The present program calls for preparation in the field of elementary teacher training, and this will be continued but intensified to cover not less than three full years of this work, while gradually eliminating the secondary school offering.

For some years the general condition of the campus buildings has presented a critical problem of maintenance. During the closing weeks of the biennium, a beginning was made in the renovation of a part of the space devoted to student living quarters. With funds at hand, several rooms were transformed from dismal, unattractive and run-down quarters to colorful and stimulating habitations. By adapting space not hitherto used to advan-

tage, a functional social room was created on the second floor of the women's dormitory. The effect of this renovation already has been marked by the increased personal interest of resident students in their more attractive living space. Much needs to be done to bring the total plant up to this standard. Too long has this important phase, which contributes greatly to a sound basis for student living, been neglected.

#### Report of Principal R. F. Crocker

June 30, 1948 marked the completion of 69 years of service by this institution to the people of northern Maine. This service in the beginning was to a people who had been isolated in this northern area for over a hundred years. In the year 1878 these inhabitants were confused in many respects, for they were really a people without a country. The fine patriotism and devotion to duty as demonstrated during World Wars I and II are testimony to the progress that has been made.

With the passage of the years, the problems for the institution change. The emphasis must be changed from time to time to serve the area better. Mr. Edward E. Roderick, deputy commissioner, in his preceding report has outlined changes that should be made in offerings to the young men and women of Madawaska Territory so-called.

The addition of a third year of teacher training is desirable. No diplomas were awarded in 1948 because of the anticipated changes in the curriculum. The people were advised that the first year of high school work would be dropped in the fall of 1948, and that the remaining years of the secondary school program are to be eliminated one year at a time during the next three years.

During this period the farm has produced a respectable profit each year and has made it possible to supply the dormitories with more and better food than could have been afforded otherwise. Increasing student costs simply deprive students of educational opportunities which, in this day of teacher shortage, are a serious loss to the state as well.

Registration in 1947-48 reached the highest mark since before the war. The number was 123.

The summer session of 1947 placed special emphasis on helping Permit and Sanction teachers. This is recognized as the most serious problem in the area. Besides this, the curriculum provided offerings for those working for third or fourth year credits.

### Washington State Normal School

Enrollments in this institution have been very low in recent years. The graduates have not been sufficient in number to meet the demand. A determined effort is being made to encourage high school graduates, considered to be promising teaching material, to enter this excellent training institution and there secure the preparation required for this field of public service. The normal school is the only institution of higher education in Washington County, and everything within reason should be done to upgrade the standards and make the quality of instruction second to none. This can be done only when those selected for this special preparation have passed rigid entrance requirements.

The furniture in the dormitory has reached the point where it must be replaced. An extensive program with this objective in mind is now on the way to fulfillment. A good start has been made with furniture manufactured at the Maine State Prison in Thomaston.

#### Report of Principal Lincoln Sennett

**Enrollment**—One of the outstanding developments at Washington State Normal School for the biennium 1946-48 has been the greatly increased enrollment of men. At the present time, the enrollment is about equally divided between men and women. Practically all of the men and a sizable group of the women are interested in upper grade and junior high school work, resulting in a serious shortage of students training for the primary and intermediate fields. Requests by superintendents for trained teachers during this period have greatly exceeded the number available. In order that this institution may meet this demand the enrollment should be at least doubled.

**Services to Eastern Maine**—Washington State Normal School is the center for educational and cultural meetings in Eastern Maine. Here have been held the annual meetings of the Josselyn Botanical Society, the Leadership Conference of the Maine Teachers' Association, the two post-war sessions of the Washington County Teachers' Association, and regular meetings of many organizations dealing with school affairs. As the only institution of higher learning in Eastern Maine, everything within reason should be done to make its influence felt throughout this geographical area.

We have had a demand for extension work far beyond our resources. If we had sufficient personnel, at least one-half of the elementary teachers of Washington County would be enrolled in extension courses during the year.

Our library, which is steadily growing, is thoroughly up to date and has practically all of its material in constant use.

Much new audio-visual equipment has been acquired enabling the latest teaching methods to be demonstrated in this field.

Washington State Normal School has had an active alumni association for the past two years under the leadership of Mrs. Margaret Moffett.

**School Plant**—Extensive repairs and improvements have been made during the past two years among which are the following: new bathroom in the dormitory in order that two apartments might be rented to faculty members; a new heating system installed in the O'Brien House; sanding of floors and redecorating of all the girls' rooms in the dormitory; and new furniture added as stated elsewhere in this report.

The school has an excellent corps of teachers, and teacher training is provided on both the elementary and junior high levels. We have one weak spot that needs special attention, and that is the strengthening of our junior high teacher-preparation facilities with particular emphasis on the vocational side.

### **In-Service Education**

A definite attempt is being made to upgrade teachers. This is done through pre-preparation, in-service training, through various means, such as, extension, correspondence, summer-session training, travel, leave of absence, study, observation and practice teaching and the teacher-exchange plan through the academic year.

Cadet teaching will be developed to care for extenuating cases where no program for observation and student teaching has been provided. This phase has definite advantages. First, it gives a student teacher an experience otherwise impossible while a trainee; that is, the "feel" of a school of her own where she is solely responsible for discipline and welfare. It is highly important for the superintendent to cooperate, avoiding the placement

of such a student teacher in an impossible situation, where a thoroughly trained and experienced person is required, and where an inexperienced person is almost sure to meet with failure. Second, such a plan makes it possible to earn moderately while learning. Oftentimes the amount required is not large, but does provide the necessary funds for the student to remain in school and finish the course of preparation. Third, in these days when towns are penalized for employing any but certified teachers, such a scheme eliminates much of the pressure exerted by superintendents on the promise of good pay to take up teaching before one has completed the prescribed course. Oftentimes one leaves with the good intention of returning, but the interruption of her training program leads to a failure to do so during the academic year; and thus is lost a fully prepared teacher to the profession.

**The Sociography Course**, an experiment as a part of the summer-session offering at Farmington State Teachers College during the summer of 1947, was developed with the result that the course far exceeded expectations. This was in the form of a state-wide travel course. The emphasis was on the technique of the excursion as a medium of teaching. Sixteen students were enrolled and three instructors devoted their full time to this group. A modern bus was chartered, made available and paid on a mileage basis. A large classroom was turned over to this group for exclusive use. All trips were preplanned, and the places to be visited were given intensive study prior to the visit. The unitary development was the objective.

State industry, government, and education programs defined the scope of the observational area. Institutions of higher education, court houses, the State House, homes and birthplaces of notable persons, memorials, and forts were visited. The itinerary included selected manufacturing processes such as boots and shoes, cotton and woolen goods, and lime and cement. Direct observation of trawling, seining, lobstering, and canning emphasized the significance of Maine's sea food industry.

The course was planned to cover six semester hours of college credit. Those who took it paid \$100 for tuition, which covered instruction and travel. They paid the regular fees for room and board, which covered their maintenance while on the base and en route. The same course will be repeated during the summer of 1948.

### General Education

The program in teacher-preparation institutions was broadened to provide a general education curriculum for those who could not gain admission to other institutions of higher education because of the great demand for this type of training occasioned by the returned soldier whose training had been interrupted by the war service. Courses acceptable for advanced scholastic standing were made available for those who desired them. This work will be discontinued by the Trustees as soon as the demand can be met by the regular academic colleges organized for this purpose.

### Scholarships

Many promising young people should be encouraged to prepare for teaching. Salaries are improving; and, if a financial lift could be provided through scholarships, many might be encouraged to pursue their preparation to teach. There are those who would gladly provide scholarships if they were encouraged to do so, and could be made to appreciate their real value to the profession. Following is a suggestion which might be found helpful in setting up a bequest of this type. Farmington State Teachers College recently received a bequest from one of its graduates. This provided the income from \$50,000 to be used perpetually for the provision of books for the college library. The residue of this estate is to be used, principal and interest, for establishing practical and social science laboratories.

#### Suggested Scholarship Plan

##### John Doe Memorial Teacher-Preparation Scholarship Fund

I hereby bequeath to the State of Maine, as Trustee, thirty-five thousand dollars (\$35,000), said fund to be in the custody of and invested by the Treasurer of State in securities with a Moody Rating of not less than Double AA, or an equally reputable rating firm; the income only to be used for the provision of elementary teacher-training scholarships not exceeding two hundred and fifty dollars (\$250) each per year; these scholarships to be awarded to students attending a Maine state teachers college and limited to residents of Franklin County unless the status of this institution is changed, in which event these scholarships shall be available to students, residents of said county, attending other state teacher-training institutions of similar status.

The Committee on Scholarship Awards shall pass on the eligibility of all applicants. This Committee shall be made up as follows:

1. The Commissioner of Education, Chairman
2. President of the state teacher-training institution
3. The superintendent of schools of the municipality where the institution is located.

In the event of a new designation in title of any or all of these officers and/or a change in name of this institution, or its discontinuance, these scholarships shall be granted; and students, awarded said scholarship by the Committee, shall have the right to attend other similar institutions operating within the state. The amount allocated for each scholarship shall be used to defray the cost of board, room, tuition, books, supplies, incidental fees and travel. The Committee on Awards shall base its decision on the following:

1. All applicants shall have been admitted to this institution previous to being considered for said scholarship on the basis of selective admissions in practice at time of application.
2. Each shall present evidence of good health based on a physical examination by a reputable practicing physician.
3. Each shall present a certificate of sound moral character and a scholarship standing placing the student in the upper half of the graduating class, and a diploma indicating graduation from a standard secondary school offering not less than four years of academic training. This certificate shall be issued by the President and/or the Superintendent of Schools serving in the municipality at time of the graduation.
4. The passing of a standard, comprehensive or accomplishment test acceptable to the Award Committee.
5. To be eligible, the applicant must present evidence to the Scholarship Award Committee that he or she is needy, dependent and virtually unable to attend this institution without financial assistance.

No candidate, who maintains a satisfactory record, shall be barred from applying for successive scholarships, at least four in number, meaning that such scholarship shall not be limited to



the length of the course offered in a state teacher-training institution if limited to less than four academic years in length.

If after graduation the successful applicant finds it possible to repay the amount of scholarship awarded, this may be done, though not required; and this amount reallocated to other worthy applicants by the Award Committee in the same manner as previously provided.

The said Committee shall exhaust the income and refunded scholarships each year if the demand makes that possible. While it is the intent that each eligible applicant shall be awarded at least two hundred and fifty dollars (\$250) each year, the Committee may at its discretion grant a partial scholarship if the student finds it possible to attend said institution without stress or strain on a lesser amount.

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The foregoing suggestion may be modified at the will and pleasure of the person making the bequest. It is suggested at this point that the State might do well to consider the establishment of several such scholarships at State expense in order that no one, who possesses ability and the inclination to teach, shall be barred from taking up teaching as a profession because of lack of necessary funds.

### TEACHER CERTIFICATION

Along with preparation comes the very important problem of certification. Preparation and certification go hand in hand. No phase of the entire teaching service program is more troublesome than that of certification. Certification is designed to protect school children from the teacher who is poorly prepared and who should not be in the classroom as an instructor of youth; also to protect those who have spent time and money in an honest effort to fit themselves for the art of teaching, and are forced to compete against the individual who sees in teaching the opportunity to convert time into ready cash regardless of special fitness as a teacher of youth.

Maine school law now provides that no one shall be allowed to teach in the public schools who has not reached age 17, and who does not possess a regular teacher's certificate. One who so teaches shall forfeit the amount earned in this manner. In order to avoid the necessity of closing many schools because of the lack

of certified teachers, the Commissioner of Education has issued Permits and Sanctions. These are substandard credentials issued only to those who have had partial preparation, but not sufficient to meet certification requirements. This is done merely for the purpose of legalizing the payment for this service out of public funds. It should never be regarded as certification in any sense, and will be disregarded as a practice after August 1, 1949. Those who have made substantial progress in upgrading their standards of teaching, and have met two-thirds of the published requirements for certification, may be considered for a special certificate.

A special committee has been appointed by the Commissioner of Education to study the present certification regulations, and the trend and practice the country over, and to revise the plan now in effect. This will involve a drastic modification and a study of the regulations effective in the forty-eight states.

A committee is to be appointed to review all doubtful cases which are presented in the form of applications for teacher certification. Essentially all areas of education are represented in the special certification revision committee. These are Commissioner Ladd, Deputy Commissioner Roderick, representing the state office; Morris Cates, Deputy Commissioner for Vocational Education; Superintendent Joseph A. Leonard, representing the Superintendents' Association; Philip A. Annas, Associate Deputy Commissioner, representing the secondary schools; Dr. Harrison C. Lyseth, President of the Maine Teachers' Association; Fred Dingley, representing the classroom teachers of the state; Professor Norman Smith of Colby College, and Dean Mark Shibles of the University of Maine, representing the institutions of higher education; and Clyde Russell, Executive Secretary of the Maine Teachers' Association.

Specific recommendations have already been made. One of them is a special principal's certificate to be required of all those who are to serve in an administrative position, both elementary and secondary. This recommendation carries a suggestion that those who are to qualify be required to make specialized preparation.

### TEACHER PLACEMENT

A low-cost bureau is maintained by the state to facilitate teacher placement. Due to a rising general shortage of trained teachers, the activity of this division has increased to the place where

it is now servicing the major number of appointments in local vacancies. The following pictures the record of placements for the biennial period covered by this report. It will be noted that the situations filled by the division constitute approximately 13 per cent of the total number of teaching positions within this state.

**Record of Placements Through the State Teacher Placement Bureau, 1946 to 1948**

Year*	Rural	Elem.	Sec.	H. S. Prin.	Special Fields						Total
					Home	Ec.	Comm.	Music	Phys.	Ed.	
1946-47	112	356	234	40	18	37	14	12	9	832	
1947-48	109	352	223	39	17	41	14	10	8	813	

\*School year, July-June.

At present, the overwhelming teacher shortage is in the elementary field. It has been estimated that Maine would require 1,650 new qualified elementary teachers if (1) normal replacements were made, (2) substandard licensing were eliminated, and (3) a maximum teacher-pupil ratio of one to thirty were achieved. In June, 1948, 169 graduates of elementary teacher education were released for employment, or ten per cent of the needed demand.

At the secondary level, teacher supply in the areas of social studies and health and physical education is much improved. A surplus of candidates in these two fields can be expected shortly. However, available qualified applicants in the remaining fields are still short in numbers, especially in music, commercial, English, foreign language and science.

Certain factors operate at present against the placement of some acceptable candidates. The lack of personally owned cars by prospective music supervisors for serving union districts with significant mileages is illustrative. Available facilities for housing and for securing board and room constitute a definite barrier to placement. The problem of filling vacancies in isolated communities continues to grow in significance.

Unfavorable local school conditions increase the rate of teacher turnover in the state. Overcrowded classrooms, high teacher-pupil ratios, the lack of a feeling of job security, and the problem of "take-home" earnings constitute the major reasons given for out-of-state migration by teachers.

Until these problems, out of which such conditions arise, are on the way to solution, and until the state again begins to produce a supply of qualified teachers commensurate with its current demand, the facilitation of the placement process will be retarded. The teacher turnover and annual loss percentages always are reduced among groups of happy and secure teachers. When low turnover prevails, the communities served begin to realize a maximum return upon their educational investment in pupil growth.

## PART III

### CURRICULUM AND SUPERVISION ELEMENTARY SCHOOLS

Howard L. Bowen  
*Associate Deputy Commissioner*

The task of preparing a report in the field of elementary curriculum and instruction for the biennium is a difficult one. The position of associate deputy commissioner in this area has been established only since January, 1948. The former title for this work was deputy commissioner of curriculum and instruction and combined both the elementary and secondary fields. There had been no person solely responsible for directing this aspect of the state's educational program since the deputy commissioner, Mr. Ladd, was appointed State Commissioner of Education. The present associate deputy held the position for only two months of the period covered by this report.

Many problems are confronting schools, especially in the elementary grades. Some pertinent ones are: What do our present practices in grouping, promoting, and marking children contribute to the development of democratic citizens? What does the size of classes have to do with children's development? What are the responsibilities of the community and the school in developing democratic citizens? How can we best educate children for world citizenship? These questions, among several others, are constantly being studied and discussed by the members of this division.

#### **Elementary Supervisors**

The work of Mrs. Villa H. Quinn, Mrs. Irene L. Dresser, Mrs. Muriel M. Erskine, and Miss Zelda J. Gordon as elementary supervisors has been varied and extensive. Mrs. Quinn and Mrs. Dresser were each given a leave of absence to extend their training. Mrs. Quinn at Boston University and Mrs. Dresser at Columbia completed the work entitling them to the degree of Master of Education.

During the two year period, a majority of the school unions of the state have been visited for periods from a few days to two weeks. Individual class rooms and teachers received the maxi-

imum attention of the supervisor at the time of the visit, although small groups of teachers often met with her for problem discussion. Sometimes the entire elementary teaching staff of the union combined for an institute at which the four supervisors acted as consultants for the several groups into which the teachers divided themselves.

The State and County Teachers' Associations asked for the supervisors' services as speakers or consultants at their meetings. Parent-Teacher groups as well as other civic organizations called on them for their interpretation of the new education. Workshops at the State Normal Schools, Teachers Colleges, and the University of Maine had their assistance for two or three days to three weeks relating to problems peculiar to their duties. Several of the Maine radio stations invited the supervisors to participate in programs pertaining to the work of the division.

Attendance by these supervisors at out-of-state meetings conducted for the benefit of general education in our field was responsible for much worthwhile information which serves to implement their immediate jobs.

For the long range planning toward an adequate elementary school program, there could be nothing more important than the publication of a series of curriculum guides. Here, again, the state supervisors played an important part by working on the project with the teachers of the state.

### **Bulletins**

To date all curriculum bulletins were conceived and developed under the direction of Commissioner Ladd with Dr. William H. Burton of the Graduate School of Education, Harvard University, acting as consultant. Teachers from different sections of the state were nominated by their superintendents with the consent of local superintending school committees to serve on committees to prepare these aids. Bulletins contain basic philosophies regarding child growth and development and give help to the end that our Maine schools may more nearly meet the individual and group needs of our future citizens. They are so written that each teacher or system may use them in meeting local school situations in a constructive manner. Since school people are the best judges of what is best in their communities, no attempt has been made to hand down from above the last word in methodology and technique for general adoption. Teachers in

service in Maine are generally pleased with the work of their fellows. Wide use of the material outside the state is indicated by the almost daily orders for one or more of the series.

*Our Little Folks*, the first in a series of bulletins for the improvement of elementary education among the primary grades, was published in the previous biennium. The inception as well as the development of the work was fully explained in the 1946 Commissioner's Report. Since June of the present year, two other bulletins have been printed—*School Days* and *A Forward Step*.

*School Days* is a program bulletin designed to assist teachers in any classroom situation. It offers suggestions for developing a daily schedule with blocks of time devoted to unified subject matter planned to meet pupil needs. Also, it seeks to improve the formal daily program by suggesting grouping and combining pupils, and correlating subjects. For the experienced teacher, trained scientifically, the informal experience program is presented to give additional advice and encouragement in program planning. One section gives a clear picture of the general characteristics of children at various age levels, thereby implementing the teacher's understanding of the social, emotional, physical, and mental development of youth.

*A Forward Step* is, as its title implies, a bulletin concerning growth in teaching service. It seeks to enable teachers to progress by analyzing their problems, solving them by guiding principles set down in some detail. Steps which may be taken in transition from old to new methods, from formal to informal techniques, and from emphasis on subject matter mastery to emphasis on the growth and development of the learner are carefully outlined.

### What Next?

Elementary school people feel that a good background has been laid for understanding and meeting the needs of boys and girls. Now we should give attention to specific areas of learning. It is planned to prepare a new series of basic bulletins—one in the language arts, one in social studies, and a third in arithmetic. This preparation will again call for the cooperative assistance of school people, particularly teachers, to ensure the continuation of the effort that has brought into being the first of the series.

The cooperation of all connected with this division is exemplary. It is only by this close coordination of effort that our purpose—Better Education for Maine Children—may more nearly reach the ideal state.

## SECONDARY SCHOOLS

Philip A. Annas

*Associate Deputy Commissioner*

Maine has 179 approved class A high schools, 59 approved class A academies, eight junior high schools, and three class B schools.

Graphs included in an early section of this report show that during the past 20 years Maine has reduced the number of small secondary schools and increased the number of large ones. In 1927 Maine had 69 secondary schools with less than 50 students, and 104 schools with from 50-125 students. The number of small schools has been reduced until today Maine has 53 high schools and academies with less than 50 students, and 71 schools with from 50-125 students, a reduction of 49 schools in 20 years. The class B schools have been reduced from 19 to three during this period.

In 1927 there were 58 secondary schools with enrollments from 126-300 students, and 19 schools with enrollments of over 300 students. Now there are 79 schools with from 126-300 students and 36 schools with more than 300 students, an increase of 37 large schools in the past 20 years.

This trend of decreasing small schools and increasing larger ones is economically sound. This year, schools having less than 50 students cost the municipality \$211.84 per student; while schools with over 300 students cost the local taxpayers \$158.14 per student.

The larger schools do a better job of meeting the needs of the students. Both the large and the small schools offer the college preparatory and general courses. In addition to these courses, 22% of the schools with less than 50 students offer commercial work, 3% classes in home economics and 2% work in industrial arts. All schools with more than 300 students offer commercial work, 97% have home economics classes, 90% offer work in industrial arts or vocational shop, 25% have courses in agriculture, and 6% have introduced distributive education.



It is interesting to note that 59% of the secondary school principals have had training beyond the bachelor's degree and 23% have a master's degree.

The 1947 legislature authorized the issuing of State High School Equivalency Certificates to residents of Maine, either war veterans or other citizens 21 years of age or over, who demonstrated by procedures prescribed by the Commissioner of Education that they had obtained a general educational development comparable to that of a high school graduate. To determine educational development, five testing centers have been set up, one at each of four state teacher training institutions, and one at the University of Maine, where a candidate takes a battery of tests of general educational development over a two day period. If a satisfactory score is obtained, a diploma equivalency certificate is issued. As of July 1, 1948, 231 equivalency certificates had been issued to war veterans and 13 to civilians. Several of the veterans had already taken a similar battery of tests with satisfactory scores as part of their military service, and were issued certificates without further examination.

Originally, the member of the State Department of Education in charge of Secondary Schools had one duty; to inspect the schools and report to the Commissioner. In the next two years this department member is expected to inspect the schools, assist in the important business of in-service training of teachers, give special help to beginning teachers and principals, develop curriculum bulletins and materials, revise the present scale for classifying schools (the last revision was in 1909), continue the diploma equivalency testing service, and furnish educational leadership in the secondary field. All these activities are essential if Maine is to provide services comparable to those offered by other State Departments of Education. Maine schools need these services, but they can not be had without an increase in personnel.

The secondary school teachers of Maine are participating in workshops, summer schools, extension courses and other forms of in-service training and the result is improved, educational opportunities for our boys and girls. This division, during the next two years will devote itself largely to in-service training of teachers and to development of curriculum materials.

## PHYSICAL EDUCATION, HEALTH AND RECREATION

Howard G. Richardson

*Director*

Physical education, health and recreation are necessary needs of all individuals which must be met regardless of the time. Today there can be no disagreement on the contributions of an effective program in this area of education to the total growth and development of the individual. However, there is much to be done in Maine before this fact is fully realized, and a sound program is established in all communities. There are two hopeful signs which point the way toward a total school program in physical education, health and recreation.

1. The awareness of the school administrator, school counselor, matron and maintenance staff, and of the teachers of their responsibility in this program.
2. The active participation of the doctor, the nurse, the dentist, the psychiatrist and other resource people in the program.

On the other side of the ledger, we must develop these concepts:

1. The total school physical education, health and recreation program must be of such scope as to meet the needs of the children of all the people regardless of individual background and ability. We need to clarify the misunderstanding which exists in many communities that a highly developed athletic program for a few skilled individuals is a sound program in physical education, health and recreation.
2. The total program and how it functions must be intelligently understood by all who are participating in it, and also by the lay people of the community, or it will not be obtainable. Everyone agrees on the theoretical importance of this work, but lip service is not enough. If the boys and girls in Maine schools are to be given a fair and decent chance for normal growth and development, there must be careful, intelligent and cooperative planning by all concerned. It is not only a matter of money but also of understanding and of accepting a share in the responsibility of a program of action. The cooperation of business, professional groups, legislators, lay people and all school peo-

ple is needed if Maine is to solve its present educational problems. With these basic concepts as a background, let us consider the program which is now in operation, and how it can be broadened and extended to better serve the needs.

### **Objectives of the Program**

The purpose of all planned activities is to aid the individual to grow toward maturity and understanding (social development), and to use his body as an effective instrument of self-expression (physical and emotional development) in all areas of daily living. To this end, there has been a conscious effort by school superintendents, principals and teachers to plan a program which has resulted in many school unions adding full-time trained personnel to their teaching staff. In some situations the superintending school committees have authorized one unit of credit toward graduation in health, physical education and recreation for all students participating in a four-year course approved by the State Department of Education. Because of this aroused interest, there has been a general up-grading of the total instructional program in this area of education. All indications point toward continued growth.

The office has been guided by the following policies in planning to discharge its service functions:

1. To visit school unions to:
  - A. Assist school administrators to plan a program.
  - B. Develop a better understanding between home and school by means of numerous meetings and public speaking engagements.
  - C. Improve the instructional program of the teacher. Teacher in-service training was of paramount importance, and institutes of one day to a week's duration were held.
  - D. Motivate professional growth of teachers through district organizations. The state has been divided into six districts, and officers elected for the purpose of demonstrations, programs, public relations and exchange of ideas regarding phases of the program in health, physical education and recreation.
2. To supply resource material to meet the needs of the program

The office has made available the following materials:

- Organization bulletin (PEHR 2)
- Program Emphases (1946) (1948)
- Indoor game reference list
- Suggested Consultant's Excuse form (PEHR 3)
- Teaching aids for physical education
- A point system for high school girls of Maine
- Home-made Equipment and Playground Games for Elementary Schools (PEHR 5)
- Health Program in the Maine Schools (PEHR 4)
- A Syllabus of Instruction in Driver Education and Training
- Directory of school personnel in H.P.E.R.
- Bibliography of Text Books
- New health card (4 P. E.)

3. To improve program through research and study
  - A. Revision and development of a G.A.A. Program.
  - B. Circulation of a newsletter to develop better understanding of the needs, and how we may better work together toward this end.
  - C. Development of a new comprehensive health card (4 P. E.)
  - D. Study of physical defects and corrections in vision, hearing, teeth, throat, speech, vaccinations and immunizations. (This report is based upon teacher reports, and not medical examinations.) It should serve as a guide to the needs of children.
  - E. Development of the Maine Association for Health, Physical Education and Recreation patterned after the American Association for Health, Physical Education and Recreation. This organization has worked diligently with the state director for the development of a sound philosophy of health, physical education and recreation.
  - F. Participation in a joint school health program being made at Machias by the Department of Education and the Department of Health and Welfare. This program is a five-year project, and financial assistance is being given by the Children's Bureau in Washington.

It can be said truthfully that effective steps have been taken which will increase and have lasting effects upon the lives of boys and girls in Maine. A true evaluation of this program will be measured by the quality and kind of citizenry produced.

### **Immediate Need**

It is not possible for one staff member to adequately serve the needs of a state the size of Maine in four distinct areas of education: physical education, health education, safety education and recreation. Steps should be taken to secure a supervisor in each of the above fields. It should not be a question of finance but a question of a justifiable need in spite of financial consideration. Our boys and girls have already been neglected too long, and they pass through our schools but once.

### **Unfinished Projects**

There are two unfinished projects:

Development of a guide for teaching physical education in the schools of Maine. This project is a cooperative undertaking of teachers, administrators, and the Department of Education, and will be printed during the coming year.

Development of a syllabus for teaching health and physical education in teacher training institutions. This is a cooperative enterprise between personnel of the training schools and the Department of Education.

Projects should be undertaken which would help local communities:

- A. Develop healthful school environment. (School buildings and facilities)
- B. Arrange for the employment of school physicians who would be required to give a complete medical examination at least once every three years to all pupils, including careful attention to vision, hearing and teeth. Over and above the pre-school examination, it should be given once on each school level: Primary, grades I-III; Intermediate, grades IV-VI; Junior High, grades VII-IX; High School, grades X-XII. The school physician should be given jurisdiction of examination of pupils after absence on account of sickness instead of provisions now provided in Sec. 55, Laws Relating to the Public Schools.

The achievements in the field of physical education, health and recreation during the past two years have been possible only through the cooperative efforts of many individuals and departments. The director of physical education, health and recreation is deeply appreciative.

## SPECIAL EDUCATION FOR PHYSICALLY HANDICAPPED CHILDREN

Esther Lipton

*Director*

Evidence of a better understanding of educational plans for physically handicapped children is found in improved programs throughout the state. Teacher education in the form of orientation courses in "Education of the Exceptional" during the past three years and frequent talks by the director to teachers' clubs throughout the state are, to some extent, responsible for the increasing number of inquiries coming to this office. As guest speaker at the 1947 Maine Medical Convention, the director had an opportunity to explain the educational program to the state's physicians, our greatest potential source of referrals. The superintendents of schools had an opportunity to learn more about the purpose of the program at the annual Superintendents' Conferences where, in addition to speaking to the entire group, the director gave considerable time to discussion of individual problems.

New books on subjects pertaining to various phases of special education were called to the attention of librarians at the State Library and the teachers colleges with the result that they added the books to their libraries.

Portland and Bangor organized chapters of the International Council for Exceptional Children, a branch of the National Education Association interested in the welfare of handicapped and gifted children. These were the first to be established in the State of Maine.

In addition to explaining the program to service groups located in all parts of the state and holding on-the-spot conferences with teachers, parents, and pupils, the director has attempted to clarify the services in detail in a publication, *The Classroom Teacher Helps the Handicapped Child*. Although it is intended to serve as a reference manual for teachers, it should be of equal interest

and help to parents, physicians, social workers, legislators, and all others interested in the welfare of Maine's children.

Highlights of the current program are—

The class at the Maine General Hospital in Portland

The class at the Hyde Memorial home in Bath

The speech-reading class in Waterville

(All are open to children from all over the state as well as to residents of the towns in which the classes are located.)

Another project involving children outside the area in which the class meets is the speech clinic conducted each summer on the University of Maine campus. The six-week clinic has been held under the auspices of the University's Department of Speech in cooperation with the State Division of Special Education.

Services provided for individuals scattered throughout the state include home instruction and transportation to school, as well as instruction in lip reading and speech correction in whatever districts qualified teachers can be found. Individual sight-conservation programs are also provided in addition to the class program in Portland.

Standards for special teachers have been suggested in the handbook referred to previously. Orientation courses in "Education of the Exceptional" have been most favorably received in the teachers colleges wherever the director conducted them. It is hoped that the colleges will add the course to their regular curriculums.

While attempting to inform teachers about approved educational procedures for the handicapped, the director has kept herself informed by attending meetings of the state directors and serving as a member of a national committee investigating state legislation for special education.

Although the superintendents of schools and the director of the division know the satisfaction of seeing unhappy and retarded children show real progress and pleasure under the proper kind of instruction, they are still aware of the large numbers of physically handicapped children whose needs have not yet been met.

Attention is again called to the pressing need for consideration of an educational program for the large number of children with limited mental ability whose parents or teachers apply to us continually for help. We refer to children who are educable and not in need of institutional care. Our division is authorized to help only the physically handicapped.

Following are some charts showing the existing relation between the number of children in need of services and the number receiving them. When studying the records of applications received, the reader should keep in mind the fact that in the 1947-48 survey, returns were *not* received from 83 unions, representing approximately 300 towns. Therefore, the number of applications actually received must represent only a fraction of the children in need of the special services made available by the law.

**Relation of Estimated and Known Needs to Services Provided**

Estimated No. of PHC*	Year	No. of Applications Received	No. of Pupils Helped	No. of Towns Represented
30,000	1945-46	360	106	28
30,000	1946-47	544	109	49
30,000	1947-48	454	220	76

\*Physically handicapped children.

**Types of Children Helped**

Year	Crippled	Partially Seeing	Hard of Hearing	Speech Defective	Other
1945-46	45 (122)*	12 (29)	20 (57)	9 (24)	62 (128)
1946-47	52 (142)	22 (50)	11 (72)	3 (84)	60 (196)
1947-48	112 (167)	22 (73)	30 (54)	8 (24)	98 (136)

\*All numbers in parentheses refer to the number of applications received.

**Types of Services Provided**

Year	Home Inst.	Transp.	Hosp. Inst.	Lip Reading	Speech Correction	Sight Conserv.	Other
1945-46	67	28	6	19	3	9	7
1946-47	81	32	4	11	3	22	2
1947-48	99	34	81	29	2	19	1

**Per Cent of Estimated Number Physically Handicapped Children Actually Given Special Educational Services**

Year	Per Cent
1945-46	.03
1946-47	.03
1947-48	.73

**SCHOOL LUNCH PROGRAM**

Helen E. Madsen

*Director*

The National School Lunch Program has been under the supervision of the State Department of Education since August 6, 1946, shortly after the 79th Congress passed the National School Lunch Act as permanent legislation. It became Public Law No. 396 when signed by President Truman on June 4, 1946.



In Maine, the school lunch program is still in its infancy. The scope of the program extends from the simplest program in a one-room rural school to the well-equipped cafeteria in a city. Three types of programs are offered and subsidized through funds set aside annually by Congress for the purpose of promoting a better standard of health among the school children of the United States.

The types of lunches set up by the United States Department of Agriculture are as follows:

1. Type A: A complete lunch, hot or cold, providing  $\frac{1}{3}$  to  $\frac{1}{2}$  of one day's nutritive requirements and containing at least:
  - (a) One-half pint whole milk (which meets the minimum butterfat and sanitation requirements of State and local laws) as a beverage;
  - (b) Two ounces of fresh or processed meat, poultry meat, cooked or canned fish, or cheese, or one-half cup cooked dry peas, beans, or soybeans, or four tablespoons of peanut butter; or one egg;
  - (c) Six ounces (three-fourths cup) of raw, cooked, or canned vegetables and/or fruit;
  - (d) One portion of bread, muffins, or other hot bread made of whole grain cereal or enriched flour; and
  - (e) Two teaspoons of butter or fortified margarine.

The requirements of this lunch type are best adapted to a plate or tray type service. The protein requirements in (b) above may be met by serving one-half of the required quantities of each of two proteins. One-half cup of fruit juice may be served in meeting one-half of the requirements of (c).

2. Type B: An incomplete lunch, hot or cold, providing less adequate nutrition and containing at least:
  - (a) One-half pint whole milk (which meets the minimum butterfat and sanitation requirements of State and local laws) as a beverage;

- (b) One ounce of fresh or processed meat, poultry meat, cooked or canned fish, or cheese, or one-half egg; or one-fourth cup cooked dry peas, beans, or soybeans, or two tablespoons peanut butter;
- (c) Four ounces (one-half cup) raw, cooked, or canned vegetables and/or fruit;
- (d) One portion of bread, muffins, or other hot bread made of whole grain cereal or enriched flour; and
- (e) One teaspoon of butter or fortified margarine.

The requirements of this lunch are designed to fit the limited functions of some schools and may be supplemented by food brought from home. The lunch may be built around a main dish (thick soup, chowder, stew, casserole or salad) including items (b) and (c) and served with milk and bread and butter or margarine. As an alternative, items (b), (d) and (e) may be used as a sandwich and served with milk and fruit and/or vegetables.

3. Type C: One-half pint of whole milk (which meets the minimum butterfat and sanitation requirements of State and local laws), as a beverage;

NOTE: No meal for children can be considered complete unless milk is served. However, if milk cannot be secured, a Type A or B lunch without milk may be served.

It is interesting to note that the expansion of school lunches is not so much in the number of schools participating, but in the expansion into the hot lunch or Type A program rather than the Type C program. Also it is found that instead of the school lunch operating only during the winter months for a period of two to three months, the length of operation is now expanding to a nine or ten month period.

Year	No. of Schools	Types of Programs		
		A	B	C
1946-47	430	215	57	215
1947-48	527	234	33	260

During the school year an average of 27,000 Maine children were receiving daily a lunch under the indemnity program. Eight and eight-tenths percent of the total number of meals

served were served free or at reduced rates. The staff consisting of a director and field worker, has charge of the supervision, organization, and in service training of the school lunch workers. It is their duty to prepare bulletins and other mimeograph releases, keep detailed records of all school lunch operations, meet with various lay groups, assist sponsors in the planning and equipping of school lunch rooms, check financial and nutritional records, and whenever possible, conduct training institutes and area meetings.

It is the desire of the director to broaden the scope of the program in regard to the training of personnel and wherever possible, to make the school lunch program available to any school in the State.

The Federal Act authorized appropriation of funds for administration (at the Federal level only) and for food and non-food assistance to the states, based on a specified formula in relation to child population and per capita income, monies to be appropriated annually in whatever amount approved by Congress.

Basically there were but few changes in the national policy within the state for 1947-48 with the exception that Congress did not make an appropriation for non-food assistance. Administration of the non-profit private school program remained under the jurisdiction of the United States Department of Agriculture, while that of the public school program continued under the supervision of the State Department of Education. It was agreed that the state agencies would assume some functions formerly handled by the United States Department of Agriculture, viz. 1. the administrative review, and 2, the audit of funds in at least 40% of all participating programs.

## PART IV

## VOCATIONAL EDUCATION

Morris P. Cates

*Deputy Commissioner*

That the Division of Vocational Education might be able to render a greater service to the schools of Maine, some changes were made in positions and responsibilities. The position of director of agricultural education was made full time, and headquarters transferred from the University of Maine to the State Office in Augusta. The position of assistant state supervisor of agricultural education was eliminated and the incumbent re-employed as a full-time teacher trainer. Three part-time teacher training positions in the field of Home Economics Education were eliminated, and a full-time position of itinerant teacher trainer instituted. Teacher trainers in home economics assist not only the institutions, but all teachers of home economics in the public school program. These changes have proven beneficial and economical.

A need for the expansion of guidance services in our public school program has become more pronounced. To stimulate this service, plans have been made for the state to assist in the operation of three pilot programs in different areas of the state. It is hoped that the experiment will stimulate local school authorities to make provisions for continuing the service after viewing the benefits.

The program of adult education in Maine has not expanded in volume, but more municipalities are making provisions for this type of education. General economic conditions and employment opportunities affect the interest in adult education programs. Experience has shown that during unemployment adults are vastly interested in preparing themselves for a change in their means of livelihood. At the present time many national organizations are plotting programs for stimulating adult interest in self-improvement.

The state and municipalities have been cooperating with the U. S. Immigration Service in the conduct of a large number of Home Study courses for prospective citizens.

Throughout the biennium, responsibility for approving veteran educational services has been fulfilled. The time required in

the discharge of this duty was increased by the inclusion of the program of Institutional On-Farm Training late in 1946. The counsel of many fine lay persons has been solicited in appraising the quality and positiveness of different types of educational programs for veterans. I feel that the program of institutional education for veterans in Maine is commendable.

The Maine Vocational-Technical Institute enrollment increased during the biennium. Some students will complete their two-year course in October of this year. The school facilities have been improved and the courses enriched.

The program of Distributive Education has been instituted in another secondary unit, with satisfactory results from one year's experience. I have given this field of retailing and merchandising a great deal of emphasis in meetings with public groups of merchants and school administrators. In that it is a cooperative program, the number of communities having adequate merchandising establishments for such a course is limited. I do, however, predict that there will be a sizable expansion in this type of education.

Because the services rendered by the Division of Vocational Education are so varied, the respective directors, in their reports, will deal with the particulars of their various fields. It is my philosophy that education of a specific nature is an essential component of the general education of the individual. A wider variation in the educational opportunities for Maine youth is sometimes restricted by local populations and local finances. Despite these limitations I feel that the future will provide opportunity for expansion of occupational education for in-school and out-of-school youth, as well as adults.

Good relations with industrialists, agriculturists, and merchants are enjoyed by the personnel of the Division, a condition which can do much toward vitalizing educational opportunities in Maine in the future

## AGRICULTURAL EDUCATION

Herbert S. Hill

*Director*

The past two years have seen an increase from 32 to 40 in the number of schools offering vocational agriculture programs. At least six new agricultural shops have been provided and other facilities have been improved. The total enrollment has reached

1369. This is still below the pre-war number, but the reestablishment of old departments and the starting of new departments has been delayed by a shortage of teachers. With a large enrollment in the teacher training department at the University of Maine, it is anticipated that there will be a sufficient number of qualified agriculture teachers to meet the demand for the 1949-50 school year.

Emphasis has been placed upon the revision by the teachers of their four-year teaching plans. Teachers have been asked to keep records of methods used, to form a basis for discussion when the teacher trainer is at the school. During 1947 a new Supervised Farming Record Book was developed and put into use in the spring of 1948.

Two state conferences have been held each year, one at the University of Maine in August, and another in conjunction with the State Teachers' Convention in October. District conferences have also been held.

The supervisor has continued as a member of the State U. S. D. A. Council, and the assistant supervisor was appointed in 1948 to the State Committee of the Farmers Home Administration.

### **Anticipated Developments**

It is expected that detailed standards for the approval of courses of vocational agriculture, and also for general or pre-vocational agriculture will be developed. In view of the anticipated increase in the number of schools applying for approval of such courses, this seems to be of particular importance.

There is a need for greater emphasis on the development of balanced and functional farming programs for the supervised work experience of students enrolled in vocational agriculture. This will be promoted through personal contacts with teachers and by other possible means.

It is anticipated that there will be an increased demand for Young Farmer and adult programs of agricultural education. Such a development will be gradual, due to limitations of facilities and the available time of teachers, but it is hoped that this aspect of education can be developed on a sound and continuous basis.

The benefit of the services of local advisory committees has been well demonstrated. Further organization and use of such committees will be promoted.

### **Future Farmers**

The Future Farmer membership has increased during the past two years from 891 to 1086. Each district association has held from one to four meetings each year. The state convention is held in June, with increasing numbers in attendance. A full quota of State Farmers was elected in 1947 and 19 of a possible 22 in 1948.

The State Association paid the expenses of one member for the National F. F. A. Band at the Kansas City Convention in October 1947. Two chapters from Maine entered the national contest and one of these (Limestone) received a Gold Emblem Award.

The Maine Association of Soil Conservation District Supervisors provided \$500 for cash awards in a soil conservation contest. These awards were made at the 1948 State Convention for the 1947-48 contest. National F. F. A. Foundation awards were also made to the Star State Farmer and the winner of the State Speaking Contest.

### **Institutional On-Farm Training**

The first programs of Institutional On-Farm Training in Maine were started in November, 1946. By June 30, 1948, there were in operation 54 training centers sponsored by 45 schools, with an active enrollment of 906 veterans. During August, 1947, regional conferences were held with instructors for the discussion and clarification of common problems relating to the program.

In accordance with Public Law 377 and Instruction No. 9, all schools in operation on September 1, 1947, were granted tentative approval by the Maine State Board for Vocational Education, to permit the immediate negotiation of contracts. Subsequently, these schools submitted formal requests for full approval, with supporting data. New schools have been required to secure full approval before beginning operation.

During the spring of 1948, meetings were held with instructors, school officials, and advisory committee members. These were local meetings with representatives of from one to five

schools. The principal objectives were to (1) clarify and interpret the law regarding qualifications for entrance into training; (2) provide for effective evaluation of individual progress in training; (3) give suggestions and discuss the improvement of teaching procedures.

Enrollment in Institutional On-Farm Training is still growing, but as many present trainees are rapidly approaching the point of completion, it is anticipated that future increases will not be great.

## GUIDANCE

John C. Cass

*Director*

Educational thinking is placing guidance at the core of the entire process of development from childhood to maturity. The constant reiteration of this attitude in educational and popular publications, in institutions where teachers are trained, and in the demands of organizations dealing with maladjusted young people is reflected in the schools of Maine. Administrators and teachers are increasingly aware of the individual in their student bodies and are accepting the need for life-adjustment as a necessity before subject-matter learnings become possible.

### **Demand for Guidance Courses**

The number of college and university students taking course work in guidance is increasing rapidly, especially in courses available to experienced teachers during summer sessions. The summer course in "Principles and Practices of Guidance" at the University of Maine had 45 enrollees in 1947 and 80 in 1948. Three one-semester University extension courses in guidance were operating simultaneously in Maine last spring. These were the first such courses ever offered in this state. They enrolled from 50 to 80 teachers each. These were teachers who had taught all day and were willing to work at night to make themselves more valuable to their students.

To provide a beginning level from which to measure the extent to which this advance is being incorporated in school practices, we conducted a survey of existing guidance activities in Maine secondary schools. The resulting chart is reproduced with this report.



**GUIDANCE SERVICES IN SECONDARY SCHOOLS  
A. COUNSELING STAFF**

Type of School	Total Number of Schools in the State	Total Number of Schools included in this report	Total Number of Schools which assign periods to Counselors for Counseling duties	Total Number of Schools which do not assign periods to Counselors for Counseling duties	Schools whose Counselors have a load of 100 or fewer pupils per period Assigned to Counseling Duties each day.			Schools whose Counselors have a load of more than 100 pupils per period assigned to Counseling Duties each day.		
					No. of Counselors with			No. of Counselors with		
					No. of Schools	6 or fewer sem. hrs. Gu. Tr.	More than 6 sem. hr.	No. of Schools	6 or fewer sem. hr.	More than 6 sem. hr.
1	2	3	4	5	6	7	8	9	10	11
Junior High Schools.....	8	8	4	4	5	6	0	3	3	1
Senior High Schools or combined Junior and Senior	242	242	49	193	17	22	11	32	58	12
Separate Vocational Schools....	1	1	0	1	0	0	0	0	0	0
Total.....	251	251	53	198	22	28	11	35	61	13

**B. STAFF FOR LOCAL SUPERVISOR OR DIRECTOR**

**NUMBER OF SUPERVISORS OR DIRECTORS**

Total Number in State	In Charge of a Single School	In Charge of a Town or City	In Charge of a County or District
1	2	3	4
8	6	2	0

**C. THE TEACHING OF OCCUPATIONS (TOTAL SCHOOLS OFFERING—29)**

1 Type of School	2 Included in this report	3 Number of Schools														6 Requiring all Students to enroll in Occupations Course	
		4 By grade in which Courses are offered						5 By length of Course in years				6 By times courses meet per week					
		7	8	9	10	11	12	1/4	2/4	3/4	4/4	1	2	3	4		5
Junior High.....	8	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Senior High or Combined	242	0	4	16	10	4	8	10	5	0	14	11	3	1	3	11	18
Separate Vocational.....	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**MAINE COUNSELOR'S EDUCATION IN GUIDANCE IN SEMESTER HOURS**

Semester Hours.....	2	3	4	5	6	7	8	9	10	11	12	15	16	17	18	19	20	30	32	36
Number Counselors.....	23	18	5	2	11	0	3	4	0	0	3	1	2	1	2	0	2	1	2	1

**PER CENT OF ONE PERSON'S TIME DEVOTED TO GUIDANCE BY TOWNS**

No. Towns.....	169	13	19	7	7	3	3	2	1	3	3	1	1	7	2	1
Per cent	0-5	9-	14	19	24	29	34	39	44	54	64	69	79	100	350	540

### **Elementary Guidance**

While it has long been recognized that guidance cannot be isolated as "vocational guidance" or "educational guidance" or "social guidance"—little had been done until recently in the field of elementary guidance. In many conferences and extension-course meetings with teachers during the past year, they were found anxious to learn about this necessary job. A short case-work clinic at Aroostook State Normal School was centered on guidance case studies of local children, and another of three weeks duration at the University of Maine, this summer, included a number of elementary and junior high school youngsters. The director has been invited to Madawaska Training School and Aroostook Normal School next fall to aid in establishing courses in guidance at the elementary level. It is hoped that the techniques established in these try-out courses may be the basis for similar courses at all institutions in the state training elementary school teachers.

### **Pilot Programs**

Three pilot programs will be established during the coming school year in school situations where guidance is not now in operation. It is planned to establish the program throughout one Union, in one or two small high schools within a Union, and in one large high school.

The purposes of pilot programs are:

1. Eventual establishment of permanent, community-supported guidance programs in participating schools.
2. Establishment of trial situations where research may be carried on in techniques of guidance for determining those practices suitable for Maine schools.
3. Establishment of more or less model guidance situations which may be visited, observed, and adapted by administrators, supervisors, and teachers to their local needs.
4. Establishment of situations where teachers may come for an on-the-job type of extension training in guidance.

Guidance in Maine is progressing as rapidly as the idea of child-centered education is accepted by the schools and communities of the state. It is being recognized as an essential service in fitting Maine's children for living. We may look forward to the time when these services will be available in every school to every young person in the state.

## HOME ECONOMICS EDUCATION

Florence L. Jenkins

*Director***Pre-Service and In-Service Teacher Education Program**

The teacher training institutions at Farmington State Teachers College, Nasson College, and the University of Maine are continually evaluating their vocational experience, and a balance of personal development, citizenship training, education in the various areas of home economics, and professional preparation for teaching. The total enrollment in college freshman classes is at a high level, but there is a high percentage of withdrawals for marriage during the junior and senior years. A recruitment program is needed, as the home economics profession is a major vocation for women in Maine, with excellent placement opportunities.

The itinerant teacher trainers cooperate in teaching senior home economics education courses at the three home economics teacher training institutions, direct the training and supervising of 17 supervisory teachers in 15 centers in the state, supervise all home economics student teachers, supervise the in-service training of first year teachers, and assist the director with in-service training of experienced teachers.

The itinerant teacher trainer and the director visited and counselled with a total of 126 teachers in 110 schools in 1947-48. All visits included observation of the teachers' activities, conference and program planning with the teachers, discussion of problems presented by teachers, and conference with school administrators.

The director of home economics is responsible for administration and supervision of all vocational and general home economics departments in schools in the state; consults with school administrators, teachers, pupils, and lay people as to policies of administration, planning, and equipping home economics departments, program planning and development, qualifications and professional improvement of teachers; advises in teacher placement; cooperates in community services; talks to schools, communities, state schools, organizations, and agencies; participates

as a member of several state committees and associations; and organizes and assists in teacher conferences.

The in-service education program shows steady improvement. Supervisory and counselling services were carried on extensively by the director of home economics and the itinerant teacher trainer. This training and counselling has placed emphasis on (a) new concepts of method, (b) teacher-pupil planning, (c) developing challenging programs which are broad in scope and representing all phases of homemaking, (d) raising existing standards as to programs, facilities, and teacher qualifications, (e) planning ways of meeting the needs, interests, and abilities of pupils, (f) interesting outstanding students in home economics teaching as a career. State, regional, group, and individual training conferences have been held. The director and the teacher trainer have served two summers and one summer respectively as consultant in the secondary education workshop at the University of Maine.

### **Improving the Total Homemaking Program**

The home economics program in day schools and adult classes is developing in line with present day needs, and there are many evidences of improved teaching techniques, such as audio-visual aids, evaluation and use of source materials, field trips, effective use of bulletin boards, socio-drama, use of all-purpose laboratory for teaching a variety of activities in a class, pupil-teacher planning, and use of resource people in the communities. There are also evidences of improvement in personal standards, laboratory work standards, and program standards, improved community relationships through home visits, parent conferences at the school, mother-daughter parties, directed home experience, school and community projects, cooperation with community agencies in service projects, and general supervision of school lunch programs.

Seventy-five high schools are offering the basic personal and home living or science of living course in the freshman year as an introductory course, followed by two or three additional years of intensive homemaking courses to develop skills and provide work experience. Eight cities and towns have expanded this program in the freshman year to include boys as well as girls, and offer science of living as a correlated program with science, home economics, and industrial arts and guidance.

### **Future Homemakers of America**

The director of home economics has given considerable time the past two years as state adviser to the F. H. A. which is an integral part of a home economics education program. The organization and development of F. H. A. has been very gratifying, with 11 chapters and 362 members in 1946-47 and expansion to 34 chapters and 1155 members in 1947-48. This organization of high school girls has been a real avenue for more effective home economics teaching, for leadership training, and teacher recruitment, and has set up a closer relationship between in-school and out-of-school activities. It has provided varied experience in responsibilities, in cooperative planning, and action in practicing good parliamentary procedure, and in better world understanding and service to others, in improved community living and appreciation, and in making home economics better known to students, adults, and school administrators.

### **Preview of the Next Two Years**

1. Expansion of the in-service teacher training programs to include all home economics teachers. Workshops and regional institutes will be set up to better meet the needs and requests of teachers in service.
2. Development of work experience as a part of home economics education program.
3. Emphasis on home economics programs for out-of-school youth and adults.
4. Evaluation and curriculum study and revision at both pre-service and in-service levels.
5. Increase of home economics teaching facilities at Farmington State Teachers College to care for increased enrollment.
6. Provision of opportunities for observation of good high school programs in connection with junior education at the college levels.
7. Emphasis on teacher supply and recruitment.
8. Further expansion and improvement in education aspects of the Future Homemakers of America.
9. Directed home experience program. More emphasis on home visiting and ways of making more contacts with homes for a better understanding of the value of home experience, and to acquaint parents with the total home economics program.

## TRADE AND INDUSTRIAL EDUCATION

Maurice C. Varney

*Director***Public Service Training**

Public Service training, at present the infant of the trade and industrial program, gives promise of immediate and unprecedented expansion.

Firemanship schools already have been conducted by the Division of Vocational Education at centralized locations in Aroostook County. These schools have served from 30 to 35 communities. The course content has been well organized, condensed, and restricted to those more commonly encountered phases of the work, such as hose evolutions, ladder work, pumper operation and maintenance, and improved techniques of life saving.

Requests for continued service of this type have been made. Conferences and meetings are planned, by which community programs may be organized in other localities. Due, chiefly, to the tragic forest fires of last October, an aroused public interest has motivated serious consideration of the possibility of organizing some kind of state firemanship training institution which would be the means of providing an adequate corps of efficient, trained men. These men could be certified as instructors in the arts of fire prevention and fire fighting, and would act as liaison personnel between their departments and the central institution. These men would also serve as trainers and disseminators of up-to-date informational material which would assist to standardize procedures and equipment and make for a greater unity of forces.

A pilot school for training police personnel in more efficient methods was conducted in Portland during the winter of 1948. This school served to demonstrate the need of this type of training and stimulated the institution of courses of similar nature in other localities.

Plans have been completed for conducting training courses for custodians in Portland and Presque Isle in the immediate future. This type of program gives promise of unusual development because of the all-too-apparent need for more and better trained personnel supplying this important service.

**Apprenticeship**

Apprenticeship programs have been carried on in eight cities and towns in the state, providing training for over 400 boys in

the trades of machinist, carpentry, electricity, auto mechanics, painting and decorating. The apprentice training program is one of the best methods for providing trained youth for most of our industrial concerns, and should merit the interest and cooperation of all those concerned with industry and education. It is my hope that the apprenticeship program may be expanded in more and more of our industrial plants.

### **Trades Program**

Our all-day trade training program has progressed through the addition of several programs in communities availing themselves of the unquestionable advantages of this type of vocational education. There are now 14 communities supporting such programs and others are considering adopting it. Although some difficulties attend the institution of this program in the average school curriculum—chiefly because of the time element which necessitates a six-hour school day—most administrators feel satisfied that the results justify the effort in spite of any inconvenience. There is reason to predict a gradual but continuous growth in the number of programs within the state. They furnish conclusive proof of the wisdom of pre-trade training in machine, building, electrical, and allied trades, and assist the individual in advantageously entering upon his chosen industrial vocation.

### **Industrial Arts**

Industrial arts programs, numbering some 80 or more individual units, are undergoing changes. Where heretofore in many instances woodworking alone predominated, there is a very evident desire on the part of many instructors to bring about a much needed and more worthwhile program such as the comprehensive general shop. This type of program incorporates within one area several activities which serve to make for a better understanding on the part of the pupil, of the materials, processes, and products of industry, from a consumer standpoint, as well as from the standpoint of a tradesman. Superintendents and principals, acknowledging the need for diversified shop work, are seeking to make possible the acquisition of that equipment necessary to carry on efficiently a program of this kind. In general, the instructor personnel administering our industrial arts program is, through study and the interchange of ideas at meetings and conferences, quite rapidly changing its concept and philos-

ophy of industrial arts. There is reason to hope that soon the one-activity shop will no longer exist, but that our boys—and girls, as well—may be brought more in touch with the realistic aspects of life about them, as exemplified in shop laboratories.

### **Teacher Training Facilities**

Teacher training facilities at Gorham State Teachers College have been increased and improved by the addition of a new building, with approximately 9,000 square feet of shop and classroom area. It is well equipped to handle the activities of arts and crafts, engineering drafting, machine shop, sheet and ornamental metals, and transportation, with present emphasis on the history and progress of transportation including automotive theory and practice. Through the acquisition of this building it became possible to use the second floor of the academy building as a combined electrical laboratory, communications room, and planning and library area. To this end the necessary renovations were made, furniture and equipment purchased and installed. These facilities were ready for the use of the 40 or more industrial instructors who attended the 1948 summer session. It is hoped that these added facilities will serve to assist materially in the clarification of the aims and purposes of modern industrial and vocational education.

### **Director's Activities**

My activities for the year just past have been decidedly varied. I have tried to visit each shop program at least once, but have found it impossible to do so. Sixty-two of the shop programs were visited. Considerable work of a promotional nature has been done, and teacher training accomplished through visitations and teacher conference methods. In addition, there have been numerous conferences with superintendents and principals, and periods of from several hours to two or three days duration spent with instructors, for the purpose of assisting in developing programs and course content material. Teacher training work at Gorham has received its full share of supervision, as have the other adult training programs. I have attempted to maintain the fine public relations program already established, to the end that more and more people will come to recognize the need for and availability of the services offered by the Division of Vocational Education. I believe that there is good reason to expect expansion and improvement in this field.



## VOCATIONAL REHABILITATION

Leroy N. Koonz

*Director*

For the past 25 years, the Department of Education has carried on a program of vocational rehabilitation services planned solely for the benefit of adult men and women who, because of disabilities, are handicapped in seeking employment.

The work of this division, as compared with other functions of the Department of Education, is unique in that its activities are not restricted to school programs, or even to the general field of education. The division serves persons of all ages from 16 to 65 and over, and is empowered to provide them with a wide variety of services, ranging from fitting with prosthetic appliances to complete vocational training, if such provision is needed to prepare the clients for suitable employment.

While the division is still unable to meet the needs of more than a fraction of the men and women in the state who are eligible for its services, it is assisting a steadily increasing number each year. At present it has registrants on its rolls from 228 towns and cities. During the past two years the four field offices of the division have closed out as "employed" more than 500 handicapped persons.

For some of these clients it sufficed for the division to obtain a complete medical examination and to interpret to the client in terms of vocational activity both the limitations and the possibilities the examination indicated, thus enabling the client, with the help of this division and the Maine State Employment Service or other agency, to locate suitable employment.

For the majority, however, additional services were necessary, including one or more of the following: hospitalization for medical or surgical treatment, prosthetic appliances, psychological examination, vocational training and occupational tools. The division arranged and paid for services from physicians, hospitals, appliance companies and various other firms; it paid tuition charges for clients attending eight Liberal Arts and Teacher Training Colleges, eight business colleges, the Maine Vocational Technical Institute, and nine other trade and professional schools within the state; it helped students attending twelve out-of-state colleges and institutions, and supplied still other clients

with various kinds of vocational instruction by means of correspondence courses or by tutoring. In addition, some were provided with occupational skills through on-the-job training secured with private firms.

The present rehabilitation program is a far cry from early days of the service when one worker comprised the entire staff in the state. The total appropriation for the first year, 1923-24, was \$15,295, half state and half federal funds. The appropriation remained at about that same level during the first ten years. Increases remained relatively slight until 1943 when the Rehabilitation Act was completely revised to broaden the program. Federal participation in the program was greatly increased to encourage the states to meet the needs of the handicapped more adequately.

In spite of the rising costs for all the services provided, the division has been able to maintain its load of in-service cases. In fact, during the past two years the number closed as "employed" far exceeded the number so closed during the previous two-year period. Present rolls indicate that there will be no retreat this year.

The ability of the division to maintain this level of service reflects the growing experience, skill, and constant effort of the counselors who carry on the actual job of rehabilitation from the field offices at Auburn, Augusta, Bangor and Portland. The constant up-grading of quality of service has been the major theme at the periodic staff conferences. It has become a matter of pride with these workers to make more thorough case investigations, to help clients meet their problems more realistically, and to report as many rehabilitations as possible.

## PART V

### PLANNING AND RESEARCH

William O. Bailey

*Deputy Commissioner*

#### SCHOOL BUILDING

Included in the duties of the Division of Planning and Research are school building planning, pupil transportation, statistical studies of all phases of education, war surplus property disposition, preparation of publications, and public relations.

For some years Maine towns have been closing many of their rural schools. In fact, the number of one-room schools being operated in the State has diminished from 1562 in 1922 to 815 in 1947. Twenty-six small secondary schools have been closed since 1942. Since the end of the war, many communities have seen immediate need for new school building construction. About half of the cities and towns in Maine are now engaged in constructing new buildings or in making plans for them in the near future. Forty-nine towns have already built or have in process of construction new school units. In most instances these new plants will replace out-moded facilities and provide for an improved educational program in larger units. For example, the new Lincolnville community school houses all elementary children in the town and has made it possible to close six antiquated, one-room buildings. Likewise, at Naples, Casco, Georgetown, St. Agatha, West Gardiner, Farmingdale, and many other communities new central buildings will provide space for all the pupils in one unit and will eliminate out-moded undesirable structures. Almost without exception these new school plants are one-story buildings planned to provide the safest and most healthful surroundings possible for school age boys and girls.

Further progress has been made in one Aroostook County area where the three towns of Mapleton, Chapman, and Castle Hill, having obtained approval of the 93rd Legislature, are building central school facilities in Mapleton to house all public elementary and secondary school pupils from the three towns.

### **Community Schools**

State-wide approval for more efficient secondary school educational opportunities was granted by the 93rd Legislature when it passed a law permitting two or more towns to jointly build and maintain a secondary school. The towns of Fort Kent, St. Francis, Wallagrass, Eagle Lake, New Canada and St. John are building a community high school at Fort Kent. With the existing high school building serving presently as the nucleus of the plant, one new unit is under construction and plans call for a completely new building within ten years.

Guilford, Sangerville, Abbot and Parkman have organized the second community school district in the State, while a similar plan has been approved by the people of Sullivan, Franklin, Winter Harbor and Gouldsboro, who now await solution of their problem of finances. In these towns, as in many others in the State, the total borrowing capacity of the combination of towns is insufficient to finance the necessary construction.

Personnel of the Division of Planning and Research, who have attended more than 300 meetings of school and building, or investigating committees during the past two years, are convinced that the people of Maine are interested in improving educational opportunities for their youth and that they recognize the value of larger school units. They are, however, experiencing great difficulty in financing the necessary construction under Maine's 5% constitutional debt limit.

### **School Population Increases**

To summarize school building needs in Maine, it is necessary to review briefly the condition of existing facilities. Recent surveys reveal that 30 percent of Maine's secondary school buildings are more than 50 years old with several having been built 100 years ago. Few are less than 25 years old. During the past war and depression years, little building was done and even repairs and renovations were kept at a minimum. With few exceptions, Maine communities are faced with critical construction problems. Added to this is the increase in school population, foretold by a Maine birthrate that has increased from 16,199 in 1930 to 23,908 in 1947, indicating larger entering classes for most schools each year for the next five years. The impact of Maine's increasing pupil population is already being felt with classes of 65 to 75 being reported for junior primary classes where the enrollment normally has been between 20 and 30.

Changes in the educational pattern also have important bearing on present facilities. Activities planned to develop the child emotionally, intellectually, and physically to take his place in a rapidly changing world require more extended space than did the restricted pattern in use 50 or more years ago when schools were primarily for exceptional students preparing for the limited professions. Now that practically all the children of all the people are enrolled in the schools, educational offerings have necessarily been broadened in order that their varying interests and abilities may be better served.

### **School Districts**

It is significant that 38 towns petitioned the 93rd Legislature for establishment of school districts to finance construction. Present indications are that there will be a greater number of requests before the current legislative body. While construction costs have more than doubled, real property valuations have generally remained quite constant, thereby restricting the towns' borrowing capacity in terms of building ability. Recent figures from the U. S. Office of Education set construction costs for 1948 at \$331.21 on a 1913 base of 100, as compared to \$228.75 in 1943. There seems to be no indication that costs will be lower in the near future.

In assisting building committees with planning, the Division has made every effort to counsel carefully. Plans have suggested multiple use of all possible space so that libraries, cafeterias, gymnasiums and auditoriums, so important to a successful modern school program, may be used for several purposes and will not remain unused part of the day. Elaborate entrances, and unnecessary basement space, all expensive and of little functional value, are being discouraged. Since statistics show that high school buildings are frequently outmoded in 30 to 50 years, we have endeavored to encourage new buildings with flexible features, so they may be more easily and economically changed as future needs dictate.

As functional school planning has been encouraged, the deputy commissioner in charge of planning and research has met with school and building committees throughout the state to discuss preliminary plans. All new buildings are required by law to be approved by the State Departments of Education and of Health and Welfare before they may be occupied. During the past biennium, official approval has been given to 63 new elementary and

secondary schools. At the request of the towns, 10 surveys of school facilities have been made and written recommendations presented to the authorities.

### **Schooling in Forest Fire Area**

When Brownfield and Newfield lost their schoolhouses in the 1947 forest fires, Governor Horace Hildreth and his Executive Council allocated \$25,000 from state funds for construction of temporary school facilities, with the State Department of Education designated to implement construction.

Through use of surplus Government housing units obtained from the Red Cross, and other surplus properties, the Department was able to provide a two-room building for Newfield and a four-room structure for Brownfield to house all the elementary children in the respective towns. Although designated as "temporary," the buildings are on permanent foundations, are equipped with modern sanitary, heating, and lighting fixtures, and should serve adequately for a number of years until the towns are financially able to replace the superstructure with something more permanent. Started after the fires in October, the buildings were ready for occupancy after the Christmas holidays.

### **Building Conferences**

In April, 1947, the Department sponsored a school building conference for superintendents and school committee members. A week of lectures and discussions, led by nationally recognized school building authorities, was attended by a large group of administrators, architects and interested citizens. The University of Maine in cooperation with the Department held a similar conference at Orono during the 1948 summer session. U. S. Office of Education personnel, and school building authorities from New York, Massachusetts and New Hampshire were present to add their suggestions and comments to those of the University faculty and State Department members. It was the consensus of opinion that both these conferences were valuable to schoolmen and committee members in planning for present construction and future expansion.

During the biennium, the Division has prepared a revision of the Guide and Standards for Schoolhouse Construction in Maine, which was first assembled in 1945. This booklet, printed for distribution to superintendents, building committeemen and school

architects, coordinates state regulations and National standards for schoolhouse construction.

TRANSPORTATION

A study of school bus transportation costs during the 1946-47 school year reveals a financial advantage in using municipally owned buses for transporting school children. As schools tend to become consolidated at a central location in the community, bus transportation takes on added importance in the educational program. Children must be carried safely and at the same time as economically as possible. While buses contracted for with individuals are satisfactory in many instances, it is shown by the figures assembled that in 1946-47 municipally-owned buses provided conveyance at a lower per pupil mile cost than contract conveyance.

Pupil Capacity	MUNICIPALLY OWNED BUSES				CONTRACT BUSES			
	Number Reported	Average Miles Per Day	Average Cost		Average Cost		Average Miles Per Day	Number Reported
			Per Pupil Mile	Per Bus Mile	Per Bus Mile	Per Pupil Mile		
1- 9	1	10	.03	.102	.159	.05	20	440
10-18	15	38.5	.0114	.187	.198	.0117	29.2	236
19-32	39	37.5	.0023	.161	.198	.0061	34.3	135
33-41	30	49.28	.0032	.199	.220	.0063	44.9	56
42-53	100	57.06	.0055	.187	.25	.0056	43.1	101
54-up	44	55.7	.004	.243	.318	.0077	38.1	33
Total	229							1,001

A "Transportation Manual," containing bus requirements based on National Bus Standards, and suggestions for driver and passenger conduct, has recently been mimeographed and distributed to administrators and drivers.

SURVEYS AND PUBLICATIONS

Several statistical surveys for use in furthering Maine's educational program have been made by this Division. An extensive study was made of teachers' salary scales and schedules in the eastern states and the results made available to superintendents and school committees interested in establishing similar systems. Summaries have been made of school building needs and reports assembled of towns' local appropriations for school purposes.

The Department's quarterly publication, *Maine Schools*, has been improved and developed in an effort to make it useful to

both administrators and school committee members. In addition to the building and transportation standards, the Division has edited and supervised publication of five curriculum bulletins, *Our Little Folks*, *School Days*, *A Forward Step*, *Character Education*, and *The Classroom Teacher Helps the Physically Handicapped Child*. News releases, both for the Department of Education and for school superintendents who have requested services, have been prepared for all State newspaper and national educational publications. Radio scripts have been prepared for presentation by various department members over several Maine broadcasting stations. A survey of radio equipment and use of radio in Maine classrooms was made and three-day workshops on *Radio in Education* were directed at Washington State Normal School and the University of Maine summer sessions.

#### SURPLUS PROPERTY ALLOCATION

The U. S. Congress, having determined that much of the vast quantity of war surplus property could be utilized effectively by educational institutions, enacted legislation permitting the Army, Navy, and Air Corps to donate certain types of surplus property to eligible educational institutions on payment of freight and handling charges.

To implement the fair and equitable distribution of this property, the various governors were asked to designate some state agency to receive and distribute the property. Governor Hildreth assigned this responsibility to the Department of Education.

The State Legislature set up a revolving pool fund of \$50,000 to take care of packing and handling charges as well as freight charges. The installation having control of the property ships it directly to the State Agency. The equipment is stored in a surplus property warehouse, which is located at Camp Keyes, one of the barrack buildings formerly occupied by the National Guard. Until recently two such buildings were in use. On receipt of the property, it is sorted and marked for the schools requesting it; school officials are notified of its availability, and are billed for the freight and handling charges involved. Property received has included such items as agricultural tools, radio transmitting and receiving equipment, radar equipment, cash registers and business machines, drill presses, bench saws, visual aids equipment, large telephone switchboards, small condensers,



tubes and capacitors, etc. Maine even had an allocation of "50 riding horses, in used condition," which eventually was rejected!

It has been estimated, because in some cases the value of the property has not been listed on the allocation, that Maine schools have received more than \$1,137,395.88 worth of material at a cost of \$8,273.63 for handling and transportation. Because of war surplus property allocations, some schools have been able to partially furnish shops and establish new courses.

Through the sales program, Maine schools have obtained cafeteria stools, mess trays, food carts, stop watches, ammeters, voltmeters, etc. at a discount of 40% or 95% from the original cost, plus the freight charges. For instance, a shipment consisting of 100 voltmeters, normally selling for about \$20 each, was distributed at 36 cents each.

A total of 515 applications has been made, covering 185 allocations. Twenty-seven allocations were rejected because they could not be adapted to educational use in Maine. There have been 153 applications made for Army surplus property, 118 for Navy property, and 94 for Signal Corps property. Another 150 applications have been made for which the Maine State Educational Agency had no financial responsibility, the equipment being shipped directly to the school requesting it. This included 111 Army allocations, 58 Navy, and 16 Signal Corps allocations.

Recent Congressional action has made the Army, Navy and Air Corps donations program permanent. It is, therefore, anticipated that allocations of surplus property will continue to be made to this State for distribution to all eligible Maine educational institutions, including high schools, private schools, and colleges.

**PART VI****SCHOOLING IN UNORGANIZED TERRITORY**

Edward L. McMonagle

*Director*

As directed in Sections 142-155 R. S. 1944 and amendments thereof, educational opportunities have been provided for children having residence in Unorganized Townships through the maintenance of elementary schools in the larger townships and through elementary and secondary tuition arrangements with town or city school systems. Conveyance has been essential to attendance of elementary pupils at both state and town operated schools. In some instances, it has been necessary to provide partial board allowances in lieu of conveyance for certain elementary pupils whose residence was so distant from schools that conveyance was not feasible.

**Teachers**

During the year 1946-47, new full time teaching positions were established at Norcross, Connor and Salem and part-time positions at Chesuncook and Forest City to make a total of 32 full-time and two part-time positions. Thirteen new teachers came into the system. During the year 1947-48, the Salem school was closed, the part-time position at Forest City discontinued and schools were opened at Milton and in Township 15 Range 6, Aroostook County, to make a total of 33 full and one part-time positions, nine of which were filled by new personnel.

The above figures point out several significant facts:

1. Changing conditions in the Unorganized Territory often require providing a school or arranging for transportation or board and school privileges at short notice thus upsetting carefully made budget calculations. Good examples of this occurred in Milton Township, Oxford County, and in Township 17 Range 4, W. E. L. S., Aroostook County in the fall of 1947. No school had been maintained in Milton for several years prior to 1947 because there were only five to seven elementary scholars in the township. Conveyance and tuition were provided by arrange-

ment with the Rumford School Department. When the 1947-48 school year opened, there were 26 elementary pupils in Milton and Rumford's crowded bus system could no longer provide conveyance. The only solution was to open the East Milton School. The situation in Township 17 Range 4 is mentioned in the paragraph on Finance.

2. The employment of new teaching personnel creates administrative and supervisory problems. Our teachers have limited supervision or assistance and must act independently to a large extent in solving local school problems. Teachers who have been with us for several years realize and adapt themselves to this condition. Newer personnel have to learn to adjust and need help in doing it—more help than is now available.

3. There could be an improvement in efficiency if experienced teachers continued in service. At the end of the biennium, two-thirds of the staff members were new to the system. Constantly shifting personnel in schools, as well as in industry, interferes with efficient operation and achievement. In our own case, it is largely due to close competition of towns in the matter of salaries plus the attractive features of town living. Until the past few years, employment in Unorganized Territory schools was sought by teachers because larger and more certain salaries were paid by the state. Increases in salaries paid by towns incident to the higher minimum wage for teachers have nullified an advantage previously enjoyed.

### **Buildings**

The limited maintenance and repair programs during depression and war years, have left our buildings in a sad state. Extensive repairs are needed in five townships and minor work in six others. New buildings should be provided in at least seven townships.

Of 24 buildings operated, 20 are state owned and four are leased. Seven of the state owned buildings were built by the state, the other 13 were acquired through deorganization of towns. It is these last which are in greatest need of improvement. It is interesting to note that only seven of our schools have electric lights and that only one has running water—and this only for toilets.

The condition of some of these buildings is a reproach to the state which advocates proper school facilities on the one hand

and at the same time fails to properly care for its own responsibilities in the same field. This fact has been pointed out to us by local school and municipal officers as well as by other departments of State, making special reference to health and safety deficiencies.

Recommendations to correct some of the more critical situations have been made in the budget presented for the coming biennium.

### Equipment

In comparison with some of the poorer towns, our schools have been well provided with textbooks and supplies. They are not, however, equipped to offer a modern program of education such as we are encouraging throughout the state. More and newer books as well as a greater variety of supplies are needed. Special needs exist for reference materials, visual aids, lighting fixtures and heating equipment, and modern movable seating. Some of our schools are still using old double seats and the majority have desks attached to the floor. Needless to say, almost all of the seating is in a poor state of repair.

### Buses

Although the greater part of our conveyance is provided by arrangement with private conveyors and local school departments, the state owns and operates three school buses as follows:

Township		Chassis	Body	Capacity
Orneville	1938	Ford V8	Superior	43
Silver Ridge	1938	Ford V8	Wayne	60
Connor	1938	Inter. D35	Hicks	42

Replacement of these buses is long past due and they are expensive from the point of maintenance.

We also own and, as an inducement, loan to conveyors three 1938 Superior bus bodies each having a capacity of 42 pupils. These are mounted on chassis owned, maintained and operated by conveyors under contracts in Albany, Mason and Edmunds Townships.

### Program

I cannot say that there is any one program or type of education being offered in our schools. While some of our teachers are older, of long experience, and settled in the habits of the traditional school, we have a few younger, and some older, people who are willing and anxious to know of and follow suggestions toward an up-to-date program. The main difficulty, in addition to

shortcomings in buildings and equipment, lies in the fact that our teachers are spread throughout the state so that supervisory visits are limited both in number and effectiveness and meetings of groups are well-nigh impossible. Perhaps, with time, more can be done in this field.

### **Supervision**

The Director has not visited schools and other activities in the townships to the extent that he would like. Visitation of schools for supervisory purposes and for other activities of inspection is a vital force in building and maintaining morale among teachers, pupils, bus operators, and janitors and other suppliers of school services. It is as well a factor in promoting efficiency and economy in all operations. A large amount of time, of necessity, is spent in the general office to care for the great mass of administrative detail, most of which is of such a nature that personal knowledge and attention are required. As the amount of time demanded for administrative purposes grows larger each year, the time is not far distant when consideration must be given toward providing an adequate supervisory program for this school system itself.

### **Finance**

In the accompanying tables, the year 1936-37 has been used to compare with the first year of the biennium just past because the year 1946-47 is the last year for which we have state-wide figures and averages available.

In comparing present costs with those of ten years ago, it must be kept in mind that, since July 1, 1937, 21 former municipalities have deorganized and that the school expenses of these former towns and plantations are now being paid for out of the Unorganized Territory appropriation. In the year 1947-48, this cost was in excess of \$94,000. With the exception of eight former municipalities which have 200 or more inhabitants, the townships make no contribution toward the schooling of their own children except the small part of their state tax payment which goes for general education purposes.

The 1948 assessment, based on 1946-47 school expenditures, is given among the tables attached. In computing the net cost of schooling, these townships are given credit for what state funds they would have received had they been organized. The full net cost is not assessed because the Statutes limit the school tax rate

in these places to the average school tax rate for the state plus ten mills. All school taxes are credited to the General Fund of the State.

It should be noted that the school tax is assessed only in former municipalities which have a total population of 200 or more on April 1 of any year. Townships which have never been organized even though they have 200 or more inhabitants pay no school taxes.

In this connection, it might be well to consider the feasibility of assessing some part or all of the school cost upon the township directly benefited or upon the Unorganized Territory as a whole. Such action would, I am sure, be helpful in controlling school costs occasioned by seasonal or temporary residents. I have in mind a situation in Township 14 Range 6 W. E. L. S., Aroostook County, where pulp cutters established a small village during the school year 1947-48 and school privileges had to be provided for 17 children at a cost of \$1192.00. This activity had not been provided for in our budget and had to be taken care of as an emergency. The operators of such projects feel no responsibility for schooling of children who accompany parents to out-of-the-way places.

If a change in method of financing is made as suggested, some special provisions should be included to provide for large capital expenditures for buildings, buses and equipment, probably through a revolving fund or funds established for this purpose.

### Needs

1. Adequate supervisory program. The greater part of the Director's time is spent on administrative work both on visits to townships and in the office at Augusta.

2. In-service training of teachers. The majority of teachers are older people who have on the average less than two years of training.

3. Repairs and building improvements.

4. Replacement of buildings in Connor, Edmunds, Brookton and Trescott.

5. New buildings at Thoroughfare settlement in Township 17 Range 4, Aroostook, Coburn Gore and Holeb to replace rented and temporary buildings.

6. Replacement of worn-out conveyance units.

7. Revision of financial program to permit all townships to participate to some extent at least in schooling costs.

**Comparative Summary of Statistics for the Unorganized Territory**

For year ending June 30	1937	1947	1948
Teachers' Salaries.....	\$19,435.88	\$50,118.00	\$53,680.76
Fuel.....	1,576.36	4,795.80	4,776.16
Janitor and cleaning.....	1,007.75	3,599.03	3,507.50
Conveyance.....	8,622.31	40,454.83	41,435.56
Board.....	6,415.34	5,332.70	4,649.80
Elementary Tuition.....	6,331.36	27,148.31	*21,201.20
Secondary Tuition.....	6,006.60	30,799.14	23,804.32
Repairs.....	1,232.45	583.63	2,227.86
Equipment.....	273.53	488.40	452.37
Textbooks.....	1,782.03	1,087.73	719.85
Supplies.....	976.37	1,152.39	901.85
Water and electricity.....	—	136.32	128.54
Rent and insurance.....	141.00	2,166.99	606.00
Agents.....	811.76	2,558.25	2,371.67
Capital Improvements.....	—	—	1,740.00
Total Expended.....	\$54,612.74	\$170,421.52	\$141,002.24
*Adjustment of elementary tuition between fiscal years.....		— 21,201.20	+ 21,201.20
Adjusted Total.....		\$149,220.32	\$162,203.44
Number of Townships in which school privileges were provided.....	98	95	100
School population 5 to 21 years.....	1,367	2,083	1,893
Number of full-time teachers.....	30	32	33
Number of part-time teachers.....	—	2	1
School enrollment.....	657	748	763
Aggregate attendance.....	91,935	116,978	118,354
Average attendance.....	535	649	657
Number of pupils conveyed to U. T. Schools..... to Town Schools.....	—	330	302
Total.....	—	382	491
Number of pupils boarded.....	219	712	793
Length in days of the school year.....	83	37	36
Number of pupils attending public elementary schools approved secondary schools.....	172	180	180
Total number for whom schooling was provided..	280	442	567
	102	259	244
	1,039	1,449	1,574

**School Tax Assessment for 1948 as Provided by  
Sec. 148 Chapter 37, R. S. 1944**

Township	Total cost of School Program	State School Fund Credits	Net Cost of School Program	Assessment Limited to State Average of School Rates plus 10 mills
Connor.....	\$12,535.17	\$4,490.36	\$8,044.81	\$5,392.58
Freeman.....	7,425.60	2,887.23	4,538.37	2,647.78
Albany.....	5,361.21	1,506.37	3,854.84	3,854.84
Kingman.....	8,739.97	4,333.61	4,406.36	1,749.06
Brookton.....	5,042.56	2,889.70	2,952.86	2,142.33
Edmunds.....	7,091.04	4,053.45	3,037.59	2,131.03
Topsfield.....	4,554.33	1,572.68	2,981.65	2,423.75
Trescott.....	8,002.02	4,156.99	3,845.03	2,389.12
Total.....	\$58,751.90	\$25,890.39	\$33,661.51	\$22,730.49

## Unorganized Territory Schools, 1947-48

County	Township	School	Teachers	Pupils	Remarks
Aroostook	Connor	Hill	3	112	(A) (B)
	Connor	Kelly	1	24	(B)
	T 17 R 4	Guerette	2	57	
	T 17 R 4	Sinclair	1	36	
	T 17 R 4	Thoroughfare	2	43	(A) (C)
	T 17 R 5	Ouellette	2	48	
	T 17 R 6	Lafayette	1	12	
Franklin	Coburn Gore	Arnold Pond	1	23	(C)
Lincoln	Muscongus I	Loudville	1	9	
Oxford	Milton	Poplar	1	24	(B)
Penobscot	Indian Pur. No. 3	Norcross	1	10	(B)
	Kingman	Village	3	77	(A) (B)
Piscataquis	Medford	Center	1	13	(B)
Somerset	T 3 R 1 NBKP	Long Pond	1	18	(B) (C)
	T 1 R 1 NBKP	Rockwood	1	14	(C)
	T 1 R 1 NBKP	Blaine	1	31	
	T 6 R 1 NBKP	Holeb	1	10	
Washington	Baring	Baring	1	16	(A) (B)
	Brookton	Village	2	42	(B)
	Edmunds	Preston	1	30	(B)
	Edmunds	Lyons Hill	1	15	(B)
	Topsfield	Topsfield	1	28	(A) (B)
	Lambert Lake	Lambert Lake	1	31	(A) (B)
	Trescott	East Stream	1	25	(A) (B)
	Trescott	Moose River	1	15	(B)
	Total		33	763	
REMARKS:	(A) Has electric lights				
	(B) Deorganized				
	(C) Rented				



## PART VII

### FINANCE AND CONTROL

Fred L. Kenney

*Director*

In reviewing the past three biennial periods I note that during 1942-44, six new programs were placed in the Department of Education for administration. During the period 1944-46, seven new programs were added to this department and during the period 1946-48, seven more programs have been added, namely:

1. Approval of institutions offering G. I. Training.
2. Conduction of equivalency tests for high school graduates.
3. Supervision of farm-training programs for G. I.'s.
4. Administration of the complicated minimum salary bill.
5. Distribution of educational war surplus goods.
6. Distribution of surplus foods.
7. Administration of community school organization.

There is a constantly growing variety of demands from other state departments and from the public. For instance, considerable time is required in complying with the regulations established by the Travel Bureau, Retirement Board, Personnel Board, Workmen's Compensation Bureau, etc.

In addition to administering regular work and the above-named programs, the following special projects required detailed attention:

1. Development of a work sheet for the new secondary tuition formula.
2. Transfer of the Maine Teachers' Retirement Association records and the Non-contributory Teacher records to the Retirement Board.
3. Revision of reporting forms for the Physically Handicapped Children's Division.
4. Establishment of controls for the State Vocational Board's plan for cooperation with the new Federal "George-Barden" Act.
5. Drafting of a permanent teacher record card, and establishment of filing system.

6. Preparation of special forms for summer school credit reimbursement and state subsidy record control cards.
7. Revision of the School System Reports to conform with changes in the statutes.
8. Preparation of a budget work sheet for superintendents of schools.
9. Transition of filing system from the county basis to a state-wide 'alphabetical by towns' listing.

The daily mails almost never fail to produce a special questionnaire from some part of the nation which, of course, requires time and sometimes special tabulation work to give the information desired.

The teacher retirement records have been transferred to the State Employees' Retirement Board with considerable lessening of time demands, but this office is required by law to furnish the Retirement Board with a certificate of the past five years' salary for each teacher retiring, and to verify statements of service on membership application blanks. This requires considerable correspondence with superintendents of school and, together with the long established habit of teachers writing to the Department of Education for retirement information, requires constant attention.

The teachers minimum salary bill added a considerable burden to this division because of the various technicalities involved in determining to which of the several minimum salaries a teacher is legally entitled.

The budget request for the 1949-51 biennium totals over 16 million dollars. This is an increase of 18%. Educational grants and subsidies total approximately six millions of dollars annually. The department's operations budget this year includes a request for the addition of a senior accountant to this division to work in the field with superintendents of schools to assist them in properly recording school finances. Due to the fact that local school tax rates determine the amount of state subsidy to be paid out on teaching positions and for equalization, it is very important, I believe, that this department (being one of the few states in the nation that does not have its own auditing staff) should give some attention to having a spot check and follow-up system to assist cities and towns in keeping proper control at the local level.

This division is now able to meet its various due dates approximately on time, but the huge volume of detail takes up the full time of the Director and, therefore, no time is available for constructive research and progressive development; an example of which would be the production of a superintendent's financial handbook classifying accounts and defining terms of expenditures.

**COMPARATIVE FINANCIAL STATEMENT**  
**STATE TEACHERS COLLEGES AND NORMAL SCHOOLS**  
**FISCAL YEARS 1946-1947 and 1947-1948**

	GRAND TOTALS		Farmington State Teachers' College		Gorham State Teachers' College		Washington State Normal Machias		Madawaska Training School Fort Kent		Aroostook State Normal Presque Isle	
	46-47	47-48	46-47	47-48	46-47	47-48	46-47	47-48	46-47	47-48	46-47	47-48
Legislative Appropriation . . . . .	\$210,144.00	\$298,380.00	\$69,949.00	\$84,000.00	\$68,568.00	\$98,850.00	\$33,387.00	\$44,460.00	\$38,240.00	\$42,370.00	\$ —	\$28,700.00
Balance Forward July 1 . . . . .	16,516.44	875.00	1,925.21	.....	6,186.36	.....	3,520.31	875.00	4,884.56	.....	.....	.....
Transf. from Emergency Payrol Fund	41,443.00	.....	15,465.00	.....	12,387.00	.....	5,783.00	.....	4,954.00	.....	2,544.00	.....
Transfer from Federal Voca. Funds . . . . .	.....	500.00	.....	.....	.....	500.00	.....	.....	.....	.....	.....	.....
Trans. between Accounts to and from Reserve . . . . .	14,322.65	11,442.82	8,667.77	(388.10)	2,414.45	6,416.59	(12,622.87)	(1,600.00)	.....	7,014.33	15,863.30	.....
Add: NET INCOME	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Services charged to Cities and Towns (11.53)	.....	50.00	(141.53)	.....	.....	50.00	.....	.....	130.00	.....	.....	.....
Sale of Meals . . . . .	126,638.27	161,500.96	53,603.54	77,094.65	44,114.07	43,475.80	14,113.69	14,101.90	6,629.40	11,835.25	8,177.57	14,993.36
Sale of Equipment and Buildings . . . . .	169.93	296.75	.....	.....	59.00	.....	.....	.....	.....	.....	110.93	296.75
Rentals . . . . .	33,708.76	41,701.05	12,479.00	17,704.45	12,756.95	12,289.86	2,802.50	2,480.50	2,544.25	3,231.25	3,126.06	5,994.99
Tuition Fees . . . . .	57,852.53	64,556.58	17,501.00	28,398.07	22,994.20	17,796.00	6,618.50	5,765.00	4,566.70	7,359.72	5,872.13	5,237.79
City and Town Grants . . . . .	26,520.00	34,750.00	9,020.00	14,100.00	9,300.00	12,000.00	5,200.00	5,350.00	3,000.00	3,300.00	.....	.....
Sale of Books and Supplies . . . . .	16,724.39	22,107.44	5,738.18	9,195.78	8,111.53	8,264.74	1,332.70	2,513.67	3.95	23.75	1,477.73	2,109.50
Miscellaneous Services and Fees . . . . .	1,258.49	1,985.45	647.33	756.14	455.00	347.78	80.52	749.10	11.85	5.00	63.79	127.43
Registration Fees . . . . .	3,108.00	3,775.00	846.00	1,658.00	1,480.00	1,059.00	272.00	303.00	318.00	512.00	192.00	243.00
Medical Services Rendered . . . . .	3,183.25	3,156.00	1,280.00	1,414.50	1,731.50	1,555.00	96.00	101.00	.....	.....	75.75	85.50
Laboratory Services Rendered . . . . .	1,178.00	2,385.20	1,043.00	1,520.00	.....	446.00	.....	19.00	.....	27.75	135.00	372.45
Miscellaneous . . . . .	314.29	293.05	22.58	68.38	14.00	94.65	7.41	69.02	.....	.....	270.00	1.00
Sale of Farm Products . . . . .	9,480.75	7,279.52	.....	.....	.....	.....	.....	.....	9,480.75	7,279.52	.....	.....
Interest on Notes Receivable . . . . .	29.10	9.00	15.61	.75	13.11	.....	.....	.....	.....	8.25	38	.....
TOTAL NET INCOME . . . . .	280,154.23	343,786.00	102,355.01	151,910.72	101,029.66	97,378.83	30,583.32	31,452.19	26,684.90	33,582.49	19,501.34	29,461.77
TOTAL AVAILABLE . . . . .	562,580.32	654,983.82	198,361.99	235,522.62	190,595.47	203,145.42	60,650.76	75,187.19	74,763.46	82,966.82	38,208.64	58,161.77
Deduct: NET DISBURSEMENTS	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Personal Services . . . . .	310,275.28	370,735.09	108,901.78	137,261.75	113,220.23	119,745.01	34,561.02	42,501.59	37,610.23	42,716.33	15,982.02	28,510.41
Contractual Services . . . . .	66,972.15	64,017.59	22,556.91	19,099.97	20,819.72	15,758.94	4,400.00	8,593.79	10,391.44	12,053.28	8,804.08	8,512.21
Commodities . . . . .	102,848.35	197,701.17	61,255.93	76,736.97	47,364.88	57,664.51	16,696.81	18,202.48	24,372.21	26,465.26	13,155.52	18,641.95
Grants and Subsidies . . . . .	1,069.03	450.31	133.99	61.31	123.64	350.00	.....	39.00	811.40	.....	.....	.....
Capital Expenditures . . . . .	15,694.34	15,831.39	5,513.38	2,362.92	9,067.00	6,401.77	492.94	3,115.78	357.00	1,731.95	264.02	2,218.97
TOTAL NET EXPENSE . . . . .	556,859.15	648,735.55	198,361.99	235,522.62	190,595.47	199,909.93	56,150.77	72,452.64	73,542.28	82,966.82	38,208.64	57,883.54
Balance June 30 . . . . .	5,721.17	6,248.27	.....	.....	.....	3,235.49	4,499.99	2,734.55	1,221.18	.....	.....	278.23
Carried . . . . .	875.00	1,850.55	.....	.....	.....	.....	875.00	1,859.55	.....	.....	.....	.....
Lapsed . . . . .	4,846.17	4,388.72	.....	.....	.....	3,235.49	3,624.99	875.00	1,221.18	.....	.....	278.23

**TEACHER COLLEGES AND NORMAL SCHOOL RESERVES**

Expended . . . . .	7,195.44	14,311.40	8,821.29	2,682.51	778.47	4,860.64	.....	387.32	(1,986.93)	3,987.43	(417.39)	2,393.50
Closing Balance . . . . .	51,536.51	30,842.82	4,914.17	4,561.17	21,148.73	9,366.76	4,727.95	5,350.63	9,103.22	1,315.32	11,642.44	10,248.94

EXHIBIT II

SUMMARY OF EXPENDITURES  
STATE FUND ACCOUNTS

Subsidies to Cities, Towns, and Academies for: .....	ACTUAL			
	1945	1946	1947	1948
Plans and Surveys.....	—	\$250	\$2,182	\$4,289
State School Fund.....	\$156	—	—	—
Tuition.....	150,803	183,387	191,743	219,084
Teaching Positions.....	1,024,273	2,020,535	2,041,815	2,728,239
School Census (and Enrollment).....	697,099	638,881	500,997	504,991
Conveyance in Lieu of Teaching Positions.....	116,365	140,567	151,642	178,078
Temporary Residents.....	1,152	1,579	872	1,698
Industrial Education.....	129,319	122,341	134,012	133,336
Aid to Academies.....	98,436	120,000	120,000	120,000
Physical Education.....	28,615	32,255	34,237	35,300
Board of Island Children.....	—	—	841	1,150
Physically Handicapped Children.....	—	7,500	7,312	10,000
Equalization of Educational Opportunities.....	355,660	302,948	474,514	495,299
<b>Sub-Total of Subsidies.....</b>	<b>2,601,878</b>	<b>3,570,243</b>	<b>3,660,167</b>	<b>4,431,464</b>
Administration.....	80,500	93,463	117,290	120,663
Teacher Colleges and Normal Schools.....	382,933	388,107	564,054	663,047
Schooling of Children in Unorganized Territory.....	87,090	112,394	170,447	141,002
Superintendents of Towns in School Unions.....	163,294	160,683	163,494	182,976
Vocational Education.....	23,757	39,634	46,127	88,608
Federal Vocational Rehabilitation.....	86,467	108,351	111,086	128,711
Vocational Technical School.....	—	12,538	110,343	65,751
Pensions for Retired Teachers (1913 System).....	285,316	371,994	387,371	413,160
School Lunch Administration of National Program.....	—	—	11,003	13,185
Education of Orphans of Veterans.....	—	—	—	—
Special Committee on Approval of Inst. for G. I. Training.....	—	1,809	307	633
State Contribution to Maine Teachers' Retirement Association.....	143,373	194,602	219,300	150,000
<b>Sub-Total of Operational Accounts.....</b>	<b>1,252,730</b>	<b>1,483,055</b>	<b>1,900,822</b>	<b>1,967,736</b>
<b>Grand Totals.....</b>	<b>\$3,854,608</b>	<b>\$5,053,298</b>	<b>\$5,560,989</b>	<b>\$6,399,200</b>

COMMISSIONER OF EDUCATION

EXHIBIT III

EDUCATIONAL TRENDS AND STATISTICS

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

	1925	1930	1935	1940	1945	1947
School census (5-21 years) . . . . .	243,873	247,796	260,099	257,252	242,861	**170,628
Total enrollment: elementary . . . . .	132,591	135,083	138,559	133,718	128,276	126,603
secondary . . . . .	30,839	33,821	41,242	45,958	38,289	42,304
Pupils conveyed: elementary . . . . .	10,974	14,942	20,439	28,846	33,979	39,898
secondary . . . . .	496	834	1,431	2,656	3,120	3,580
Average daily attendance: elementary . . . . .	106,124	110,930	116,202	112,307	102,814	105,616
secondary . . . . .	24,337	27,113	33,279	36,306	27,956	31,634
Pupils not attending school regularly . . . . .	679	498	459	825	512	258
Pupils beginning work of elementary schools . . . . .	23,686	23,649	23,766	22,865	23,843	25,516
Pupils completing work of elementary schools . . . . .	9,223	10,709	12,091	12,526	11,475	11,246
Pupils beginning work of secondary schools . . . . .	8,390	8,417	9,481	8,819	7,385	7,520
Pupils completing work of secondary schools . . . . .	4,801	4,603	6,712	7,420	5,333	6,724
Average annual salary for men teachers: elementary . . . . .	\$1,074	\$1,135	\$870	\$931	\$1,714	\$2,065
secondary . . . . .	\$1,806	\$1,938	\$1,557	\$1,611	\$2,227	\$2,599
Average annual salary for women teachers: elementary . . . . .	\$810	\$871	\$737	\$812	\$1,187	\$1,506
secondary . . . . .	\$1,266	\$1,316	\$1,118	\$1,175	\$1,557	\$1,918
Schools in one-room buildings . . . . .	2,102	1,781	1,653	1,289	885	739
Schools to which pupils are conveyed . . . . .	1,648	1,969	2,322	1,237	1,170	1,169
Schools discontinued during year . . . . .	121	65	27	114	78	63
Schools with libraries . . . . .	1,465	2,248	2,193	1,724	1,642	1,555
Estimated value of public school property . . . . .	\$25,152,312	\$32,654,172	\$32,548,186	\$36,683,198	\$47,793,905	\$42,988,999
Raised by towns for school *maintenance . . . . .	\$5,615,954	\$6,413,201	\$5,642,590	\$6,577,989	\$8,511,934	\$9,443,304
Paid by state for school *maintenance . . . . .	\$1,719,782	\$1,818,304	\$1,439,005	\$1,653,076	\$2,438,854	\$3,516,359
Total resources for school *maintenance . . . . .	\$7,306,453	\$8,962,729	\$7,844,621	\$9,010,319	\$12,254,570	\$14,611,439
Total resources—all purposes . . . . .	\$11,427,054	\$11,667,787	\$9,560,298	\$11,196,541	\$14,209,633	\$17,364,177
Expenditure for instruction . . . . .	\$5,234,524	\$5,830,136	\$4,887,149	\$5,505,826	\$7,273,257	\$8,886,641
Expenditure for tuition . . . . .	\$420,983	\$521,727	\$562,840	\$645,351	\$784,941	\$1,027,536
Expenditure for conveyance . . . . .	\$489,596	\$656,759	\$599,370	\$772,617	\$1,187,456	\$1,519,325
Total expenditure for *maintenance . . . . .	\$7,649,094	\$8,652,400	\$7,499,163	\$8,621,986	\$11,558,759	\$14,218,906
Expenditure for new buildings . . . . .	\$1,423,736	\$375,234	\$235,427	\$170,649	\$102,644	\$198,676
Expenditure for equipment . . . . .	\$104,144	\$130,570	\$54,522	\$67,734	\$37,189	\$64,159
Expenditure for medical inspection . . . . .	\$19,309	\$31,377	\$22,803	\$28,031	\$33,873	\$31,450
Expenditure for physical education . . . . .	\$60,137	\$106,773	\$63,619	\$85,867	\$125,513	\$165,020
Expenditure for industrial and vocational education . . . . .	\$260,771	\$320,379	\$297,122	\$398,363	\$539,199	\$666,953
Total expenditures—all purposes . . . . .	\$10,807,972	\$11,700,408	\$9,584,707	\$11,254,441	\$13,418,971	\$16,731,694
Per capita costs: basis of total enrollment and maintenance—						
elementary . . . . .	40.23	44.49	35.66	41.77	59.79	73.79
secondary . . . . .	75.07	76.69	61.19	65.05	99.53	111.99
Total enrollment and total expenditure . . . . .	66.13	69.27	53.31	62.64	80.56	99.05

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

\*\*Enrollment, April 1st. Change in law (1945 c. 330 P. L.)

EXHIBIT IV

STATISTICAL REPORT OF THE PUBLIC SCHOOLS  
AND ACADEMIES OF THE STATE OF MAINE

1. PUPILS	1945-46	1946-47
School Enrollment April 1st (Public and Private).....	166,629	170,628
Total Enrollment:		
Elementary.....	127,328	126,608
Secondary—High Schools.....	31,800	33,659
Academies.....	8,035	8,645
Total.....	167,163	168,907
Net Enrollment:		
Elementary.....	114,988	115,978
Secondary—High Schools.....	31,203	32,993
Academies.....	7,882	8,485
Total.....	154,073	157,456
Urban Distributions (elementary only).....	57,311	55,188
Rural Distribution (elementary only).....	70,017	71,415
Conveyed at expense of town:		
Elementary.....	36,792	39,898
Secondary.....	3,546	3,580
Total.....	40,338	43,478
Aggregate attendance:		
Elementary.....	18,247,180	18,599,616
Secondary—High Schools.....	4,925,436	5,309,137
Academies.....	1,250,117	1,400,654
Total.....	24,422,733	25,309,407
Average daily attendance:		
Elementary.....	102,413	105,616
Secondary—High Schools.....	27,290	29,280
Academies.....	6,899	7,788
Total.....	136,602	142,684
Non-resident enrollment:		
Elementary.....	2,032	2,661
Secondary—High Schools.....	4,191	4,619
Academies.....	2,966	3,412
Total.....	9,189	10,692
Persons of compulsory school age not attending school regularly. Enrollment by years:	281	258
Elementary—		
Kindergarten and sub-primary.....	12,778	13,457
Grade I.....	13,969	13,952
Grade II.....	12,811	13,313
Grade III.....	12,751	12,904
Grade IV.....	12,753	12,756
Grade V.....	12,679	12,535
Grade VI.....	12,474	12,660
Grade VII.....	9,516	9,464
Grade VIII.....	9,263	8,870
Grade IX.....	22	24
Ungraded or special.....	211	303
Junior High Schools—		
Elementary grades.....	5,682	5,740
Secondary grades.....	10,101	10,749
Senior High Schools—		
Year I.....	6,932	6,880
Year II.....	5,713	5,845
Year III.....	4,588	4,883
Year IV.....	3,769	4,332
Special.....	141	304
Academies—		
Year I.....	2,335	2,312
Year II.....	2,006	1,994
Year III.....	1,722	1,873
Year IV.....	1,471	1,848
Special.....	69	251
Promoted or Graduated:		
Elementary.....	11,500	11,246
Senior High Schools.....	5,371	6,236
Academies.....	1,635	1,847

II. TEACHERS	1945-46	1946-47
Positions for men:		
Elementary .....	250	287
Secondary—High Schools .....	693	792
Academies .....	215	254
Total .....	1,158	1,333
Positions for women:		
Elementary .....	4,072	4,005
Secondary—High Schools .....	951	938
Academies .....	280	244
Total .....	5,303	5,187
Different persons employed:		
Elementary .....	4,710	4,673
Secondary—High Schools .....	1,728	1,820
Academies .....	537	544
Total .....	6,975	7,037
Average wages of men per week:		
Elementary .....	\$50.80	\$56.31
Secondary—High Schools .....	63.42	70.93
Academies .....	56.88	62.33
Average wages of women per week:		
Elementary .....	\$36.28	\$41.20
Secondary—High Schools .....	46.19	52.05
Academies .....	37.82	43.73
Average annual salaries of men:		
Elementary .....	\$1,873	\$2,065
Secondary—High Schools .....	2,346	2,599
Academies .....	2,074	2,269
Average annual salaries of women:		
Elementary .....	\$1,328	\$1,506
Secondary—High Schools .....	1,707	1,918
Academies .....	1,347	1,578
Average annual salaries of men and women (combined):		
Elementary .....	\$1,359	\$1,543
Secondary—High Schools .....	1,972	2,229
Academies .....	1,685	1,980
No. of teachers attending summer school .....	563	768
III. SCHOOLS	1945-46	1946-47
Classification:		
Elementary		
Towns and Cities .....	1,635	1,606
Unorganized townships .....	30	32
Total .....	1,695	1,638
High Schools—		
Class A .....	180	179
Six-year (included in Class A) .....	40	43
Class B .....	6	3
Junior High .....	8	8
Total .....	194	190
Academies .....	59	61
Incomplete reports (parochial) .....	14	12
Number of towns on contract basis .....	26	27
Distribution of public schools:		
Urban .....	339	331
Rural .....	1,457	1,431
Number in one-room buildings .....	815	739
Number to which pupils are conveyed .....	1,139	1,169
Number discontinued during year .....	61	63
Number with school improvement leagues .....	540	533
Number with libraries .....	1,579	1,555
IV. BUILDINGS	1945-46	1946-47
Public school buildings used for:		
Elementary school purposes only .....	1,444	1,408
Secondary school purposes only .....	92	84
Elementary and secondary purposes .....	130	135
Number rented for school purposes .....	25	27
Number of new buildings completed during year .....	3	5
Cost of new buildings and equipment .....	\$89,800	\$338,678
Estimated value of school property:		
Public schools .....	\$42,551,948	\$42,988,999
Academies .....	5,081,824	5,375,583



V. FINANCIAL	1945-46	1946-47
<b>Resources:</b>		
Amount appropriated for maintenance*		
Public schools	\$9,091,881	\$9,443,304
Academies	360,258	585,671
State aid toward maintenance—		
Public schools	3,380,426	3,516,359
Academies	360,258	585,671
Total resources for maintenance—		
Public schools	13,775,540	14,611,439
Academies	882,063	1,057,832
Total resources for all school purposes—		
Public schools	16,032,280	17,364,177
Academies	1,442,580	1,753,603
<b>Expenditures:</b>		
For instruction—		
Public schools—Elementary	5,539,548	6,083,878
High Schools	2,531,698	2,802,763
Total	8,071,246	8,886,641
Academies	657,341	777,520
For tuition—		
Public schools—Elementary	61,409	86,531
High Schools	827,302	941,005
Total	888,711	1,027,536
For fuel—		
Public schools—Elementary	440,071	453,826
High Schools	195,633	209,033
Total	635,704	662,859
Academies	60,406	75,371
For janitor service—		
Public schools—Elementary	649,840	710,459
High Schools	294,073	327,661
Total	943,913	1,038,120
Academies	69,702	93,166
For conveyance—		
Public schools—Elementary	1,296,449	1,430,086
High Schools	79,200	100,536
Total	1,375,649	1,530,622
For textbooks—		
Public schools—Elementary	230,714	234,922
High Schools	116,457	118,057
Total	347,171	352,979
Academies	32,838	36,855
For supplies, light and power—		
Public schools—Elementary	308,312	342,813
High Schools	208,730	238,910
Total	517,042	581,723
Academies	22,883	31,317
Total expenditure for maintenance—		
Public schools—Elementary	8,526,343	9,342,515
High Schools	4,253,093	4,737,965
Sub-Totals (Public)	12,779,436	14,080,480
(Academies)	882,063	1,057,832
For supervision	232,361	295,591
For new lots and buildings	32,235	198,676
For repairs and permanent improvements	539,381	699,955
For equipment	55,052	64,159
For medical inspection	32,216	31,450
For physical education	153,243	165,020
For industrial and vocational education	600,655	666,953
For evening schools and Americanization	21,372	26,755
Total expenditures for all school purposes—		
Public Schools	14,951,040	16,731,694
Academies	1,392,943	1,674,124
Grand Total	\$16,343,983	\$18,405,818
<b>Per capita costs:</b>		
On total enrollment and expenditures for maintenance—		
Elementary	\$66.96	\$73.79
Secondary	106.77	111.99
On total enrollment and total expenditure	89.44	99.05
On average attendance and expenditure for maintenance—		
Elementary	83.25	88.45
Secondary	124.40	127.81
On average attendance and total expenditure	109.45	117.26
On state census and total expenditure	17.65	19.74

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

## SPECIAL DATA ON CITIES AND TOWNS IN MAINE

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### EXHIBIT V

Town	Net Enrollment		Average Daily Attendance		Total Expenditure for Education*	Per Pupil			Special Courses Offered									
	Elementary	Secondary	Elementary	Secondary		State Valuation	State and Federal Aid*	Local Net Cost of Education*	Vocational		Industrial			Other				
									Agric.	Home Economics	Trades and Industries	General Courses			Physical Education			
												H. S. Level	G.-J. Farm Train.	Industrial Arts	Home Economics	Evening Schools	Director or Supervisor	Special Ed. for Phys. Handicapped Children
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	
Abbot.....	65	16	60		\$10,254	\$2,358.02	\$64.95	\$61.64										
Acton.....	50	16	45		7,081	8,560.60	39.68	67.60										
Addison.....	111	23	109	24	15,781	1,795.50	75.49	42.27										
Albion.....	156	51	139	44	19,842	2,265.70	46.17	49.68										
Alexander.....	47	6	42		4,715	2,150.94	41.47	47.49										
Alfred.....	138	43	127	32	18,859	3,281.76	28.98	75.21										
Allagash Pl.....	156	20	111		16,283	2,840.90	38.64	53.87										X
Alna.....	48	16	47		6,441	3,109.37	36.29	64.35										
Alton.....	47	12	39		6,727	1,593.22	61.45	52.56										
Amherst.....	24	4	33		2,624	3,035.71	39.00	54.71										
Amity.....	52	14	40		6,738	1,969.69	42.68	59.41										
Andover.....	93	45	93	37	14,959	3,659.42	37.23	71.16										
Anson.....	385	135	339		58,984	1,988.46	56.50	56.93	X			X						X
Appleton.....	108	31	109	24	11,947	1,949.64	57.56	28.38										X
Arrowsic.....	28	10	23		2,228	2,157.89	41.39	17.24										X
Ashland.....	420	114	358	114	54,108	1,544.94	45.07	56.25	X	X								X
Athens.....	112	15	102		13,559	2,606.29	49.77	56.99					X					X
Atkinson.....	61	14	62		7,839	2,653.33	47.58	56.94										
Auburn.....	2,565	982	2,338	978	330,228	5,136.73	18.80	74.30										
Augusta.....	1,860	771	1,637	806	267,335	5,663.62	21.54	80.06	X		X		X		X		X	X
Aurora.....	8	2	7		1,667	8,800.00	75.70	91.00										
Avon.....	15	13	15		6,358	6,500.00	80.67	146.40										X

\* Federal School Lunch Aid not included.

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### EXHIBIT V

Town	Net Enrollment		Average Daily Attendance		Total Expenditure for Education*	Per Pupil			Special Courses Offered										
	Elementary	Secondary	Elementary	Secondary		State Valuation	State and Federal Aid*	Local Net Cost of Education*	Vocational			Industrial			Other				
									H. S. Level	G.-I. Farm Train.	Home Economics	Trades and Industries	General Courses			Director or Supervisor	Special Ed. for Phys. Handicapped Children	Commercial Course	Federal School Lunches
													Industrial Arts	Home Economics	Evening Schools				
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18		
Baileysville	254	126	238	120	58,335	6,876.31	33.41	120.10				X	X		X		X		
Baldwin	120	34	113		14,697	4,558.44	29.09	66.34										X	
Bancroft	30	8	26		5,149	3,078.94	59.55	75.95										X	
Bangor	3,336	1,075	3,034	1,021	491,777	6,783.72	22.74	88.74	X	X		X	X	X		X		X	
Bar Harbor	440	259	410	254	100,745	10,329.04	24.75	119.37				X	X		X		X	X	
Barnard Pl.	4				830	24,250.00	31.00	176.50										X	
Bath	1,755	567	1,586	621	248,679	4,117.14	19.69	87.40		X	X	X	X	X		X		X	
Beals	89	25	78	22	11,822	1,052.63	65.62	38.08										X	
Beddington	5		4		1,100	12,000.00	68.00	152.00										X	
Belfast	876	208	791	265	84,615	3,169.74	21.32	56.73		X		X						X	
Belgrade	149	57	139	48	23,846	4,600.98	32.72	84.74	X								X	X	
Belmont	36	14	30		4,207	2,240.00	39.12	45.02										X	
Benedicta	47	13	42		4,950	1,933.33	43.06	39.44										X	
Benton	200	79	188		22,244	2,469.53	50.19	29.53										X	
Berwick	300	83	292	63	36,326	3,187.98	24.00	70.84		X							X	X	
Bethel	370	94	346		37,298	2,857.75	27.50	52.88		X		X					X	X	
Biddeford	746	297	655	277	116,777	14,618.40	37.15	74.81			X	X	X		X		X	X	
Bingham	164	86	155	79	24,629	3,590.90	24.30	87.65				X	X					X	
Blaine	180	50	163		22,348	2,391.30	51.46	45.70										X	
Blanchard	12	1	11		1,731	9,769.23	44.53	88.62										X	
Blue Hill	143	63	128	84	24,447	6,320.38	21.84	96.83									X	X	
Boothbay	255	63	214		27,754	3,704.42	24.26	63.01										X	

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Town	Net Enrollment		Average Daily Attendance		Total Expenditure for Education*	Per Pupil			Special Courses Offered									
	Elementary	Secondary	Elementary	Secondary		State Valuation	State and Federal Aid*	Local Net Cost of Education*	Vocational			Industrial			Other			
									Agric.	Home Economics	Trades and Industries	General Courses			Physical Education		Commercial Course	Federal School Lunches
												H. S. Level G.-I. Farm Train.	Industrial Arts	Home Economics	Evening Schools	Director or Supervisor		
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	
Boothbay Harbor.....	304	108	277	174	45,051	6,140.77	24.23	85.11		X		X			X		X	
Bowdoin.....	88	26	77		11,817	2,254.38	42.21	61.44										
Bowdoinham.....	178	32	157		18,987	2,361.90	36.93	53.48							X		X	
Bowerbank.....	2				603	80,500.00	53.00	248.50										
Bradford.....	154	33	138	26	16,339	1,481.28	53.58	33.79										
Bradley.....	101	31	95		12,172	2,356.06	40.81	51.40										
Bremen.....	47	10	45		5,675	4,736.82	29.71	69.85										
Brewer.....	917	344	823	413	137,893	4,302.14	22.57	86.78		X	X	X	X			X	X	
Bridgewater.....	204	56	172	49	21,398	2,996.15	25.25	57.05								X	X	
Bridgton.....	443	118	403	136	50,536	3,595.36	22.90	67.18		X		X	X			X	X	
Brighton Pl.....	26	5	28		3,881	3,612.90	58.45	66.74										
Bristol.....	179	78	159	63	26,174	4,357.97	27.52	74.32							X			
Brooklin.....	50	34	46	30	13,999	6,857.14	37.16	129.49								X	X	
Brooks.....	156	47	144	54	16,937	1,586.20	54.69	28.74	X	X						X	X	
Brooksville.....	90	44	84	38	16,144	3,149.25	48.42	70.05	X							X	X	
Brownfield.....	119	31	108		16,933	2,460.00	50.17	62.71								X	X	
Brownville.....	304	108	262	104	40,437	2,472.55	31.10	67.04										
Brunswick.....	1,145	417	990	545	158,215	4,608.19	22.31	78.98				X	X			X	X	
Buckfield.....	122	45	111	49	20,793	3,149.70	49.43	75.07	X	X	X			X		X	X	
Bucksport.....	469	175	434	218	75,044	5,152.17	22.30	94.22	X	X		X	X			X	X	
Burlington.....	74	12	68		7,877	1,906.97	58.90	32.69						X				
Burnham.....	110	23	98		13,234	2,451.12	40.66	58.84										
Buxton.....	291	89	255	72	34,436	4,655.26	22.60	68.02	X								X	
Byron.....	12	6			3,051	10,222.22	41.83	127.67									X	

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	Elementary	Secondary	Elementary	Secondary		State Valuation	State and Federal Aid*	Local Net Cost of Education*	Vocational			Industrial			Other				
									Agric.	Home Economics	Trades and Industries	General Courses			Director or Supervisor	Physical Education	Special Ed. for Phys. Handicapped Children	Commercial Course	Federal School Lunches
												Industrial Arts	Home Economics	Evening Schools					
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18		
Calais	491	231	441	222	67,747	3,684.21	22.06	71.77				X	X		X		X		
Cambridge	70	15	65		6,229	1,811.76	33.00	40.28											
Camden	414	175	391	205	73,576	7,582.34	25.70	99.72	X	X		X		X	X	X	X		
Canaan	124	37	112		13,266	2,273.29	36.22	46.17											
Canton	111	35	106	38	15,346	2,602.73	32.34	72.76											
Cape Elizabeth	523	145	485	131	85,128	7,037.42	22.02	105.41				X	X						
Caratunk Pl.	13	2	11		3,107	14,933.33	112.13	95.00											
Caribou	945	443	846	499	195,792	3,270.17	33.04	108.02	X	X	X								
Carmel	164	53	144	58	25,053	1,695.85	52.29	63.16											
Carroll Pl.	57	9	46		5,470	1,590.90	46.75	36.12											
Carthage	59	6	52		5,620	2,246.15	35.89	50.57											
Cary Pl.	76	6	65		6,344	1,158.53	30.40	46.96											
Casco	129	41	113	35	17,220	3,805.88	25.97	75.32											
Castine	91	17	77	15	13,981	6,666.66	28.90	101.35											
Castle Hill	98	32	85		13,357	2,469.23	50.91	51.83											
Caswell Pl.	147	6	129		9,666	1,516.33	26.80	36.57											
Centerville	18				1,673	3,666.66	27.00	65.94											
Chapman	50	32	38		9,190	2,426.82	56.76	55.31											
Charleston	131	41	116	35	17,696	2,098.83	64.41	38.47											
Charlotte	36	15	32		5,081	2,313.72	61.74	37.88		X									
Chelsea	176	38	168		17,250	1,397.19	42.87	37.73											
Cherryfield	132	58	128		18,132	2,189.47	49.93	45.50								X			

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EXHIBIT V

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	Elementary	Secondary	Elementary	Secondary		State Valuation	State and Federal Aid*	Local Net Cost of Education*	Vocational			Industrial			Other			
									Agric.	Home Economics	Trades and Industries	General Courses			Physical Education		Commercial Course	Federal School Lunches
												Industrial Arts	Home Economics	Evening Schools	Director or Supervisor	Special Ed. for Phys. Handicapped Children		
9	10	11	12	13	14	15	16	17	18									
Chester	39	4	29		2,990	2,697.67	32.27	37.26										
Chesterville	70	19	64		10,694	3,483.14	44.01	76.14										X
China	220	58	199	47	19,214	2,859.71	19.54	49.57	X								X	
Clifton	17	3	19		2,573	4,250.00	58.90	69.75										
Clinton	223	65	206	64	24,451	2,708.33	24.37	60.52										
Codyville Pl.	8	6	7		2,214	7,000.00	110.21	47.93										
Columbia	50	17	46		7,373	2,104.47	68.76	41.28										
Columbia Falls	87	31	72	38	12,601	1,932.20	34.19	72.59										
Cooper	27	6	25		2,671	3,000.00	31.18	49.75										
Coplin Pl.	3	2			1,273	18,200.00	49.80	204.80										
Corinna	271	73	180	65	29,501	2,741.27	34.97	50.78	X									
Corinth	169	51	148	44	19,539	2,295.45	39.05	49.76	X								X	X
Cornish	112	35	105	31	16,836	2,800.00	54.56	61.55	X				X					X
Cornville	70	23	66		11,932	3,419.35	62.01	66.29										
Cranberry Isles	32	10	31		7,331	10,785.71	65.92	108.62										
Crawford	6	4	6		1,819	10,800.00	73.50	108.40										
Crystal	71	23	70		11,723	2,297.87	68.23	56.48										
Cumberland	325	92	284	78	61,609	4,599.52	37.93	109.81	X	X		X	X				X	X
Cushing	51	13	46		8,016	3,546.87	56.98	68.27										
Cutler	79	18	75		7,937	1,742.26	52.85	28.97							X			
Cyr Pl.	17	13	15		8,539	7,200.00	121.36	163.27										

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	Elementary	Secondary	Elementary	Secondary		State Valuation	State and Federal Aid*	Local Net Cost of Education*	Vocational			Industrial			Other			
									Agric.	Home Economics	Trades and Industries	General Courses			Physical Education		Commercial Course	Federal School Lunches
												Industrial Arts	Home Economics	Evening Schools	Director or Supervisor	Special Ed. for Phys. Handicapped Children		
9	10	11	12	13	14	15	16	17	18									
Dallas Pl.	23	3			3,431	7,769.23	33.23	98.73										
Damariscotta	94	56	91		15,837	6,566.66	23.02	82.56										
Danforth	239	78	213	103	27,931	1,340.69	42.63	45.48	X							X		
Dayton	55	25	51		7,166	4,100.00	31.81	57.76										
Dead River Pl.	7	1			1,782	21,250.00	205.50	17.25										
Deblois	7	2	8		1,241	5,777.77	55.22	82.66										
Dedham	53	9	43		5,816	6,693.54	30.41	63.39										X
Deer Isle	149	50	136	44	19,258	3,346.73	27.10	69.67										X
Denmark	65	22	63	18	13,708	4,597.70	55.39	102.17										
Dennistown Pl.	4	1	3		2,427	34,800.00	411.60	73.80										
Dennysville	55	17	52	36	10,292	1,875.00	62.50	80.44								X		
Detroit	85	30	80		9,274	1,808.69	58.87	21.77										
Dexter	648	204	592	205	82,513	2,828.63	27.32	69.52	X	X		X	X	X		X	X	X
Dixfield	284	81	262	79	33,137	2,731.50	28.11	62.67				X				X	X	X
Dixmont	134	11	118		12,246	1,372.41	47.72	36.73										
Dover-Foxcroft	592	200	529	176	75,497	3,693.18	25.97	69.35	X	X	X	X			X	X		X
Dresden	102	37	170	28	7,001	2,244.60	25.76	24.60										
Drew Pl.	9	5	10		2,454	6,214.28	90.28	85.00										
Durham	135	37	115		15,308	3,226.74	26.70	62.30										
Dyer Brook	35	16	34		7,422	3,647.05	68.07	77.45										

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									Agric.	Home Economics	Trades and Industries	General Courses			Physical Education		Commercial Course	Federal School Lunches
												Industrial Arts	Home Economics	Evening Schools	Director or Supervisor	Special Ed. for Phys. Handicapped Children		
9	10	11	12	13	14	15	16	17	18									
E. Pl.	3	2			1,355	14,400.01	97.20	173.80										
Eagle Lake	387	29	366		25,231	625.00	43.93	16.72										
Eastbrook	25	11	24		5,490	3,444.44	74.94	77.56										
East Machias	173	54	162		20,193	2,145.37	27.42	61.53										
East Millinocket	253	115	236	105	48,816	6,250.00	22.12	110.53		X		X	X					
Easton	264	102	223	88	36,189	2,803.27	33.31	65.56	X									
Eastport	418	159	389	175	54,191	1,818.02	45.81	48.10										
Eddington	115	29	100		11,800	2,236.11	27.67	54.27										
Edgecomb	75	22	58		8,667	3,237.11	27.84	61.51										
Edinburg	7	6			1,577	5,000.00	49.76	71.54										X
Eliot	346	129	337	123	44,928	4,157.89	20.69	73.89				X						
Elliottsville Pl.	8	2	8		2,999	23,100.00	118.90	181.00							X	X	X	X
Ellsworth	522	228	490	316	76,125	4,917.33	22.76	78.74	X			X	X	X	X	X	X	X
Emden	46	16	37		8,938	14,220.33	55.03	96.46										
Enfield	199	52	188		23,565	2,183.26	47.23	46.65										X
Etna	88	19	86		8,666	1,345.79	52.78	28.21										
Eustis	96	38	87	31	16,326	3,186.56	32.70	89.13					X					X
Exeter	108	35	99		14,654	2,237.76	74.74	27.73										X
Fairfield	492	163	453	269	82,215	4,833.58	27.26	98.25	X	X		X	X	X	X	X	X	X
Falmouth	525	177	494	170	72,422	5,383.19	22.37	80.79			X	X	X	X	X	X	X	X
Farmingdale	179	51	173		17,620	4,069.56	19.80	56.80										X



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	Elementary	Secondary	Elementary	Secondary		State Valuation	State and Federal Aid*	Local Net Cost of Education*	Vocational			Industrial			Other			
									Agric.	Home Economics	Trades and Industries	General Courses			Physical Education		Commercial Course	Federal School Lunches
												Industrial Arts	Home Economics	Evening Schools	Director or Supervisor	Special Ed. for Phys. Handicapped Children		
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	
Farmington.....	588	191	539	231	71,054	3,866.05	16.26	76.13		X		X			X		X	X
Fayette.....	59	15	56		7,002	3,283.78	31.08	63.54										
Flagstaff Pl.....	19	11	19	12	10,057	5,266.66	175.63	159.60										
Fort Fairfield.....	955	337	843	302	133,299	3,382.35	25.50	77.67		X		X			X		X	X
Fort Kent.....	1,223	189	1,074	291	106,448	1,069.40	34.99	40.39	X								X	
Frankfort.....	90	19	78		8,477	2,889.90	33.77	44.00										
Franklin.....	107	31	99	25	12,441	2,318.84	42.36	47.79										
Freedom.....	99	24	86		9,916	1,455.28	50.16	30.45		X			X					
Freeport.....	494	132	473	144	66,900	3,413.73	28.45	78.41			X	X						X
Frenchville.....	335	55	304		25,527	1,028.20	40.96	24.49							X		X	
Friendship.....	98	21	89	11	12,075	4,310.92	36.28	65.19										
Fryeburg.....	267	85	232		33,351	3,781.25	22.00	72.74	X	X	X						X	
Gardiner.....	959	300	872	488	105,236	3,761.71	17.55	66.03		X		X	X		X	X	X	X
Garfield Pl.....	34	5	25		3,129	1,923.07	54.48	25.75										
Garland.....	89	22	82		11,914	2,351.35	41.92	65.41										X
Georgetown.....	75	12	66		7,107	5,241.37	27.73	53.95										
Gilead.....	31	2	22		2,373	6,030.30	21.36	50.54										
Glenburn.....	125	23	112		12,389	1,344.59	44.60	39.10										
Glenwood Pl.....	3				1,351	33,000.00	452.33	(2.00)										

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									Agric.		Home Economics	Trades and Industries	General Courses			Physical Education		Commercial Course	Federal School Lunches
									H. S. Level	G.-I. Farm Train.			Industrial Arts	Home Economics	Evening Schools	Director or Supervisor	Special Ed. for Phys. Handicapped Children		
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18		
Gorham	634	174	579	157	62,206	3,910.89	15.75	61.23	X		X						X	X	
Gouldsboro	140	55	129		17,544	2,851.28	29.94	60.02											
Grand Falls Pl.	8	2	7		1,844	8,800.00	65.70	118.70											
Grand Isle	258	51	233	30	18,896	1,012.94	45.73	15.42											
Grand Lake Stream Pl.	46	8	41	4	6,273	3,166.60	60.81	55.35											
Gray	294	73	280	72	35,072	2,575.74	30.76	64.80		X		X	X			X	X	X	
Greenbush	85	6	74		7,321	1,280.89	47.17	35.08											
Greene	149	33	130		16,736	3,912.08	27.52	64.63											
Greenfield	14	3	12		2,822	5,823.52	63.64	102.36											
Greenville	349	98	316	99	50,809	2,519.68	25.42	88.24			X	X				X	X	X	
Greenwood	108	34	92		14,009	2,500.00	49.52	49.13									X	X	
Guilford	323	81	296	121	33,674	2,861.38	23.21	72.51			X	X				X	X	X	
Hallowell	477	112	426	112	46,069	3,125.63	20.61	57.60			X					X	X	X	
Hamlin Pl.	92	30	87		8,716	1,762.29	65.42	6.02											
Hammond Pl.	20	2	17		1,783	2,491.61	85.00	(4.04)											
Hampton	457	139	418	117	40,689	2,491.61	24.53	43.70	X	X						X	X	X	
Hancock	123	35	108		13,188	2,822.78	23.68	54.78											
Hanover	25	5			2,715	4,266.66	23.30	67.20											
Harmony	99	42	93	36	18,099	2,553.19	53.30	73.06		X								X	
Harpswell	230	59	209		34,055	3,363.32	30.01	87.82								X		X	
Harrington	146	37	135	36	15,222	1,710.38	49.66	33.52											

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									Agric.	Home Economics	Trades and Industries	General Courses			Physical Education		Commercial Course	Federal School Lunches	
												Industrial Arts	Home Economics	Evening Schools	Director or Supervisor	Special Ed. for Phys. Handicapped Children			
9	10	11	12	13	14	15	16	17	18										
Harrison	190	46	173		22,274	3,224.57	36.15	58.23											X
Hartford	33	9	28		5,939	6,761.90	55.83	85.57											X
Hartland	190	57	177		27,701	2,570.85	46.46	65.68	X	X	X								X
Haynesville	37	6	32		5,370	2,279.06	75.93	48.95											
Hebron	53	20	53		10,683	3,753.42	68.93	77.41											
Hermon	279	73	243	76	27,576	1,869.31	47.96	30.38	X	X					X		X		
Hersey	16	9	16		3,679	5,000.00	51.52	95.64											
Highland Pl.	11	1	10		2,803	4,833.33	132.83	100.75											
Hiram	140	48	128		17,569	2,920.21	36.96	56.49											X
Hodgdon	192	55	153	57	29,077	1,834.00	52.17	65.55	X								X		
Holden	113	28	102		11,644	2,170.21	41.71	40.87											
Hollis	177	72	161	64	22,706	4,775.10	22.26	68.92											
Hope	80	26	68		8,691	2,990.56	28.83	53.16											X
Houlton	935	434	844	442	142,569	3,844.41	23.93	80.21	X		X			X	X		X	X	X
Howland	257	85	234	115	32,487	3,146.19	24.05	70.94				X					X	X	X
Hudson	93	18	69		9,027	1,315.31	51.00	30.32											
Industry	50	9	43		6,105	3,169.49	42.76	60.71											
Island Falls	175	67	164	78	32,173	1,983.47	68.56	64.38	X									X	
Isle au Haut	12	1	12		2,393	9,307.69	83.07	101.39											
Islesboro	81	29	63	28	14,985	8,509.09	24.72	110.59									X		X

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									H. S. Level	G.-I. Farm Train.	Home Economics	Trades and Industries	General Courses			Director or Supervisor	Special Ed. for Phys. Handicapped Children	Commercial Course	Federal School Lunches
													Industrial Arts	Home Economics	Evening Schools				
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18		
Jackman Pl. ....	55	21	46	34	13,110	6,539.47	33.61	138.89									X		
Jackson .....	47	6	44		5,926	2,169.81	48.40	63.32											
Jay .....	381	139	346	122	56,942	5,094.23	25.64	83.86				X			X		X	X	
Jefferson .....	157	50	140		18,327	2,521.73	31.25	57.28											
Jonesboro .....	54	27	51	25	10,287	2,271.60	72.85	54.15											
Jonesport .....	238	94	229	88	32,709	1,912.65	47.43	51.09		X				X		X		X	
Kenduskeag .....	50	8	50		5,127	2,862.06	32.08	56.31											
Kennebunk .....	586	178	539	190	72,653	4,620.41	22.42	72.67		X		X		X		X		X	
Kennebunkport .....	230	70	212	58	35,597	7,420.00	25.30	93.35				X	X						
Kingfield .....	163	61	151	57	17,547	2,058.03	31.42	46.91				X							
Kingsbury Pl. ....	5	1	5		1,984	19,666.66	95.66	235.00											
Kittery .....	891	314	796	284	121,372	2,241.49	36.62	64.10		X		X					X	X	
Knox .....	70	27	59		6,740	1,958.76	31.00	38.48											
Lagrange .....	137	30	118	27	14,007	1,670.65	38.31	45.56											
Lake View Pl. ....	6				1,621	31,166.66	103.00	167.16											
Lakeville Pl. ....	7	1	7		2,469	24,875.00	235.75	72.87											
Lamoine .....	65	35	59		8,841	2,520.00	41.62	46.79											
Lebanon .....	176	54	156		22,486	3,356.52	36.32	61.44										X	
Lee .....	113	44	97	41	14,090	1,484.07	56.77	32.97	X	X	X						X	X	

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									Agric.	Home Economics	Trades and Industries	General Courses			Physical Education		Commercial Course	Federal School Lunches
												Industrial Arts	Home Economics	Evening Schools	Director or Supervisor	Special Ed. for Phys. Handicapped Children		
9	10	11	12	13	14	15	16	17	18									
Leeds	131	36	118		17,112	2,880.23	32.73		X									
Levant	150	37	136		14,759	1,256.68	49.45											
Lewiston	1,961	1,171	1,760	1,010	365,264	12,067.68	24.61		X		X	X	X			X		X
Liberty	76	19	68	44	11,663	2,684.21	49.88											X
Limerick	201	52	188	43	17,925	2,699.60	23.55											X
Limestone	437	128	366	123	64,594	2,300.88	35.19											X
Limington	127	42	119	38	13,425	3,165.68	25.26											X
Lincoln	645	232	608	232	78,805	3,425.40	34.89											X
Lincoln Pl.	9	8	9		8,008	35,647.05	70.11											X
Lincolntonville	117	28	103		11,940	3,710.34	29.67											X
Linneus	118	21	108		16,711	2,482.01	54.14											X
Lisbon	539	155	502	180	60,499	5,061.95	20.38				X	X						X
Litchfield	181	42	146	31	12,190	2,094.17	47.69											X
Littleton	166	55	141		23,334	3,013.57	34.90											X
Livermore	201	65	204		30,609	2,639.09	44.92											X
Livermore Falls	485	250	443	271	70,373	3,142.85	22.41	X	X		X	X				X		X
Long Island Pl.	14	3	12		2,803	1,705.88	104.64											X
Lovell	82	27	77		15,598	10,036.69	35.10											X
Lowell	36	10	34		4,902	2,434.78	71.28											X
Lubec	467	138	438	119	48,315	2,190.08	32.06											X
Ludlow	77	20	67		7,590	1,742.26	39.25											X
Lyman	122	20	95		10,210	2,964.78	24.83											X

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EXHIBIT V

Town	Net Enrollment		Average Daily Attendance		Total Expenditure for Education*	Per Pupil			Special Courses Offered										
	Elementary	Secondary	Elementary	Secondary		State Valuation	State and Federal Aid*	Local Net Cost. of Education*	Vocational			Industrial			Other				
									Agric.	Home Economics	Trades and Industries	General Courses			Physical Education		Commercial Course	Federal School Lunches	
												Industrial Arts	Home Economics	Evening Schools	Director or Supervisor	Special Ed. for Phys. Handicapped Children			
1	2	3	4	5	6	7	8	H. S. Level G.-I. Farm Train.	10	11	12	13	14	15	16	17	18		
Machias	333	102	309	129	37,440	2,011.49	33.29	52.77		X		X						X	X
Machiasport	142	23	128		16,225	1,490.90	67.87	30.46											X
Maewahoc Pl.	22	19	22		3,127	2,219.51	49.63	26.63											X
Madawaska	1,121	207	1,015	217	97,981	2,604.66	21.89	51.89			X		X					X	X
Madison	569	216	509	275	101,693	4,756.68	28.68	100.86			X		X			X		X	X
Madrid	26	7	22		3,440	3,484.84	32.18	72.06											
Magalloway Pl.	8	3			3,700	30,909.09	168.45	167.91											
Manchester	127	29	114		12,039	3,378.20	24.09	53.08											
Mapleton	255	79	228	111	38,555	3,344.31	33.20	82.23	X			X					X		X
Mariaville	27	4	26		4,090	3,838.70	94.83	37.10											
Marshfield	26	6	25		2,932	3,093.75	39.68	51.94											
Mars Hill	332	90	306	81	41,466	3,187.20	38.59	59.67	X	X		X					X		
Masardis	107	13	86		11,499	2,691.66	45.41	50.41											X
Matinicus Isle Pl.	18		17		1,666	2,944.44	55.83	36.72											
Mattawankeag	159	43	146	47	21,480	5,851.48	18.11	88.22										X	X
Maxfield	4	1			788	9,000.00	36.20	121.40											
Mechanic Falls	302	117	276	167	39,104	2,582.33	32.49	60.83			X						X		
Meddybemps	12	8	10		2,185	3,200.00	47.40	61.85											
Medway	127	29	111	26	17,909	3,147.43	31.37	83.43										X	X
Mercer	46	15	43		6,667	2,606.55	65.62	49.67										X	X
Merrill	54	34	48		16,328	2,159.09	59.86	128.68	X									X	X
Mexico	512	290	463	286	73,557	1,775.56	48.45	43.26		X		X		X				X	X

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									Agric.	Home Economics	Trades and Industries	General Courses			Physical Education		Commercial Course	Federal School Lunches
												H. S. Level	G.-I. Farm Train.	Industrial Arts	Home Economics	Evening Schools		
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	
Milbridge	193	52	176	48	19,762	1,840.81	44.56	36.10										X
Milford	252	43	221		21,972	2,315.25	30.10	44.38										
Millinocket	670	395	599	350	155,847	5,700.46	30.38	115.95		X	X	X		X			X	
Milo	502	194	440	189	64,954	2,645.11	23.44	69.88				X	X					
Minot	99	38	91		12,030	3,072.99	26.72	61.09										
Monhegan Pl.	10		9		1,750	17,800.00	43.00	132.00										
Monmouth	249	80	237	62	27,606	3,328.26	33.60	50.30	X								X	
Monroe	100	30	86	27	14,637	1,853.84	72.27	40.32		X							X	
Monson	130	40	125	37	15,298	3,123.52	31.47	58.51										
Monticello	226	78	202		29,542	2,302.63	47.24	49.93										
Montville	86	22	74		8,216	1,833.33	44.84	31.23										
Moose River Pl.	19	13	18		6,250	6,218.75	96.18	99.13										
Moro Pl.	22	1	21		3,387	3,478.26	58.52	88.74										X
Morrill	26	18	27		6,012	3,318.18	71.77	64.86										X
Moscow	88	17	85		13,883	27,723.80	30.28	101.93										X
Mt. Chase Pl.	34	16	27		5,459	2,300.00	61.98	47.20										X
Mt. Desert	265	105	249	100	63,607	11,518.92	30.88	141.02				X	X		X			X
Mt. Vernon	106	30	91		11,486	3,470.58	25.85	58.60										X
Naples	126	32	117		14,418	4,265.82	26.31	64.94										X
Nashville Pl.	3	2			925	22,000.00	256.40	71.40										X
Newburgh	87	22	89		9,363	2,055.04	55.05	30.84										X
New Canada Pl.	117	29	111		13,315	1,363.01	44.71	46.48										X

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	Elementary	Secondary	Elementary	Secondary		State Valuation	State and Federal Aid*	Local Net Cost of Education*	Vocational			Industrial			Other				
									H. S. Level	G.-J. Farm Train.	Home Economics	Trades and Industries	General Courses			Physical Education		Commercial Course	Federal School Lunches
													Industrial Arts	Home Economics	Evening Schools	Director or Supervisor	Special Ed. for Phys. Handicapped Children		
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18		
Newcastle.....	132	48	118	.....	17,585	4,338.88	26.66	71.03		X		X					X		
Newfield.....	52	12	41	10	9,240	5,593.75	41.00	103.37											
New Gloucester.....	189	54	166	38	23,708	3,131.68	26.21	71.35									X	X	
New Limerick.....	85	27	75	.....	10,113	2,366.07	40.14	50.15											
Newport.....	313	90	276	99	40,109	3,133.99	23.34	76.18	X	X			X				X	X	
New Portland.....	111	28	103	27	24,322	2,258.99	80.15	94.82										X	
Newry.....	10	7	13	.....	4,245	14,470.58	88.11	161.59										X	
New Sharon.....	145	31	131	38	14,859	1,977.27	35.96	48.46											
New Sweden.....	127	41	115	.....	15,279	3,029.76	23.64	67.30											
New Vineyard.....	64	21	60	.....	7,867	3,094.11	32.03	60.52											
Nobleboro.....	96	29	90	.....	13,332	2,920.00	39.86	66.79											
Norridgewock.....	304	79	256	33	30,682	1,934.72	30.91	49.19										X	
North Berwick.....	201	56	189	46	24,256	3,894.94	26.75	67.63			X							X	
Northfield.....	3	1	.....	.....	1,279	35,500.00	50.25	269.50											
North Haven.....	65	19	59	17	11,103	9,226.19	32.53	99.64											
North Kennebunkport.....	150	43	119	.....	14,223	2,155.44	41.65	32.04											
Northport.....	89	17	71	.....	8,421	6,330.18	28.51	50.93										X	
North Yarmouth.....	185	34	150	.....	14,821	1,958.90	33.94	33.73			X	X			X				
Norway.....	524	146	474	150	72,966	3,201.49	34.47	74.43	X	X				X		X		X	
No. 14 Pl.....	10	1	9	.....	2,410	8,272.72	159.63	59.46											
No. 21 Pl.....	10	7	10	.....	1,960	4,941.17	77.76	37.53											
No. 33 Pl.....	17	2	13	.....	1,710	4,157.89	39.31	50.69											



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	Elementary	Secondary	Elementary	Secondary		State Valuation	State and Federal Aid*	Local Net Cost of Education*	Vocational			Industrial			Other			
									H. S. Level G.-I. Farm Train.	Home Economics	Trades and Industries	General Courses			Physical Education		Commercial Course	Federal School Lunches
												Industrial Arts	Home Economics	Evening Schools	Director or Supervisor	Special Ed. for Phys. Handicapped Children		
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	
Oakfield.....	150	76	141	66	24,921	1,570.79	58.76	51.50										
Oakland.....	500	128	458	139	54,337	2,990.44	22.89	63.63				X	X	X		X	X	
Old Orchard Beach.....	631	173	586	152	79,417	6,175.37	20.01	78.76			X	X		X		X	X	
Old Town.....	953	368	878	392	99,044	3,562.92	21.96	53.58	X	X				X	X	X	X	
Orient.....	13	10	11		3,815	5,086.95	67.47	98.39										
Orland.....	165	38	156		16,217	2,236.45	32.56	47.32		X								
Orono.....	411	159	386	145	59,705	4,210.52	26.29	78.45								X	X	
Orrington.....	242	68	227		27,695	2,232.25	37.94	51.39									X	
Osborn Pl.....	13	1	14		1,865	5,642.85	73.92	59.29										
Otis.....	37	10	28		3,156	2,255.31	32.04	35.10										
Otisfield.....	72	24	70		11,347	5,020.83	30.62	87.57										
Owl's Head.....	52	33	53		9,319	5,447.05	33.72	75.91										
Oxbow Pl.....	28	6	28		2,860	2,852.94	50.73	33.38										
Oxford.....	246	59	232	55	29,680	2,121.31	41.42	55.89								X	X	
Palermo.....	75	26	67		8,951	2,207.92	43.85	44.77										
Palmyra.....	168	50	149		21,131	1,743.11	48.18	48.75									X	
Paris.....	629	220	564	207	76,916	3,115.42	32.02	58.57		X					X	X	X	
Parkman.....	103	30	88		11,844	1,917.29	50.90	38.15										
Parsonsfield.....	156	23	146	20	18,729	4,078.21	32.25	72.38									X	
Passadunkkeag.....	75	15	69		6,393	1,166.66	46.28	24.75										
Patten.....	291	71	260	65	25,086	1,839.77	27.75	41.54	X	X					X	X	X	
Pembroke.....	123	63	115	56	15,085	2,065.93	41.27	41.61										

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									Agric.	Home Economics	Trades and Industries	General Courses			Director or Supervisor	Special Ed. for Phys. Handicapped Children	Commercial Course	Federal School Lunches
												Industrial Arts	Home Economics	Evening Schools				
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	
Penobscot	110	36	98	32	32,772	1,815.06	81.61	142.85									X	X
Perham	95	30	86		11,760	3,208.00	32.79	61.29										
Perry	87	32	76		9,538	2,092.43	40.50	39.56										
Peru	145	58	141		15,262	4,778.22	19.00	56.18										
Phillips	214	44	194	56	20,791	2,325.58	26.54	54.04								X		
Phippsburg	208	29	185		15,872	3,324.89	21.21	45.76										X
Pittsfield	517	182	466		62,215	3,067.23	29.11	59.89		X		X	X				X	X
Pittston	213	49	189		15,682	1,645.03	22.04	37.81									X	X
Pleasant Ridge Pl.	16	6	13		5,633	140,681.81	52.40	203.64										
Plymouth	80	11	72		10,912	2,351.64	57.45	62.46										
Poland	247	97	224		28,537	4,619.18	23.31	50.64										X
Portage Lake	140	25	130		16,096	1,727.27	56.07	41.48										
Porter	131	63	110	79	20,234	1,932.98	58.52	45.77										X
Portland	8,635	2,997	7,495	2,600	1,220,105	6,998.79	19.63	85.26			X	X	X	X	X	X	X	X
Pownal	131	36	124		12,931	1,730.53	46.09	30.44			X						X	X
Prentiss Pl.	75	6	59		5,856	1,222.22	39.03	32.36										X
Presque Isle	1,549	448	1,360	428	191,545	2,879.81	25.44	70.47	X	X		X			X	X	X	X
Princeton	140	49	124	51	16,631	1,989.41	39.48	48.51								X	X	
Prospect	60	17	51		9,501	2,454.54	59.07	64.31							X			
Randolph	270	76	253		20,601	1,242.77	34.89	171.12										X
Rangleley	164	75	152	78	36,172	7,652.71	30.42	120.92		X		X	X				X	X
Rangleley Pl.	13	4			3,372	14,529.41	98.58	99.77										

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	Elementary	Secondary	Elementary	Secondary			State and Federal Aid*	Local Net Cost of Education*	Vocational			Industrial			Other			
									Agric.	Home Economics	Trades and Industries	General Courses			Director or Supervisor	Physical Education	Commercial Course	Federal School Lunches
												H. S. Level	G. I. Farm Train.	Evening Schools				
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	
Raymond.....	85	28	80	.....	14,144	3,318.58	17.14	108.02										
Readfield.....	154	52	136	.....	15,860	2,558.25	23.09	53.90										
Reed Pl.....	61	9	54	12	9,634	1,414.28	91.48	46.14									X	
Richmond.....	400	113	353	108	28,097	1,892.78	22.54	32.22									X	
Ripley.....	44	18	37	.....	8,001	2,887.09	69.50	59.54										X
Robbinston.....	74	27	67	.....	8,298	2,237.62	44.07	38.08										
Rockland.....	1,153	378	1,064	377	120,394	4,596.99	26.79	51.84		X	X	X	X				X	X
Rockport.....	217	57	199	49	28,148	5,835.76	20.62	82.10						X			X	X
Rome.....	70	16	63	.....	9,316	5,918.60	40.09	68.23										
Roque Bluffs.....	25	5	21	.....	3,028	1,733.33	58.26	42.67										
Roxbury.....	54	9	45	.....	5,254	3,126.98	28.38	55.01										X
Rumford.....	925	519	774	533	219,919	5,797.09	31.79	120.50		X	X	X	X	X	X	X	X	X
Saco.....	1,147	478	1,024	432	149,578	4,715.07	23.19	68.85			X	X		X	X	X	X	X
St. Agatha.....	371	70	327	96	30,010	888.88	42.95	25.09								X		
St. Albans.....	189	47	165	.....	21,367	1,665.25	46.86	43.67										X
St. Francis Pl.....	333	37	285	.....	23,315	537.83	38.60	24.41										
St. George.....	199	60	182	53	24,477	2,915.05	27.28	67.22			X	X						X
St. John Pl.....	136	17	122	.....	7,448	1,287.58	26.50	22.17										
Sandy River Pl.....	9	5	7	.....	4,100	13,571.42	236.71	56.14										X
Sandford.....	1,126	517	1,122	530	248,968	6,834.44	27.29	124.24		X	X	X	X				X	X
Sangerville.....	213	47	198	43	22,767	2,484.61	31.35	56.21									X	X
Scarboro.....	628	154	561	134	76,730	4,806.90	20.10	78.02		X	X	X		X	X	X	X	X

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									Agric.	Home Economics	Trades and Industries	General Courses			Physical Education		Commercial Course	Federal School Lunches
												Industrial Arts	Home Economics	Evening Schools	Director or Supervisor	Special Ed. for Phys. Handicapped Children		
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	
Searsmont	88	14	84		6,422	2,921.56	25.73	37.23										X
Searsport	227	52	204	45	24,900	3,505.37	22.53	66.71								X		X
Sebago	104	51	82	47	22,532	5,129.03	20.65	124.71		X		X						X
Sebec	94	22	87		8,666	2,646.55	24.18	50.52										X
Seboeis Pl.	7	3	6		2,098	11,600.00	233.90	24.10								X		X
Sedgwick	104	24	94	22	15,697	2,890.62	59.46	63.17										X
Shapleigh	59	28	54		9,943	5,850.57	32.11	82.17										X
Sherman	174	63	163	76	24,376	1,881.85	38.14	64.71	X							X		X
Shirley	39	9	33		5,550	3,187.50	54.81	60.81										X
Sidney	156	30	131		15,756	2,564.51	28.18	56.52										X
Skowhegan	841	354	742	395	133,352	5,260.25	21.53	89.76	X	X	X	X	X	X		X		X
Smithfield	63	4	63		6,282	4,761.19	29.04	64.72										X
Smyrna	61	24	54		9,253	3,200.00	34.72	74.13										X
Solon	116	36	96	32	18,480	4,611.84	37.37	84.20				X				X		X
Somerville Pl.	49	3	43		5,007	1,326.92	59.40	36.88										X
Sorrento	30	8	32		6,176	10,131.57	42.76	119.76										X
South Berwick	320	143	280		37,203	3,712.74	18.40	61.95								X		X
South Bristol	74	23	69	17	14,469	8,092.78	36.84	112.32								X		X
Southport	39	23	36		9,863	19,919.35	38.85	120.23										X
South Portland	2,919	970	2,668	864	376,207	4,102.08	22.01	74.72				X	X	X	X	X		X
South Thomaston	71	18	69		6,628	3,516.85	33.93	40.54										X
Southwest Harbor	237	86	218	133	39,095	4,783.28	27.55	93.48				X	X	X	X	X		X
Springfield	78	13	70		11,828	1,593.40	58.59	71.38										X

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									Agric.	Home Economics	Trades and Industries	General Courses			Physical Education		Commercial Course	Federal School Lunches
												Industrial Arts	Home Economics	Evening Schools	Director or Supervisor	Special Ed. for Phys. Handicapped Children		
9	10	11	12	13	14	15	16	17	18									
Stacyville Pl.....	115	29	115	90	13,049	1,729.16	52.47	38.14										
Standish.....	256	93	231		43,950	5,994.26	30.94	94.99		X				X				X
Starks.....	69	21	55		10,306	2,444.44	43.25	71.26										
Stetson.....	64	8	57		6,434	2,361.11	34.34	55.02										X
Steuben.....	123	32	120	37	16,019	1,754.83	50.68	52.66										
Stockholm.....	144	31	116	19	12,839	1,137.14	22.44	50.92										
Stockton Springs.....	103	33	100	39	14,659	3,941.17	31.13	76.65										
Stoneham.....	30	9	25		3,511	4,230.76	30.28	59.74										
Stonington.....	249	55	227	52	22,431	2,539.47	26.98	46.80									X	X
Stow.....	22	7	17		3,047	4,413.79	39.75	65.31										
Strong.....	174	49	168	42	17,209	2,905.82	23.81	53.36										X
Sullivan.....	131	33	104	64	17,230	2,597.56	39.34	65.72									X	
Sumner.....	92	15	79		9,244	2,560.74	54.07	32.32										
Surry.....	45	21	39		8,271	5,015.15	39.72	85.59										
Swan's Island.....	55	1	48		5,259	3,750.00	30.73	63.18										
Swanville.....	75	16	65		7,536	2,032.96	48.61	34.20										
Sweden.....	25	3	27		4,111	6,892.85	42.07	104.75										
Talmadge.....	8				1,167	10,125.00	16.62	129.25										
Temple.....	41	11	34		3,510	3,365.38	32.36	35.14										
The Forks Pl.....	9		11		2,597	19,444.44	194.66	93.89										
Thomaston.....	282	109	266	109	34,430	5,982.09	18.40	69.65			X						X	X
Thorndike.....	93	21	89		9,670	1,991.22	47.71	37.11										

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### EXHIBIT V

Town	Net Enrollment		Average Daily Attendance		Total Expenditure for Education*	Per Pupil			Special Courses Offered										
	Elementary	Secondary	Elementary	Secondary		State Valuation	State and Federal Aid*	Local Net Cost of Education*	Vocational			Industrial			Other				
									H. S. Level	G.-I. Farm Train.	Home Economics	Trades and Industries	General Courses			Director or Supervisor	Special Ed. for Phys. Handicapped Children	Commercial Course	Federal School Lunches
													Industrial Arts	Home Economics	Evening Schools				
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18		
Topsham	368	121	324		40,791	3,846.62	20.41	63.00					X					X	
Tremont	185	54	172		20,919	2,297.07	46.82	40.70											
Trenton	41	14	37		5,462	4,054.54	39.94	59.36											
Troy	100	22	79		12,799	2,221.31	57.69	47.21											
Turner	218	78	205	73	30,449	4,081.08	29.66	73.20	X	X	X					X		X	
Union	161	52	145	60	20,826	2,948.35	31.41	66.36											
Unity	140	33	137	50	25,462	3,092.48	62.20	84.97	X	X			X						
Upton	16	4	15		3,280	8,750.00	42.35	121.65											
Van Buren	1,195	260	1,093	283	87,443	834.36	38.56	21.53		X						X			
Vanceboro	79	36	73	35	12,727	2,513.04	37.61	70.05										X	
Vassalboro	323	91	314		33,881	3,021.73	25.23	56.60										X	
Veazie	92	25	93		12,112	7,025.64	26.51	77.01											
Verona	62	21	58		6,614	1,746.98	56.30	23.38										X	
Vienna	43	13	34		4,544	2,696.42	41.32	39.82											
Vinalhaven	178	37	159	32	19,990	3,581.39	24.77	68.20											
Wade	24	18	23		7,664	5,666.66	67.73	114.74											
Waite	39	1	31		2,923	2,450.00	26.12	46.95											
Waldo	44	9	37		6,330	2,830.18	54.96	64.47											
Waldoboro	330	102	310	133	40,842	2,916.66	27.94	94.54	X	X	X					X			
Wales	74	17	63		8,131	3,285.71	29.79	59.79											
Wallagrass Pl.	252	32	251		19,537	700.70	47.52	21.27											

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	Elementary	Secondary	Elementary	Secondary		State Valuation	State and Federal Aid*	Local Net Cost of Education*	Vocational			Industrial			Other			
									Agric.	Home Economics	Trades and Industries	General Courses			Physical Education		Commercial Course	Federal School Lunches
												Industrial Arts	Home Economics	Evening Schools	Director or Supervisor	Special Ed. for Phys. Handicapped Children		
9	10	11	12	13	14	15	16	17	18									
Waltham.....	28	8	25	51	4,102	2,750.00	88.75	25.19										
Warren.....	156	62	141	51	20,923	3,807.33	27.21	68.76										
Washburn.....	396	94	346	113	50,905	2,289.79	33.01	70.26	X	X								
Washington.....	99	26	93		9,119	2,304.00	49.07	26.88							X			
Waterboro.....	160	39	145	34	21,919	4,000.00	35.82	74.32										X
Waterford.....	142	37	130		17,518	3,916.20	24.97	72.89										
Waterville.....	1,433	784	1,341	732	219,328	6,598.58	24.74	72.00		X	X	X	X	X	X	X	X	X
Wayne.....	78	15	68		9,770	4,526.88	27.52	77.53										
Webster.....	207	40	196	27	18,737	2,651.82	29.88	45.97										
Webster Pl.....	20	3	19		1,905	3,304.34	47.60	37.83										X
Weld.....	45	21	42	19	8,652	6,545.45	35.93	95.16										X
Wellington.....	48	4	39		5,215	2,430.76	31.32	68.96										X
Wells.....	443	127	402	112	57,035	6,470.17	21.35	78.71			X	X	X		X	X	X	X
Wesley.....	18	4	16		3,308	4,045.45	41.50	108.86										
West Bath.....	94	20			10,190	3,754.38	21.96	66.83										
Westbrook.....	1,234	525	1,148	473	175,856	5,768.05	22.41	77.56		X	X	X	X		X	X	X	X
Westfield.....	94	25	81		14,709	4,890.75	28.12	95.48										
West Forks Pl.....	12	4	12		5,498	13,937.50	165.62	178.00										
West Gardiner.....	174	62	153		17,610	2,016.94	40.37	34.24										
Westmanland Pl.....	19	9	16		3,064	5,392.85	75.78	33.64										
Weston.....	19	16	18		6,499	3,971.42	65.51	120.17										
Westport.....	32	6	27		2,987	4,894.73	28.05	50.55										

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	Elementary	Secondary	Elementary	Secondary		State Valuation	State and Federal Aid*	Local Net Cost of Education*	Vocational			Industrial			Other					
									Agric.	G.-I. Farm Train.	Home Economics	Trades and Industries	General Courses			Director or Supervisor	Physical Education		Commercial Course	Federal School Lunches
													Industrial Arts	Home Economics	Evening Schools		Special Ed. for Phys. Handicapped Children			
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18			
Whitefield	166	41	153		16,535	2,347.82	27.47	52.40									X			
Whiting	36	22	34		5,947	3,362.06	46.41	56.12												
Whitneyville	25	15	23		5,364	4,078.94	70.36	70.79												
Willimantic	32	31	31		4,702	3,850.00	43.57	73.98												
Wilton	501	154	460	143	55,413	3,261.06	23.92	60.68	X	X	X				X		X			
Windham	480	150	445	141	68,495	4,523.80	22.44	86.28	X	X		X				X	X			
Windsor	118	28	107		13,189	2,712.32	39.73	50.60												
Winn.	97	30	83	25	12,558	1,614.17	42.14	55.12												
Winslow	454	188	418	204	75,762	6,487.53	22.53	95.07				X	X	X		X	X			
Winter Harbor	59	27	57	42	11,602	6,395.34	22.75	112.15								X				
Winterport	189	56	181	69	24,831	2,820.40	41.67	59.92								X	X			
Winterville Pl.	91	6	80		5,061	886.59	34.87	17.30												
Winthrop	413	148	353	157	52,127	3,780.91	20.28	71.81	X			X		X		X	X			
Wiscasset	237	62	208	59	22,817	6,826.08	21.91	57.74		X						X	X			
Woodland	229	50	201		22,089	1,855.30	39.18	39.90				X								
Woodstock	138	35	125	39	19,114	3,317.91	47.29	63.19								X				
Woodville	16	1	17		2,770	26,176.47	45.41	117.53												
Woolwich	216	62	184		23,886	2,419.35	39.93	45.68												
Yarmouth	353	128	324	39	47,664	3,494.80	26.26	72.83				X	X			X	X			
York	518	170	464	109	88,537	6,072.67	26.12	102.56				X	X			X	X			