

MAINE STATE LEGISLATURE

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MAINE PUBLIC DOCUMENTS
1948-50

(In three volumes)

VOLUME I



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EDUCATION IN MAINE

December 30, 1950.

Governor Frederick G. Payne,
State House,
Augusta, Maine.

Dear Governor Payne:

This report from the State Board of Education is intended to supplement the previous report which was delivered to you, as required by the act establishing the State Board of Education. In our previous report we had not completed our work regarding changes in the state subsidy plan; nor had we specific information as to the amount needed for deferred maintenance in the normal schools and teachers colleges; nor had we agreed upon a definite recommendation in regard to the continued future operation of the Madawaska Training School.

Our final, unanimous action on these three major projects was taken at the Board meeting, Friday, December 29th.

As a result of these actions, the Board is now ready to make definite recommendations on these important educational projects for consideration by the Executive Department and the 95th Legislature.

Educational Subsidy Laws

In studying Maine subsidy laws the Board has considered four fundamental objectives:

- (a) To simplify the method of figuring the distribution of funds
- (b) To make allocations more equitable
- (c) To increase aid to cities and towns to assist in meeting increased costs for public school education
- (d) To have budget proposals based on actual costs rather than upon estimates

The plan, which has been developed by Commissioner Harland A. Ladd and Department personnel working with the State Board of Education, we believe

will accomplish these fundamental objectives. We like to think of the plan as "homemade" because it has been developed without any appreciable extra cost to the state.

The plan to be recommended would call for the repeal of major sections in the present subsidy provisions of Chapter 37, such as Section 201 (Teaching Position Aid), Section 204 (Equalization Aid), and others.

These sections account for 86% of the total distribution of state aid to cities and towns for education. The present subsidies, as you know, imply the use of special complicated and confusing formulas.

The new subsidy plan which would replace these above-mentioned subsidies would require a simple, mathematical procedure based on known figures to determine the share of the cost of public school education to be paid by the state.

The cities and towns of the state would be divided into 9 classifications according to the wealth which they have behind each pupil for which education at public expense is being provided. This relative wealth is determined by dividing the state valuation of the city or town by the number of pupils being served. The result is a per pupil ability to pay the costs of education.

Once the classification of a city or town is determined then it would be entitled to receive from the state a percentage of its net operating costs for public schools excluding expenditures for capital outlay, debt service, and repairs. The net operating cost would include certain items not at present being shared by the state, such as expenditures for insurance, equipment, supervision and medical service.

The percentage of aid which the cities and towns would receive would range from 65% for the poorest town to 25% for the first \$20,000 and 14% of the balance for the wealthiest cities or towns. It is estimated that the average aid on this basis would be about 27% of the total cost of public school education. This would compare with the present average of approximately 22½% and a national average for all states of approximately 43%.

If the plan should be applied without a special provision, approximately 79 communities of the state would receive less money than they received under the 1950 distribution. The Board is recommending, therefore, that no city or town receive any less for the next 4-year period under this plan than was received in the 1950 distribution.

A complete statement of the per pupil wealth in each of the 9 classifications and the percentage to be applied to each, together with the complete list of cities and towns of the state itemizing what they received under the 1950 distribution, and a tentative forecast of what they would receive if the new plan should be adopted for each of the next two years, is attached and made a part of this report.

This report shows that the increase for each of the two years over the amount that was distributed in 1950 would be \$1,656,362. It should be clearly understood that this increase is not due entirely to the proposed new formula because (a) the appropriation in 1950 was approximately \$250,000 short of meeting state obligations under existing laws and (b) the proposed budgets prepared under the existing subsidy laws would require additional appropriations of \$600,000 for the first year of the biennium and \$900,000 for the second year.

Deferred Maintenance for Normal Schools and Teachers Colleges

The need for repairs at the Normal Schools and Teachers Colleges is most urgent. This need, referred to in our previous report, is verified by the personal inspection of the state properties made by Superintendent of Buildings Irving W. Russell. This statement is attached and made a part of our report.

We endorse all recommendations made in Mr. Russell's report and will present to the Legislature a resolve asking for an appropriation of approximately \$250,000. In preparing this resolve we are going to ask for only \$25,000 for the Madawaska Training School with the intention of continuing Madawaska as a day school, eliminating the dormitories. The \$25,000 in the case of Madawaska would be used to repair only those buildings needed for operation of Madawaska on a day school basis.

The State Board of Education has unanimously voted to recommend the increase of tuition for the Maine Normal Schools and Teachers Colleges for resident students from \$50 to \$100 and in the case of non-residents from \$100 to \$200. If present enrollments should be maintained, this would bring an additional income of approximately \$60,000.

Other legislative proposals will include:

(a) Establishment of training courses for attendant nurses which would be operated in conjunction with the Social Security program. There is a great need for a training course of this type in the state to help relieve the shortage of nurses. The appropriation required, if this recommendation is adopted, would be roughly \$25,000.

(b) Scholarship aid for students at the Vocational-Technical Institute comparable to that being provided for students at the teacher training schools.

(c) Revision in the basic law establishing the State Board of Education as it concerns the appointment of members of representative organizations.

(d) Reduction of state aid for evening school programs from $2/3$ to $1/2$ of the instructional costs.

(e) An appropriation to finance a 12-year school unit to serve the communities in the vicinity of Edmunds and Marion Townships.

Capital Construction

Two measures presented to the last Legislature asked for the construction of a men's dormitory at Gorham State Teachers College and a classroom building at Farmington State Teachers College. These two buildings are more urgently needed now than they were two years ago. The Board is aware of this need although it has not taken any definite action up to this time, realizing the difficulty under present conditions of accomplishing new construction.

The Board is informed that a resolve will be presented to the Legislature asking for an appropriation to provide approximately \$300,000 to meet a deficiency in the 1950 distribution of subsidy aid including reimbursement for professional credits earned by teachers.

The Board feels that the cities and towns of Maine have a right to expect 100% payment of these subsidies as required under the laws. The distribution for 1950 was 95.6%. The Board will support this measure, believing that it is a legal and moral obligation of the state to make full payment.

The Board wishes to call your attention again to the excellent cooperation which it has had from Commissioner Harland A. Ladd and all members of the Department. The Board realizes that its study of the subsidy laws and many other projects have thrown a great deal of work upon Commissioner Ladd and the members of his Department. This extra responsibility and added hours of work have been assumed in a most cooperative and intelligent manner.

The Board also wishes to express again its gratitude to you as Governor for the excellent cooperation which you have given to us since the Board was established.

(signed) Frank S. Hoy, Chairman
STATE BOARD OF EDUCATION

STATE OF MAINE

BIENNIAL REPORT

of the

STATE BOARD OF EDUCATION

and the

COMMISSIONER OF EDUCATION

July 1, 1948 -- June 30, 1950

(Pursuant to Section 1, Chapter 37)

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State Board of Education

Frank S. Hoy, Lewiston, <i>Chairman</i>	Percy R. Keller, Camden
Joseph B. Chaplin, Bangor	Joseph A. Leonard, Old Town
Mrs. Leah C. Emerson, Island Falls	Ernest C. Marriner, Waterville
John C. Fitzgerald, Portland	William Philbrick, Skowhegan
Mrs. Maude Clark Gay, Waldoboro	Mrs. E. Frances Smith, Bath

State Department of Education

HARLAND A. LADD, *Commissioner of Education*

Division of Curriculum and Instruction

Philip A. Annas, *Associate Deputy Commissioner for Secondary Education*

Howard G. Richardson, *Director of Physical Education, Health and Recreation*

Howard L. Bowen, *Associate Deputy Commissioner for Elementary Education*

, *Director of Special Education for Physically Handicapped Children*

Irene L. Dresser, Muriel M. Erskine, Zelda J. Gordon, Villa H. Quinn, *Elementary Supervisors*

Division of Finance and Control

Fred L. Kenney, *Director*

Chester Booth, *Accountant-Auditor* Paul D. Wood, *Field Examiner*

Division of Planning and Research

William O. Bailey, *Deputy Commissioner*

Marion Cooper, *Supervisor of Statistics and Publications*

Division of Teaching Services

Ermo H. Scott, *Deputy Commissioner*

Margaret L. Arber, *Placement Clerk*

Flora I. Brann, *Certification Officer*

Division of Vocational Education

Morris P. Cates, *Deputy Commissioner*
John C. Cass, *Director of Guidance*
Florence L. Jenkins, *Director of Home Economics*
Louise F. Fettingner, *Itinerant Teacher Trainer*
Mildred I. Turney, *Itinerant Teacher Trainer*
John A. Snell, *Director of Agriculture*
Maurice C. Varney, *Director of Trades and Industry*
Leroy N. Koonz, *Director of Vocational Rehabilitation*
Elmer L. Mitchell, *Case Work Supervisor*
Gray H. Curtis, Auburn, *Supervisor*
M. Edson Goodrich, Portland, *Supervisor*
John A. Rodick, Bangor, *Supervisor*

Schooling in Unorganized Territory

Edward L. McMonagle, *Director*

School Lunch Program

Helen E. Madsen, *Director*

Gertrude Griney, *Supervisor*

Surplus Commodities and Property

John Collins, *Supervisor*

State Teacher Training Institutions

Farmington State Teachers College, Farmington
Errol L. Dearborn, *President*
Gorham State Teachers College, Gorham
Francis L. Bailey, *President*
Aroostook State Normal School, Presque Isle
Clifford O. T. Wieden, *Principal*
Madawaska Training School, Fort Kent
Richard F. Crocker, *Principal*
Washington State Normal School, Machias
Lincoln A. Sennett, *Principal*

Maine Vocational-Technical Institute, Augusta
H. Porter Perkins, *Principal*

Honorable Frederick G. Payne,
Governor of Maine,
Augusta, Maine.

Dear Governor Payne:

The State Board of Education as created and authorized by the 94th Legislature "biennially, on the first Monday of January, shall make a report to the governor which shall embody the report of the commissioner to the board."

The State Board of Education held its first meeting on November 4, 1949, with the following duly appointed members present:

Appointed by the Governor

Maude Clark Gay, Waldoboro	5 years
Leah C. Emerson, Island Falls	4 years
Frank S. Hoy, Lewiston	3 years
John C. Fitzgerald, Portland	2 years
*William Philbrick, Skowhegan	1 year
Earle N. Vickery, Pittsfield	5 years

Nominated by Organizations

Ernest C. Marriner, Waterville <i>Representing colleges of the state</i>	5 years
Percy R. Keller, Camden <i>Maine Municipal Association</i>	4 years
Joseph A. Leonard, Old Town <i>Maine Superintendents' Association</i>	3 years
E. Frances Smith, Bath <i>Maine Congress of Parents and Teachers</i>	2 years
*Joseph B. Chaplin, Bangor	1 year
Fred R. Dingley, Lee <i>Maine Teachers' Association</i>	5 years

*Term expired and appointee listed below qualified as of August, 1950.

Organization of the Board

The Board on November 4, 1949, organized, adopted by-laws, and elected Frank S. Hoy as Chairman and John C. Fitzgerald as Vice-Chairman. The Chairman, upon vote of the Board, named the following committees:

Business and Contingency

Joseph A. Leonard, *Chairman*
Percy R. Keller
William Philbrick

Education

Ernest C. Marriner, *Chairman*
Leah C. Emerson
E. Frances Smith

Legal and Legislative

John C. Fitzgerald, *Chairman*
Joseph B. Chaplin
Maude Clark Gay

The Chairman of the Board and the Commissioner serve as ex-officio members of all committees.

Although the law creating the State Board of Education directs that "meetings of the Board shall be held quarterly," the Board found it advisable to meet once a month, and committees have met between Board meetings.

The members of the Board have attempted during this year to become informed with the operation of the Department and the laws applying to education; to visit teacher training schools and colleges; and to inspect state-owned property.

The details of the operation of the Department are contained in the report of the Commissioner of Education.

This report by the State Board of Education will be limited to policy matters and general recommendations for legislative action.

Subsidy Laws

The Board of Education has devoted many hours to a study of the existing subsidy laws. The Board is unanimously agreed that several of these laws should be replaced by a new, simple, and more equitable law to provide for subsidy payments by the state to the cities, towns, and community school districts for the aid of public education.

The Board agrees with the following statement in the Legislative Research Committee's report to the special session of the 94th Legislature: "The Committee concurs with the suggestion, expressed many times, that great good could be accomplished by simplification of the various complex calculations by which these subsidies are computed."

The Board is not ready at this time to recommend a definite proposal for replacing our present subsidy laws. It is hoped that before January 1, 1951, the Board will be agreed upon a subsidy plan that can be presented for the consideration of the 95th Legislature.

Normal Schools and Teachers Colleges

The members of the State Board of Education have visited and carefully inspected the buildings and facilities of all our normal schools and teachers colleges.

Many of the buildings are in extremely poor condition due to lack of proper appropriations for maintenance and repair. There is need also of much new equipment if our training schools and teachers colleges are to come up to the physical and educational standards they ought to maintain.

The State Board of Education believes most strongly that a large deferred maintenance appropriation should be made by the next Legislature to be used for putting this valuable state property into proper condition so that there will be no further loss to the state because of neglect and so that the buildings and equipment may be put into respectable condition as state-owned property.

Aroostook State Normal School

Presque Isle

The Board was impressed favorably with the operation of the Aroostook State Normal School. The buildings were exceptionally clean and the whole atmosphere was pleasing and impressive.

The buildings are excellent and are well located but they are in need of emergency repairs because of neglected maintenance. The physical condition of these buildings is better than the average among the schools because of improvements made by the Federal Public Housing Authority which used them as barracks during World War II. The improvements, however, were on the inside of the buildings and there remains much to be done for external repairs.

There is capacity at the school in the dormitories and classrooms for approximately 75 more students. It is the opinion of the Board that the Aroostook State Normal School should become the Aroostook State Teachers College through an act of the Legislature and that, as soon as fiscal and educational conditions will permit, a four-year course leading to a degree should be added, the same as now exists at Farmington and Gorham State Teachers Colleges.

This improved program could be offered, in the opinion of the Board, without substantial increase in operating costs.

The school urgently needs additional laboratory and library equipment and supplies. These improvements are needed regardless of whether a three-or four-year course is maintained.

The enrollment for the year 1949-50 was 104 and the net cost to the state per student was \$379.39. The average of such costs in this school for the four years since it was reopened has been \$377.35.

Madawaska Training School

Fort Kent

Although appreciative of devoted personal and educational leadership at the Madawaska Training School, the Board was shocked by the disgraceful, run-down condition of the buildings. They are not

in fit condition to be used for school purposes. It is doubtful if these buildings could be equipped and put into proper repair for less than \$100,000. The Board is of the opinion that the management of the Madawaska Training School is not entirely responsible for this condition but it is due largely to the failure of the state to appropriate necessary funds over the years for maintenance and personnel. The bright spot was the Domestic Science Department which has been refurbished and equipped by the state within the past three years. The Board feels that the Madawaska Training School problem must be faced and settled promptly. It is a disgrace to the state to attempt to continue this school in its present run-down condition. The Board is considering and recommending for your consideration these possible solutions:

- (1) Appropriate a large sum of money up to a possible \$100,000 to paint, repair, and properly equip the buildings at the Madawaska Training School for continued operation of the school.

- (2) Raze some of the oldest buildings, discontinue the farm operations, repair the remaining buildings properly, and operate the school on a day basis without dormitories. In case this plan is adopted, there are dormitory facilities for students available, within a reasonable distance, at the Aroostook State Normal School.

- (3) Discontinue the Madawaska Training School as a state-operated school, and sell the land and buildings to the town of Fort Kent, or to any group of interested citizens at a reasonable price so that it could be operated as a town school, or for some other worthy purpose.

Before the Legislature meets the Board of Education hopes to have some definite recommendations to make. At present it is giving thought to the three possibilities listed above.

The enrollment for the year 1949-50 was 73 and the net cost to the state per student was \$750.01. The average of such costs in this school for the past eight years has been \$972.14.

It should be noted that the Madawaska Training School has maintained a high school program for a considerable number of young people. This course is being eliminated but it is fair to state that a substantial proportion of the per pupil cost indicated has been expended in the financing of this phase of the total curriculum.

Washington State Normal School
Machias

The Washington State Normal School has adequate facilities for its present enrollment. In fact, it could take care of a considerable

number more students without any addition to the plant. It operates a three-year course, but the Board feels that conversion to a four-year program, as recommended for Aroostook State Normal School, should be effected as soon as feasible and possible.

The buildings are in better than average condition. The administration building was built in 1936 and is the newest among the several state operated schools. The dormitory, however, is 35 years old and needs attention.

The Board has been offered some land from the Ames estate adjacent to the campus which ought to be purchased if it can be secured at a reasonable price.

The enrollment for the year 1949-50 was 105 and the net cost to the state per student was \$409.02. The average of such costs in this school for the past eight years has been \$430.88.

Farmington State Teachers College

Farmington

The Farmington State Teachers College is being well operated and is gaining in recognition and standard.

The Board appreciates the cooperation of the Governor and Council for their prompt action in authorizing purchase of the Stanley property at Farmington to be used for urgently needed dormitory facilities. For the future expansion of the Farmington State Teachers College the Board recommends the purchase of other properties adjacent to the present campus whenever such properties become available at favorable prices.

The buildings at the Farmington State Teachers College are suffering for lack of repair and proper maintenance and definite recommendations will be made later, together with estimates of amounts needed to take care of deferred maintenance. There is need of laboratories and laboratory equipment. As an example of neglect, the Alumni Gymnasium presented to the school by the alumni in 1931 is in very poor condition and has had no money spent on maintenance and repairs since it was built nearly 20 years ago. This is one of the buildings that is going to go to pieces fast unless something is done very soon.

The enrollment for the year 1949-50 was 381 and the net cost to the state per student was \$219.74. The average of such costs in this school for the past eight years has been \$315.36.

Gorham State Teachers College

Gorham

The Gorham State Teachers College is maintaining a high standard of operation. The buildings are extensive and represent a large investment to the state, but are in great need of both internal and

external repairs. The college is operating at capacity level despite the handicap of having no dormitory for men students. They all have to live in private homes in or near Gorham. Since Gorham State Teachers College operates the only training program for Industrial Arts teachers, it ought to have dormitory facilities for men. This would mean a new building. As in the case of needs at other schools and colleges definite recommendations will be submitted later.

The enrollment for the year 1949-50 was 475 and the net cost to the state per student was \$224. The average of such costs in this school for the past eight years has been \$278.86.

The Maine Vocational-Technical Institute

The Vocational School at Augusta established in 1946 is making a definite, sound contribution to our state school system. The present location and equipment are inadequate. It is the opinion of the Board that this school operation should be expanded and improved. A new permanent location should be selected and proper buildings built and equipped to take care of more young men, and to provide courses for young women, also, who want to become trained for vocational work. It is the hope of the State Board of Education that this vocational school may be improved and expanded from year to year. It fills a need for taking care of those men who are mechanically inclined and not interested in attending colleges or universities. It is interesting to note that 35 men graduating from the Vocational Training School in 1950 had positions for employment waiting for them, in Maine, upon graduation.

The Board also recommends that the scholarship plan for students which was made available to needy and worthy students for the teacher training schools and colleges be made available also to students for the Vocational Training School.

The Maine Vocational-Technical Institute provides at present two year courses of instruction in metal work, industrial electricity, radio-television, and internal combustion engines. The enrollment is approximately 112 students. The average net cost per student was \$276.45 for the period 1946-50.

Schooling in Unorganized Territory

The Unorganized Territory of Maine consists of more than 600 unorganized townships and units, nearly one-sixth of which have permanent residents while others may have temporary residents from time to time. School privileges for approximately 1,600 children are provided by the state either by maintaining schools, by conveying to or boarding pupils where schools are available, or by arranging tutorial teaching services.

Last year 23 schools with 34 teachers were operated in the unorganized territory. Many of these buildings are in wretched condition. A definite schedule for repairing old and building new schools in these areas should be established. The added appropriation of \$25,000 made during the special session of the 94th Legislature has enabled limited improvements in housing and provided five new buses.

Conclusion

The Board believes that there is greatly increased interest among the citizens of the state in our public school system and that the public has been awakened to the need of adequate support for our schools and to the need for training and maintaining teacher personnel. The school enrollment shows a marked increase all over the state which is bound to reflect an increase in the amount of money that will have to be appropriated by the state to meet the state's obligations under existing laws.

The Board is aware that there is still a shortage of teachers in Maine and that in many communities there is a lack of schoolrooms to adequately take care of the existing and increasing enrollments. Each of these conditions serves to reduce the levels of child opportunity and educational efficiency in our state.

The Board has been most favorably impressed by the loyalty and ability of the superintendents, the principals, and the teachers in the State of Maine. The Board wishes to publicly commend these men and women who are devoting their lives to public education. It is one of our most important and influential professions.

The Board has received full cooperation of members of the teaching profession and the organizations of the state interested in education. The Board hopes that it may continue to have and to merit this relationship.

The members of the State Board of Education wish to take this opportunity to thank the Governor and Council for their interest and cooperation. The Board also wishes to commend the efficiency and loyalty of Commissioner Ladd and his staff.

Respectfully submitted,

STATE BOARD OF EDUCATION

Frank S. Hoy, *Chairman*
Joseph B. Chaplin
Leah C. Emerson
John C. Fitzgerald
Maude Clark Gay

Percy R. Keller
Joseph A. Leonard
Ernest C. Marriner
William Philbrick
E. Frances Smith

MAINE EDUCATION

HARLAND A. LADD, *Commissioner*

Affecting attitudes toward education in this state is a growing realization that schools are not a luxury, but rather constitute an essential investment in values which are fundamental — the preparation of boys and girls for working and living in a progressive Maine. Children and money in the present, and the competence and responsibility of citizens in the future are the important factors involved. The sharpening of public concern for better education promises to bring into meaningful life and service many of the recognized yet unfulfilled needs of the past — needs which were identified as follows soon after the turn of the century but which remain as major problems today.

“Among the most important educational problems confronting our people is that of giving, so far as possible, equality of educational opportunity to all children of the state.”

“There would seem to be no good reason why superintendents should find it necessary to report that six hundred twenty-six school buildings of the state are not in good condition. Under our compulsory education laws there would appear to be a sufficient reason why communities should feel under obligations to provide school buildings fit in every way for the occupancy of children.”

“Since the teacher is the most important element in the making of a school, it is certain that any defect which exists in the teaching force will surely be followed by losses in the direction in which the lack obtains.”

“It is necessary, however, to point out again that the most important question before the people is that of securing proper financial recognition of the teachers’ worth.”

“It is a mistake to regard the time or the effort of a child as of little value. There is hardly a period of life when these are more precious or more pregnant with possibilities of future good or evil.”

“In some instances the question may properly be raised whether the school should attempt to meet the requirements for college entrance if the effort of doing so minimizes the attention paid to the larger body of students whose school life must terminate with the high school. It would seem a wise policy for such schools to provide for the student preparing for college all that can be given without sacrifice of the claims of the large majority.”

These brief excerpts have been cited for the purpose of underscoring the oft quoted statement that it takes from fifty to one hundred years to develop an educational principle or to eliminate an acknowledged need. The tragedy is that generations of children are the victims of the lag.

There is no question that we have made progress during the forty years which have elapsed since these statements were recorded in Annual Reports of Dr. Payson Smith, then State Superintendent of Schools. Teachers are far better prepared, school housing has improved, and many inefficient schools have been eliminated. The school year has been lengthened, new courses have been added, a greater percentage of students attend school for more years and graduate from high school. The evidence of progress is at every hand and the citizens of Maine can take satisfaction that their children now have richer and better opportunities for learning than ever before. This has been accomplished through the cooperative efforts of all of our people. It represents a signal tribute to democracy in action.

It would be satisfying to end this report with the foregoing paragraph on progress and achievement. To do so would be unrealistic and an admission of blindness to the objectives of public education, to social, economic, and political changes, and to forces which promise great hope but grave responsibilities in a free tomorrow. There follows a brief discussion of five important phases of educational needs in Maine, together with related recommendations for consideration by the board.

Finance

The wave of public concern for good schools, together with the decline in the value of the dollar, has brought increased expenditures for education everywhere. Local tax rates have risen from an average of .01301 in 1940 to .02549 at present. This high level of local effort and the possibilities of further demands are important considerations in future policies. Public education is a responsibility of the state, historically and in active principle. Control is vested in local government in order to preserve the interest of the people and to make it responsive to their will and needs. The state is a partner in the free public school enterprise. As such, Maine has not kept pace with national trends and with principles of equalization of educational opportunity, in that it shares school costs at a rate of less than 25% while the average among all states is 43%. This fact explains, in part, why a high percentage of local tax dollars are appropriated for education and, in part, why local tax rates have increased practically 100% during the decade. The implications are obvious and I submit the matter of fiscal relationships as a major problem.

Because you are conversant with the problem of allocation of state subsidies and the need for a more equitable, adequate, adaptable, and simple plan of distribution, I shall not include a detailed discussion of this matter.

Suffice it to say, that the present laws have grown through the years into a complex, cumbersome, and somewhat distorted pattern.

That change is indicated is inevitable, but the task of revision in terms of the afore-mentioned aims will be difficult since consideration must be given not only to sound principles of educational aid but also to existing subsidies to the several towns lest projected reductions by considerable sums would serve as a deterrent to legislative support.

Teacher Preparation

Responsibilities of the public schools may be generalized as two-fold — to the people who invest in them and to the students they serve. The degree to which the school reaches each of these objectives is determined largely by the professional competency and morale of the teachers who are the chief motivating force in the developmental processes. If this power is strong, the investment promises good returns. If it is weak in any or many of its components, the hope of yield is correspondingly less secure. To insure proper realization from the great investment in values which Americans make in public education, there should be critical appraisals of those who will teach, the processes by which they are prepared to teach, and the continued efficiency and well-being of those who are teaching.

The teachers colleges and normal schools are state institutions. They have done a tremendous service to education in Maine and they have enjoyed, over the years, an enviable reputation outside the state. Unfortunately, fiscal limitations have made it impossible for the administration to maintain standards or to keep pace generally with developments in higher education.

There are many excellent features in our Maine schools today, but we should face the fact that individually and as a whole they do not meet minimum measures which are accepted for teacher education programs. The school plants need repairs and expansion. You have first-hand knowledge of the conditions which lie behind this statement. The laboratories in these schools should be improved and reasonable equipment provided. Offerings in general education should be strengthened. Added cultural, social and physical advantages for students should be available. Teaching loads in some of the schools should be reduced. Instructional responsibilities should be in the hands of professionally educated, experienced, and secure faculties. Construction of a dormitory for men at Gorham and an administrative and classroom building at Farmington should be given prior consideration.

A committee from the organization of the Chief State School Officers of the northeastern area is developing a list of standards for teacher education institutions. As an initiating step schools will be provided with objective criteria as a basis for self-appraisal. I am sure that you will be interested in reports of these studies as they are made in each school during the next two years.

I would be negligent in closing this brief commentary without a few words of commendation for the faculties of the five Maine schools. They have worked with serious limitations, but they have maintained their morale and carried on as good soldiers under many conditions of stress and need.

It is encouraging to note that enrollments have improved from 879 during the 1947-48 year to 1,219 as of September 1950.

School Enrollments

True to the predictions which were a part of my 1946-48 report school enrollments continue to grow at the rate of roughly 4,000 per year. This trend promises to continue throughout the decade. The stress of accumulating numbers is appearing already in increased costs for teaching services, transportation, books, supplies, and other essentials of an educational program. Moreover, it has created overcrowded conditions in many schools with an immediate corollary in decreased educational opportunity for all children in such schools. Some towns and cities have been able to cope with the problem through new school units or additions to existing buildings. Statistics on these changes can be found elsewhere in this report. Many communities have failed to respond to the pressure of new numbers, either because of severe financial limitations or through laissez faire attitudes. Each of these barriers must be recognized and attacked. The School Building Commission has made a thorough study of state-wide conditions and will make recommendations to the Legislature.

It should be noted that the 94th Legislature passed an excellent law providing for local and state cooperation in financing new school construction, but no appropriation accompanied the provisions and accordingly the statute cannot be administered at present.

Reorganization of School Districts

The Chief State School Officers of the northeastern states have devoted considerable time to the study of school district reorganization as one of the basic elements in effective and efficient schools. Presented here are some of the conclusions, together with principles which should be thoughtfully reviewed by the Board and by the citizens of the state in terms of the future direction of education in Maine.

(1) A vast majority of towns cannot provide adequate and effective educational programs.

(2) A minimum of opportunity should be assured every child through a subsidy program, yet present patterns of aid are not conducive to economy and efficiency.

(3) Reorganization is urgent.

(4) Progress in reorganization will be in direct ratio to the convictions of people as to the kind of educational program they need and are willing to support.

(5) The process must be stimulated by the plan of distribution of state funds and by positive leadership of State Departments, farsighted citizens, and the profession.

(6) The state is responsible for developing local school district organizations which can provide comprehensive educational programs and service on the one hand while maintaining standards of economy and efficiency on the other.

(7) A program of reorganization should be preceded by careful local study of educational needs from which will stem specific plans for the facilities, transportation, the curriculum, and the implementing staff and equipment.

(8) Reorganizations in every instance should be brought about by a direct vote of the people in the region affected.

(9) The public school program, kindergarten through grade 12, in each district should be under one board of education as a policy making body and be administered by a single staff.

(10) Except where geographical conditions or sparsity of population make maintenance of small units mandatory, there should be at least one teacher for each elementary grade and services in specialized fields of Language Arts, Health and Physical Education, Vocational Education, Guidance and Attendance, Music, Art, and for the handicapped.

Many proposals for the improvement of education involve additional and recurring expenditures. While it should not be argued that larger school districts will save money necessarily, it can be established that they are essential to wise and efficient use of public funds. It has been pointed out many times by students of Economics that at least three of the northeastern states, including Maine, do not have per capita incomes which will permit a level of expenditures equal to that in other states in the region. With this as a fundamental premise it is imperative, then, that our limited funds be made to produce the highest returns possible.

I suggest that the Board undertake, with me, a study of the question with an end view of adopting policies and recommending statutory changes which will eliminate barriers existing presently in Sections 28 and 92 A-K of Chapter 37.

Classification of High Schools

Another problem closely allied with that of school district reorganization is the legal definition of a "Class A Secondary School."

"This class shall include such schools as maintain at least one approved course of study through four years of 36 weeks each and of standard grade, together with approved laboratory equipment, and shall employ at least two teachers; provided, the town or union maintaining such school shall appropriate and expend for instruction therein at least \$850 annually exclusive of all tuition received."

The limitations of this provision are apparent. Not only does it envision a unit which will be expensive and ineffective but also it fails to give any recognition whatever to good schools, well housed, staffed, and offering diversified and rich programs. The problem has been under study for several years and I hope to have a recommendation for your consideration during the next biennium.

Conclusion

There exists a wide range of problems and needs other than the five which have been presented heretofore. Some of these have been considered by the Board, while others have been deferred in deference to those with greater timeliness and import. During the next biennium, there will be more opportunity for a full and complete evaluation of the many elements in the total program of public education.

I would like to express my deep appreciation for the time, the sympathetic understanding, and the constructive vision of the members of the State Board of Education during the past year. I know that the citizens of Maine, especially the membership of the teaching profession, value highly the service which you have given. Personally, I deem it a privilege to serve the cause of public education in these challenging years. Your help and thoughtful consideration constitute a great resource and inspiration.

I want to pay tribute also to the loyalty and industry of the members of the staff of this Department. Without exception, they are unselfish, cooperative, and untiring in their endeavors to provide leadership and service in a democratic yet effective relationship with each other and with those whose work and association are closer to the child and his school.

SECONDARY SCHOOL CURRICULUM CHANGES

PHILIP A. ANNAS

Committees of secondary school teachers, assisted by consultants in the fields of study, have been at work during the past two years on curriculum bulletins for business education and science.

Business Education in Maine Schools, prepared by five teachers of business subjects, an English teacher, a high school principal, a student and the associate deputy commissioner in charge of secondary education, has already been distributed to schools either maintaining or considering establishment of a business curriculum.

The second study, *Science Education in Maine Secondary Schools*, is being assembled by a similar group of teachers and consultants and will be published in the near future.

Number of Schools

Maine has 174 Class A high schools, 57 Class A academies, eight junior high schools, four Class B high schools and three approved schools offering work in Grade 9 only. Of these, 86 were inspected during the biennium.

Teacher Training

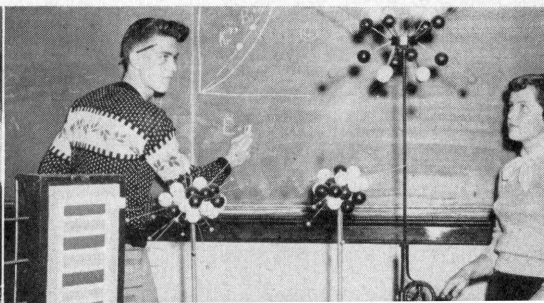
The associate deputy commissioner of education served as consultant for secondary school workshops at the University of Maine in the summers of 1948 and 1949. He also joined members of the Elementary Division in conducting twelve union conferences for teachers.

Equivalency Certificates

The state issues to residents of Maine 21 years of age or over high school equivalency certificates provided they demonstrate through examinations that they have attained a general educational development comparable to that of secondary school graduates. 688 of these certificates were issued from July 1, 1948 to June 30, 1950. Tests are given for these certificates three times each year at Farmington State Teachers College, Gorham State Teachers College, Aroostook State Normal School, and the University of Maine.

District High Schools

Four community district high schools are now in operation and several more are contemplated in the next two years.



PHYSICAL EDUCATION, HEALTH, RECREATION

HOWARD G. RICHARDSON

PHYSICAL EDUCATION

Physical fitness of the individual is needed regardless of the time. Our schools offer an advantageous opportunity for this growth and development.

Secondary School Growth
(Class A High Schools and Academics)

	No. of Schools	No. Full-Time Programs	Percentage
1948	242	52	21%
1949	239	63	26%

Activity Programs

Published physical education guide — 1949, secondary level; 1950, elementary level.

Served local unions as program consultant.

Assisted the development of a guide for teacher training institutions.

Edited and distributed M.A.H.P.E.R. newsletter.

Interpreted policies and standards of an adequate program to interested groups.

Distributed supplementary materials, bibliographies and reference lists.

Conclusions

The teachers of Maine have done an excellent job in upgrading the program in the elementary and secondary schools.

Programs have increased because of new facilities (new schools), local equipment appropriations, improved class scheduling, employment of better trained personnel, and a better understanding of this need.

HEALTH EDUCATION

It is the function of the school to create and maintain health conditions and opportunities which will allow each student to do his best work.

Summary of Vision Testing

	Defects Found	Defects Corrected	Percentage
1948	12,188	4,700	39%
1949	13,180	4,140	31%

Summary of Hearing Testing

	Defects Found	Defects Corrected	Percentage
1948	3,459	489	14%
1949	3,407	644	31%

Activity Programs

Sponsored and participated in health education workshops at the University of Maine during summer sessions 1949-50.

Taught Safety and Health Education Course at Aroostook State Normal School, 1950.

Motivated home, school and community growth relationships through numerous meetings and speaking engagements.

Conducted one-day health institutes in several Maine communities.

Surveyed through report forms remedial health work in vision, hearing, throat, teeth, speech, vaccinations and immunizations of students.

Developed health instruction materials for high school and teacher training levels.

Distributed supplementary health record cards and bulletins on the Maine Health Program.

Department of Health and Welfare and Department of Education jointly participated in Machias Rural Health Study.

Conclusions

There is need for a supervisor of health education in the State Education Department.

Maine communities are doing a good health job for their children but a better job needs to be done.

DRIVER EDUCATION

Today we are buying accidents instead of safety education.

10,000 Eligible High School Students — 15-year-olds

	Students With Training	Schools Conducting Courses
1948	864 (8.6%)	17
1949	993 (9.9%)	22

THE RECORD — *No student who has received instruction in driver education in Maine has been involved in a reportable accident.*

Activity Programs

Conducted teacher driver education courses at the University of Maine during the summers of 1949 and 1950.

Participated in National Conference on High School Driver Education — Jackson's Mill, West Virginia.

Appointed by Governor as State Driver Education Coordinator.

Participated in many conferences, committee meetings and speaking engagements on this problem.

Conclusions

Driver education is a sound investment in the preservation of human life and property.

Based on present demands there is no shortage of trained driver education teachers. However, additional trained teachers will be needed if the program expands to meet the needs of all the boys and girls in our high schools today.

There is need for a better understanding of driver education, and available funds for in-service training, supervision and study of present programs.

The teachers of driver education and state and local agencies concerned with traffic safety are to be commended for the present record.

RECREATION

Recreation is recognized today as a function of good government.

Summary

Full-Time Recreation Programs

1948	1949	1950
9	11	14

Activity Programs

Investigated state administrative recreation set-ups.

Organized a temporary inter-department recreation committee.

Furnished some consultant service to communities interested in organizing local programs.

Served Eastern District Association as Vice-President of Recreation.

Conclusions

Part-time (summer) recreation programs have increased rapidly the last two years. This has resulted in a demand for in-service training of leaders, supplementary material, surveys and more consultant service on programs from the state level.

ELEMENTARY SCHOOL PROBLEMS

HOWARD L. BOWEN

What Our Problem Is

To be intimately acquainted with the elementary schools of the state — their existing strengths and weaknesses.

To provide services which will help local school systems strengthen their programs.

To press forward those educational opportunities which will serve more adequately all the elementary school age children of the state.

How We Have Tried to Solve It

Curriculum materials have been developed with the assistance of teacher representatives on every level from all over Maine working as committees.

The first sections of bulletins in three areas have been published.

Does Arithmetic Make Sense? gives teachers a working guide for beginning the year, finding out where children are, and going on from there. It tries to make arithmetic learning more meaningful.

Reading in the Language Arts helps teachers recognize levels of ability and needs of children. Among questions answered are: How do we know when children can read with pleasure and profit? How



can satisfactory plans of grouping children for reading instruction be made? How do the children and I know that our work has been effective?

The What and Why of the Social Studies re-emphasizes the fact that children are whole beings. This central theme recurs at all levels, meaningfully illustrated pictorially and descriptively. In addition, necessary work and study skills are catalogued.

Character education materials have been developed cooperatively with the Maine Council of Churches. *Opening Exercises as a Means of Character Education*, prepared on an interfaith basis, will be published shortly.

During the second year of the biennium, only two of four elementary supervisors were available, since one resigned and was not replaced; the fourth was on leave of absence for further study. In spite of this skeleton force, 82 school unions and cities with 2,900 teachers were visited. Work conferences lasting from one to two days on problems peculiar to varying situations have been held with thirty-nine groups of teachers and superintendents. PTA groups have received a large part of the service to organizations not directly concerned with teaching.

Three of the staff members taught at summer sessions in the state for periods of three weeks each year. They also assisted in the extension services of the University by holding classes for one or more sessions of several courses.

Radio broadcasts were presented at the request of radio stations desirous of having new educational developments discussed. Working with various departments of the Maine Teachers Association and the county teachers associations is a continuing function of the division.

What We Want to Do Next

Continue sponsorship in the development of further curriculum materials — additional sections in the subject area fields and a primary guide.

Provide for more intensive work over a longer period with fewer teachers and limit the number of supervisory units visited in any one year.

Evaluate continually our services in behalf of boys and girls in the state's system of elementary education.

Special Education for Physically Handicapped Children

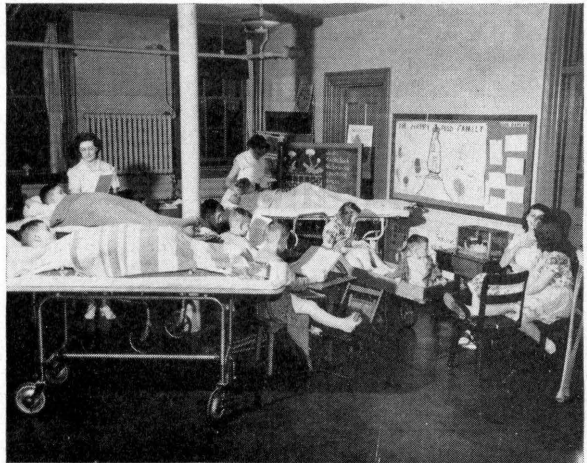
During the biennium, special classes in institutions have been continued at the Maine General Hospital in Portland and the Hyde Memorial Home at Bath. In 1949, this division provided educational opportunities for youths attending either the Central Maine or the Western Maine Sanatorium.

During 1948-49, 181 children from 110 different cities and towns were taken care of with some one of the different services offered. Forty-two communities carried on programs of either home instruction, special transportation, or classes for handicapped children. Among these special classes were those in sight-conservation, lip-reading, and speech correction.

In addition to the new classes at the two sanatoriums organized during 1949-50, the work of special classes in sight-conservation and lip-reading were continued. Speech work was no longer subsidized because of the demand for home instruction of children who would otherwise receive no education. For this year, 267 cases from 87 communities were granted some one of the various services. Forty-eight cities and towns offered programs to their handicapped pupils.

Each year since the program was started in 1945, services to the handicapped children in the state have been increased, but the demand grows faster than the means to satisfy this great need.

*Children
Learn in
Hospital
Class*





Good Food
Means
Good Work

HELEN E. MADSEN

Hot Lunches
in
Maine Schools
Both Large
and
Small



Comparison of SCHOOL LUNCH PROGRAMS by Counties

1948 — 1949

1949 — 1950

County	1948 — 1949			1949 — 1950		
	Participating Schools	Average Daily Participation	U.S.D.A. Payments	Participating Schools	Average Daily Participation	U.S.D.A. Payments
Androscoggin.....	19	1,045	10,492.93	23	1,143	11,295.46
Aroostook.....	16	1,773	23,767.11	23	2,452	35,142.52
Cumberland.....	129	8,675	61,664.51	134	8,735	73,288.04
Franklin.....	24	1,388	13,934.60	19	1,372	16,128.45
Hancock.....	19	1,795	16,561.03	23	1,716	19,398.40
Kennebec.....	44	3,083	23,563.69	47	3,348	28,685.64
Knox.....	15	1,217	7,073.40	19	983	11,529.63
Lincoln.....	10	391	3,614.56	14	427	4,514.44
Oxford.....	32	1,921	9,323.47	36	1,828	12,209.01
Penobscot.....	63	4,634	34,680.28	63	4,303	38,221.84
Piscataquis.....	12	750	5,744.58	14	1,014	7,249.65
Sagadahoc.....	13	353	4,514.92	12	280	3,850.23
Somerset.....	35	1,949	27,364.25	32	2,032	29,469.62
Waldo.....	11	573	3,803.55	15	803	4,573.19
Washington.....	10	659	5,145.38	13	823	5,725.03
York.....	45	3,759	33,021.94	44	3,727	37,848.87

VOCATIONAL EDUCATION COVERS MANY FIELDS

MORRIS P. CATES

The services of the Vocational Division are widespread and varied. Through custom the major portion of the service of the respective directors is rendered in connection with programs in secondary schools. More attention is being given to local expansion of publicly supported educational services to adults and out-of-school youth. Transitions in economic conditions, industrial innovations, commercial improvements and population migration warrant the broadening of all educational privileges to include out-of-school youth and adults.

The number of persons interested in preparing themselves for citizenship is increasing. Assistance through home-study courses and counseling by teachers is helping those persons.

The veteran education program has undergone many legal renovations which have increased our participatory responsibilities. Institutional enrollments have decreased. Programs in agricultural and trade education have gained in popularity. Our public and private schools are doing a commendable piece of work in retaining high levels of course content and positiveness while serving the veteran student group.

The field of retailing and merchandising presents an extensive challenge to educators. Due to the continuous evolution of materials and methods related to commodities an ever-growing need for employee upgrading exists. Specific courses are organized and operated to meet the specific needs.



Distributive Education

Distributive education programs are set up in high and vocational schools for youth who expect to continue employment in distributive occupations upon graduation. The program incorporates specific instruction in merchandising, methods, salesmanship, advertising, buying, store display and practical experience in store work through cooperation with local retailing establishments.

Adult classes are conducted for workers in retail establishments with the course content determined by an activity analysis of those enrolled in the classes.

IN-SCHOOL AND ADULT PROGRAMS IN TRADES AND INDUSTRIES

MAURICE C. VARNEY

Interest in and requests for training in certain phases of public service have increased several fold during the past two years. Foremost in the public consciousness is the obvious need of better trained firefighting personnel to combat and successfully reduce our annual tragic loss of lives and property. To help meet this need six training programs were conducted this year in which were enrolled approximately 400 men from 50 communities.

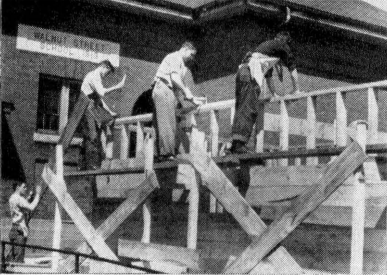
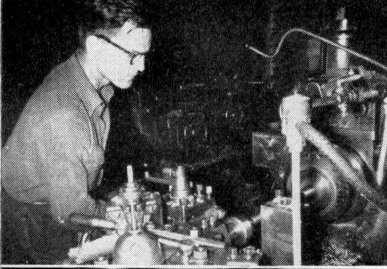
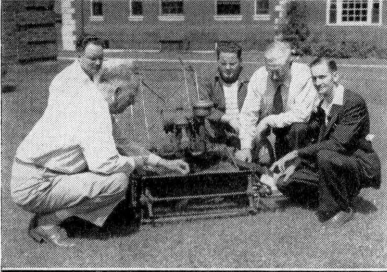
Maine people are investing more than \$10,000,000 in new modern school buildings with which to provide safer, healthier and more progressive education for their children. These schools deserve and must have better care and maintenance. To assure a higher level of service in the custodian area, five four-day training programs were conducted for well over 100 persons.

Because of economic conditions adversely affecting Maine industry during most of the past two years, some apprenticeship programs have been discontinued while others have been reduced in size. However, at this time over 400 young men are in training in five major trade areas.

Although Maine is essentially an agricultural state, there are numerous opportunities of an industrial nature for those of our youth whose native ability and interest prompt them to seek employment of this kind. To



Firemanship Training



assist in providing pre-employment training in several industrial pursuits, 14 communities now support all-day trade programs, incorporating related technical subjects with manipulative shop work. These classes are restricted to the 11th and 12th grades of high school and require active participation for 30 hours per week.

Considerable expansion has taken place in the Industrial Arts field during the last two years. Seven new shops have been built, more are in the process of construction and still others have thoroughly renovated their facilities to better meet present needs. As an important component of their general education programs, 92 communities provide elementary and advanced instruction and practice in those areas of industrial activity considered by modern standards to be essential.

*Custodian, Apprenticeship, Trade
and Industrial Arts Training
in School and Adult Classes*

GROWTH IN SCOPE OF HOMEMAKING EDUCATION

FLORENCE L. JENKINS

Compare the following present program with that of 25 years ago when it was largely cooking, sewing and home sanitation.

Home Economics Subject Areas

Nutrition and Food for Health

Care and Understanding of Children

Health of the Family

Living with Yourself and Others

The Use of Time and Money and Energy

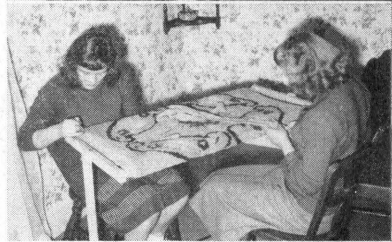
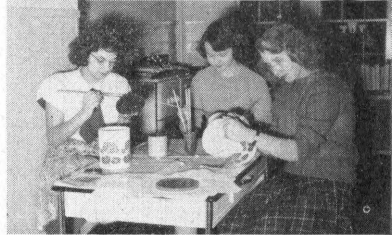
Clothing and Personal Appearance

Home Planning and Improvement

Planning for the Future

Family Recreation and Use of Leisure

Vocational Opportunities in Home-making and Allied Occupations



Present Facts as to Home Economics in Maine — 1949-1950

	Enrollment	Schools	Teachers
General Home Economics	8,961	66	100
Vocational Home Economics	4,496	62	76
Adult Home Economics	1,146	10	53
Colleges			
Teacher Training Program	346	3	19
TOTAL	14,949	141	248

GUIDANCE IS CORE OF EDUCATIONAL PROCESS

JOHN C. CASS

The placement of guidance at the core of the educational process by national educational groups (notably by the National Education Association's Educational Policies Commission in *Education For All American Youth*) and the acceptance of life adjustment as the basic goal of education have placed very real responsibility directly on the shoulders of Maine guidance workers. No school without a planned program of guidance can now consider itself making a maximum effort toward readying its young people for the different lives they will lead.

During the past two years Maine has met this expanding need by:

Recognizing guidance as a basic course in the training of beginning teachers and installing guidance courses in teacher-training institutions.



Individual Inventory

Offering to teachers each school year, simultaneously, three to four university extension courses in guidance at widely separated localities.

Offering a satisfactory range of summer courses, workshops and clinics in guidance to provide for

the up-grading of guidance workers.

Establishing pilot guidance programs in widely differing communities. These are for the purpose of determining what guidance practices are best suited to the various Maine situations.

Establishing uniform certification requirements for guidance workers in line with national standards.

Making available a consulting specialist to schools and communities wishing to offer guidance services to their young people.

Giving in-service talks concerning guidance to local groups of teachers and to interested state and community groups.

Publishing a series of bulletins covering Guidance in a Maine High school, guidance at the four different high-school age-grade levels, counseling



Individual Counseling



Job Placement

and local chapters of national groups of guidance workers.

Furnishing occupational, guidance and educational information about Maine on a world-wide basis.

Furnishing information about world-wide occupational and educational opportunities to people in Maine.

Cooperating with other states in establishing uniform policies and instruments of guidance.

Satisfactory progress is measurable by new programs of guidance each year in Maine schools, expansion in time and facilities available in schools for guidance services, larger numbers of teachers and students taking guidance courses and the acceptance by school people and parents of the life adjustment of their students as the primary aim of education.

for the draft, scholarship opportunities, and bibliographies of guidance materials.

Offering in Maine publications series of articles informing teachers and community people of the various facets of guidance.

Organizing active state

Developing Skill of Participation



STUDY AGRICULTURE IN 41 SCHOOLS

JOHN A. SNELL

Secondary School Agriculture

Courses of vocational agriculture have been offered during the biennium in forty-one Maine secondary schools. More than 1,400 boys have received such instruction.

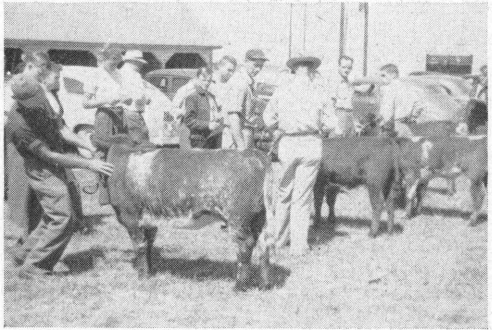
These courses include technical study related to animal husbandry, soil management, crop production, and agricultural economics, combined with demonstration and practice leading to development of needed skills and abilities, including the mechanical proficiency needed in modern farming.

Each student must engage in an acceptable program of supervised farm work experience. Most farm boys conduct agricultural enterprises of their own for which they have complete responsibility. Some have shares of interest and definite responsibility in partnership with parents or others.

A smaller number receive an apprenticeship type of experience. All this work is carefully supervised by the teacher.

Boys enrolled in these courses are eligible for membership in the Future Farmers of America. Local F.F.A. Chapters are affiliated with District, State and National organizations. These provide opportunities to secure experience in activities which contribute to the development of effective citizenship and rural leadership.

Prior to 1949 there existed no legal basis for state recognition and approval of courses of general or non-vocational agriculture. Tentative standards for such courses have been developed in accordance with the provisions of Section 165, Chapter 37, as amended by the Legislature in 1949.



Judging Beef Calves



Adult Education

Until World War II, little attention was given to agricultural training for out-of-school youth



Learning to Splice Rope

and adults in Maine. During the war many short courses in food production and farm machinery repair were offered and proved to be of great value.

Since 1946 many young farmers in the state have received valuable instruction and guidance through the program of institutional on-farm training.

During the past two years

more than 1,500 veterans have been enrolled in the forty-eight schools offering this type of education.

A definite need for an expanded program of education for young and adult farmers has been demonstrated.

Teacher Education

Teachers of agriculture are graduates of standard four-year college courses in agriculture with special training for teaching. A comprehensive study of agriculture is required together with fifteen semester hours of professional courses in agricultural education, including five weeks of directed teaching experience. Practical farm experience is also required for a vocational certificate.

During the past two years forty-five persons have been qualified by the University of Maine for the teaching of agriculture.

Young Farmer Goes to School



CLINIC FOR AMPUTEES NEW REHABILITATION FEATURE

LEROY N. KOONZ

In the 1948 biennial report, a brief account was given of the growth of the Rehabilitation Program in Maine since 1923, in keeping with its development nationally.

Since then, the Division has had a smaller allotment and a somewhat adverse employment trend in the area, causing a drop in the successful closures, 493, as compared with 546 in the preceding biennium.

However, it is possible to report more encouraging developments in other parts of the program. The Division is now securing more on-the-job training openings, and it is felt that, as before the war, this will become an important part of the program.

One of the Division's most notable achievements to date is its promotion of clinics for amputees, whereby the amputee meets with a group of specialists at one time: the orthopedic surgeon, the physiotherapist, the prosthetic appliance maker and the rehabilitation

Clinic for Amputees





Learning a Trade

counselor. Advice for his further treatment, which may include physical therapy, the fitting of his limb and his eventual employment objective, can be made on the basis of information which is developed at the time of the Amputee Team Clinic.

Demonstration Clinics have been held in Portland, Lewiston, Bangor and Presque Isle. The "team" procedure is now being used with new amputees. The net result will be more effective use of appliances by the amputees, and frequently a saving of time.

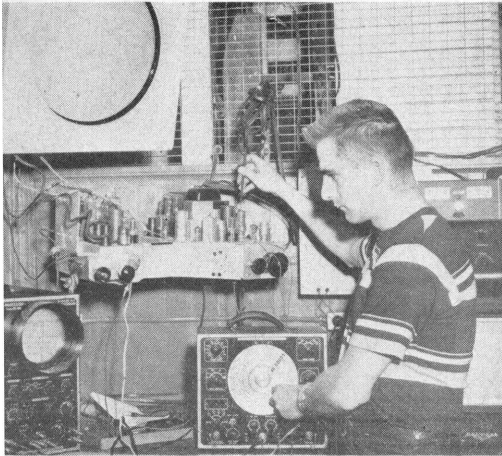
One of the interesting developments in the Rehabilitation Program has been the gradually increasing variety of disabilities which have been accepted as coming within the scope of the program. At first the majority of disabilities were of orthopedic origin, as well as those affecting vision or hearing. This was due in part to emphasis put on industrial accident cases. During the years, more and more persons with "hidden" disabilities, such as cardiac conditions, tuberculosis, epilepsy and nervous disorder cases have been accepted. The "hidden" disability group now forms a sizeable part of the total case load.

MAINE VOCATIONAL-TECHNICAL INSTITUTE

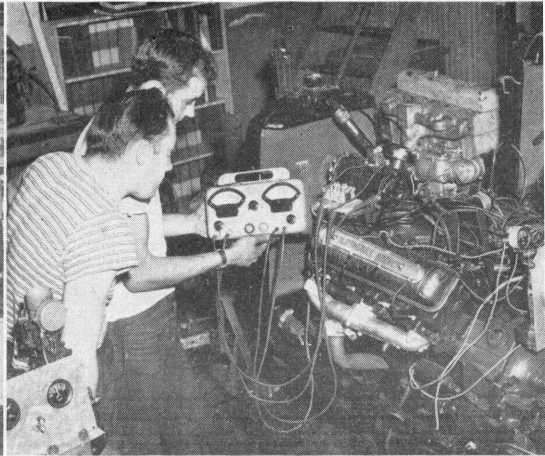
H. PORTER PERKINS

Significantly, the school has started a transition from an enrollment of World War II veterans to regular students. Nearly one-third of the applicants registering for classes opening in September 1950 are young men from Maine high schools, and the remainder are taking advantage of vocational training for boys who may not have had secondary school preparation. Prior to the outbreak of the Korean conflict and the draft law of 1950, applications were being received at a rate which would have given the school a decided majority of regular students.

In reviewing records of the four classes entering school during the past biennium, there shows a constant demand, from about one-half



Television Repairs



Engine Testing

of the applicants, for vocational training and general education on a level adaptable to the needs of young men who do not have the required secondary school preparation for the more advanced technical courses. An experiment during the last two years has shown that by careful planning at least two levels of instruction can be carried on simultaneously by the same instructors, with the same facilities and equipment.

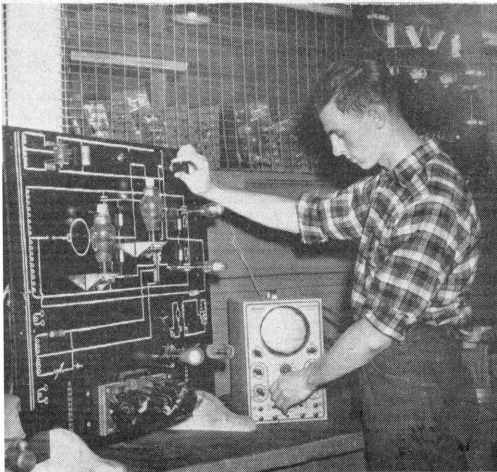
Television receiver installation and servicing instruction has been added to the radio course. With other drastic innovations in technology coming into common use, the school has been making a thorough study of the needs, and has procured such equipment as necessary to keep the instruction up-to-date and useful.

A full scholarship, with allowance for room and board and incidentals, was granted one student enrolling in September 1950. Notification to the school was made by a Wall Street firm in New York.

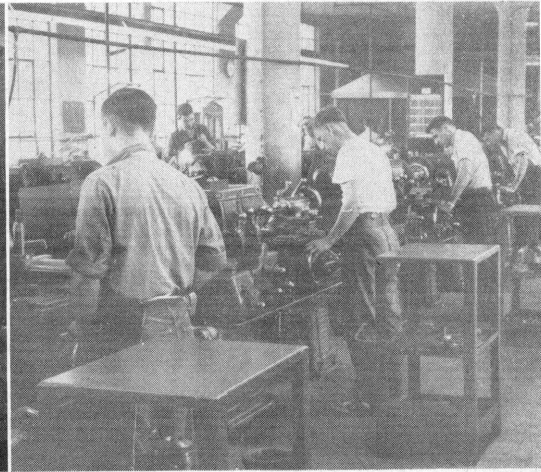
Enrollment has continued to average about 100 students with a slight drop to 95 at the opening of school for the year 1950-51.

A recent poll of alumni shows that nearly all graduates are working in the fields for which they are prepared. Vocationally trained men are finding jobs in service and production occupations throughout the state, while technicians from the more advanced division of the classes are sought by business and industrial firms for positions leading to responsibility and supervisory work. The average pay is about \$50 per week with some as high as \$95 weekly.

Adjusting Electronic Controls



Machine Shop Practice



NEW SCHOOLS TO MEET INCREASED ENROLLMENTS

WILLIAM O. BAILEY



Enrollment in the public schools of the state are increasing at the rate of about 3,800 pupils per year. This trend can be expected to continue for the next six years.

More than 3,200 public school pupils are now housed in obsolete, overcrowded, and inadequate classrooms.

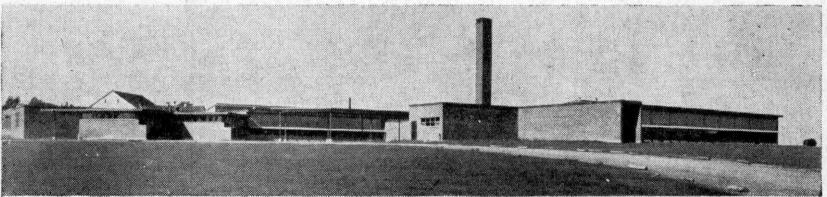
Many towns are unable to finance badly needed construction. One Maine town can borrow (under constitutional debt limit) only \$33 per pupil for all town and school purposes. School districts, established by legislative action, to legalize bond issues in excess of 5% of valuation, have been accepted by 26 more towns this biennium.

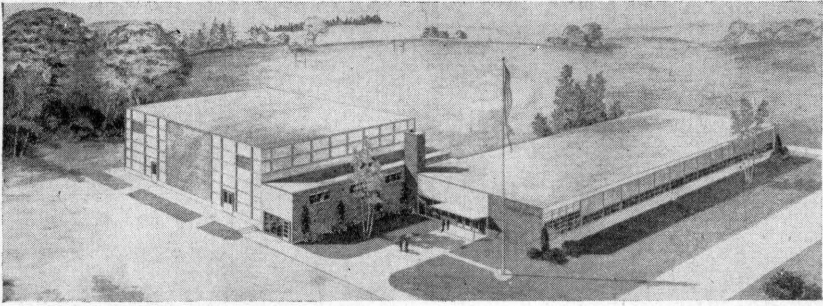
Maine's investment in school buildings has increased considerably in recent years. Since January 1, 1946, Maine cities and towns have expended more than \$10,000,000 for new construction. A recent survey indicates that adequate housing for all public school pupils in the state would require a further investment of more than \$60,000,000.

New school buildings or additions to existing buildings have been completed in 99 cities and towns since January 1, 1946. Thirty-five more have school buildings in the process of construction.

Practically all of the new elementary school construction has been planned to house consolidated units with a minimum number of grades per teacher.

Four regional high schools, owned and operated by a group of towns, have been established since the passage of the Community





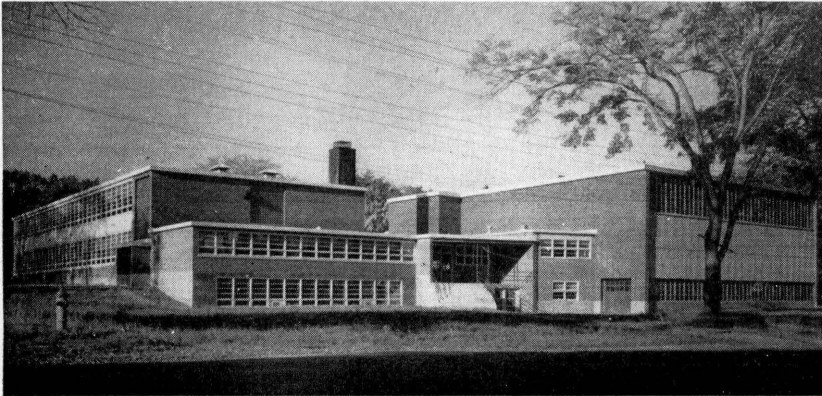
School District Law in 1948. Two more such schools have been approved by the voters and are now in the planning stage. The general acceptance of this Regional Secondary School idea seems to be dependent on ability to finance the necessary capital investment.

During the 1949-50 school year 54,739 pupils were conveyed to Maine schools. This is an increase of 14,000 pupils over the number transported in 1945-46.

Expenditures to operate the 1,246 vehicles used for pupil transportation in 1949-50 were \$1,889,817. These school buses travelled a total of 8,204,145 miles in one school year.

The number of municipally owned school buses increased 31% between 1947 and 1950.

The number of school buses with capacities of 42 to 54 pupils (larger units) increased by 114 vehicles in two years.



TEACHING SERVICES

ERMO H. SCOTT

Teacher Preparation

To insure an adequate supply of well trained personnel, five state-supported institutions are now maintained. Degree-granting teachers colleges are located at Farmington and Gorham. Presque Isle, Machias and Fort Kent operate three-year normal school programs which are among the few remaining in the country. All campus offerings include curricula for elementary teachers. In addition, Gorham offers industrial arts education, while a special home economics program is in operation at Farmington. Each institution is administered under common policies.

Enrollment

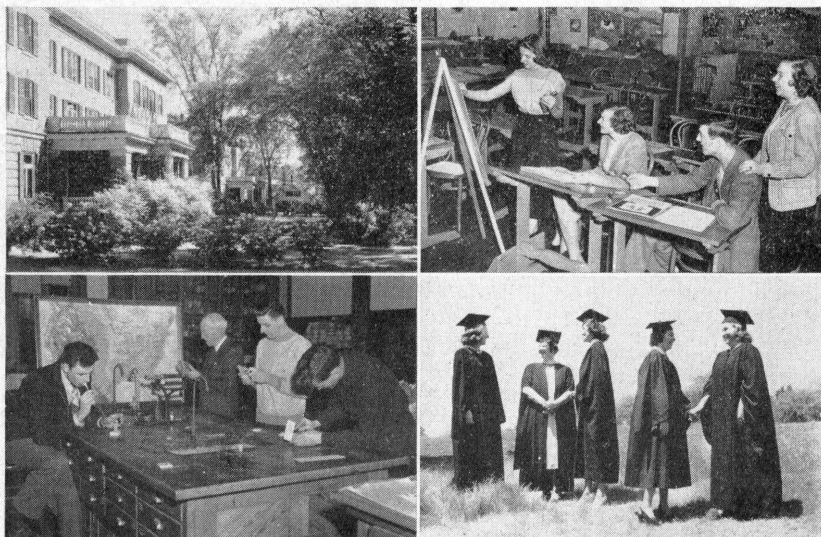
During the past biennium general student enrollments have shown a steady increase at a higher rate than the national trend. Currently, the two teachers colleges are operating at capacity. The normal schools have failed to show comparable rates of increase. It is apparent that degree-granting institutions hold a greater potential drawing power for recruitment to teaching than the less-than-four year programs. This fact is particularly noted in programs of industrial arts and home economics education where the annual numbers of applicants seeking admission consistently outrun the facilities now available for training purposes.

Maintenance

Some gains have been made to reduce the staggering cumulative maintenance needs developed because of a continued emergency war period and the low level budgets of the preceding years. There remains the necessity of immediate provisions for extensive repairs and renovations to place the several plants in a position where maintenance allocations of nominal size will protect the state's investment which now exceeds four million dollars.

Faculties

In 1948, the first salary schedule was placed in operation upgrading staff salaries to a point more comparable with other college scales in this area. Many inequalities have been adjusted. The schedule has facilitated more adequate replacements. Funds have not permitted the creation of added faculty positions in ratio to increased enrollments. Each institution has elements of overload which should be adjusted.



Scholarships

The Legislature of 1949 provided an annual allocation of \$25,000 to be used to assist worthy and needy students showing professional promise. During 1949-1950, approximately 150 carefully selected students have been aided. Since a significant proportion of students enrolling in teachers colleges and normal schools possess limited economic backgrounds, this added provision has been of importance in retaining potentially good teachers in training. Nearly twenty-four per cent of the student enrollment have been assisted through part-time employment.

Special Curricula

The industrial arts education program at Gorham has been limited to eighty students. With an annual release of about twenty new teachers to the field, it would appear that the normal state supply needs will be met.

The higher rate of turnover in home economics positions led, in 1948, to an increase in the student quota assigned to Farmington to produce thirty-five graduates annually. To accommodate this increased enrollment, additional facilities and staffing become necessary by 1951.

At present, the state does not provide for the preparation of public school music and art supervisors. The shortage in relation to demand is marked. It would appear that the time is approaching when serious consideration will be given to the establishment of such programs under the administration of the state.

Aroostook State Normal School

Enrollment and Curriculum

During the past biennium, the registration has increased thirty-nine per cent to 105 students. The two-year liberal arts curriculum was discontinued because of lack of demand and the college now operates a three-year elementary program.

Faculty

The college staff has shown continuous upgrading, with academic teachers averaging more than one year of graduate study and the student-teaching supervisory faculty showing well beyond a basic four-year preparation.

Student Teaching

Through a contractual arrangement with the City of Presque Isle, a unique cadet system for practical student experience is being conducted. Unlike the standard laboratory school procedure, each student has primary responsibility for conducting a room unit under the close direction and advisement of resident supervisors. One hundred forty-eight children are on campus in the city-cooperating center.

Facilities

The plant is in relatively good condition. The addition of automatic heating has made available more time for maintenance by the janitorial staff. Library accessions show a steady increase. More and better equipped science laboratories are needed.

Placement

Initial teacher placements in 1949 were made within the county at an average salary of \$1960.

Needs

In the coming biennium, at least two additional academic faculty positions will be needed to care for further enrollment increases. Related secretarial and domestic assistance will also be required. It is estimated that \$16,000 should be expended to bring the plant to normal maintenance and operating levels. Laboratory equipment essential to instruction at the college level is a necessity.

Farmington State Teachers College

Enrollment and Curricula

Between 1947 and 1949 the enrollment increased thirty-two per cent, registering 403 students. Approximately one-fourth were enrolled in home economics education. The remainder were matriculated

in elementary-junior high school. Veteran registration remained constant. Four per cent originated out of state. Plans to consolidate professional courses with related work in child growth and development have resulted in a larger and more effective area.

Faculty

While the problem of overload for academic faculty remains, the adoption of the salary schedule has resulted in the attraction of more highly trained and experienced faculty replacements than in previous years. The average training is steadily improving.

Health Service

Full-time nursing service is maintained. Entering students receive a complete medical and physical examination, including a chest x-ray. Similar procedures are used with seniors prior to graduation with special attention paid to students with particular health problems.

In-Service Education

The 1949 summer session served 317 students, mostly experienced teachers. Extension courses enrolling over 100 teachers have been organized in the college and additional study programs have been carried on in cooperation with the University of Maine.

Needs

To care for current overloads, at least three additional teaching positions should be added during the coming biennium. An estimated \$75,000 is essential to bring maintenance to normal levels. There is primary need for the construction of a classroom building. To care for increasing administrative and student needs, an alumni drive for funds for the construction of an additional plant unit is underway.

Gorham State Teachers College

Enrollment and Curricula

In the two-year period, student enrollment increased to 476 which approximated thirty per cent. This number represents an approach to capacity for instruction and housing. Sixteen per cent were enrolled in industrial arts education. Beginning salaries for four-year graduates have been about \$2,000. With more adequate staffing, the industrial arts education course has been developed to the point where it is winning outstanding regional recognition.

Faculty

Ninety per cent of the faculty hold at least a master's degree. The average training of the campus laboratory school staff is in excess of

four years. Overloads because of limited budgetary provisions for personnel are characteristic.

In-Service Education

Some work has been developed in campus extension courses. The summer session of 1948 enrolled 424 students. Unique is the Sociology or Travel Course conducted annually for the purpose of studying at first hand Maine industry and social problems.

Needs

Major physical needs include a dormitory for men, the development of adequate out-of-door athletic areas, and general maintenance which would approximate \$25,000. Additional teaching positions need to be provided for overload.

Madawaska Training School

Enrollment and Curricula

For both years of the biennium the enrollment has approximated seventy students. In 1948, the program was advanced to three college years. A well-equipped home economics laboratory was added. With a full-time instructor, a two-year program in Home and Family Living is required of all students and is already demonstrating its practical value in the elementary teacher-education program.

Faculty

With five academic instructors and teaching duties assigned to the principal, the work load resulting from a three-year program is excessive. At least two more teaching positions need to be provided, especially if enrollments increase.

In-Service Education

Cooperative extension offerings with the University of Maine were provided. In 1949, the summer session enrolled 109 students, the largest session in the history of the school.

Needs

While some progress has been made in heating facilities, a long period of minimum maintenance has resulted in a critical situation. Not less than \$60,000 is essential to a restoration of the essential plant units, while an additional amount would be required to place the entire campus at normal operating levels. There is dire necessity for a major investment in the expansion of library facilities and accessions.

Washington State Normal School

Enrollment, Curriculum and Faculty

In 1950, the enrollment has progressively increased to 108 students with majors in the elementary-junior high school professional curriculum. With the addition of a four-year degree-granting program, the attractive power for students would be increased. Both academic and laboratory school faculties have continued to be upgraded.

Facilities

Complete oil burning equipment for plant heating has recently been installed. Classrooms have been treated acoustically, and much normal maintenance has been carried on continuously.

In-Service Education

Some cooperative work has been carried on serving teachers in the field. The 1949 summer session enrolled about 100 students.

Needs

To bring exterior maintenance and grounds to normal operating level, and to complete necessary interior repairs will call for an expenditure of \$40,000. More funds need to be apportioned for library increase and for scientific equipment.

Teacher Certification

Issuance of Certificates

Maine schools operate with approximately 6,700 licensed positions. Of these, 6,200 are teachers in the public elementary and secondary schools. Under current regulations, each teacher must renew the appropriate license at least every five years, and many are working under short-term certification of one or two years. In addition, a significant number of certificates are issued annually to new applicants just qualifying. No licensing fees are charged for this service. Up to July 1, 1949, no accurate record was kept of the number of certificates actually prepared and issued. For the twelve-month period ending June 30, 1950, the division processed and issued 1,484 first licenses and renewed 2,160 certificates. Three hundred and forty sub-standard permits were also authorized.

Certification Changes

During the biennium, some changes in basic regulations have been made with the concurrence of an advisory field committee. Requirements have been clarified and re-drafted. In November 1949, the

first bulletin since 1935 containing summarized regulations was printed and distributed. Further efforts toward simplification of regulations are being made.

Reciprocity

In January 1950, the State Board of Education subscribed to an inter-state certificate reciprocity compact which provides that teachers having completed a four-year training program and three years of experience will be recognized for certification in New England, New York and New Jersey. This operational area agreement is the first of its kind in the country.

Teacher Placement

Placement

The Teacher's Registration Bureau operates to facilitate state teacher placement. In 1948-49, 856 teachers were placed of which 361 were elementary and 226 secondary. This represented a peak for at least two preceding years. In 1949-50, 808 such placements were made with approximately the same numbers in the two major fields.

Teacher Supply

Shortages still remain in elementary rural and primary grades. General secondary teacher candidates are in surplus with the exception of languages. Special areas such as home economics and music are in short supply. The latter is aggravated by the transportation problem. General teacher supply has improved over the past year.

SCHOOLING IN UNORGANIZED TERRITORY

EDWARD L. McMONAGLE,

During the 1948-50 biennium, the Unorganized Territory School System has functioned with slight change from previous years. Although most of the schools have operated along conservative and traditional lines, there has been noticeable improvement in some where teachers have availed themselves of opportunities for professional improvement through correspondence, extension, and summer courses. The Extension Division of the School of Education of the University of Maine, through Dean Mark R. Shibles and his associates, has been most helpful in the encouragement of this work. During the fall and winter of 1949-50, this group with the cooperation of various staff members from our own Department offered an extension course at the school in Topsfield Township for the benefit of unorganized territory and other teachers in the vicinity. Their work has resulted in greater interest, on the part of teachers, in the development of a child-centered program of education and a demand that a similar course be offered during the coming school year. Of the thirty-three teachers in service on June 30, 1950, nine had participated in at least one professional improvement course during the two-year period.

Much is still to be desired in the supervisory field, since administrative duties continue to encroach on time that the director should spend in the schools, helping new teachers to adjust and encouraging older personnel toward professional improvement.

A start on building repairs was made through an appropriation at the special legislative session of 1950. This work will be done during the coming year but, of necessity, must be limited to those buildings which seem worth saving and which will have continued use. There is still need for replacement of buildings in Connor, Brookton, and Trescott and for new buildings at the Thorofare settlement in Township 17 Range 4, Aroostook County, and at Coburn Gore. Efforts are now being made to obtain funds for a new building at Edmunds to replace two one-room buildings — the Lyons Hill School destroyed by fire in March, 1950, and Preston Primary School.

The special session also provided funds to replace old and unsafe conveyance units on which continued repairs were costly and wasteful and to place state owned and operated equipment on two routes formerly handled by contractors. Contracts, based on competitive bids, have been issued for the delivery of the new units during the summer for use in September.

The following are considered as major needs of the system:

1. An adequate supervisory program.
2. Development of an in-service training program for the teachers of this system through state sponsored work conferences.
3. Continuance of the program of building repairs.
4. Replacement of unsatisfactory buildings in Connor, Brookton and Trescott.
5. New buildings at Coburn Gore and in Township 17 Range 4. The latter would replace an inadequate rented building and should provide room for upper grade pupils from the Ouellette and Guerette districts, each of which now has 70 or more pupils attempting to learn in one room with two teachers.
6. A revised financial support program which will permit all townships to share in school costs. Such a program should be directed toward arousing local interest in the school program and needs of each township.

SUMMARY OF STATISTICS FOR THE UNORGANIZED TERRITORY SCHOOL SYSTEM

	1948-49	1949-50
Teachers' Salaries	\$57,619.92	\$59,585.02
Agents	3,394.91	2,776.00
Janitors and Cleaning	3,597.46	4,124.77
Bus Maintenance	1,300.14	2,790.14
Conveyance	42,122.34	39,689.82
Power	217.00	301.56
Rent	609.69	557.00
Repairs	2,437.16	2,390.11
Elementary Tuition	24,132.51	26,306.88
Secondary Tuition	26,568.01	30,915.71
Fuel	4,655.70	4,640.12
Supplies	1,554.69	2,130.36
Textbooks	95.02	1,680.85
Board	4,418.85	3,849.10
Equipment	3,979.60	
Total Expended	\$176,712.00	\$181,737.44
Purchase orders and Contracts outstanding June 30, carried forward		27,446.32
Total Program Cost	\$176,712.00	\$209,183.76
For Year Ending June 30	1949	1950
Number of Townships in which school privileges were provided	95	93
School population between 5 and 21 years	1,944	2,141
Unorganized Territory Schools		
Schools operated	25	25
Teachers employed	33	33
Pupils enrolled	854	860
Tuition pupils to towns		
Elementary	513	508
Secondary	218	274
Pupils boarded	34	34
Pupils conveyed		
To Unorganized Territory Schools	331	303
To Town Schools	480	474
Total Number for whom schooling was provided	1,585	1,642

SURPLUS FOODS AND PROPERTY BENEFIT SCHOOLS

JOHN COLLINS

The State Department of Education acts as the Distributing Agency for the United States Department of Agriculture for the allocation and the distribution of donated commodities that become available from time to time under Sections No. 32 and No. 416 of the Federal Price Support Act and Section No. 6 of the National School Lunch Act.

These commodities are distributed on a rate as set up by the United States Department of Agriculture to school lunch programs, institutions and municipal welfare departments that are eligible, having signed agreement (Form FP-53) on file.

The Department of Agriculture notifies the Distributing Agency regarding the commodity and the amount that will be available for state distribution. On receiving these allocation notices, letters are sent out to all eligible recipient outlets, notifying them of the commodity and the amount that would be shipped if accepted.

The transportation and handling charges from point of origin to distribution points on commodities acquired under Section No. 32 of the Federal Price Support Act and Section No. 6 of the National School Lunch Act are paid by the Federal Government. The transportation and handling charges from point of origin to distribution points on commodities acquired under Section No. 416 of the Federal Price Support Act are paid from funds set up by the state. These charges are then pro-rated to all recipient outlets receiving the commodity.

Portland, Augusta and Bangor are the distribution points. All allocations are made direct from freight cars as no warehouse is maintained for the storage of these commodities by the state. Deliveries from these distribution points to destination is by common carrier at the recipient's expense.

During the period July 1, 1949, to June 30, 1950, 159 shipments were received in the state and the commodities were distributed among 363 schools, 65 institutions, and 89 municipalities.

Commodities received and distribution thereof:

	<i>Schools</i>	<i>Institutions</i>	<i>Welfare</i>	<i>Total</i>
Section No. 6				
Tomatoes No. 10 tins	13,770			13,770 tins
Cheese (5-lb. loaves)	45,000			45,000 lbs.
Tomato Paste No. 10 tins	3,120			3,120 tins
Peanut Butter No. 10 tins	3,294			3,294 tins
Peaches No. 2½ tins	57,600			57,600 tins

Corn No. 2 tins	45,000			45,000 tins
Apricots No. 2½ tins	28,830			28,830 tins
Section No. 32				
Butter, creamery	69,984			69,984 lbs.
Honey, (5-lb. tins)	40,560	31,440		72,000 lbs.
Turkeys, fresh frozen	35,244	1,307		36,551 lbs.
Raisins	13,590	5,910		19,500 lbs.
Dry Milk Solid (2-lb. tins)	44,928	42,576	27,696	115,200 lbs.
Apples, fresh	596,712	188,688		785,400 lbs.
Potatoes	511,700	284,600	389,500	1,185,800 lbs.
Section No. 416				
Potatoes	511,700	755,300	913,400	2,180,400 lbs.
Dry Milk Solid (bulk)	25,600	13,800	38,000	77,400 lbs.
Dry Eggs (bulk)	8,792	6,496	19,992	35,280 lbs.
Butter, creamery		31,744	51,456	83,200 lbs.
Cheese, cheddar		10,345	19,200	29,545 lbs.

SURPLUS PROPERTY PROGRAM

Federal Surplus Property, acquisition value of which is approximately one half million dollars, has been received by the State Educational Agency for Surplus Property and has been distributed to 241 supervisory school unions, private schools, and colleges in the State, at a cost of approximately \$8,417.09. This property has consisted of such items as dental units and chairs, school lunch equipment, office furniture and supplies, shop equipment, athletic equipment, electric motors, radio equipment, hospital beds, paint, musical instruments.

Real Property: Buildings at Quoddy Village were transferred to five Maine educational institutions for off-site use.

FINANCE AND CONTROL

FRED L. KENNEY

The volume of administrative detail outlined in the 1948 biennial report has continued and been supplemented during the current period by:

Budgetary encumbrance control.

Line budget on salary and travel.

Third step breakdown control on determination of gross salary.

Income tax *reduction* in 1948 and *increase* in 1950.

Distribution and collection of freight on surplus foods.

Administrative efficiency study ordered by Legislative Research Committee in 1948.

Analysis detail required by public administrative survey officials.

Special formula studies required by the State Board of Education.

Advance payment of estimated state subsidies after September 15 to municipalities and academies.

Proration of all types of subsidies caused by insufficient funds.

Complete subsidizing process required the second time for the distribution of monies made available by the special legislative session in February 1950.

Transition of general industrial manual arts and home economics teachers from special classification to the regular instructional group.

Control and allocation of scholarships in the several teacher training institutions.

30% increase in the volume of professional credit reimbursements to teachers.

The 94th Legislature made it possible to add a field examiner to the staff of this division. Mr. Paul D. Wood assumed these duties in August of 1949. Mr. Wood visits periodically the superintendents of schools to review the fiscal school records kept by them to determine that prescribed standards are being maintained. He also reviews official records of town meetings relative to appropriations for school purposes and offers technical advice to effect mutual understanding with local officials. He works especially with beginning superintendents in relation to proper financial control, budgeting and reporting;

and he will serve as special school agent for the Commissioner of Education in cases of emergency.

He has found that a general understanding seems to exist that the cost of water analysis is to be paid from school funds. The Attorney General ruled that this is a health department law rather than an educational law and should properly be paid by municipal officers from the incidental or contingent fund in the absence of a special appropriation for the purpose.

The demand for a superintendents' financial handbook classifying accounts and defining terms of expenditures seems to be increasing. A majority of the municipalities are now using the financial records and binders furnished by this Department.

Chapter 172, Public Laws of 1949, provided for the annual audit of school districts by either the State Auditor or public accountants recognized by him. This new legislation, which was originally House Paper No. 1051 and introduced by Mr. Burgess of Rockland, proposed to include also all school activity funds from public school systems which had gross receipts of \$1,000 in any fiscal year. The bill was amended in committee, however, to exclude school activity funds. At the request of the Maine Principals' Association I prepared a brochure on the management and accounting of school activity funds which was distributed to the secondary principals at their annual meeting on May 6, 1949. This was well received, and there has been a considerable demand for the booklet.

In 1948 the State Auditor and State Controller coordinated their efforts in establishing a revised accounting system at Farmington State Teachers College. In 1949 a similar system was installed at Gorham State Teachers College. It was left to this division to prepare the procedure manual so that the bursars might have a proper reference for the record keeping; therefore, Accounting Bulletin No. 37 was forwarded to them in October 1949. It has been necessary to add additional personnel in each office since the installation of this system; and, even with the extra help, the bursars have considerable trouble in keeping the bookkeeping on a current basis.

This Department requested an appropriation of \$6,437,697 for 1949-50 but the amount was reduced by 7%, or by \$498,479. In December 1949 it was necessary to prorate subsidies at ninety-one cents on the dollar. This loss to towns was restored when the Legislature, in special session in February 1950, appropriated \$522,400 more for this Department for that fiscal year. Schedules A, B and C are submitted herewith reflecting the current status of this Department's budget.

Schedule A.

**BIENNIUM BUDGET FOR 95TH LEGISLATURE
SUMMARY (Combined Funds)**

	FISCAL YEARS			
	1949-50 <i>Actual</i>	1950-51 <i>Estimated</i>	1951-52 <i>Requested</i>	1952-53
Balances forwarded	\$276,372.21	\$374,760.59	\$212,504.00	\$191,447.00
Leg. Appropriation — Regular	6,039,218.00	5,930,358.00	7,379,913.00	7,687,435.00
Leg. Appr. — Special Session	522,400.00	593,038.00	—	—
TOTAL	6,561,618.00	6,523,396.00	7,379,913.00	7,687,435.00
Revenue and Federal Grants	1,148,134.10	1,194,177.27	858,619.00	858,300.00
Trans. from Surplus	39,156.00	40,458.00	38,807.00	39,119.00
Net transfers between appropriations	5,055.62	19,000.00	—	—
TOTAL AVAILABLE	8,030,335.93	8,151,791.86	8,489,843.00	8,776,301.00
Expenditures	7,655,575.34	7,929,206.84	8,298,396.00	8,589,734.00
Unexpended Balance — Carried	374,760.59	218,010.02	191,447.00	186,567.00
Unexpended Balance — Lapsed	—	4,575.00	—	—

ANALYSIS OF APPROPRIATION REQUEST

		<i>Annual Inc.</i>	<i>Percentage Increase</i>
Total Appropriation 1949-50	\$6,561,618.00		
Total Appropriation 1950-51	6,523,396.00		
Total for Current Biennium		\$13,085,014.00	
Requested Appropriation 1951-52	7,379,913.00	\$856,517	.13
Requested Appropriation 1952-53	7,687,435.00	307,522	.04
Total for Coming Biennium		15,067,348.00	
BIENNIUM INCREASE		\$ 1,982,334.00	.15

Notes:

\$5,000 difference in 1951-52 balance carried is because the Surplus Foods Appropriation No. 8235 is to be shifted to a Working Capital Fund.

Drop in revenue for the 1951-53 period is because no estimate was made on the future of the school lunch subsidies (currently \$347,100).

Schedule B.

SUMMARY BY CHARACTER AND OBJECT

% for	ACTUAL				ESTIMATED				REQUESTED					
	1949-50	1949-50	1949-50	1949-50	1950-51	1950-51	1950-51	1950-51	1951-52	1951-52	1951-52	1951-52	1952-53	1952-53
12.2 Personal Services	\$	940,560.22	\$	978,933.00	\$	1,079,349.00	\$	1,099,018.00	\$	1,079,349.00	\$	1,099,018.00	\$	1,099,018.00
3.6 Contractual Services		279,565.07		373,992.95		375,670.00		395,057.00		375,670.00		395,057.00		395,057.00
3.2 Commodities		251,742.92		267,540.05		304,091.00		286,766.00		304,091.00		286,766.00		286,766.00
80.3 Grants and Subsidies		6,152,878.42		6,219,201.38		6,493,909.00		6,773,327.00		6,493,909.00		6,773,327.00		6,773,327.00
99.5 SUB-TOTALS		7,624,746.63		7,839,067.38		8,253,019.00		8,554,168.00		8,253,019.00		8,554,168.00		8,554,168.00
.5 Capital Outlay		30,828.71		89,539.46		45,377.00		35,566.00		45,377.00		35,566.00		35,566.00
100.00 GRAND TOTALS		\$7,655,575.34		\$7,929,206.84		\$8,298,396.00		\$8,589,734.00		\$8,298,396.00		\$8,589,734.00		\$8,589,734.00
Net Administrative Cost														
4815 Departmental Operations														
4870 Vocational Education														
4874 School Lunch Program														
Total Net Administrative Cost														
Total Expenditure														
Net Administrative Cost = 2.7% of total expenditure in 1949-50.														

Schedule C.

APPROPRIATION SUMMARY

EXPENDITURES

Appropriation No.	Name	Actual 1949-50	Estimated 1950-51	Requested 1951-52	1952-53
4803	Permanent School Fund Int.	\$ 30,475.36	\$ 31,020.00	\$ 26,850.00	\$ 16,850.00
4805	Subsidies — Tuition	234,361.86	234,362.00	242,500.00	245,000.00
4806	Subsidies — Teaching Pos.	3,746,096.16	3,746,146.00	4,188,000.00	4,353,000.00
4807	Subsidies — Enrollment	532,056.00	532,056.00	555,030.00	566,530.00
4808	Subsidies — Conveyance	210,663.77	210,103.00	248,000.00	258,000.00
4809	Subsidies — Temp. Resid.	1,726.20	1,200.00	2,000.00	2,000.00
4815	Dept. Operations	140,855.20	146,966.05	168,213.00	173,302.00
4820	Aid to Academies	131,301.00	131,301.00	120,000.00	120,000.00
4825	Farmington S.T.C.	274,253.95	273,736.14	347,295.00	321,614.00
4826	Gorham S.T.C.	244,217.07	298,381.04	317,788.00	344,031.00
4827	Machias Norm. School	85,916.41	87,849.10	105,160.00	100,638.00
4828	Madawaska Tr. School	88,160.23	82,312.60	104,707.00	92,428.00
4829	Presque Isle N.S.	92,282.41	112,625.53	128,159.00	135,811.00
4835	F.S.T.C. Reserve	294.79	4,000.00	2,000.00	1,000.00
4836	G.S.T.C. Reserve	6,422.86	5,944.43	500.00	1,000.00
4837	W.S.N.S. Reserve	952.00	2,700.00	1,000.00	1,000.00
4838	M.T.S. Reserve	1,632.72	1,500.00	1,000.00	1,000.00
4839	A.S.N.S. Reserve	4,420.65	2,200.00	1,080.00	1,600.00
4840	Peter Mills Res. — F.S.T.C.	—	22,050.00	2,700.00	1,500.00
4841	Peter Mills Res. — G.S.T.C.	—	5,000.00	3,000.00	4,500.00
4845	Sch. Children in Unorg. Ter.	181,737.44	242,943.51	219,538.00	237,248.00
4855	Supts. of Towns in School Unions	180,874.47	183,000.00	183,000.00	183,000.00
4870	State Vocational Education	134,054.67	141,552.80	154,970.00	166,030.00
4871	Me. Voc. Tech. Inst.	77,622.88	86,577.18	87,334.00	87,707.00
4872	Voc. Rehabilitation	122,179.38	127,588.00	130,923.00	130,455.00
4873	Educ. Orphans of Veterans	450.00	1,200.00	1,200.00	1,200.00
4874	Adm. of Nat. Sch. Lunches	20,375.96	21,217.00	23,331.00	23,068.00
4876	Spec. Ed. Physically Hand. Children	16,496.36	16,490.00	20,000.00	22,000.00
4877	Sec. Ed. Island Ch.	1,690.00	2,000.00	2,300.00	2,500.00
4878	Bd. App. Inst. Offer. Spec. Training	442.21	450.00	750.00	750.00
4880	General Eve. Sch.	20,168.73	20,168.00	30,000.00	30,000.00
4892	Equal. of Ed. Opp.	519,540.00	592,708.00	718,755.00	803,000.00
6333	Lee Academy	25,000.00	—	—	—
6334	Erskine Academy	25,000.00	—	—	—
6339	Student Sch. Fund	19,393.90	25,000.00	25,000.00	25,000.00
8205	Geo. M. Briggs Trust Fund	3,179.00	6,000.00	3,000.00	4,000.00
8210	Fed. Voc. Ed. Smith-Hughes Act	41,189.32	41,174.06	41,451.00	41,278.00
8220	Fed. Voc. Ed. Geo.-Barden Act	97,173.17	95,443.12	90,762.00	90,504.00
8225	Subsidies — Federal School Lunches	338,619.56	378,790.20	—	—
8230	Voc. Ed. Equip. N.Y.A.	1,366.78	1,310.00	1,090.00	1,120.00
8235	Surplus Foods Dist.	2,932.87	13,732.40	—	—
8240	Mary H. Knight Legacy G.S.T.C.	—	409.68	10.00	10.00
GRAND TOTALS		\$7,655,575.34	\$7,929,206.84	\$8,298,396.00	\$8,589,734.09

EXHIBIT I

COMPARATIVE FINANCIAL STATEMENT
STATE TEACHERS' COLLEGES AND NORMAL SCHOOLS
Fiscal Years 1948-1949 and 1949-1950

	GRAND TOTALS		Farmington State Teachers College		Gorham State Teachers College		Wash. State Normal School, Machias		Madawaska Training School, Fort Kent		Aroostook State Normal School, Presque Isle	
	1948-49	1949-50	1948-49	1949-50	1948-49	1949-50	1948-49	1949-50	1948-49	1949-50	1948-49	1949-50
Balance Forward July 1.....	\$ 1,859.55	\$ 137.84	\$ —	\$ —	\$ —	\$ —	\$ 1,859.55	\$ —	\$ —	\$ 137.84	\$ —	\$ —
Legislative Appropriation.....	310,380.00	328,785.00	87,000.00	81,841.00	101,850.00	109,254.00	46,460.00	45,284.00	42,370.00	52,214.00	32,700.00	40,192.00
Transfer from Contingent Fund.....	9,161.00	—	2,651.00	—	3,239.00	—	799.00	—	1,325.00	—	1,147.00	—
Transfer from Emergency Payroll Fund.....	7,407.36	—	2,706.08	—	2,441.60	—	860.80	—	756.80	—	642.08	—
Transfer from Unappropriated Surplus.....	—	24,180.00	—	9,516.00	—	7,020.00	—	2,808.00	—	2,496.00	—	2,340.00
Transfer from Fed. Vocational Funds.....	3,426.43	58.31	3,426.43	(4.19)	(4,700.00)	(36.32)	(7,016.38)	(361.20)	9,022.73	(72.96)	226.39	(13.34)
Transfers between Accounts.....	3,716.75	(359.76)	6,184.01	124.06	(6,109.48)	(193.02)	—	—	—	—	2,600.00	—
Transfers to and from Reserves.....	(3,509.48)	(6,258.12)	—	(6,065.10)	—	—	—	—	—	—	—	—
Add: NET INCOME.....	—	—	—	—	—	—	—	—	—	—	—	—
Rentals of Rooms and Buildings.....	45,265.86	50,757.11	17,397.15	21,914.75	15,087.50	15,854.32	3,951.20	4,581.00	1,901.50	2,337.15	6,928.51	6,069.89
Laboratory Services Rendered.....	3,454.50	4,984.50	2,216.00	2,626.00	1,061.50	1,820.50	—	—	—	149.00	177.00	389.00
Medical Services Rendered.....	3,935.00	4,913.25	1,488.00	1,880.00	2,243.00	2,372.50	90.00	125.00	—	—	114.00	535.75
Registration Fees.....	3,472.00	3,695.00	1,515.00	1,234.00	1,123.00	1,440.00	270.00	367.00	246.00	315.00	318.00	339.00
Tuition Fees.....	79,620.89	87,173.34	17,333.50	35,723.52	39,302.36	27,794.30	9,318.00	9,428.00	4,104.68	9,252.00	9,562.35	4,975.52
Sale of Books and Supplies.....	28,719.68	30,952.59	8,751.18	12,687.81	13,701.44	12,185.96	2,437.92	3,324.57	—	35	3,828.79	2,721.52
Sale of Farm Products.....	8,187.23	8,587.02	—	—	—	—	—	—	8,187.23	8,587.02	—	—
Sale of Meals.....	174,498.86	196,737.93	73,340.83	88,939.55	58,283.00	61,405.14	14,334.30	17,964.39	6,711.15	8,357.80	21,829.58	20,071.05
City and Town Grants.....	56,260.20	66,470.00	20,400.00	23,900.00	12,962.01	14,250.00	5,800.00	6,770.00	3,600.00	4,200.00	13,498.19	17,350.00
Miscellaneous Services and Fees.....	3,096.48	3,022.65	1,085.38	1,586.79	1,222.10	691.73	610.78	241.75	8.00	178.25	170.22	324.13
Miscellaneous Sales.....	511.27	110.11	72.27	30.19	—	—	—	167.00	30.00	—	409.00	49.92
Private Contributions.....	—	8.71	—	8.71	—	—	—	—	—	—	—	—
TOTAL NET INCOME.....	407,021.97	457,549.21	143,599.31	190,531.32	144,985.91	137,814.45	36,812.20	42,968.71	24,788.91	33,408.95	56,835.64	52,825.78
TOTAL AVAILABLE.....	739,463.58	804,092.48	245,566.83	275,943.09	241,707.03	253,859.11	79,775.17	90,699.51	78,263.44	88,183.83	94,151.11	95,406.94
Deduct: NET EXPENDITURES.....	—	—	—	—	—	—	—	—	—	—	—	—
Personal Services.....	445,453.56	468,163.05	149,419.94	169,776.80	150,765.58	146,234.60	50,641.38	53,619.22	45,542.40	48,268.07	49,084.26	50,264.36
Contractual Services.....	72,667.04	77,987.92	18,138.52	18,484.63	22,662.93	24,841.01	7,579.50	9,063.12	7,992.24	11,682.44	16,293.85	13,916.72
Commodities.....	208,622.84	224,453.19	73,659.04	84,059.35	64,799.80	65,421.22	19,581.48	22,403.36	24,654.65	27,759.95	25,927.87	24,809.31
Grants and Subsidies.....	414.69	175.66	218.35	167.16	30.50	—	—	—	—	—	165.84	8.50
Capital Expenditures.....	12,305.45	14,050.25	4,130.98	1,766.01	3,448.22	7,720.24	1,972.81	830.71	74.15	449.77	2,679.29	3,283.52
TOTAL NET EXPENDITURES.....	\$739,463.58	\$784,830.07	\$245,566.83	\$274,253.95	\$241,707.03	\$244,217.07	\$79,775.17	\$85,916.41	\$78,263.44	\$88,160.23	\$94,151.11	\$92,282.41
Balance, June 30.....	—	\$19,262.41	—	\$ 1,689.14	—	\$ 9,642.04	—	\$ 4,783.10	—	\$ 23.60	—	\$ 3,124.53
Carried.....	—	19,262.41	—	1,689.14	—	9,642.04	—	4,783.10	—	23.60	—	3,124.53
Lapsed.....	—	—	—	—	—	—	—	—	—	—	—	—
Average Enrollment.....	881	1,138	300	381	363	475	84	105	49	73	85	104
Net Per Pupil Cost.....	\$ 377.34	\$ 287.59	\$ 339.89	\$ 219.74	\$ 266.44	\$ 224.00	\$ 511.46	\$ 409.02	\$ 1,091.31	\$ 750.01	\$ 439.00	\$ 379.39

TEACHER COLLEGE AND NORMAL SCHOOL RESERVES

Expended.....	\$ 6,404.50	\$ 13,723.02	\$ —	\$ 294.79	\$ 50.00	\$ 6,422.86	\$ 3,509.94	\$ 952.00	\$ 213.24	\$ 1,632.72	\$ 2,631.32	\$ 4,420.65
Closing Balance.....	33,132.18	30,667.28	5,745.55	12,515.86	16,476.77	11,246.93	2,840.69	2,888.69	2,051.55	1,418.83	6,017.62	2,596.97

EXHIBIT II

SUMMARY OF EXPENDITURES
EDUCATION ACCOUNTS

Subsidies to Cities, Towns, and Academies for:.....	ACTUAL					
	1945	1946	1947	1948	1949	1950
Plans and Surveys.....	\$ —	\$ 250	\$ 2,182	\$ 4,289	\$ 2,066	\$ 30,475
State School Fund.....	156	—	—	—	—	—
Tuition.....	150,803	183,387	191,743	219,084	233,458	234,362
Teaching Positions.....	1,024,273	2,020,535	2,041,815	2,728,239	3,235,650	3,746,096
School Census (Enrollment since 1947).....	697,099	638,881	500,997	504,991	509,987	532,056
Conveyance in Lieu of Teaching Positions.....	116,365	140,567	151,642	178,078	193,047	210,664
Temporary Residents.....	1,152	1,579	872	1,698	2,792	1,726
Industrial Education.....	129,319	122,341	134,012	133,336	132,793	*20,169
Aid to Academies.....	98,436	120,000	120,000	120,000	120,000	131,301
Physical Education.....	28,615	32,255	34,237	35,300	31,643	—
Board of Island Children.....	—	—	841	1,150	1,510	1,690
Physically Handicapped Children.....	—	7,500	7,312	10,000	10,000	16,496
Equalization of Educational Opportunities.....	355,660	302,948	474,514	495,299	490,461	519,540
Sub-Totals of Subsidies.....	2,601,878	3,570,243	3,660,167	4,431,464	4,963,407	5,444,575
State Contribution to Maine Teachers' Retirement Association.....	143,373	194,602	219,300	150,000	**—	—
Administration.....	80,500	93,463	117,290	120,663	141,728	140,855
Teachers' Colleges and Normal Schools.....	382,933	388,107	564,054	663,047	745,868	798,553
Schooling of Children in Unorganized Territory.....	87,090	112,394	170,447	141,002	176,712	181,737
Superintendents of Towns Comprising School Unions.....	163,294	160,683	163,494	182,976	178,756	180,875
Vocational Education.....	23,757	39,634	46,127	88,608	102,900	134,055
Federal Vocational Rehabilitation.....	86,467	108,331	111,086	128,711	124,697	122,179
Vocational Technical Institute.....	—	12,538	110,343	65,751	70,766	77,623
Administration of National School Lunch Program.....	—	—	11,003	13,185	19,031	20,376
Education of Orphans of Veterans.....	—	—	—	—	—	150
Special Committee on Approval of Institutions Offering Specialized Training for Veterans.....	—	1,309	307	633	309	442
Pensions for Retired Teachers (1913 System).....	285,316	371,994	387,371	413,160	**—	—
Sub-Totals of Operational Accounts.....	1,252,730	1,483,055	1,900,822	1,967,736	1,560,917	1,657,145
Grand Totals.....	\$3,854,608	\$5,053,298	\$5,560,989	\$6,399,200	\$6,524,324	\$7,101,719

*Industrial and Physical Education subsidies now included with Teaching Position subsidies. Amount shown is subsidy for Evening Schools only.

**Teachers' Retirement Systems combined with all others under the MAINE STATE RETIREMENT SYSTEM.

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	1949
School census (5-21 years)	243,873	247,796	260,099	257,252	242,861	**177,352
Total enrollment: elementary	132,591	135,083	138,559	133,718	128,276	131,345
secondary	24,861	27,642	34,281	37,716	30,761	33,764
Pupils conveyed: elementary	10,974	14,942	20,439	28,846	33,979	46,142
secondary	496	834	1,431	2,656	3,120	4,226
Average daily attendance: elementary	106,124	110,930	116,202	112,307	102,814	110,995
secondary	22,079	24,577	30,694	33,813	25,892	29,746
Pupils not attending school regularly	679	498	459	825	512	157
Pupils beginning work of elementary schools	23,686	23,649	23,766	22,865	23,843	29,592
Pupils completing work of elementary schools	9,223	10,709	12,091	12,526	11,475	11,715
Pupils beginning work of secondary schools	7,982	8,428	10,593	10,999	9,622	9,711
Pupils completing work of secondary schools	4,801	4,603	6,712	7,420	5,333	7,056
Average annual salary for men teachers: elementary	\$1,074	\$1,135	\$870	\$931	\$1,714	\$2,439
secondary	\$1,806	\$1,938	\$1,557	\$1,611	\$2,227	\$2,910
Average annual salary for women teachers: elementary	\$810	\$871	\$737	\$812	\$1,187	\$1,841
secondary	\$1,266	\$1,316	\$1,118	\$1,175	\$1,557	\$2,245
Schools in one-room buildings	2,102	1,781	1,653	1,289	885	676
Schools to which pupils are conveyed	1,648	1,969	2,322	1,237	1,170	1,183
Schools discontinued during year	121	65	27	114	78	70
Schools with libraries	1,465	2,248	2,193	1,724	1,642	1,389
Estimated value of public school property	\$25,152,312	\$32,654,172	\$32,548,186	\$36,683,198	\$47,793,905	\$48,200,737
Raised by towns for school *maintenance	\$5,615,954	\$6,413,201	\$5,642,590	\$6,577,989	\$8,511,934	\$12,694,386
Paid by state for school *maintenance	\$1,719,782	\$1,818,304	\$1,439,005	\$1,653,076	\$2,438,854	\$4,767,864
Total resources for school *maintenance	\$7,906,453	\$8,962,729	\$7,844,621	\$9,010,319	\$12,254,570	\$18,379,141
Total resources — all purposes	\$11,427,054	\$11,667,787	\$9,560,298	\$11,196,541	\$14,209,633	\$23,135,198
Expenditure for instruction	\$5,234,524	\$5,830,136	\$4,887,149	\$5,505,826	\$7,273,257	\$11,546,699
Expenditure for tuition	\$420,983	\$521,727	\$562,840	\$645,351	\$784,941	\$1,451,310
Expenditure for conveyance	\$489,596	\$656,759	\$599,370	\$772,617	\$1,177,456	\$1,990,515
Total expenditure for *maintenance	\$7,575,338	\$8,603,855	\$7,463,895	\$8,574,831	\$11,479,785	\$18,444,339
Expenditure for new buildings	\$1,423,736	\$875,234	\$235,427	\$170,649	\$102,644	\$391,420
Expenditure for equipment	\$104,144	\$130,570	\$54,522	\$67,734	\$37,189	\$115,185
Expenditure for medical inspection	\$19,309	\$31,377	\$22,803	\$28,031	\$33,873	\$37,380
Expenditure for physical education	\$60,137	\$106,778	\$68,619	\$85,867	\$125,513	\$190,685
Expenditure for industrial and vocational education	\$260,771	\$320,879	\$297,122	\$398,863	\$539,199	\$884,941
Total expenditures — all purposes	\$10,392,974	\$11,023,714	\$8,998,046	\$10,536,424	\$13,339,997	\$22,000,173
Per capita costs: basis of total enrollment and maintenance — elementary	\$40.23	\$44.49	\$35.66	\$41.77	\$59.79	\$93.33
secondary	\$81.84	\$85.30	\$67.89	\$73.86	\$114.74	\$170.67
Total enrollment and total expenditure	\$64.97	\$66.61	\$51.20	\$60.48	\$82.61	\$131.27

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

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

EXHIBIT IV

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

I. PUPILS	1947-48	1948-49
School Enrollment April 1 (Public and Private)	173,460	177,352
Total Enrollment:		
Elementary	128,304	131,345
Secondary — High Schools	33,998	33,764
Academies	8,463	7,864
Total	170,765	172,973
Net Enrollment:		
Elementary	118,458	122,000
Secondary — High Schools	33,412	33,094
Academies	8,321	7,727
Total	160,191	162,821
Urban Distribution (elementary only)	56,033	55,524
Rural Distribution (elementary only)	72,271	75,821
Conveyed at expense of town:		
Elementary	42,089	46,142
Secondary	3,804	4,226
Total	45,893	50,368
Aggregate Attendance:		
Elementary	19,343,917	19,964,918
Secondary — High Schools	5,397,905	5,396,007
Academies	1,388,542	1,272,844
Total	26,130,364	26,633,769
Average daily attendance:		
Elementary	108,008	110,995
Secondary — High Schools	29,868	29,746
Academies	7,626	7,115
Total	145,502	147,856
Non-resident enrollment:		
Elementary	2,602	2,434
Secondary — High Schools	4,794	4,880
Academies	3,343	2,976
Total	10,739	10,290
Persons of compulsory school age not attending school regularly	208	157
Enrollment by years:		
Elementary —		
Kindergarten and sub-primary	14,341	14,970
Grade I	14,792	15,976
Grade II	13,358	14,300
Grade III	13,206	13,391
Grade IV	12,860	13,054
Grade V	12,731	12,918
Grade VI	12,520	12,550
Grade VII	9,102	9,470
Grade VIII	8,521	8,915
Grade IX	25	0
Ungraded or special	263	151
Junior High Schools —		
Elementary grades	6,737	6,305
Secondary grades	12,675	11,808
Senior High Schools —		
Year I	6,193	6,352
Year II	5,467	5,383
Year III	4,773	4,973
Year IV	4,136	4,459
Special	168	151
Academies —		
Year I	2,198	2,234
Year II	2,035	1,877
Year III	1,838	1,757
Year IV	1,830	1,802
Special	159	57
Promoted or Graduated:		
Elementary	11,284	11,715
Senior High Schools	6,385	6,593
Academies	1,753	1,767

II. TEACHERS		1947-48	1948-49
Positions for men:			
Elementary		311	337
Secondary — High Schools		848	856
Academies		247	250
Total		1,406	1,443
Positions for women:			
Elementary		4,044	4,112
Secondary — High Schools		914	906
Academies		265	237
Total		5,223	5,255
Different persons employed:			
Elementary		4,750	4,845
Secondary — High Schools		1,842	1,814
Academies		551	503
Total		7,143	7,162
Average wages of men per week:			
Elementary		Not now reported.	
Secondary — High Schools			
Academies			
Average wages of women per week:			
Elementary		Not now reported.	
Secondary — High Schools			
Academies			
Average annual salaries of men:			
Elementary		\$2,239	\$2,439
Secondary — High Schools		2,797	2,910
Academies		2,544	2,415
Average annual salaries of women:			
Elementary		\$1,745	\$1,841
Secondary — High Schools		2,136	2,245
Academies		1,829	1,763
Average annual salaries of men and women (combined):			
Elementary		\$1,780	\$1,887
Secondary — High Schools		2,455	2,568
Academies		2,186	2,118
No. of teachers attending summer school		1,350	1,551

III. SCHOOLS		1947-48	1948-49
Classification:			
Elementary			
Towns and Cities		1,524	1,514
Unorganized Townships		24	24
Total		1,548	1,538
High Schools —			
Class A		179	177
Six-year (included in Class A)		43	46
Class B		3	3
Junior High		8	8
Total		190	188
Academies			
Incomplete reports (parochial)		57	57
Number of towns on contract basis		28	25
Distribution of public schools:			
Urban		332	334
Rural		1,389	1,345
Number in one-room buildings		728	676
Number to which pupils are conveyed		1,191	1,183
Number discontinued during year		41	70
Number with school improvement leagues		535	Not reported
Number with libraries		1,491	1,389

IV. BUILDINGS		1947-48	1948-49
Public school buildings used for:			
Elementary school purposes only		1,369	1,335
Secondary school purposes only		76	78
Elementary and secondary purposes		138	133
Number rented for school purposes		36	18
Number of new buildings completed during year		10	20
Cost of new buildings and equipment		\$683,898	\$1,100,294
Estimated value of school property:			
Public schools		\$45,574,959	\$48,200,737
Academies		5,499,930	5,212,002

V. FINANCIAL		1947-48	1948-49
Resources:			
Amount appropriated for maintenance*			
Public schools		\$11,670,700	\$12,694,386
Academies		653,964	698,322
State aid toward maintenance —			
Public schools		4,312,520	4,767,864
Academies		160,952	177,352
Total resources for maintenance —			
Public schools		17,505,201	18,379,141
Academies		1,174,491	1,254,885
Total resources for all school purposes —			
Public schools		20,820,275	23,135,198
Academies		2,165,271	2,255,900
Expenditures:			
For instruction —			
Public schools — Elementary		7,190,795	7,956,107
High Schools		3,269,471	3,590,592
Total		10,460,266	11,546,699
Academies		836,569	889,410
For tuition —			
Public schools — Elementary		73,304	136,397
High Schools		1,114,315	1,314,913
Total		1,187,619	1,451,310
For fuel —			
Public schools — Elementary		499,306	610,782
High Schools		242,894	278,942
Total		742,200	889,724
Academies		97,815	101,179
For janitor service —			
Public schools — Elementary		790,177	853,355
High Schools		373,673	417,004
Total		1,163,850	1,270,359
Academies		115,129	125,887
For conveyance —			
Public schools — Elementary		1,675,111	1,875,335
High Schools		119,681	124,942
Total		1,794,792	2,000,277
Academies		21,821	23,212
For textbooks —			
Public schools — Elementary		292,324	336,785
High Schools		132,820	138,459
Total		425,144	475,244
Academies		31,048	30,730
For supplies, light and power —			
Public schools — Elementary		420,986	489,925
High Schools		280,989	320,801
Total		701,975	810,726
Academies		72,109	84,467
Total expenditure for maintenance —			
Public schools — Elementary		\$10,942,003	\$12,258,686
High Schools		5,533,843	6,185,653
Sub-Totals (Public)			
		16,475,846	18,444,339
	(Academies)	1,174,491	1,254,885
For supervision		325,312	350,351
For new lots and buildings		383,504	391,420
For repairs and permanent improvements		862,518	973,169
For equipment		108,792	115,185
For medical inspection		32,908	37,380
For physical education		187,321	190,685
For industrial and vocational education		782,956	884,941
For evening schools and Americanization		33,847	38,048
Total expenditures for all school purposes —			
Public Schools		19,632,323	22,000,173
Academies		2,077,330	2,240,966
Grand Total		\$21,709,653	\$24,241,139
Per capita costs:			
On total enrollment and expenditures for maintenance —			
Elementary	\$	85.28	\$ 93.33
Secondary		151.89	170.67
On total enrollment and total expenditures		119.17	131.27
On average attendance and expenditures for maintenance —			
Elementary		101.31	110.44
Secondary		172.84	193.51
On average attendance and total expenditures		140.21	153.89
On state census and total expenditures		23.17	25.97

*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

Certain columns published in previous biennium reports have been omitted because that information may be found in other publications of this Dept., namely, The Maine School Bulletin, and the combined Directory of State School Officers, Superintendents and Secondary Principals.

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	Gen. Courses			Directors or Supervisors	Phys. Ed.	Special Ed. for Phys. Handicapped Children	Commercial Course	Federal School Lunches
												Industrial Arts	Home Economics	Evening Schools					
9	10	11	12	13	14	15	16	17	18										
Abbott	53		48.24		\$13,282	\$2,144	\$60.81	\$84.91											
Acton	58		59.18		11,748	7,151	22.73	98.20										X	
Addison	130	31	125.04	27.02	21,682	1,843	62.20	65.35											
Albion	175	55	161.89	48.12	31,727	2,207	51.25	78.57										X	
Alexander	53		50.07		6,915	2,384	49.17	67.93											
Alfred	146	27	133.15	23.61	26,076	2,879	35.91	76.22							X			X	
Allagash Pl.	176	22	141.86	16.00	19,726	2,873	39.32	118.64											
Alna	64		58.85		10,174	2,261	58.24	65.90											
Alton	52		53.48		8,820	1,649	67.20	49.62											
Amherst	36		30.99		4,777	2,095	52.43	61.04									X		
Amity	59		51.68		9,197	1,884	50.36	51.94											
Andover	131	33	122.76	30.68	21,418	3,389	36.76	93.37											
Anson	437		399.06		83,966	1,895	73.51	66.81		X								X	
Appleton	123	57	111.00	50.00	19,285	1,672	51.89	43.47				X		X					
Arrowsic	33		31.18		4,694	2,361	40.65	59.54											
Ashland	429	164	431.44	145.24	77,994	1,512	38.88	57.52	X	X				X		X		X	
Athens	106		106.62		19,639	2,163	48.19	89.49						X					
Atkinson	100		82.913		12,152	2,397	34.51	76.03										X	

*Federal School Lunch Aid not included.

Town	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
Dedham	65		56.02		\$8,855	\$4,597	\$30.46	\$100.79										X
Deer Isle	178	41	181.57	35.71	30,635	3,321	52.43	90.39									X	X
Denmark	76	17	71.37	16.46	17,888	3,960	44.21	140.75							X			
Dennistown Pl.					1,284	58,000	1,049.23	121.00										
Dennysville	50	41	41.95	37.12	13,430	2,000	50.42	60.32										
Detroit	95		88.56		12,998	1,728	26.54	57.14									X	
Dexter	580	214	539.71	107.02	136,165	3,079	40.41	93.92		X	X		X		X		X	X
Dixfield	338	127	319.81	116.23	59,872	2,684	28.38	106.88				X				X	X	
Dixmont	132		129.03		16,798	1,292	58.02	56.27				X				X	X	
Dover-Foxcroft	606		567.25		109,695	3,751	32.48	100.85		X						X	X	
Dresden	129		111.80		14,558	1,894	36.26	49.78			X						X	X
Drew Pl.	5		4.93		3,751	6,428	167.01	123.21				X					X	
Durham	144		127.69		20,518	3,258	29.48	67.64										
Dyer Brook	50		39.60		10,071	3,015	49.87	104.54										
E. Pl.					1,043	14,400	50.53	177.00										
Eagle Lake	382		361.11		40,532	660	54.54	33.75										
Eastbrook	31		29.20		5,670	3,486	62.58	106.40								X		
East Machias	173		166.61		30,285	2,462	62.20	91.32										
East Millinocket	247	80	229.73	73.71	64,510	7,807	30.79	146.53				X		X		X		
Easton	264	105	244.90	88.97	61,079	3,088	28.45	143.64		X	X						X	X
Eastport	447	181	412.98	166.58	87,899	2,088	50.03	67.58					X	X	X		X	X
Eddington	110		110.00		16,552	2,586	57.64	84.48										X
Edgecomb	81		66.60		12,851	4,035	27.69	74.12										
Edinburg					1,432	4,642	54.20	64.28										X
Eliot	424	130	387.94	118.00	71,957	4,784	25.70	97.88				X				X	X	X
Elliotsville Pl.	5		4.81		4,393	12,157	73.95	147.89										X
Ellsworth	531	352	497.83	323.05	121,219	5,204	23.00	80.81		X		X	X			X	X	X
Emden	38		39.35		12,704	14,150	38.27	156.66										
Enfield	222		201.52		33,726	2,071	32.55	76.17										X
Etna	103		95.28		12,626	1,366	62.89	42.27										
Eustis	154	33	119.22	26.32	32,497	2,329	27.46	143.00					X					
Exeter	107		94.86		20,919	2,038	77.90	75.16										X
Fairfield	544	331	510.86	297.84	122,725	4,207	28.64	97.08	X	X		X	X		X	X	X	X
Falmouth	652	196	585.15	181.30	131,607	4,853	25.65	158.11				X	X			X	X	X
Farmingdale	227		212.76		32,731	3,681	23.65	84.65										X
Farmington	635	265	601.20	236.76	121,648	4,273	15.62	96.52			X		X		X		X	X
Fayette	85		69.19		12,805	2,750	34.56	92.44										
Flagstaff Pl.					10,199	Deorg.	116.36	128.27										
Fort Fairfield	1,009	298	922.18	262.27	213,392	3,743	35.66	120.72		X	X	X				X	X	X
Fort Kent	1,326	232	1,214.97	220.87	183,646	1,114	36.37	72.65	X	X						X	X	X
Frankfort	94		88.37		11,707	3,085	28.39	80.84										
Franklin	100		101.61		17,324	3,282	62.34	96.48										X
Freedom	97		82.74		13,613	1,747	65.94	54.84	X	X								X
Freeport	546	192	506.04	171.38	97,885	3,436	27.78	92.51				X	X		X	X	X	X
Frenchville	369		349.58		36,984	1,231	50.40	42.49										
Friendship	106		100.30		19,450	4,139	38.56	115.36										
Fryeburg	310		286.74		50,877	3,670	24.06	104.90	X	X	X	X					X	X

Town	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
Norridgewock	350	19	326.77	15.58	\$42,403	\$2,024	\$26.06	\$85.37										X
North Berwick	255	68	227.36	62.44	45,245	3,435	29.17	103.27				X			X		X	X
Northfield					2,143	13,454	26.89	153.18										
North Haven	69	24	65.33	23.05	15,926	9,042	25.56	139.54										
No. Kennebunkport	151		142.53		22,480	2,090	27.98	68.80										
Northport	101		88.38		12,915	6,026	24.38	100.00										X
North Yarmouth	175		157.96		20,260	2,281	33.49	57.20				X				X		
Norway	552	205	513.85	192.72	106,666	3,264	33.15	99.14	X	X	X					X	X	X
No. 14 Pl.	12		12.14		3,088	8,818	86.44	118.92										
No. 21 Pl.	12		10.51		2,387	5,600	80.73	90.26										
No. 33 Pl.	6		5.36		2,275	7,900	124.21	136.00										
Oakfield	151	112	138.60	92.18	35,161	1,813	42.58	51.47	X									X
Oakland	545	204	502.03	179.71	84,903	2,984	25.31	87.75				X						X
Old Orchard Beach	804	184	736.64	170.03	169,483	5,202	15.26	88.01				X	X		X	X	X	X
Old Town	924	517	841.59	473.76	177,859	3,978	27.42	73.28	X		X				X	X	X	X
Orient	17		15.59		5,029	5,080	51.28	144.07										
Orland	182		158.88		27,687	2,054	33.56	80.46										
Orono	501	171	465.55	157.23	90,326	5,018	29.26	97.40								X	X	X
Orrington	268		253.63		43,674	2,038	28.33	85.15							X			X
Osborn Pl.	16		15.48		2,238	8,777	66.98	70.58										
Otis	23		21.96		5,632	3,333	97.54	95.71										
Otisfield	94		85.77		17,613	4,100	34.33	99.81										X
Owl's Head	89		84.44		14,962	3,684	20.83	86.03										
Oxbow Pl.	24		21.56		3,730	3,000	53.24	70.00										
Oxford	263	59	238.75	53.22	39,636	1,980	39.88	77.38									X	X
Palermo	83		78.00		14,192	2,069	42.11	71.54										
Palmyra	174		160.01		26,744	1,948	54.28	59.00										
Paris	725	249	665.43	228.64	134,236	3,150	33.18	91.90				X			X	X	X	X
Parkman	105		92.77		14,038	1,508	51.90	56.05										
Parsonsfield	145		131.90		22,243	4,497	36.49	109.89										
Passadumkeag	73		69.18		11,295	1,122	62.94	49.19										
Patten	339		304.00		85,867	1,946	43.12	75.90	X	X					X		X	X
Pembroke	128	61	122.36	53.69	21,787	2,095	40.84	67.34										
Penobscot	110	25	100.87	22.64	22,366	1,942	68.21	66.42										X
Perham	97		90.62		14,431	3,669	41.72	113.36										
Perry	78		72.72		12,676	2,344	41.65	62.53										
Peru	161		154.14		27,227	4,644	20.07	90.90										
Phillips	236	68	206.20	59.80	31,248	2,790	26.34	55.42										X
Phippsburg	197		169.00		27,621	3,550	29.02	80.86										
Pittsfield	543		530.89		109,020	3,610	22.15	88.54		X		X			X	X	X	X
Pittston	247		218.33		23,281	1,720	23.47	45.94										
Pleasant Ridge Pl.	18		15.61		8,456	193,437	37.78	420.05										
Plymouth	91		82.70		13,252	2,212	36.32	67.79										
Poland	271		247.85		38,504	5,027	20.26	71.61										X
Portage Lake	116		109.11		20,966	2,346	70.26	69.80										
Porter	189	70	183.49	65.23	30,463	1,828	41.40	51.81										
Portland	8,958	2,816	7,966.00	2,391.00	2,133,914	7,408	19.33	219.21				X	X	X	X	X	X	X
Pownal	167		154.08		20,860	1,541	43.95	48.94										

Town	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
Wallgrass Pl.	248		233.08		\$37,453	\$742	\$62.98	\$46.85										
Walham	20		21.50		6,486	2,911	99.42	86.11										
Warren	159	59	143.02	54.54	53,013	4,031	27.77	89.58										
Washburn	397	141	347.44	124.00	71,118	2,682	32.80	83.98	X									
Washington	143		127.00		15,809	2,000	39.24	60.00		X						X		
Waterboro	179	39	163.49	30.52	33,334	3,606	23.02	105.77							X			
Waterford	143		127.24		21,949	5,112	31.70	133.33								X		X
Waterville	1,520	758	1,417.54	715.21	333,333	7,077	22.90	115.15		X	X	X	X		X	X	X	X
Wayne	63		59.46		12,856	4,684	31.32	105.00										
Webster	199	32	179.40	27.70	28,668	2,645	33.04	69.96										
Webster Pl.	25		22.66		2,663	3,761	39.95	84.09										X
Weld	40	19	42.05	17.79	11,589	7,661	34.08	123.24										
Wellington	49		43.23		7,067	2,263	50.81	66.04										
Wells	471	161	410.08	147.28	99,276	6,698	26.58	153.20				X	X	X		X	X	X
Wesley	40		35.16		6,976	3,518	38.87	72.15										
West Bath					13,173	4,224	22.47	80.00										
Westbrook	1,357	554	1,280.59	504.75	268,654	5,638	23.84	111.10		X	X	X	X		X	X	X	X
Westfield	110		87.89		18,635	4,774	27.91	114.01										
West Forks Pl.	18		16.416		6,572	10,136	115.10	154.78										
West Gardiner	191		170.84		23,113	1,995	37.79	44.92										X
Westmanland Pl.	14		12.60		4,248	7,947	111.92	83.22										
Weston	20		20.25		8,859	2,200	46.66	67.62										
Westport	30		27.55		4,103	5,909	27.45	73.65										
Whitefield	184		179.48		24,355	2,296	47.12	56.19										X
Whiting	39		35.40		8,217	3,826	73.95	99.95								X		
Whitneyville	36		33.44		6,713	5,542	78.11	109.00										
Willimantic	45		38.28		6,966	3,581	32.74	97.22										
Wilton	595		562.00		138,547	3,198	33.47	238.63	X	X					X	X	X	X
Windham	613	155	557.02	139.71	137,902	4,201	32.90	101.87	X	X	X	X			X	X	X	X
Windsor	113		109.01		18,287	2,896	27.28	70.17										
Winn	85		78.50		16,839	1,576	56.00	87.08										X
Winslow	491	261	465.15	246.45	123,730	6,140	21.52	124.11				X	X		X		X	X
Winter Harbor	57	51	54.12	46.219	16,445	7,500	19.53	101.36									X	X
Winterport	244	94	228.88	86.37	38,337	2,594	28.17	82.95									X	X
Winterville Pl.	103		90.35		10,719	939	43.46	19.57									X	X
Winthrop	468	184	450.21	170.04	74,673	4,265	19.45	86.34	X			X					X	X
Wiscasset	260		232.10		39,708	9,243	16.94	89.92		X		X				X	X	X
Woodland	278		252.09		31,828	1,890	35.64	61.07									X	X
Woodstock	153	53	141.77	49.41	26,512	3,136	35.62	82.56								X	X	
Woodville	19		18.80		4,278	24,833	34.96	129.38										
Woolwich	223		201.00		28,609	2,574	39.06	71.31										
Yarmouth	406	33	371.63	31.18	70,819	3,925	35.83	121.92				X	X		X		X	X
York	559	179	504.06	164.10	12,846	6,075	25.45	141.59				X	X		X	X	X	X