

MAINE STATE LEGISLATURE

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



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

MAINE PUBLIC DOCUMENTS

1950-52

(in three volumes)

VOLUME I

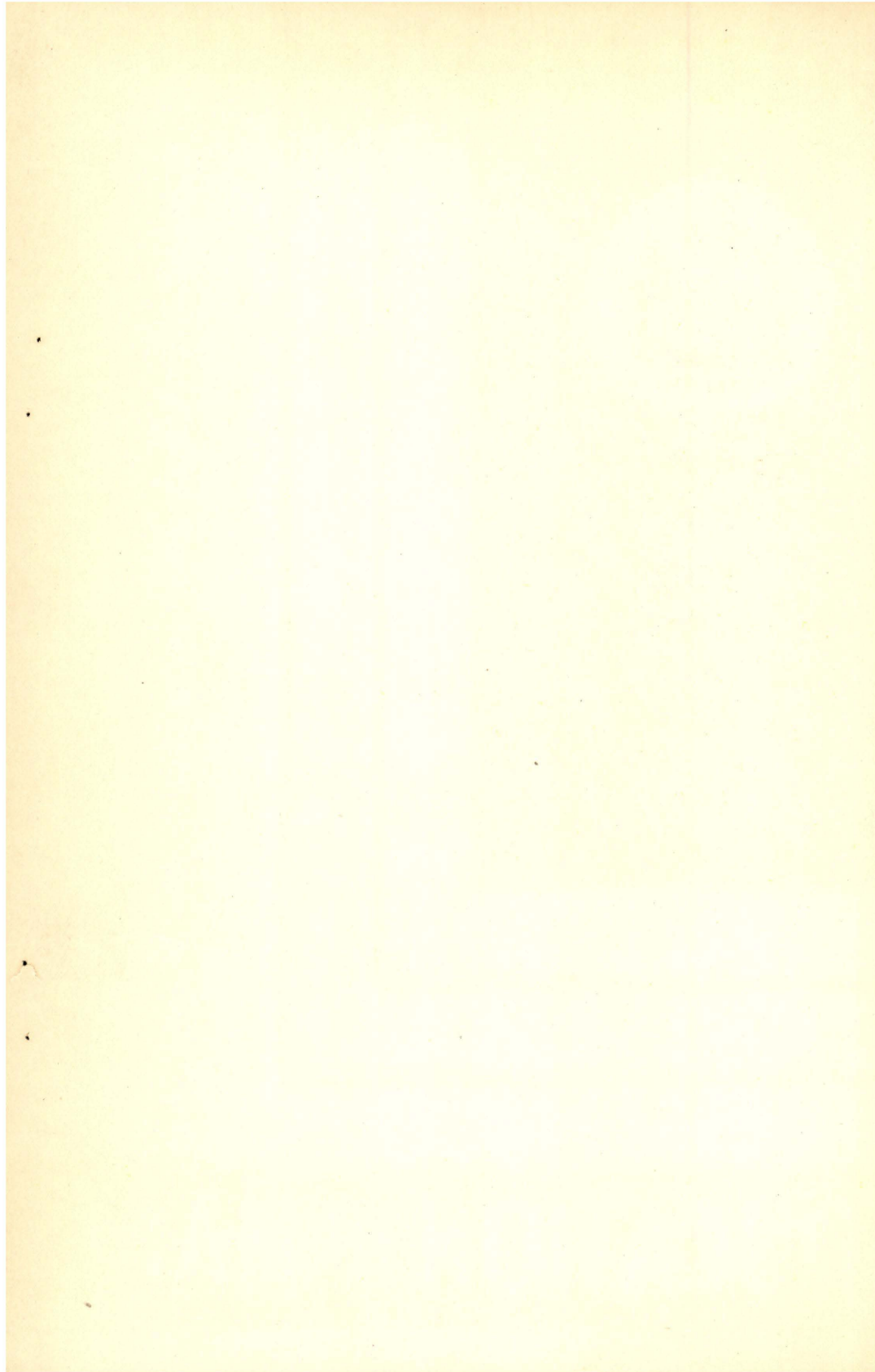
9,



1
9
5
0

1
9
5
2

EDUCATION IN MAINE



STATE BOARD OF EDUCATION
Augusta, Maine

December 15, 1952

Governor Burton M. Cross
State House
Augusta, Maine

Dear Governor Cross:

This report is rendered in accordance with the act establishing the State Board of Education and is offered in a spirit of earnest interest for the cause of education in Maine.

The State Board of Education feels that efficient financial operation of our educational system in Maine depends upon the successful application of the subsidy law enacted by the 95th Legislature.

The objectives of the General-Purpose Aid law, as originally submitted in our memorandum of March 3, 1951, were as follows:

- "(1) To simplify the method of distribution of funds
- (2) To make allocations more equitable and to continue the principle of equalization which is in the present subsidy laws
- (3) To provide flexibility so that the amount of aid would change with changing conditions
- (4) To increase aid to cities and towns to assist them in meeting increased costs of public school education
- (5) To have budget proposals based upon actual costs rather than upon estimates
- (6) To provide an incentive for cities and towns to improve their public schools"

Necessarily there is a time lag of two years in a municipality's receiving its General-Purpose Aid reimbursement (to reach objectives listed above). In a period of continued inflation such as now exists, local units must assume an added burden of high cost of capital expenditures and attendant debt service for additional school construction, plus greater costs due to yearly increased enrollments and inflated normal operating expense. The Board believes that it is

this aspect which makes it so necessary that the state keep faith with the intent of the legislation, as originally proposed, for 100% participation according to the subsidy formula.

To ease criticism of the new law and give it a fair trial period, it is hoped that the Legislature will grant funds to meet the 100% budget submitted. Even on the 100% budget basis, the state subsidy toward support of education is low and places Maine in 34th position in relation to other states.

Another item that the Board considers essential is an increase in the state's payment toward each superintendent's salary. It has been several years since the present allotment of \$1350 was established. An increase to \$1600 (or a total of \$28,500 annually) is not out of line with the higher cost of living. (Sec. 71, Chapter 37, R. S. 1944.)

The special appropriation for deferred maintenance made by the last Legislature enabled us to do a good job in bringing up to a better condition the plants at the various teacher-training institutions (neglected for many years). The next most urgent need is to raise the teaching equipment to a reasonable standard, and we have included amounts in our regular and supplementary budgets for this purpose. We urge and recommend that these items in the budget be approved. (They are not recurring expenditures.)

Resolves for a men's dormitory at Gorham State Teachers College and a library-classroom building at Farmington State Teachers College were presented in 1949 and again in 1951. The need was recognized by the 95th Legislature but, due to lack of available funds, the resolves were referred to the 96th Legislature for further consideration. These buildings are even more urgent now than when the proposals were originally made. The necessary amounts have been included in the budget and we are recommending that these programs be adopted.

To clear present problems encountered under the law as enacted, it seems best to make several changes in the Maine School Building Authority Act. These changes are being studied by Bond Counsel for the Authority and a

member of the Attorney General's office, and will be presented in a separate report at a later date. However, a \$15,000 appropriation for each year of the biennium has been included in our budget request for special expenses and administrative costs, for the following reasons:

1. During the first two years there has been much pioneering work by the Authority, involving additional costs which we felt should not be passed on to the first cities and towns participating under the Act.
2. During the next two years there will be a need for special expenditures which, in all fairness, should be borne by the state inasmuch as the cities and towns are providing all the money for their own construction without any state aid.

After thoughtful consideration of over twenty individuals, the Board has appointed Dr. Herbert G. Espy to serve as Commissioner of Education for the State of Maine to fill the vacancy caused by death of Harland A. Ladd and the resignation of William O. Bailey.

(signed) Earle N. Vickery, Chairman

STATE BOARD OF EDUCATION

STATE OF MAINE

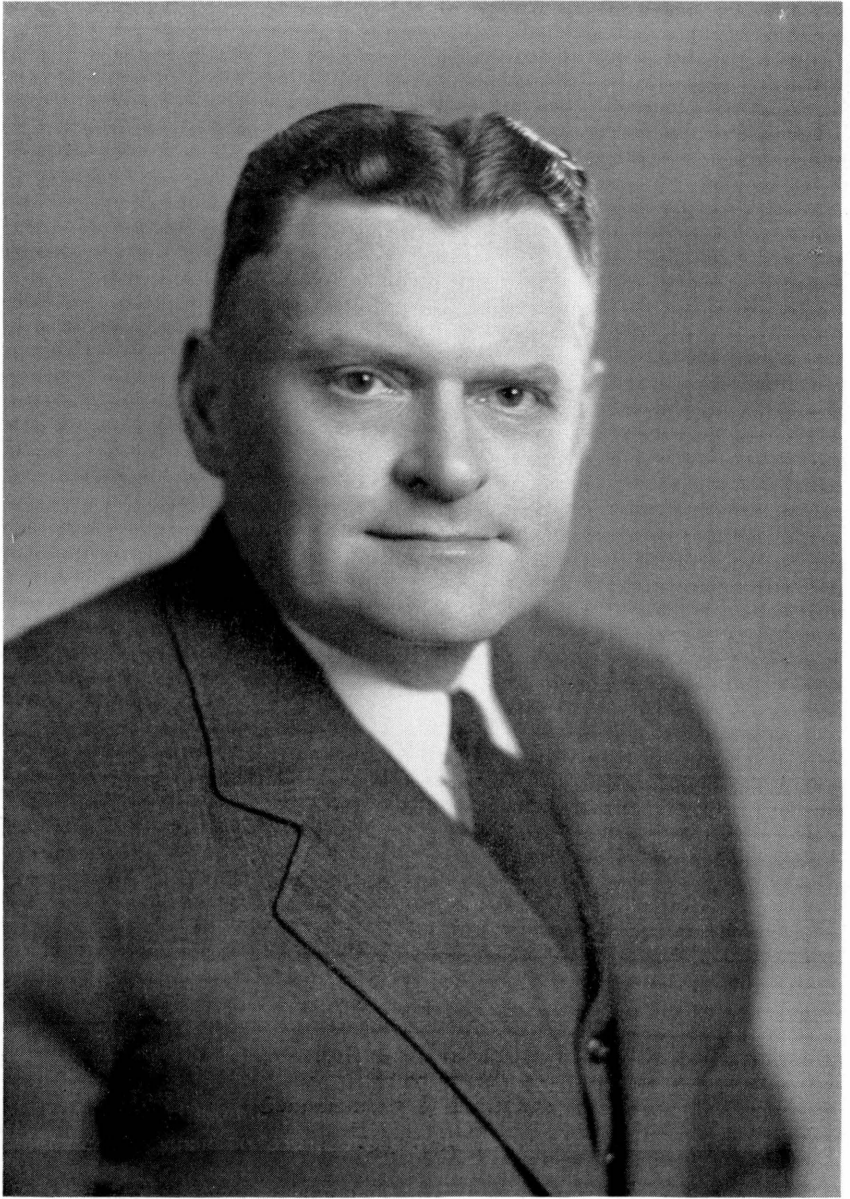
BIENNIAL REPORT

of the

STATE BOARD OF EDUCATION

July 1, 1950 – June 30, 1952

(Pursuant to Section 1, Chapter 37)



Harland A. Ladd
Commissioner of Education
1947-1952

IN MEMORIAM

The passing of our beloved Commissioner of Education, Harland A. Ladd, has struck the State Board of Education with stunning shock. In spite of the warning of previous illness, the Board finds it difficult to realize that this forceful, competent, friendly leader will not again sit behind the big desk at board meetings. No, not sit, but stand—for he always insisted, "I think better on my feet."

The Board honors Harland Ladd for his extraordinary executive ability. He knew how to administer a large office and keep every employee happy and loyal. He knew how to deal cooperatively with superintendents, teachers, committee men, legislators, and humble citizens. And he played no favorites. His office was always open and his sympathetic ears were ready to hear any citizen of Maine who came to him.

The Board admired him for his staunch integrity. In spite of carping, unwarranted and sometimes cruel criticism, such as comes to every public official; in spite of promises or threats; in spite even of coronary illness, he would not yield an inch on matters of principle, although he would freely give and take when no principle was involved. The Board always knew just where Harland Ladd stood, and they knew that, when a moral principle was involved, his stand was firm and right.

But each member of the Board remembers Harland best as a true friend. He understood theories, he respected facts, but what he liked best was people. Thus, there grew up between him and the members of the Board close ties of personal friendship. He and they were associates, working together. The relationship was never that of employer and employee. They sought and followed his leadership, and he never let them down.

Harland Ladd was taken from us in the prime of life because he would not give up, because he preferred to wear himself out in service to others. Surely, greater love has no Maine man than this, that he lay down his life for the children of Maine.

July 22, 1952

Earle N. Vickery, *Chairman*
Fred R. Dingley
Leah C. Emerson
Maude Clark Gay
Frank S. Hoy

Percy R. Keller
Joseph A. Leonard
Ernest C. Marriner
E. Frances Smith
Rosario J. Tremblay

TABLE OF CONTENTS

	Page
Directory of State Officers	5
Report of Board of Education	7
80 New School Plants in Two Years	13
Preparation and Certification of Teachers	15
Elementary Schools Prepare Children for Life Outside the Classroom	18
Progress in School Lunch Program	20
Education of Physically Handicapped	22
Aims of Maine Secondary Schools	24
Health, Physical Education and Recreation	26
Vocational Education	28
Education to Fit Youth for Trade and Industrial Employment	29
Progress in Homemaking Education	31
Students of Agriculture Learn by Doing	33
Pilot Guidance Programs	35
Rehabilitation Program a Dollar Saving Investment	37
Physical Improvements in Unorganized Territory Schools	39
Surplus Foods for School Lunches	42
Financial Reports and Records	44

State Board of Education

Frank S. Hoy, Lewiston, *Chairman*
Fred R. Dingley, Lee
Mrs. Leah C. Emerson, Island Falls
John C. Fitzgerald, Portland *
Mrs. Maude Clark Gay, Waldoboro

Percy R. Keller, Camden
Joseph A. Leonard, Old Town
Ernest C. Marriner, Waterville
Rosario Tremblay, Sanford **
Mrs. E. Frances Smith, Bath
Earle N. Vickery, Pittsfield

* Term expired October, 1951

** Appointed February, 1952

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*
Joseph J. Devitt, *Secondary Supervisor*
Howard L. Bowen, *Associate Deputy Commissioner for Elementary Education*
Eleanor G. Powers, *Director of Special Education for Physically Handicapped Children*
Irene L. Dresser, 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*
Florence M. Titcomb, *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, Portland, *Supervisor*
John A. Rodick, Bangor, *Supervisor*

Schooling in Unorganized Territory

Edward L. McMonagle, *Director*

School Lunch Program

Gertrude Griney, *Acting Director* Jean Peirce, *Acting 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 Sir:

Since the sudden death of Commissioner Harland A. Ladd came before he had prepared his biennial report, this report by the State Board of Education must serve a dual purpose. It will contain both the observations of the Board and the material usually contained in the report from the Commissioner.

The 95th Legislature adopted several measures which were of great importance and benefit to education. Included in the legislation were:

1. Authorization for a new simplified subsidy payment plan, replacing several complicated, conflicting and outmoded provisions for payments to municipalities.
2. Establishment of a School Building Authority, authorized to construct and enlarge public schools; to issue bonds for these purposes; and to make lease agreements with cities and towns providing for repayment of school costs to the Authority.
3. Appropriation of \$225,000 for deferred maintenance at the five teacher training institutions in the state.
4. Authorization for the removal of the Maine Vocational-Technical Institute from Augusta to the Fort Preble site in South Portland.

New Subsidy Law

The new subsidy law provides for the distribution of state subsidies on the basis of a community's ability to support an educational program. Cities and towns are divided into nine classifications, the most needy to receive 65% of their operating costs in state reimbursement. The amount of subsidy scales downward to the wealthiest communities, which receive 25% of the first \$20,000 expended for operating cost and 14% of the balance in excess of that amount. First payment under this new law will be made in December 1952.

If the Legislature had appropriated the full amount required to support the subsidy program, the average aid to municipalities would be about 25% of the total cost of public school education. The national average of state aid to public schools is approximately 43%. Legislative appropriation for the first two years was only about 93.76% of the amount needed to reimburse all communities in full. Therefore, payments in December 1952 will be 6.24% less than the total state obligation under the law.

The new law provides subsidy aid to towns based on actual operational costs and eliminates the uncertainty of basing local appropriations on estimates, as was necessary under the old system.

In actual operation at this time, the new subsidy law seems to be a great improvement over the former method of figuring aid to municipalities, and only minor changes in the law are being considered.

Maine School Building Authority

The Maine School Building Authority, which offers towns and cities opportunities to construct much needed classrooms, is proving to be of great interest throughout the state.

Since the Building Authority was new legislation with no precedent, the organizational difficulties were most taxing, but were finally solved and several communities will benefit under the law during the 1952-53 building year.

Commissioner Ladd and Deputy Commissioner Bailey devoted many hours to activities of the Authority in addition to their regular duties and without any additional compensation.

The State Board of Education must approve the educational need and the building plans of any town before application for assistance is made to the Authority. Governor Payne named Frank S. Hoy to represent the State Board on the Authority.

That there is need for school housing in Maine far beyond the capacity of communities to finance without outside assistance is evidenced in the findings of a school building survey being made by the State Department of Education in collaboration with the U. S. Office of Education.

From reports gathered from superintendents of schools throughout the state, it is evident that Maine has immediate need of 411 classrooms to relieve overcrowding, which would cost about 8 million dollars. Even more are needed to replace obsolete and unsafe buildings. The survey has revealed that 62,266 of the state's 155,000 school children are attending classes in buildings more than 50 years old; that more than a thousand are housed in quarters never meant to be used for school purposes, while still others are attending school in makeshift rooms.

Deferred Maintenance Program

Appropriations for deferred maintenance at the five teacher training institutions have been expended efficiently under the personal supervision of Irving Russell, state superintendent of public buildings. Repairs completed by June 30, 1952, have made marked improvements in the properties, but much still remains to be done. The remainder of the appropriation will be expended in further repairs during the fiscal year ending June 30, 1953.

Maine Vocational-Technical School Move

Funds were provided and authorization given by the 95th Legislature for the removal of the Maine Vocational-Technical School from limited quarters

in the state-owned Vickery-Hill building in Augusta to a new campus at the former site of Fort Preble, South Portland. Actual removal was held up by delay in transfer of the property from the Federal Government to the State. Transfer was finally made and the school's move authorized by the Governor and Council in August 1952.

It is expected that Maine Vocational-Technical Institute will open for classes at its new location October 6.

Commissioner Ladd and the Board of Education have considered many plans for expanding course offerings at the Institute. It is hoped that at some future date courses may be available to women as well as to men.

Normal Schools and Teachers Colleges

Appropriations for deferred maintenance have been of most substantial benefit to the five institutions. However, the appropriation provides only for putting physical property into reasonably good repair. It does not provide for the new equipment and teaching facilities that are so definitely needed if our teacher education institutions are to maintain a high standard of instruction. It is hoped that the 96th Legislature may make some special appropriation to provide new science and laboratory equipment and improved teaching facilities.

During the biennium, it was voted by the Board to establish four-year courses and degree granting powers to Aroostook State Normal School and Washington State Normal School, bringing four of the five state institutions to the collegiate level. The new plan goes into effect in the fall of 1952 and the two institutions will be known as Aroostook State Teachers College and Washington State Teachers College.

Enrollment at the four major institutions for the year 1951-52 was 1,048—128 less than for the preceding year.

The need for making the teachers colleges more attractive to young men and women is of utmost importance if we expect to increase enrollments and prepare the additional teachers necessary to meet demands in our schools.

Addition of the fourth year at Presque Isle and Machias is expected to increase enrollment at these two colleges and help to prepare better qualified teachers for the schools of Maine.

Aroostook State Normal School

Members of the State Board of Education visited Aroostook State Normal School in May 1952 and were favorably impressed by improvements made to the physical property of the institution. Greatest immediate need at the school is for additional equipment, especially laboratory and library equipment and general supplies.

Enrollment for 1951-52 was 86. At least 100 additional students could have been accommodated. Average cost per student to the state was \$636.88, which compares with an average cost of \$385.08 for the preceding four years.

Madawaska Training School

During its 1952 visit to the Training School, the Board found great improvement in the buildings and general classroom appearance in comparison with their condition two years ago. However, much remains to be done, especially in outside repair of the buildings. Farming operations have been discontinued and the dormitories closed.

The change made to day instead of boarding school seems to have been well received. Students apparently have had no difficulty in securing board and lodging in private families. It is planned to have the three-year course at this school so arranged that students wishing to take the fourth year can do so by transferring to Aroostook State Teachers College or one of the other teacher education institutions in the state.

Enrollments continue to be low. Fifty-three in 1951-52 compares with 75 for 1950-51. Average cost per student to the state was \$878.01, compared to \$754.03 the preceding year. Average cost per student for the past eight years has been \$826.19.

Washington State Normal School

Washington State Normal School enrollment for the past year has been the most disappointing of any of the teacher institutions. It is hoped that the addition of a fourth year of education may result in increased enrollments. With the need for teachers in that area so critical, residents of Washington County and vicinity should realize the value of educating sufficient teachers and should lend their efforts to student recruitment.

Enrollment in 1951-52 was 65, with only 12 in the freshman class. Average cost to the state per student was \$773.58. Average cost for the eight preceding years was \$521.54.

Farmington State Teachers College

This is the second largest teacher education institution in the state and is maintaining high standards with the facilities available. There is great need for new classroom equipment and for entirely new laboratory equipment.

It is not a credit to the State of Maine to attempt to prepare teachers in antiquated science laboratories which would not compare at all favorably with the laboratories in many of our high schools. It is grossly unfair to the teaching staff and the students to neglect these critically needed improvements.

During the past year, the Stanley property purchased in 1950 has been repaired and redecorated. Named Dearborn Hall, it is used as a senior dormitory and when completely developed will house 56 girls.

There is need to construct a library-classroom building, plans for which have been presented to the two past sessions of the Legislature. Urgently needed, it is hoped funds will be made available for immediate construction.

Enrollment at Farmington in 1951-52 was 371 and the cost to the state per student was \$302.33. The average cost for the past eight years was \$308.16.

Gorham State Teachers College

With the largest enrollment of any of the institutions, Gorham State Teachers College offers excellent teacher preparation courses.

While use of its share of deferred maintenance appropriations has added greatly to the appearance of the college, there is still need for laboratory equipment and other classroom improvements. There is also urgent need for a men's dormitory, plans for which have been presented to both the 94th and 95th sessions of the Legislature. Since the college offers the only industrial arts course in the state, it attracts many men students. At present they must either commute to their homes or find board and lodging in private homes in the vicinity of Gorham. New dormitory facilities should make the college more attractive for enrollment of men. Once constructed, such living facilities should be self-supporting.

Enrollment in 1951-52 was 526 and the cost to the state per student was \$246.36. The average cost for the past eight years was \$258.48.

Schooling in Unorganized Territory

As has been pointed out in previous reports, schools in unorganized territory for which the state is directly responsible have been neglected over a period of many years. Some consideration was given to their deplorable condition by the 95th Legislature and \$140,000 was appropriated for a revolving fund for improving existing structures, building some new schools, and replacing school buses and school equipment.

It is recommended that a substantial appropriation be made to correct conditions in these state-operated schools. Amount needed is estimated roughly at \$160,000. Since this is a working capital account it is not included in the Department's biennial budget request.

Legislation

It is the duty of the State Board of Education to recommend needed legislation. In view of the amount of important educational legislation approved by the 95th Legislature, there are no major recommendations to be made for the incoming lawmakers.

Briefly, the Legislative Committee of the State Board is studying the need for amendments in the present laws. It is planned to make a detailed report to the Governor in December 1952.

Educational Problems

Due to greatly increased enrollments in the public schools of the state, many classrooms are dangerously overcrowded and there is a serious shortage of trained teachers.

Shortage of classrooms can be remedied by action of individual cities and towns or by using the financing services of the Maine School Building Authority. It has been estimated that 479 new classrooms were built during 1951 and 1952 and that at least 132 more are now being planned for completion prior to September 1953.

Lack of classroom facilities is a problem solved much more easily than that of teacher-shortage. Our five teacher education institutions, if filled to capacity, would fail to supply sufficient new teachers, even if each graduate were to teach within the state.

The problem is a most serious one. Other fields of employment are becoming increasingly attractive to young men and women, while many of those who elect teaching as a profession are accepting positions in other states where salaries are higher. This is a handicap that can be overcome only through raising standards of pay for Maine teachers. It is primarily a local problem and must be faced realistically by individual communities.

Conclusion

The State Board of Education wishes to express its appreciation to all members of the State Department of Education who have been so loyal and conscientious in performing their duties. Many of them have given time and services well beyond the line of duty. Reports of their activities are included in this record.

An appropriate tribute to the services rendered by Commissioner Harland A. Ladd is printed with this report.

Governor Frederick G. Payne, his Executive Council, and the 95th Legislature have made possible outstanding improvements in the field of public school education in the State of Maine.

The Board also wishes to express its deep appreciation for the whole-hearted cooperation it has received, not only from government officials but from private individuals, school administrators and teachers who are sincerely devoted to the advancement of public education in the State of Maine.

Respectfully submitted,

State Board of Education
Frank S. Hoy, *Chairman*

EIGHTY NEW SCHOOL PLANTS IN TWO YEARS

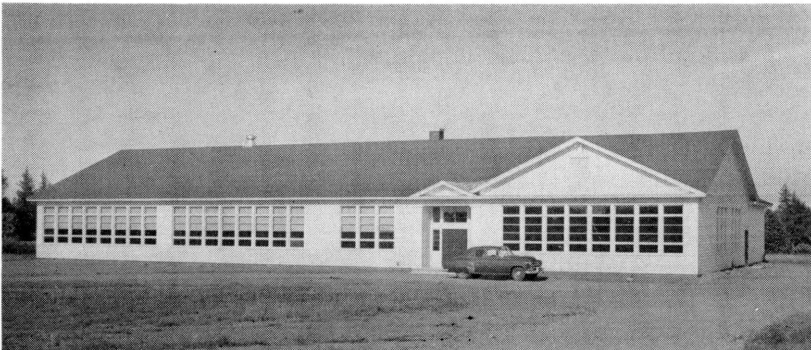
Increased general interest in school housing during the past two years has resulted in the construction of 80 new plants which offer accommodations for 17,431 pupils in 576 classrooms. Expenditures for new construction and major renovations exceeded 11 million dollars.



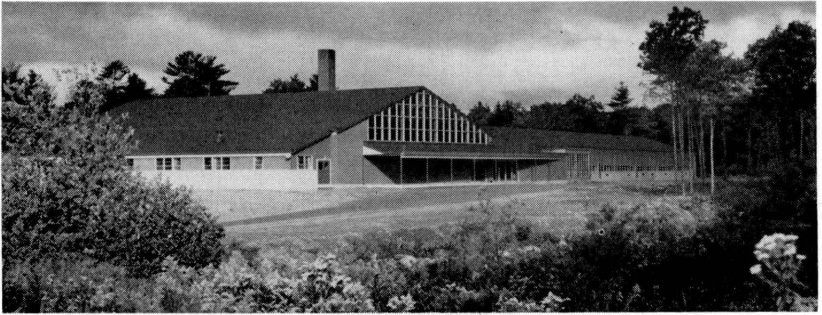
Modern Plant Houses 600 Elementary School Children

Approximately 11½ percent of the public school children in Maine will be attending classes in these new buildings in September 1952.

Forty-two new buildings are central village elementary schools, which replace obsolete, unsatisfactory rural one-room buildings, and which bring to 73 the number of such schools constructed in Maine since the close of World War II.



Four-Room School Built According to State Plan



New Building for Medium Size High School

The fifth regional high school to be established under the Community School District law, allowing two or more towns jointly to own and maintain a high school, has been completed. Those previously established have proved satisfactory and there is no doubt that several other groups of towns will make similar provisions when the necessary financial arrangements can be made.

Some Federal funds have been available to Maine schools located in areas affected by military installations or other governmental agencies. Under Public Law 874, which provides aid to towns with increased operating costs because of government activities, twenty towns received a total of \$213,583.62. Of seven towns seeking \$932,393, under Public Law 815, to assist with the cost of necessary school construction, three of them obtained a total of \$424,671.

During the 1951-52 school year 62,619 pupils were conveyed to Maine's public schools, and during 1950-51, 57,990 pupils were transported to school.

The number of municipally owned buses increased 27% during the biennium, over the 1948-50 biennium, and as the table below indicates, the average cost per bus mile is considerably less for the municipally-owned and operated buses than for the contract.

Municipally owned Buses				Contract Buses		
Pupil Capacity	Number Reported	Average Miles Per Day	Av. Cost Per Bus Mile	Av. Cost Per Bus Mile	Av. Miles Per Day	Number Reported
1-9	1	16	.426	.19	20.90	259
10-18	5	42.2	.117	.212	32.10	243
19-32	28	45.1	.258	.309	45.29	110
33-41	22	47.2	.208	.288	41.10	57
42-53	190	56.2	.234	.292	47.00	215
54-Up	112	49.3	.275	.304	45.20	69
Totals	358					953

PREPARATION AND CERTIFICATION OF TEACHERS FOR MAINE SCHOOLS

Teacher Preparation

Maine's primary supply of teachers is based upon five state supported programs in teachers colleges and normal schools, the University of Maine, and thirteen private cooperating programs in higher education.

Enrollments. In 1950-1951, enrollments reached the highest point realized in recent years, with a total of 1246 students. A slight recession to 1101 enrollees, which reflected a national trend, characterized 1951-1952. Although, in the last few years, Maine's holding power in teachers college enrollments

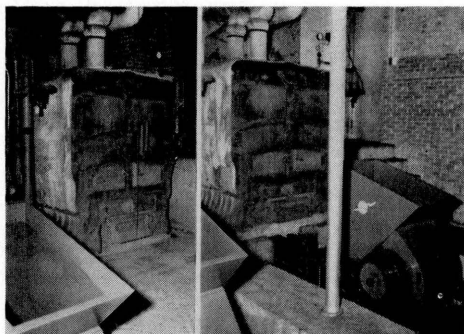
has been better than national averages, a further decrease, because of the reflection of current conditions and based upon a prediction of national trends, is to be expected. Steps are being taken to anticipate this trend with additional college guidance and recruiting activities.

Maintenance and Capital Outlay. The Legislature of 1951 made a special appropriation of \$225,000 to be expended at the five college campuses to place in proper repair facilities which had long been neglected.

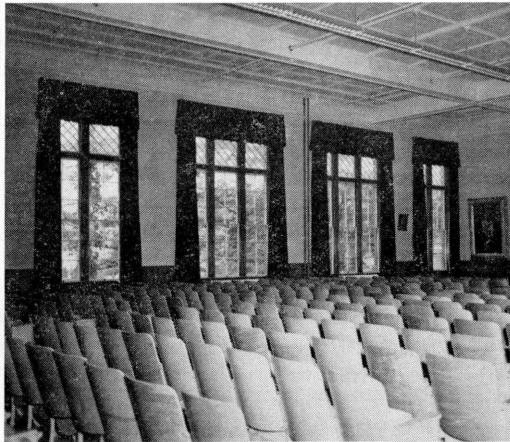
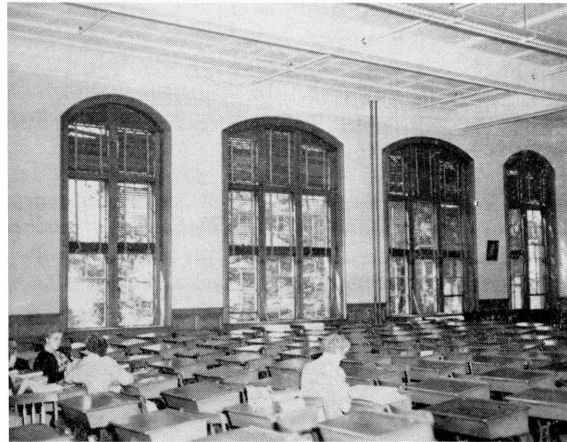
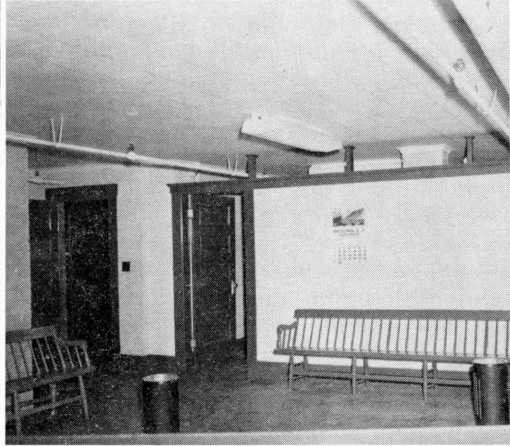
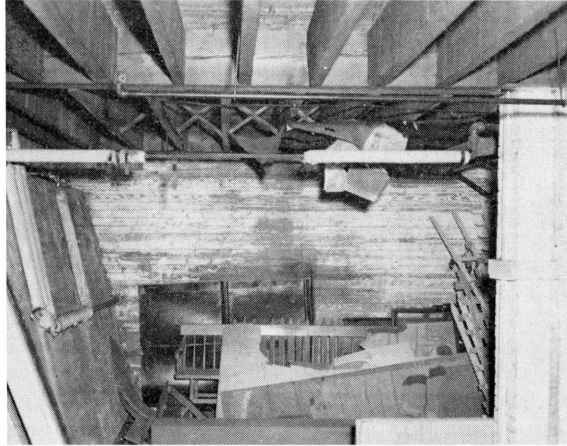
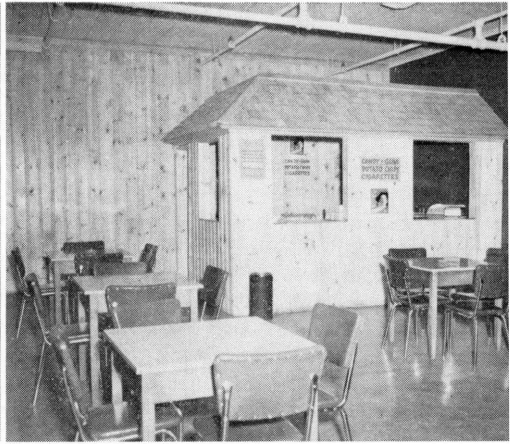
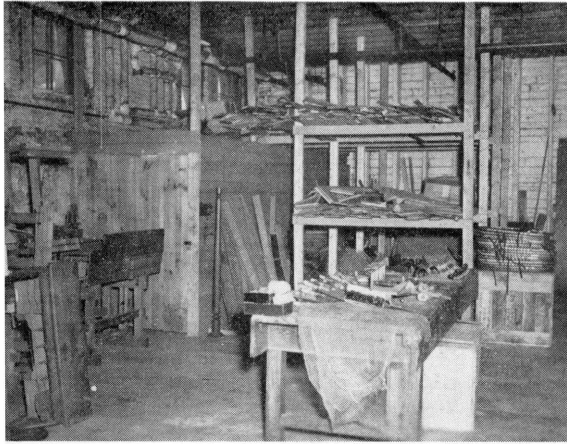
In most cases the total effect of

this expenditure has been to create, within the limitations of the old structures, physical conditions which more nearly approximate the needed facilities for the operation of an accredited and approved series of professional collegiate teacher-preparation programs.

Faculties. During the biennium, there has been a continued upgrading in faculty replacements. In 1951, the State Board of Education adjusted the basic salary schedule upward in line with policies instituted by the adoption of the Public Administrative Service recommendations. There is need for a further extension of this program, since the state frequently finds itself being unable to attract and hold well prepared and qualified faculty members due to the fact that competitive public school systems are in a position to offer more attractive plans and salaries.



Teacher College Heating Systems Improved by Repairs to Furnaces and Installation of Automatic Stokers



Before and After Renovations at Teachers Colleges. Upper: Unused Storeroom Becomes Recreation Center for Students. Center: Another Unfinished Room Converted into Lounge for Men Students. Lower: Old Fashioned Study Hall Blossoms Forth as Modern Auditorium.

Scholarships. State scholarship aid to worthy students has attracted and retained selected teachers. During the biennium, 422 enrollees were assisted through this program. In addition, each college has provided part-time student employment.

Teacher Certification

Certificates and Licenses Issued. Among the approximately 6400 public elementary and secondary school teachers in Maine, a survey conducted in 1951 indicated that about 20% of the teachers changed their positions annually, and that about 8% of the number were lost to teaching through marriage, migration to other states, and allied reasons. With Maine's average salary being the lowest for this section of the country, it is to be expected that the migration of teachers to other states will be accelerated in this period of short supply. Such a loss is made more critical by the rapidly increasing elementary school enrollments in the state. It is anticipated, for example, that in the fall of 1953 there will be 7,000 additional elementary children enrolled, followed by a similar increase in 1954. In 1950-51 the Division issued 1276 initial credentials and renewed 1919 certificates; 144 sub-standard licenses were approved. The following year 1935 initials, 2089 renewals, and 200 sub-standard licenses were processed.

Certification Changes. In 1952, the State Board of Education authorized a change in regulation which made the completion of an approved four-year professional program prerequisite for the issuance of the first full elementary certificate. Maine is the last state in this area to place this minimum requirement in effect, this step having been taken three years ago by Vermont.

Teacher Placement

During the biennium, a total of 2244 teachers were placed by the state service, of which 1149 were elementary and 1095, secondary. This placement represents a significant increase over the prior biennium and is indicative of the degree to which teacher turnover and teacher loss are on the increase in the state.

Teacher Supply

Shortages have again continued to grow in lower grade and rural school positions, and have been extended to the general elementary field. At the close of the biennial period, it was increasingly clear that Maine would be markedly deficient in its supply of teachers for the Home Economics, Industrial Arts, commercial, music and art fields. In addition, the fact also was established that areas such as secondary English, foreign language, mathematics and science were on the way to becoming critical.

ELEMENTARY SCHOOLS PREPARE CHILDREN



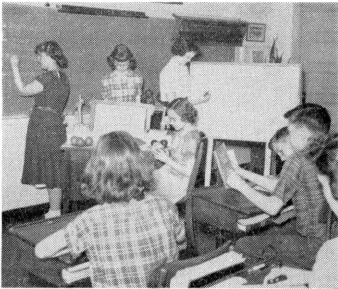
Each Child Is Unique

WE TRY

to find out why he acts as he does

to adapt learning to both the level of his ability and the rate at which he learns

to know all we can about his life outside the school



Learning Is Interesting

WE RECOMMEND

that all school work have meaning according to the experiences of children in and out of school

that all materials and activities easily available shall be used

that any local incident or person which would contribute to the learning process should be brought to the classroom



Teacher Guides Cooperative Work

WE BELIEVE

that working cooperatively (teachers and children) lays the best foundation for citizenship, both in and out of school

that each member of any group has something to offer, so should be led to contribute

that everybody in a democracy is an important individual with rights and responsibilities as a citizen

FOR LIFE OUTSIDE THE CLASSROOM

WE BELIEVE

that Reading, Writing, and Arithmetic must be taught meaningfully, consistently, and continually

that skills of human relationships must be developed coequally with subject matter skills



Mastery of Skills Is Important

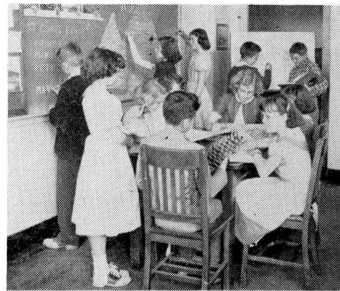
WE MAINTAIN

that it is important for teachers and pupils to set goals to be attained and check outcomes frequently

that all teachers and pupils should cooperate in determining if the goals decided upon have been met

that critical judgment by all with regard to improvements to be made in reaching new goals shall be encouraged

that the work accomplished is definitely related to total objectives of the school program



Evaluation Is Essential

WE URGE

that the community help to make the program an effective part of its total activities

that the school use every facet of community life to help in the process of educating its children

that the school and community jointly study to determine a pattern to encourage and improve its educational program



Community Aids Its Schools

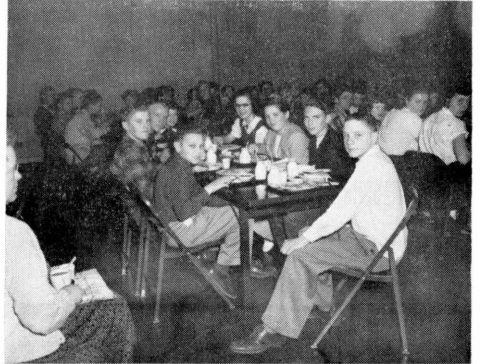
PROGRESS IN SCHOOL LUNCH PROGRAM



Increase in participation:

4,587,196 hot lunches were served to Maine school children during the 1951-52 school year, an increase of 37% over the two-year period.

An additional 2,032,987 half pints of milk were served to children not participating in the hot lunch program.



Dishwashing by Hand Replaced by Mechanical Devices in New Kitchens



Training Programs for Personnel:

Workshops for school lunch personnel were held in June 1952, in Gorham, Portland, and Presque Isle. One hundred and eight school lunch cooks received certificates for having completed the 5-day course which included work in nutrition, sanitation, and the techniques of quantity cookery.

Comparison of Financial Aspects of the Program:

	1949 - 1950	1951 - 1952	% Increase
Parents paid for children's lunches	\$654,736.54	\$985,616.50	50.5
Federal assistance	339,014.52	374,181.00	10.4
Income from local sources	99,653.99	143,976.58	44.5
	<hr/>	<hr/>	
	\$1,093,405.05	\$1,503,774.08	37.5
Food purchases	\$719,876.16	\$1,038,239.48	44.2
Labor and all other expenditures	369,866.28	492,549.03	33.1
	<hr/>	<hr/>	
	\$1,089,742.44	\$1,530,788.51	40.5

EDUCATION OF THE PHYSICALLY HANDICAPPED

The program to provide education for the physically handicapped children of the state has been steadily growing both on the state and local levels. In 1950-51, 284 applications for service were received by the Director, 231 children received help and 60 communities arranged some type of local program.



School Class for Handicapped Children

This might have been home instruction, special transportation, sight conservation or lip reading, with home instruction provided for 88 children, and hospital instruction for 49.

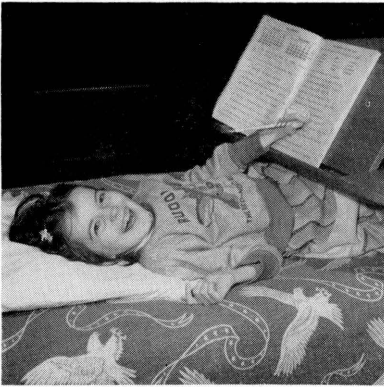
During the school year 1951-52, 365 applications were received by the state division. A new hospital program at the Northern Maine Sanatorium, including 36 children from all parts of the state, came under subsidy of the Division of Special Education. There were

348 cases approved for various types of programs with 138 receiving home instruction; 102 communities sent in requests for some type of local program, which shows that more school administrators are aware of the service and are making this special education available to their eligible pupils. Plans were worked out for 46 children with severe visual impairment to have special equipment.

Seventy-seven or one-third of the 231 pupils on the program during 1950-51 returned to school without need of further special education. They were able to adjust to their classes and progress with the regular groups. Three completed their secondary education.



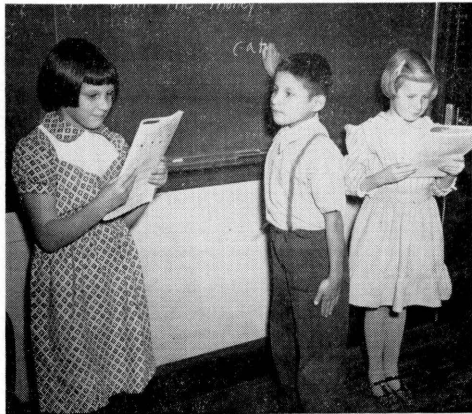
Special Class Presents Program



School Comes to Patient's Bedside

This June, five have finished their high school work through the TB sanatorium programs. One home student with cerebral palsy has been on the program since it started in 1945, and this year is receiving her high school diploma. Another boy who was stricken with polio during his sophomore year has fulfilled the requirements for his high school courses by home instruction.

During the past year some communities have started special programs without the help of state subsidy. Camden, with support from several local organizations, established and equipped a classroom for children with various physical handicaps. Lewiston began giving lip-reading instruction to a small group of children with hearing losses.



There's School at the Sanatorium

AIMS OF MAINE SECONDARY SCHOOLS

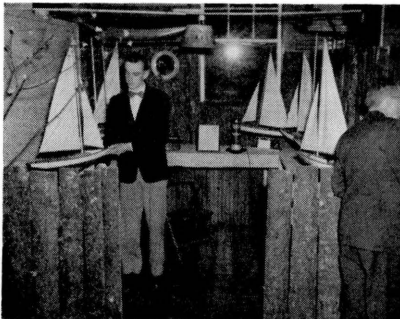
Our schools are organized to develop the abilities of the young in order that each may make his maximum contribution to our American culture. To accomplish this function, Maine secondary schools are encouraged to organize their curricula that every youth may:

1. Develop a salable skill
2. Develop and maintain good health and physical fitness
3. Understand the rights and duties of a citizen in our democracy
4. Understand the significance of the family
5. Know how to evaluate and purchase goods and services
6. Understand the main scientific facts concerning the nature of the world and appreciate the influence of science on human life
7. Develop his capacities to appreciate beauty in literature, art, music and nature
8. Use his leisure time well and budget it wisely
9. Grow in his insight into ethical values and be able to live and work cooperatively with others
10. Grow in his ability to read, listen and express his thoughts clearly.

These experiences are planned and directed by administrators and qualified teachers.



Prepare for Business



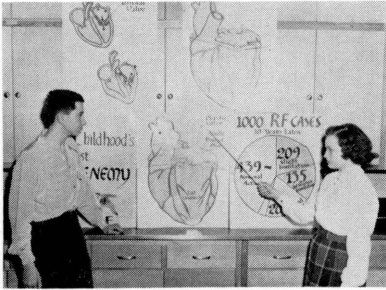
Use Leisure Time Well



Appreciate Art

In-Service Growth

In 1950, the Cooperative Study of Secondary School Standards published the Evaluative Criteria, prepared as a cooperative venture by the Associations of Colleges and Secondary Schools. Experience has shown that this Criteria can serve as a basis for a year's study by an entire staff, including representatives of the student body and parent groups. The evaluation results in an analysis of the strong and weak aspects of every phase of a modern secondary school program. A study of this kind unites the faculty in a common project. When it is completed, each member has a better understanding of his



Maintain Good Health

function in the entire program and has for his use carefully phrased statements of the commendable aspects of his department as well as recommendations for improvement.

In four of our secondary schools, each faculty member has spent 35 to 45 hours during the school year 1951-52 in committee meetings examining the schools' offerings. The Department of Education has furnished guidance and consultant service amounting



Evaluate and Purchase Goods

to approximately 140 hours per school. Ten schools plan to make similar studies during the school year 1952-53.



Understand Scientific Facts

HEALTH – PHYSICAL EDUCATION – RECREATION

For Total Growth of Student

An effective school program in health, safety, physical education and recreation is necessary for the total growth and development of the individual student.

Three major aims have guided the department's efforts during the past two years:

1. To assist school administrators plan and initiate a program in physical education, health, safety or recreation.
2. To upgrade local programs through improved instruction.
3. To develop a better understanding of the value and need of these programs in all public schools of Maine.



Good Gym Facilities



Student Drivers Learn What Is Under Hood

Growth of Physical Education Programs

	No. of Schools	No. of Programs	Percentage of Schools	Percentage Increase
1950	239	76	31.8	5.8
1951	239	107	44.7	12.9

Forty-four per cent of the Maine secondary schools offer a full or part time program in physical education. Enriched programs require trained leadership, equipment and facilities.

NEW GYMNASIUMS

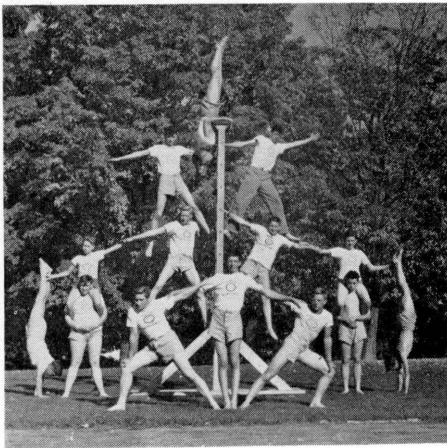
1950 — 7 — Dover-Foxcroft, Freeport, Guilford, Island Falls, Princeton, Sanford, Wiscasset.

1951 — 16 — Ellsworth, Howland, Livermore, Jay, Orono, Monson, Standish, Lisbon Falls, Union, Bingham, Strong, Camden, Mt. Desert, Stonington, Monmouth, Wilton.

School health education programs have increased sharply during the past two years. There is still a definite need for an aroused interest and effort on the part of many Maine communities for a school health program.

Growth of Driver Education Programs

	Number of pupils who successfully completed Driver Education Course	Number of schools offering driver education	Percentage of increase
1950	993	22	
1951	1538	29	2.9%



Demonstration by Physical Education Class

Over six thousand students have successfully completed driver education courses in Maine secondary schools during the last six years. Of this total number, twenty-three were involved in a reportable accident in 1951, and only eight or 12/100 of one per cent were at fault. This should prove the tremendous value of the school driver education course in saving human life and property.

Recreation

Several school unions employ physical education teachers, or trained recreation leaders to conduct summer playground programs. This worthwhile trend is

steadily on the increase. There are eleven municipal controlled full-time programs in Maine.

VOCATIONAL EDUCATION

Vocational Education has become increasingly important as young men and women come to understand the value of a high school education in preparation for everyday living.

Growth is evident throughout the state with schools inaugurating new courses in vocational agriculture, trades, and home economics.

More and more attention is being paid to adult education, with evening school offerings broadened to provide out-of-school classes in a variety of subjects at the beginning and advanced levels. While emphasis is still on education for citizenship, expansion is noted in courses offered for professional and technical advancement.

Distributive education is offered in only a few high schools in the state, but its advantages are wide-spread. Combining the regular school program with on-the-job training in merchandising provides the youth interested in salesmanship a splendid opportunity to prepare himself for employment.

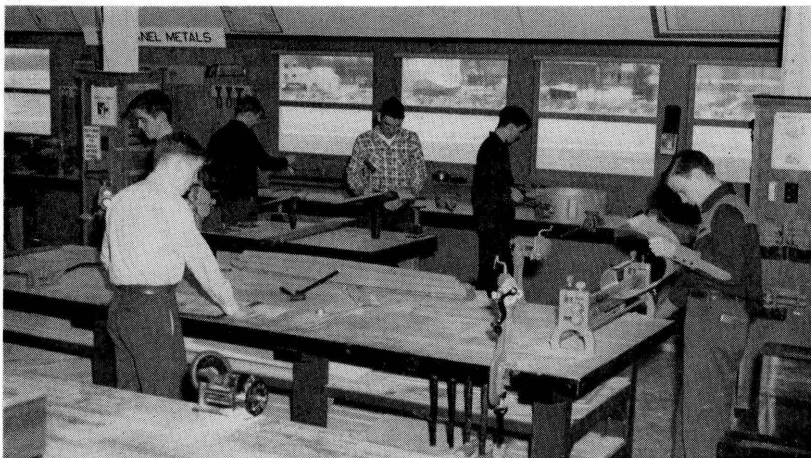
Maine Vocational-Technical Institute

For post-high school youth interested in technical study, the state offers two-year courses in machine shop, combustion engines, radio-television and electricity, with related subject-matter instruction at the Maine Vocational-Technical Institute. In operation in Augusta for the past six years, the school plans to move to its new campus in South Portland during the summer. In the fall the school, on the site of the former Fort Preble, will offer living accommodations for about one hundred young men, and will have classroom and shop facilities for an additional hundred day pupils.

EDUCATION TO FIT YOUTH FOR TRADE AND INDUSTRIAL EMPLOYMENT

Industrial Arts

That all Maine youth may at an early age acquire a respect for honest, intelligent labor, develop some degree of manual skill, gain an appreciation of fine craftsmanship, and learn to choose and use wisely the many manufactured products so essential to modern living, industrial arts has been included as a component of the general education curricula in over 100 Maine high schools and academies.



Custodian Training

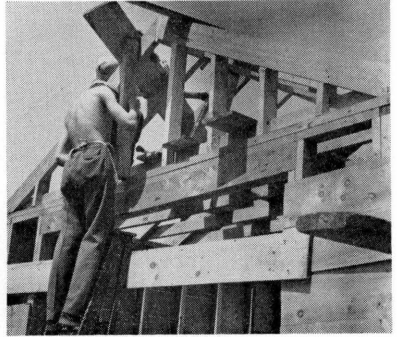
With the great increase in new and remodeled school buildings has developed a need for more intelligent and efficient janitor and custodian personnel. To meet this need numerous four-day schools have been conducted at the request of local administrators. Such phases of the custodian's responsibilities as public relations, safety, sanitation, fire prevention, heating and ventilating, maintenance of equipment, care of buildings and grounds have been emphasized.

Training for Volunteer and Regular Firemen

The unprecedented increase in industrial and domestic structures with the resulting increase of fire hazards makes more efficient fire prevention and protection methods imperative if we are to prevent tragic loss of property and life. Training schools for firemen are being conducted on a cooperative basis in all sections of the state.

In-School Vocational Industrial Training

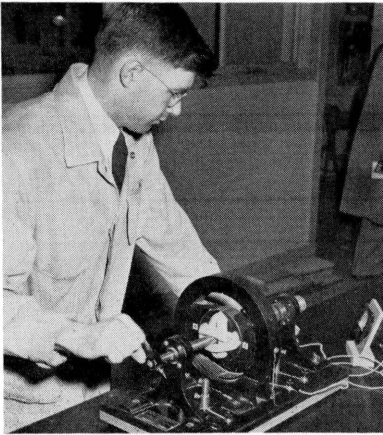
It is apparent that there is a definite need for more and better facilities for providing trade training for the majority of Maine youth. At present, however, our all-day trade training programs are helping to prepare youth for advantageous entrance into industrial pursuits. Many youth become employed by industry upon graduation from high school.



Apprenticeship Training

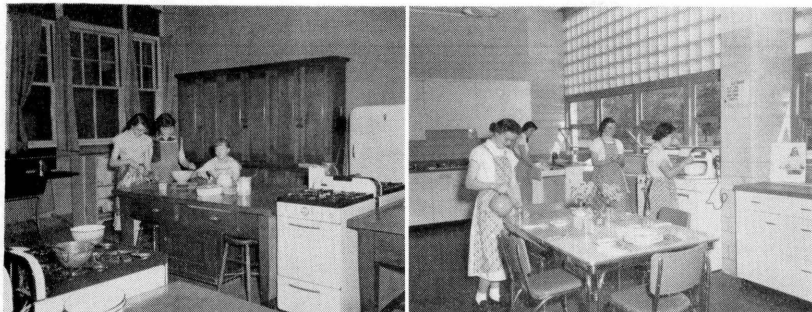
The American way of life cannot exist without a well developed and continuing industrial economy. This economy cannot produce the ever increasing quantities of goods required and maintain itself except through the skill and industry of large numbers of trained craftsmen. For centuries apprenticeship training has been one of the best proven methods of producing skilled craftsmen for the future.

Out-of-School Youth and Adult Preemployment Training



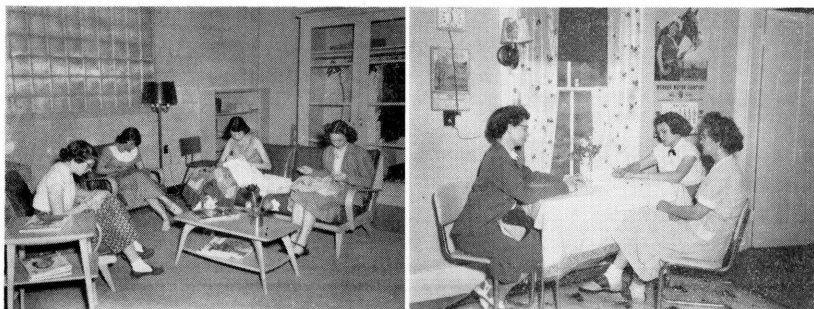
Because of the addition of much new and diverse industry within the state, a need has developed for the training of individuals seeking initial employment and some wishing to change present occupations. In order to provide such training, programs have been conducted in cooperation with local school committees, and have proven successful in meeting the need.

PROGRESS IN HOMEMAKING EDUCATION



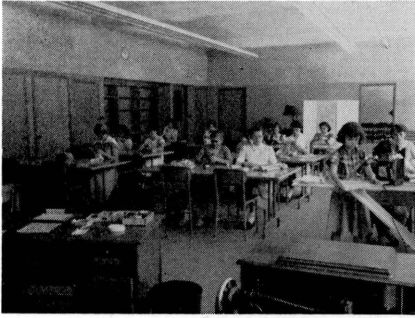
Previously, individual teaching with small quantities and portions of a recipe were used with little consideration to family situations.

Family group teaching replaces old cooking methods and equipment. Family meals are prepared in a modern unit kitchen. In a home-like situation girls learn to prepare and serve meals for a family.



Home living area has diversified uses. A group sews together in a home-like situation giving newer emphasis to family-centered teaching in Home Economics.

Mother, teacher and student sharing together in a discussion in the home during a home visit by the teacher, making a family-centered program a real experience in the lives of the students taking Home Economics. This means better personal development for the student and clearer understanding of the parent as to what the school program can do for the family.



A Junior High School clothing class makes good use of facilities. Modern storage has replaced old type cupboards. Modern lighting helps pupils develop standards of good workmanship and posture. Democratic teaching develops responsibility on the part of students.

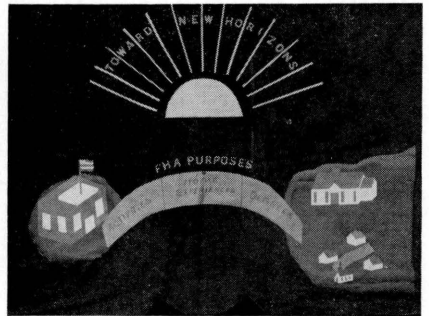
Large classes divide into smaller, less formal groups for individual work in an attractive setting. Bulletin boards add interest and color to a homemaking room and are a valuable teaching aid. The recessed display area provides opportunity for display of pupils' work and for attractive arrangements to add interest and home-like characteristics.



Teacher and pupils share together on a fitting problem. Teaching takes place in an attractive environment. Pupils enjoy their "home at school", using up-to-date facilities to the best advantage in learning to be good homemakers.



The Future Homemakers of America, an organization for high school girls enrolled in Home Economics, helps to integrate home and community experiences with home-making. "Toward New Horizons" is the organization's motto. In six years it has grown from 10 chapters to 71 chapters with 2581 members.



STUDENTS OF AGRICULTURE LEARN BY DOING



Development of essential skills in farming requires that technical study be related to actual practice. The majority of vocational agriculture students conduct productive enterprises of their own at home. In 1950, 923 boys conducted 995 enterprises including 305 dairy cattle, 38 beef, 21,600 poultry, 68 sheep, 136 swine, 290 acres of potatoes, 48 acres of beans, 139 acres of small grains and approximately 125 acres of sundry other crops. The total labor income reported was \$113,706.21 or an average of \$123.19 per student.

Such enterprises, planned and executed by the students with the guidance and supervision of the teacher, constitute the core of most individual farm practice programs, and are supplemented by field, shop and laboratory work on a class basis.

Forty-four secondary schools have enrolled more than 1500 students in vocational agriculture during the past two years. Three schools have added vocational agriculture courses during the biennium.



Active chapters of Future Farmers of America have been maintained in all schools offering vocational agriculture. The Maine Association has sponsored state-wide educational activities, some of them in cooperation with the national organization and the Future Farmers of America Foundation.

General Agriculture Proves a Popular Offering

General agriculture has recently been introduced in several schools. In some cases it represents a complete course meeting occupational requirements;



in other cases, it is a one-year course preceding vocational agriculture. Since agriculture is one of the most important and fundamental occupations, with social as well as economic implications in the lives of rural people, and since a progressive agriculture is becoming increasingly essential to the sustenance and well-being of the nation, the problems of agriculture and conservation are important to all citizens.

Mechanical Knowledge Important

Recent years have seen rapid development in farm mechanization. Consequently, instruction in the selection, operation, adjustment and maintenance of farm power units and accessory equipment has assumed increasing importance.

Adequate instruction in this field requires considerable space and an extensive inventory of equipment. During the past two years, six schools have provided new shops for farm mechanics, from 1800 to 2500 sq. ft. in size.

Farm mechanics represents an important phase of instruction in institutional on-farm training for veterans. As of June 30, 1952, there were 20 schools with such courses in operation with enrollments totaling 200 veterans.

PILOT GUIDANCE PROGRAMS PROVE SUCCESSFUL IN MAINE

The outstanding Maine guidance activity for the past biennium has been concerned with the three Pilot Guidance Programs at Caribou, Rumford and the Newport-Corinna Union. These programs, established under contracts automatically terminated at the end of three years, operated under provisions of the Federal George-Barden Act. Half of the salary of the full-time Director of Guidance in each situation was paid from local and half from Federal and State Vocational Education funds. Half of the counselor's travel expense was likewise reimbursed.

Schools were selected representing widely variant Maine communities, none of which had well established guidance programs. The initial objectives of the Pilot activities were:

1. The establishment of trial situations where evaluation of the techniques of guidance used would determine those practices suitable for Maine schools.
2. The eventual establishment of permanent, community-supported guidance programs in the Maine communities participating.

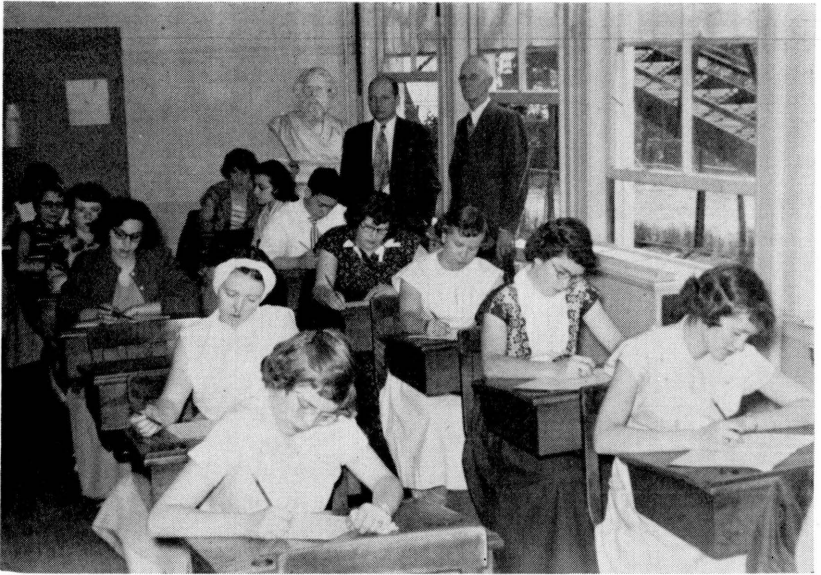
In both respects all of the programs have been successful. We have learned a great deal of practical guidance from the activities. At Rumford the plans are to expand the program by adding to the personnel a woman for counseling girls; at Caribou community organizations have requested the expansion of the program, and at Newport-Corinna the school committee has voted to continue the program.

Examples from among the many values attributed to guidance in each community are:

At Newport and Corinna the yearly student drop-out rate was decreased to seven and ten percent, respectively, from percentages more than double that during the tenure of the Pilot program.

At Caribou the commercial curriculum was changed to better fit the needs of employers as a result of a follow-up study of commercial course graduates. An evaluation of the guidance program by the students by means of an unsigned questionnaire indicated that 94.8 percent of the students felt that they had received help from the guidance program; 78.3 percent felt that they had received a considerable amount of assistance.

At Rumford a consistent record of nearly 100 percent educational or vocational placement of seniors graduating has been maintained during the tenure of the program. This is partly a result of splendid cooperation between the Personnel Department of the Oxford Paper Co. and the Pilot Director.



Group of high school students takes aptitude tests in general intelligence, stenography and clerical work. Tests, given at school, are supervised by personnel men from local industry. At front, left, is student who made high scores on test and was highly recommended by teachers.

Group aptitude tests are administered in the school by Company Personnel officers. These scores together with Guidance Department data and personal interviews with students resulted in intelligent selection.



After being interviewed, successful graduate is hired to replace a stenographer who resigned. After a few days of orientation, the new stenographer is hard at work, using the skills she learned in high school.

REHABILITATION PROGRAM A DOLLAR SAVING INVESTMENT

Tax conscious citizens view with favor Maine's Vocational Rehabilitation program currently working with 900 disabled persons to enable them to work for pay and become self-supporting.

Last year's rehabilitations saw several hundred disabled persons paying their own way. Graphically revealing the economic impact of Vocational Rehabilitation is a story of thirty rehabilitants in this group. These thirty had been, year in and year out, drawing \$21,024 from Public Relief. Today, after an average case cost of \$280, they are earning \$43,872 annually. This non-recurring investment stopped an average state relief cost of \$700, a recurring expenditure.

Rehabilitation services are being provided to more young people than ever. This situation has been brought about largely by the increasing number of referrals from public schools. Educational administrators recognize that disabled students who have graduated or withdrawn from school make better citizens when properly trained vocationally. Schools are now the third largest referral source.

Self-support through self-employment for the severely disabled has become a reality. Such a type of employment is often necessitated by severity of disability and geographical location. Highly successful self-employed disabled clients are now self-supporting from earnings in photo retouching, wood working, fly tying, pottery making and other occupations.

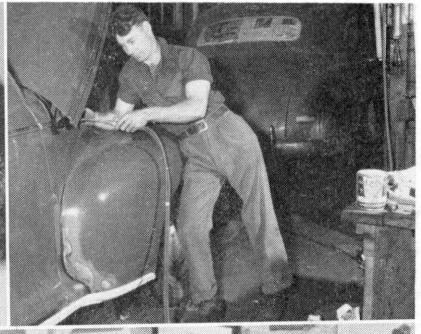
Employer acceptance of the disabled and Vocational Rehabilitation is increasing. Officials of leading Maine concerns recently took radio time to urge other employers to follow their example of hiring the disabled.

Recognizing a long and urgent need for physical therapy facilities in Aroostook County, Vocational Rehabilitation took the initiative. Doctors and hospitals in that area now have available an expertly trained physical therapist in Houlton. This was made possible by a Bingham Foundation grant after Vocational Rehabilitation had surveyed and proved the need.

One of the most gratifying developments of the past two years has been that of closer relationship between the Division and hospitals in the state. More referrals are being received directly from the hospitals, thereby making needed rehabilitation services available more quickly.

One small hospital is initiating physiotherapy service as a result of information given by Rehabilitation as to a source of support for a demonstration project in this field.

These, and other noteworthy happenings, show Vocational Rehabilitation is a progressive program, ready to provide better services for Maine's disabled.



Employment Opportunities for Trained Physically Handicapped Are Numerous

PHYSICAL IMPROVEMENTS IN UNORGANIZED TERRITORY SCHOOLS

As a result of amendments to and additions to Sections 142 to 155, Chapter 37, of the Revised Statutes, and a larger appropriation, many physical improvements were made during the biennium. Electric lights were installed in eight buildings so that now only eight of the twenty-five buildings in use do not have electricity. Only three of these eight schools are on power lines. The Kelly, Ouellette, Lafayette, Norcross, Baring, Loudville, Milton and Lambert Lake schools were painted both inside and out; the Sinclair and Brookton schools were painted and renovated inside; and new roofs were put on at Topsfield, Milton, and Medford.

Funds from the special session of the 94th Legislature made possible the purchase of new school busses for Silver Ridge, Connor, Lexington, Trescott and Orneville and the special capital working fund set up by the 95th Legislature permitted the acquisition of new units on the Freeman-Strong, Albany-Bethel, and Trescott-East Stream routes. The new busses enabled us to retire several worn-out vehicles which were costly both to maintain and operate as well as to replace contract equipment on which rates were generally high due to lack of competition in certain localities.

Matching improvement in school operation is not evident. However, all schools have received new Lincoln Libraries, at least one set of one of the larger reference works such as Brittanica Junior, World Book, or Compton's Pictured Encyclopedia, and new map sets and globes where necessary, and new basal texts in arithmetic and language. That teachers have continued their interest in professional improvement is manifest by the fact that ten of the group took summer or extension courses during the 1950-51 year and five during 1951-52. As noted in previous reports, the great need for school improvement is more adequate supervisory service. This, which should be the greatest concern of any school administrator, is practically non-existent in this system. The time and travel of the director, sad to say, must be devoted almost entirely to details of management rather than to the improvement of instruction.

In connection with school operation, mention should be made of the interest of several groups in sharing resources and securing for Unorganized Territory children services not provided by the State. Especially noteworthy are the efforts of the Maine Society of Colonial Dames in providing library material and a dental clinic at one of the schools and the Massachusetts Society of Maine Daughters which has been providing an annual scholarship to assist a pupil from the Unorganized Territory to attend high school.

Among the events of greatest effect on this school system was the passage of the bills providing for a school tax assessment and for a capital working

fund. The school tax assessment, which until this past year applied to only seven townships, was extended to each township or unorganized unit from which pupils are schooled. The act also made available for unorganized territory school expenditures, the interest on the unorganized township permanent school fund. New revenue produced by the school tax in 1952 amounted to \$84,863.05.

The capital working fund of \$140,000 was set up from the unappropriated state surplus and is used as a revolving fund for capital expenditures. Townships which benefit from projects financed from the fund are assessed annually at the rate of 10 mills until complete repayment is made. In this way, each township has a fixed responsibility for major capital expenditures made for it.

Construction of the proposed school at Edmunds has been held up because of our inability to secure bids that were within the funds allotted. The project has been amended and is being submitted to bid immediately. Plans for new buildings at Connor and in Township 17 Range 4 are under consideration. It is hoped to settle on sites and to work out specifications during the fall so that construction can be started in 1953. A survey of building needs at Kingman, Brookton and Trescott is being made with the cooperation and assistance of the Superintendent of Public Buildings, Mr. Russell, to decide whether a repair or a replacement program would be more advantageous to the state. It is also well to note the request of several parents for the establishment of a school in Big Twenty Township, Aroostook County. This little settlement on the Maine side of the boundary adjoins Estcourt, Quebec.

One of the major sources of difficulty — children located on pulp and lumber operations — has been quite noticeable of late. An especially hard situation has developed along the Brownville-Millinocket road in the Norcross area. The Norcross school has become so crowded that it has become necessary to transport upper grade pupils from the Indian Purchases and Long A Townships to the junior high school in Millinocket.

The major needs of the system presently evident are:

1. An adequate supervisory program.
2. Development of an in-service training program for teachers through state sponsored work conferences.
3. Continuance of the building repair program.
4. Replacement of inadequate school facilities.
5. Increase in the amount of the capital working fund by about \$50,000 to allow for construction programs now under consideration.

**SUMMARY OF STATISTICS FOR THE UNORGANIZED TERRITORY
SCHOOL SYSTEM**

	1950-51	1951-52
Expended for:		
Teachers' Salaries	\$60,831.60	\$69,225.57
Agents	2,806.00	756.00
Janitor and Cleaning	4,478.53	4,168.79
Bus Maintenance	4,432.69	3,154.03
Conveyance	39,067.48	45,362.99
Power	389.07	460.50
Rent and Insurance	705.00	1,101.72
Repairs	11,619.02	4,749.80
Elementary Tuition	27,769.62	30,012.47
Secondary Tuition	32,544.96	35,579.58
Fuel	3,136.01	4,860.76
Supplies	2,472.25	1,947.23
Textbooks	5,467.81	4,719.31
Board	3,030.10	2,268.75
Equipment	20,830.81	70.21
New Buildings		1,126.28
Total Expended	\$219,580.95	\$209,563.99
From Capital Account		
Conveyance Equipment		9,925.35
Total Program Cost	\$219,580.95	\$219,489.34
School Tax Assessed	26,539.78	111,402.83
For Year Ending June 30	1951	1952
Number of Townships in which School privileges were provided	85	89
Unorganized Territory Schools		
Schools operated	23	24
Teachers employed	34	35
Pupils enrolled	863	848
Tuition pupils to town schools		
Elementary	546	478
Secondary	223	261
Pupils boarded	34	26
Pupils conveyed		
To Unorganized Territory Schools	326	332
To Town Schools	542	511
Total Number for whom schooling was provided	1632	1587

SURPLUS FOOD FOR SCHOOL LUNCHES

Donated commodities are acquired from the United States Department of Agriculture to be distributed in accordance with the provisions of National School Lunch Act, June, 1946 — Section #6; Agriculture Act, August, 1935 — Section #32; and Agriculture Act, October, 1949 — Section #416. In Maine, the State Department of Education, with a Supervisor of Surplus Commodities, is the authorized agent for the distribution of donated commodities. This arrangement is in agreement with the United States Department of Agriculture.

Eligible outlets to receive donated commodities are: public and private schools, state institutions, hospitals and municipal welfare departments. The rate of distribution is governed by the United States Department of Agriculture with reference to the amount and type of commodity to be allocated.

The United States Department of Agriculture arranges for transportation of commodities from the areas where a surplus occurs to designated points in states where commodities are to be distributed. In Maine, shipments are received in carload lots at Portland, Augusta and Bangor. Following inspection and approval by the Supervisor of Surplus Commodities, pre-arranged allocations are loaded direct from the railroad siding into the trucks of carriers responsible for delivery to recipient outlets. The cost of trucking from this point to the recipient is paid for by the recipient. This method is most satisfactory in Maine since the Department of Education maintains no warehouse for the storage and distribution of these commodities.

U.S.D.A. Commodities Distribution: July 1, 1950 to June 30, 1952

The United States Department of Agriculture Donated Commodities allocated to the State of Maine for distribution during the last two years approximated 179 freight car loads which were distributed to the following eligible outlets:

367	Schools	39,376	Children Participating under the National School Lunch Program
72	Institutions	9,290	Eligible Persons
89	Municipalities	22,451	Caseload (Welfare)
3	Indian Reservations	1,156	Caseload

Section #6 Commodities — Commodities Purchased by National School Lunch Funds for Distribution to School Lunch Programs Participating under the National School Lunch Program.

	1950-1951	1951-1952	Total
Dried White Pea Beans, 100-lb. bags	363 bags	470 bags	833 bags
Dried Prunes, 30-lbs. per box		1,360 cases	1,360 cases
Grapefruit Sections, 12/3 tins per case	667 cases		667 cases
Tomatoes, Canned, 6/10 tins per case	2,025 cases	1,715 cases	3,740 cases
Process Am. Cheese, 6/5-lb. loaves per case	800 cases	1,500 cases	2,300 cases
Conc. Orange Juice, 12/3 tins per case	975 cases		975 cases
Tomato Puree, 6/10 tins per case		1,440 cases	1,440 cases
Peanut Butter, 6/10 tins per case	392 cases	549 cases	941 cases
Canned String Beans, 6/10 tins per case		834 cases	834 cases
Canned Peaches, 6/10 tins per case		2,031 cases	2,031 cases
Canned Peas, 6/10 tins per case		444 cases	444 cases
Sour Cherries, Canned, 6/10 tins per case ..		1,016 cases	1,016 cases

Section #32 Commodities — Items Purchased under Price Support — Surplus Removal Program and Distributed to School Lunch Programs only.

	1950-1951	1951-1952	Total
Fresh Frozen Turkeys	25,542 - lbs.		25,542 - lbs.
Smoked Picnic Shoulders	29,475 - lbs.		29,475 - lbs.
Shelled Pecans, 30-lbs. per case		681 cases	681 cases

Section #32 Commodities — Distributed to all Eligible Recipient Outlets.

	1950-1951		Municipalities	1951-1952			TOTAL
	Schools	Institutions		Schools	Institutions	Municipalities	
Dried Milk Solid							
24 1/2-lb. tins per case				1,112 cs.	758 cs.	800 cs.	2,670 cs.
Conc. Orange Juice							
12 2/3 tins per case ..				2,716 cs.	707 cs.	507 cs.	3,930 cs.
Honey							
6 5/8-lb. tins per case	501 cs.	299 cs.		1,599 cs.	350 cs.		2,749 cs.
Cranberry Sauce							
24 1/2 tins per case ..	2,013 cs.	787 cs.					2,800 cs.
Sour Cherries, Canned							
24 1/2 tins per case ..	2,029 cs.	596 cs.					2,625 cs.
Fresh Apples **							
40-lb. boxes	10,603 bxs.	3,760 bxs.		14,994 bxs.	3,391 bxs.		32,748 bxs.

** 3500 boxes of the Fresh Apples received during 1951-1952 were of the winter varieties, and were processed for School Lunch Programs and State Institutions. Cost of the processing was paid by those recipient outlets that requested the processed apples.

Fresh apples were distributed to all children enrolled in schools requesting this commodity.

Section #416 Commodities — Items Purchased under Price Support — Surplus Removal Program and distributed to all eligible Recipient Outlets.

	Schools	Institutions	1950-1951 Indians	Municipalities	Total
Potatoes, White	979,650 lbs.	1,222,300 lbs.	126,200 lbs.	958,400 lbs.	3,286,550 lbs.
Butter, Creamery	83,136 lbs.	62,080 lbs.	5,120 lbs.	47,552 lbs.	197,888 lbs.
Cheese, Cheddar	19,180 lbs.	10,640 lbs.	1,610 lbs.	15,540 lbs.	46,970 lbs.
Dried Milk Solid	29,400 lbs.	26,200 lbs.	3,200 lbs.	51,200 lbs.	110,000 lbs.
Dried Eggs				9,200 lbs.	9,200 lbs.

FINANCIAL AND STATISTICAL REPORTS

Schedule A

BIENNIUM BUDGET FOR 96TH LEGISLATURE

SUMMARY (Combined Funds)

	F I S C A L Y E A R S			
	1951-52 Actual	1952-53 Estimated	1953-54 R e q u e s t e d	1954-55
Balances forwarded	\$ 460,428.28	\$ 605,436.15	\$ 237,764	\$ 196,748
Legislative Approp.	7,665,663.00	7,371,226.00	8,475,286	8,411,599
Revenue & Fed. Grants	1,252,820.87	1,377,267.00	1,438,585	1,473,031
Net transfers between appropriations	149.58	(6,787.00)	(34,900)	(36,250)
TOTAL AVAILABLE	9,379,061.73	9,347,142.15	10,116,735	10,045,128
Expenditures	8,773,613.95	9,106,004.40	9,919,987	9,866,641
Unexpended Bal. — Carried .	605,447.78	237,765.75	196,748	178,487
Unexpended Bal. — Lapsed .	-0-	3,372.00	-0-	-0-

Analysis of Appropriation Request

		Annual Inc.	% of Increase
Total Appro. 1951-52	\$7,665,663.00		
Total Appro. 1952-53	7,371,226.00		
Total for Current Biennium	\$15,036,889.00		
Requested Appro. 1953-54 ...	8,475,286.00	\$1,104,060	14.9
Requested Appro. 1954-55 ...	8,411,599.00	(63,687)	(00.7)
Total for Coming Biennium	16,886,885.00		
BIENNIUM INCREASE	\$ 1,849,996.00		12.3
*Cost-of-Living Index August 1952		192.3	
Cost-of-Living Index August 1950		173.0	
Points of Increase past biennium		19.3	

*Reference — “ Business Week ”

Schedule B

BIENNIUM BUDGET FOR 96TH LEGISLATURE

SUMMARY BY CHARACTER AND OBJECT

% for 1951-52		ACTUAL		REQUESTED	
		1951-52	Estimated 1952-53	1953-54	1954-55
12.34	Personal Services	\$1,082,535	\$1,168,545	\$1,244,298	\$1,254,275
4.79	Contractual Services	421,031	450,451	404,357	413,626
3.12	Commodities	273,629	301,135	337,123	347,300
78.83	Grants and Subsidies	6,915,974	6,992,207	7,834,169	7,798,072
	SUB-TOTALS ..	8,693,169	8,912,338	9,819,947	9,813,273
.92	Capital Outlay ...	80,441	153,061	100,040	53,368
	GRAND TOTALS	\$8,773,610	\$9,065,399	\$9,919,987	\$9,866,641

TOTAL EXPENDITURES

(State and Federal Funds)

1951-52

% of Total	Item	Expenditure
2.94	Administration	\$ 258,132
13.56	Teacher Training	1,190,315
76.50	Public Subsidies	6,712,308
2.38	Schooling Children in Unorganized Territory	209,564
3.35	Private Schools	294,525
1.23	Rehabilitation	108,751
99.99	TOTALS (Rounded)	\$8,773,595

Schedule C

BIENNIUM BUDGET FOR 96TH LEGISLATURE
 APPROPRIATION SUMMARY

Appropriation No. Name	Actual 1951-52	Estimated 1952-53	EXPENDITURES		
			REQUESTED		
			1953-54	Non-Recur. Sp. Proj.	1954-55
4803 Perm. Sch. Fund Int.	\$ 18,126.26	\$ 27,460.00	\$ 27,470		\$ 21,470
4804 Subsidies - Pr. Cr. . .	93,950.00	92,761.00	113,000		75,000
4809 Subsidies - Temp. Res.	3,241.23	2,000.00	3,500		3,500
4810 Sub's - Gen. Pur. Aid	5,793,125.55	5,978,677.00	6,905,103		6,901,926
4812 Me. Sch. Bldg. Auth.	9,178.00	13,550.00	15,000		15,000
4813 Stud. Schol. Fund . . .	24,985.90	25,000.00	25,000		25,000
4815 Dept. Operations	163,362.50	170,478.00	180,619		179,665
4816 M.V.T.I. Moving Fund	-0-	120,000.00	-0-		-0-
4819 Tuit. - New Gloucester	3,000.00	3,000.00	-0-		-0-
4820 Aid to Academies	118,684.00	120,000.00	-0-		-0-
4821 F.S.T.C. - Def. Maint.	52,309.20	19,674.00	-0-		-0-
4822 G.S.T.C. - Def. Maint.	41,659.46	25,340.00	-0-		-0-
4823 W.S.T.C. - Def. Maint.	25,615.45	13,984.00	-0-		-0-
4824 M.T.S. - Def. Maint. . .	17,250.81	9,449.00	-0-		-0-
4825 Farmington S.T.C. . . .	337,341.08	341,067.00	363,648	\$13,500	346,531
4826 Gorham S.T.C.	323,908.39	378,088.00	381,595	-0-	416,982
4827 Washington S.T.C. . . .	91,667.48	109,864.00	115,136	8,000	105,048
4828 Madawaska Tr. Sch. . . .	65,144.14	68,084.00	75,786	3,700	74,319
4829 Aroostook S.T.C.	111,031.81	140,256.00	134,077	10,000	142,619
4830 A.S.T.C. - Def. Maint.	14,475.46	4,724.00	-0-		-0-
4835 F.S.T.C. Reserve	3,951.34	2,081.41	-0-		-0-
4836 G.S.T.C. Reserve	239.28	1,000.00	418		-0-
4837 W.S.T.C. Reserve	216.69	1,000.00	374		-0-
4838 M.T.S. Reserve	255.90	600.00	575		-0-
4839 A.S.T.C. Reserve	-0-	362.94	-0-		-0-
4840 F.S.T.C. - P. Mills Res.	3,319.38	1,346.95	-0-		-0-
4841 G.S.T.C. - P. Mills Res.	2,478.34	9,414.10	3,891		-0-
4845 Sch. Ch. in Unorg. Ter.	209,563.99	272,346.00	265,371		279,145
4855 Supts. - Towns Comp. Sch. Unions	182,902.15	183,000.00	187,797		187,797
4870 Voc. Educ.	149,460.89	155,653.00	162,571		169,541
4871 Me. Voc. - Tech. Inst.	72,903.65	81,257.00	181,059		180,573
4872 Voc. Rehabilitation . . .	107,905.48	109,015.00	125,000		125,000
4873 Ed. - Orphans of Vet.	450.00	1,200.00	1,200		1,200
4874 Adm. Sch. Lunches	23,224.41	25,063.00	27,397		27,454
4876 Sp. Ed. - Phys. Hand. Ch.	19,326.45	20,000.00	25,000		27,500
4877 Sec. Ed. - Island Ch.	2,030.00	2,200.00	2,200		2,200
4878 Bd. - App. Inst. Off. Spec. Tr.	396.85	450.00	450		450
4880 Indust. Ed. - Eve. Sch.	26,328.33	28,000.00	28,000		28,000
5317 Const. & Rep. to Acad.	126,750.00	10,000.00	-0-		-0-
8205 George M. Briggs Fd.	-0-	-0-	-0-		-0-
8210 Fed. Voc. Ed. - Sm-Hu. Act	40,957.31	41,370.00	42,000		43,000
8220 Fed. Voc. Ed. - Geo- Bard. Act	94,154.21	90,685.00	91,450		91,450
8225 Fed. Sch. Lunch Sub.	386,249.39	386,255.00	390,000		390,481
8230 Voc. Ed. Equip. N.Y.A.	1,146.75	1,512.00	240		240
8235 Food Surp. Dist. Pool	5,954.50	8,061.00	5,500		5,500
8240 Mary H. Knight Leg'cy	182.27	664.00	63		-0-
8241 Walker Sch. Fd. - Con- cord Township	-0-	76.00	50		50
8250 Fed. Sch. Bldg. Survey	4,315.93	9,330.00	4,247		-0-
8255 Gov. Comm. - Study Nursing Needs	650.92	349.00	-0-		-0-
8260 A. Libby Gift-G.S.T.C.	242.82	257.00	-0-		-0-
GRAND TOTALS . .	\$8,773,613.95	\$9,106,004.40	\$9,884,787	\$35,200	\$9,866,641

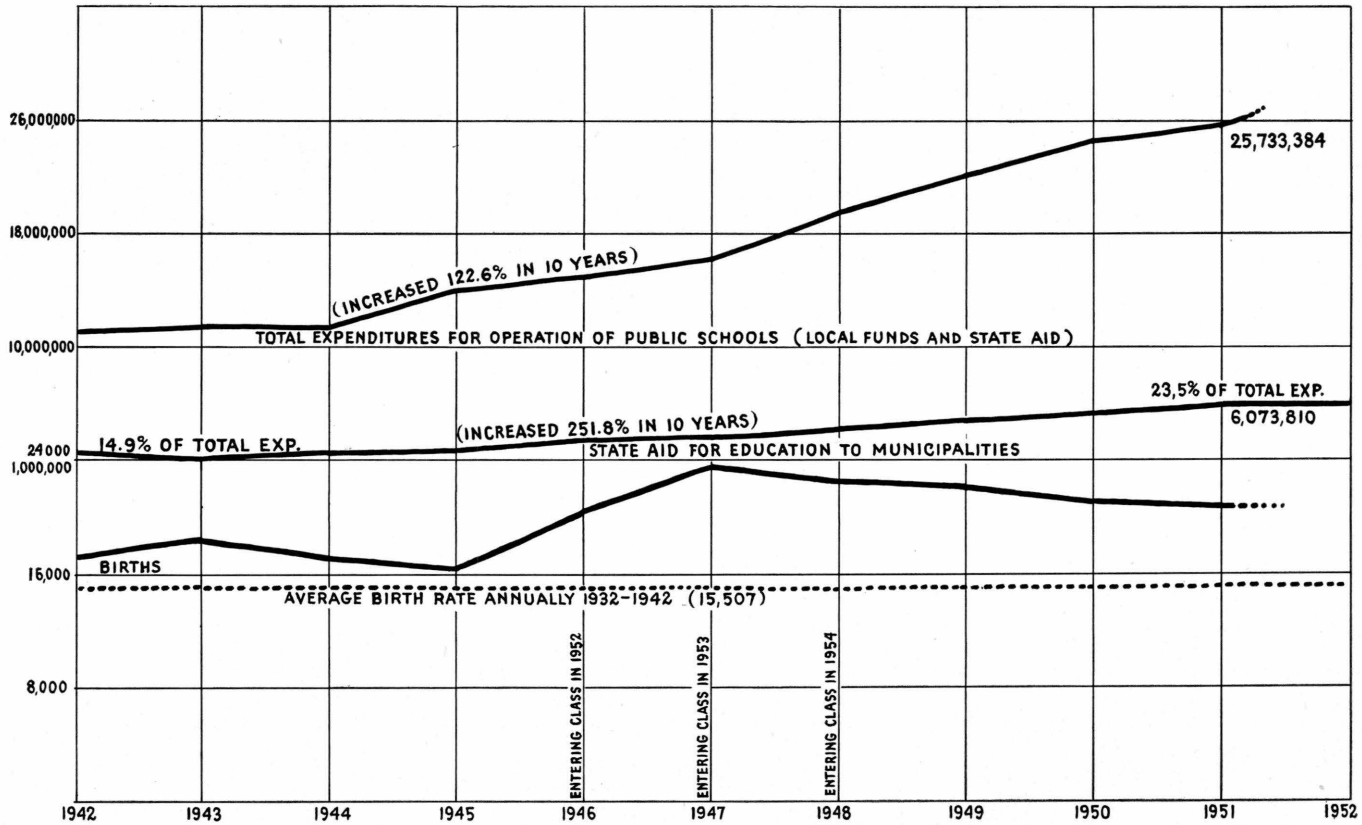
Schedule D

STATE DEPARTMENT OF EDUCATION
Final Fiscal Report 1951-1952
DIVISION OF FINANCE AND CONTROL

Appropriation Name	Approp. No.	Balances Forward 7-1-51	Legis-lative Approp.	TRANSFERS			Revenues	Total Available	Expenditures	Encumbered		Unencumbered Balances	Appro. To Carry
				From Salary Account	Interdepartmental In	Out				Appro. 6-30-52	Pur. Orders (Funds / Carry)		
Perm. Sch. Fund Int.	4803	\$29,345.63					\$ 17,500.64	\$ 46,846.27	\$ 18,126.26	\$ 28,720.01		\$ 28,720.01	
Subsidies - Prof. Cr.	4804	24,086.52	\$ 65,000.00		\$4,947.26			94,033.78	93,950.00	83.78			83.78
Subsidies - Temp. Res.	4809		2,000.00		1,241.23			3,241.23	3,241.23				
Subsid's-Gen. Purp. Aid Me. Sch. Bldg. Auth. Exp.	4810		5,797,092.00			(\$3,201.26)		5,793,890.74	5,793,125.55	765.19		\$ 765.19	
Student Schol. Fund	4813		15,000.00					15,000.00	9,178.00	5,822.00		5,822.00	
Depart. Operations	4815	1,574.10	156,843.00	\$7,912.00	1,115.00		193.40	25,204.10	24,985.90	218.20			218.20
MVTI-Moving & Maint. Subsidies-Tui. N. Glouc. Aid to Academies	4816		120,000.00			(1,316.00)		120,000.00	118,684.00	120,000.00			120,000.00
FSTC - Def. Maint.	4821	31,706.10	40,278.00					3,000.00	3,000.00				
GSTC - Def. Maint.	4822	29,778.00	37,222.00					118,684.00	118,684.00				
WSNS - Def. Maint.	4823	17,600.00	22,000.00					71,984.10	52,309.20	19,674.90	461.16		19,213.74
MTS - Def. Maint.	4824	11,867.00	14,833.00					67,000.00	41,659.46	25,340.54	293.00		25,047.54
F. S. T. College	4825		121,056.00	4,711.00	175.00		225,175.86	39,600.00	25,615.45	13,984.55	5,422.36		8,562.19
G. S. T. College	4826	7,617.92	137,681.00	1,267.00			194,319.17	26,700.00	17,250.81	9,449.19			9,449.19
Machias Nor. Sch.	4827		59,020.00	2,074.00			41,384.54	126,312.96	111,031.81	15,281.15			2,031.54
Madawaska Tr. Sch.	4828		51,557.00	1,378.00			18,609.24	19,200.00	14,475.46	4,724.54			2,693.00
Presque Isle Nor. Sch. ASNS - Def. Maint.	4829		68,261.00	1,765.00			56,286.96	6,032.75	3,951.34	2,081.41			2,069.79
FSTC Reserve	4835	8,533.00	10,667.00					1,657.53	239.28	1,418.25			1,418.25
GSTC Reserve	4836	6,032.75						1,591.04	1,374.35	1,374.35			1,374.35
WSNS Reserve	4837	1,657.53						1,431.38	255.90	1,175.48			1,175.48
MTS Reserve	4838	1,591.04						362.94		362.94			362.94
ASNS Reserve	4839	1,431.38						4,666.33	3,319.38	1,346.95	1,311.66		35.29
FSTC - P. Mills Res.	4840	362.94											

[47]

Appropriation Name	Approp. No.	Balances Forward 7-1-51	Legis-lative Approp.	TRANSFERS			Revenues	Total Available	Expenditures	Encumbered		Unencumbered Balances	Appro. To Carry
				From Salary Account	Interdepartmental In	Interdepartmental Out				Appro. Balances 6-30-52	Pur. Orders (Funds / Carry)		
GSTC - P. Mills Res. . .	4841	15,783.91					15,783.91	2,478.34	13,305.57	4,414.10		8,891.47	
Sch. Ch. Unorg. Terr. . .	4845	30,445.86	219,260.00			572.63	250,278.49	209,563.99	40,714.50	6,636.51		34,077.99	
Supts. Towns Comp.S.U.	4855		183,000.00				183,000.00	182,902.15	97.85		97.85		
State Voc. Educ.	4870		115,961.00	2,709.00	(1,305.55)	32,219.07	149,583.52	149,460.89	122.63	70.35	52.28		
Me. Voc. Tech. Inst. . .	4871	32.02	40,728.00	3,263.00		29,251.18	73,274.20	72,903.65	370.55	73.00	297.55		
Voc. Rehabilitation . . .	4872	329.21	35,000.00			73,035.34	108,364.55	107,905.48	459.07	189.00	45.06	225.01	
Educ. of Orp. of Vet. . .	4873		1,200.00				1,200.00	1,450.00	750.00		750.00		
Adm. Sch. Lunch Prog. . .	4874	76.85	22,210.00	1,705.00		212.50	24,204.35	23,224.41	979.94		979.94		
Sp. Ed. Phys. Hand. Ch. .	4876		20,000.00				20,000.00	19,326.45	673.55		673.55		
Sec. Ed. Island Chil. . .	4877		2,200.00				2,200.00	2,030.00	170.00		170.00		
Bd./App. Inst. Of. Sp. Tr.	4878		450.00				450.00	396.85	53.15		53.15		
Indust. Education	4880		28,000.00		(1,671.23)		26,328.77	26,328.33	.44		.44		
		224,518.09	7,528,913.00	26,784.00	13,288.59	(7,494.04)	668,760.53	8,474,770.17	8,113,009.85	361,760.32	73,183.75	27,677.98	260,898.59
Const. & Rep. to Acad. .	5317		136,750.00				136,750.00	126,750.00	10,000.00				10,000.00
Schol. Fund - NS & TC . .	6339	5,810.10			(5,810.10)								
		\$230,328.19	\$7,665,663.00	\$26,784.00	\$13,288.59	(\$13,304.14)	\$688,760.53	\$8,611,520.17	\$8,239,759.85	\$371,760.32	\$73,183.75	\$27,677.98	\$270,898.59
Geo. M. Briggs Tr. Fd. . .	8205	7,084.43				2,833.24	9,917.67		9,917.67				9,917.67
Fed. Voc. Ed.													
Sm. Hu. Act	8210	47,416.75			(5,701.33)	47,490.22	89,205.64	40,957.31	48,248.33		48,248.33		
Geo. Bar. Act	8220	129,305.51			(26,727.64)	117,587.75	220,165.62	94,154.21	126,011.41		126,011.41		
Fed. Sch. Lunch Prog. . .	8225	40,507.08				379,586.00	420,093.08	386,249.39	33,843.69		33,843.69		
Voc. Educ. Equip.	8230	5,447.56					5,447.56	1,146.75	4,300.81	31.38	4,269.43		
Surp. Food Dist. Prog. . .	8235	5,055.11				5,960.92	11,016.03	5,954.50	5,061.53		5,061.53		
M.H.Knight Leg. GSTC . .	8240	909.68					909.68	182.27	727.41		727.41		
Walker Sch. Fund Con. . .													
Twp.	8241					26.21	26.21		26.21		26.21		26.21
Fed. Sch. Bldg. Survey . .	8250	184.07				9,076.00	9,260.07	4,315.93	4,944.14		4,944.14		
Gov. Com. Stud. Nurs. . .													
Nds.	8255					1,000.00	1,000.00	650.92	349.08		349.08		
A. Libby Gift - GSTC . . .	8260					500.00	500.00	242.82	257.18		257.18		
		\$466,238.38	\$7,665,663.00	\$26,784.00	\$13,288.59	(\$45,733.11)	\$1,252,820.87	\$9,379,061.73	\$8,773,613.95	\$605,447.78	\$73,215.13	\$27,677.98	\$504,554.67



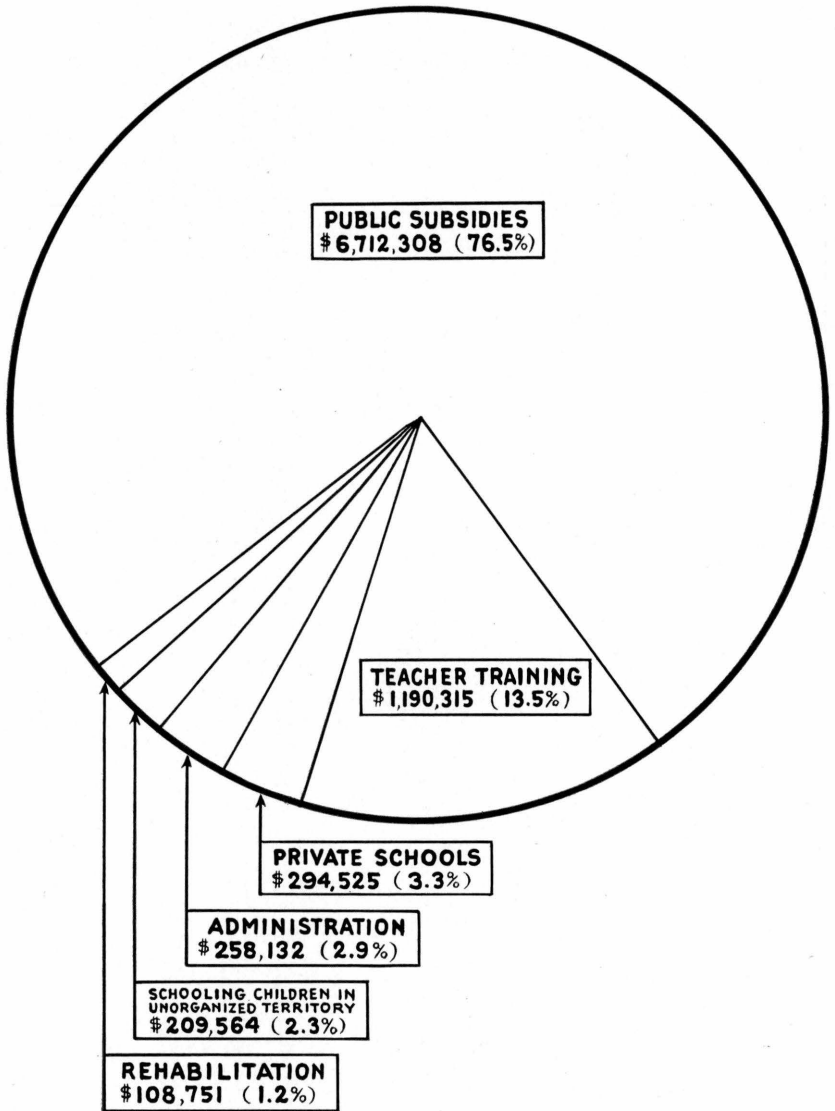


Table I

Percent of Funds for Public Education Derived from State Sources

4-25% from State	25-50% from State	50-75% from State	75-90% from State
Colorado	Arizona	Alabama	Delaware
Connecticut	Indiana	Arkansas	New Mexico
Idaho	Kansas	California	Washington
Illinois	Kentucky	Florida	
Iowa	Maryland	Georgia	
Maine	Minnesota	Louisiana	
Massachusetts	Missouri	Michigan	
Montana	Nevada	Mississippi	
Nebraska	New York	North Carolina	
New Hampshire	Ohio	South Carolina	
New Jersey	Oklahoma	Tennessee	
North Dakota	Oregon	Texas	
Rhode Island	Pennsylvania	West Virginia	
South Dakota	Utah		
Wisconsin	Virginia		
	Vermont		
	Wyoming		

1949-50 NATIONAL AVERAGES

Local Funds	55.0%
State Funds	42.4
Federal Funds	2.6
	100.0

(Ref: N.E.A. Series 1 State Systems 1951)

Table II

STUDY OF EXPENDITURES FOR EDUCATION

From the Combined Funds by the State of Maine

Year	Total State Expenditures	State Expenditures for Education	% of Educ. Expend. to Total
	Dollars	Dollars	Per Cent
1820	38,000	2,000	5
1825	93,000	7,000	8
1830	189,000	7,000	4
1835	310,000	25,000	8
1840	654,000	42,000	6
1845	317,000	27,000	9
1850	273,000	29,000	11
1855	355,000	69,000	19
1860	478,000	96,000	20
1865*	2,201,000	48,000	2
1870	1,753,000	126,000	7
1875	1,286,000	439,000	34
1880	1,104,000	353,000	32
1885	1,195,000	414,000	35
1890	1,251,000	461,000	37
1895	1,651,000	651,000	39
1900	1,765,000	663,000	38
1905	2,403,000	770,000	32
1910	3,970,000	1,288,000	32
1915**	7,901,000	3,745,000	47
1920	13,057,000	2,689,000	21
1925	16,080,000	3,119,000	19
1930	24,871,000	3,683,000	15
1935	23,347,000	3,062,000	13
1940	37,194,745	2,956,934	8
1945	31,489,219	4,866,618	15
1950	61,811,435	8,494,751	13
1952	69,498,424	10,100,669	14

* Educational effort reached the low point after the Civil War.

** Educational effort reached the high point just as the Highway and Bridge building program was initiated.

(Ref: State Controller's Annual Reports)

Table III

WHERE DOES MAINE STAND IN NATIONAL COMPARISON??
(On Education)

State	% of School Revenue from State	State Valuation per child 5-17 yrs.	Average Income per child 5-17 yrs.	% State and Local Revenue to Public Schools is of Total Income / Individuals	Current Expenditures per pupil in A.D.A
Alabama	71.8	\$ 1,855	\$ 3,344	2.77	\$105
Arizona	35.1	4,002	4,870	3.87	232
Arkansas	60.6	1,343	3,304	2.48	102
California	52.2	—	9,426	2.27	268
Colorado	21.8	—	6,691	2.74	285
Connecticut	22.0	12,490	9,524	1.79	253
Delaware	89.5	—	9,000	2.20	221
Florida	50.9	—	5,557	3.36	191
Georgia	59.7	2,032	3,765	2.41	101
Idaho	25.0	3,783	5,478	2.75	184
Illinois	17.6	20,513	9,978	2.04	278
Indiana	37.7	6,450	6,946	2.62	200
Iowa	17.6	—	7,713	2.58	212
Kansas	18.3	—	6,575	—	203
Kentucky	34.7	3,746	3,631	2.33	111
Louisiana	70.3	2,820	4,129	3.46	196
MAINE	22.7	3,908	5,610	2.34	155
Maryland	36.9	8,742	8,048	2.14	222
Massachusetts	15.9	8,175	8,251	2.06	214
Michigan	55.9	7,946	7,117	2.61	220
Minnesota	46.5	2,522	6,639	2.60	234
Mississippi	50.0	1,475	2,745	2.26	77
Missouri	37.8	4,935	6,855	1.95	170
Montana	28.5	3,855	7,754	2.65	271
Nebraska	5.3	9,383	7,269	2.05	206
Nevada	37.3	9,189	8,333	2.37	257
New Hampshire	5.7	7,216	6,525	2.21	203
New Jersey	15.3	—	9,299	2.31	293
New Mexico	83.8	—	4,070	4.11	205
New York	46.3	11,120	10,880	1.93	312
North Carolina	77.0	3,830	3,559	3.50	125
North Dakota	25.8	—	6,000	2.80	202
Ohio	36.2	8,482	8,021	2.12	230
Oklahoma	41.8	—	4,421	3.04	143
Oregon	28.6	4,713	7,185	3.50	247
Pennsylvania	34.9	4,267	7,300	2.12	196
Rhode Island	15.3	—	8,694	1.80	250
South Carolina	56.5	832	3,094	2.90	124
South Dakota	12.6	7,393	6,879	2.21	247
Tennessee	57.5	2,477	3,938	2.57	123
Texas	48.4	3,607	5,284	3.50	182
Utah	49.5	4,904	4,911	3.98	205
Vermont	27.2	4,573	5,646	2.36	194
Virginia	40.1	3,649	5,080	2.24	137
Washington	67.9	3,449	7,711	2.85	250
West Virginia	60.0	4,855	4,341	2.90	155
Wisconsin	22.5	11,799	7,025	2.12	192
Wyoming	44.6	9,354	6,984	3.38	238
MAINE'S POSITION	34th	22nd	30th	29th	37th
Column	(1)	(2)	(3)	(4)	(5)

References:

- "Tax Revenues of Public Schools 1949-50" by National Education Association — Column (1)
 1949-50 Study of State and Local School Finance Programs in the U. S. by the Office of
 Education Federal Security Agency — Columns (2) (3) and (4)
 "1950 Report of Committee on Education", U. S. Chamber of Commerce — Column (5)

State	Capital Outlay per pupil in A.D.A. (1947-48)	% 1-Teacher Schools are of Total Elementary Schools	1947-48 Average Annual Salaries of Teachers	1951-52 Average Annual Salaries of Teachers	1948-49 Pupil Teacher Ratio
Alabama	\$ 7.91	30.1	\$1,909	\$2,375	31.1
Arizona	—	—	—	3,898	28.8
Arkansas	21.81	57.2	1,548	2,000	32.6
California	—	23.4	3,400	4,197	29.3
Colorado	11.83	31.2	2,409	3,133	23.7
Connecticut	6.00	15.0	3,067	3,857	28.3
Delaware	22.75	30.4	2,663	3,850	24.5
Florida	34.10	26.3	2,641	3,236	29.1
Georgia	8.22	48.7	1,715	2,200	31.1
Idaho	10.27	35.8	1,807	2,790	30.6
Illinois	13.82	81.3	2,600	3,800	26.8
Indiana	—	16.8	2,825	3,650	28.8
Iowa	11.79	96.9	2,050	3,000	22.6
Kansas	17.12	58.6	2,152	2,900	23.4
Kentucky	8.87	69.0	1,865	2,225	29.4
Louisiana	17.11	33.9	2,199	3,050	28.4
MAINE	2.72	50.7	2,000	2,295	26.6
Maryland	25.02	17.4	3,335	3,895	29.5
Massachusetts	5.63	7.3	2,960	3,720	25.7
Michigan	10.67	71.2	2,950	3,800	28.8
Minnesota	10.57	78.7	2,536	3,200	24.4
Mississippi	21.92	49.4	1,293	1,665	35.4
Missouri	13.00	—	2,133	2,872	28.9
Montana	13.54	65.1	2,699	3,219	24.6
Nebraska	3.66	87.0	1,697	2,480	19.1
Nevada	22.68	58.1	3,018	3,420	26.3
New Hampshire	4.31	34.2	2,294	2,850	25.2
New Jersey	15.20	8.8	2,944	3,820	25.2
New Mexico	24.69	33.9	2,958	3,657	31.9
New York	4.50	34.6	3,450	4,525	26.0
North Carolina	10.00	20.3	2,125	2,910	32.9
North Dakota	4.32	92.4	1,573	2,275	19.0
Ohio	16.80	14.9	2,760	3,560	28.0
Oklahoma	—	50.6	—	3,050	31.1
Oregon	12.78	36.7	3,100	3,650	26.7
Pennsylvania	5.85	41.3	2,527	3,340	27.2
Rhode Island	1.89	8.4	3,085	3,425	24.7
South Carolina	10.30	30.0	1,762	2,150	29.3
South Dakota	7.47	96.2	1,932	2,415	17.5
Tennessee	14.00	46.7	1,649	2,420	29.7
Texas	7.75	—	2,594	3,200	28.5
Utah	19.78	7.7	2,916	3,250	30.9
Vermont	9.96	66.5	2,051	2,475	24.1
Virginia	17.81	39.0	2,062	2,585	32.1
Washington	54.85	14.8	3,313	3,820	31.4
West Virginia	7.94	60.8	2,364	2,954	31.0
Wisconsin	5.75	76.0	2,288	3,279	23.8
Wyoming	16.77	—	2,340	3,095	23.1
MAINE'S POSITION	43rd	29th	35th	42nd	18th
Column	(6)	(7)	(8)	(9)	(10)

References:

- "The 48 State School Systems" (Feb. 1949) by the Council of State Governments — Columns (6), (7) and (8)
- 1952 Advance Release by NEA Research Division — Column (9)
- "1950 Report of Committee on Education", U. S. Chamber of Commerce — Column (10)

Exhibit I

COMPARATIVE FINANCIAL STATEMENT
STATE TEACHERS COLLEGES AND NORMAL SCHOOLS
Fiscal Years 1950-1951 and 1951-1952

	GRAND TOTALS		Farmington State Teachers College		Gorham State Teachers College		Washington State Normal School, Machias		Madawaska Training School, Fort Kent		Aroostook State Normal School, Presque Isle	
	1950-1951	1951-1952	1950-1951	1951-1952	1950-1951	1951-1952	1950-1951	1951-1952	1950-1951	1951-1952	1950-1951	1951-1952
Balance Forward, July 1	\$ 19,262.41	\$ 7,790.45	\$ 1,689.14		\$ 9,642.04	\$ 7,790.45	\$ 4,783.10		\$ 23.60		\$ 3,124.53	
Adjustment of Balance Forward		(172.53)				(172.53)						
Adjusted Balance Forward ...	19,262.41	7,617.92	1,689.14		9,642.04	7,617.92	4,783.10		23.60		3,124.53	
Legislative Appropriation	318,567.00	437,575.00	84,796.00	\$121 056.00	103,766.00	137,681.00	45,761.00	\$59,020.00	50,116.00	\$51,557.00	34,128.00	\$68,261.00
Transfers from Payroll Funds	26,023.00	11,195.00	9,838.00	4,711.00	7,218.00	1,267.00	3,338.00	2,074.00	2,812.00	1,378.00	2,817.00	1,765.00
Transfer Between Accounts ..			4,000.00				(4,000.00)					
Trans. from State Voc. Educ.	123.00	175.00	123.00	175.00								
Trans. from Fed. Voc. Educ. .	3,386.14	27.50	3,386.14									27.50
Trans. from Dept. Operations	1,421.22	—			1,421.22							
Trans. to Prof. Cr. Subsidies	(3,158.49)	(15,544.58)	(2,764.93)	(6 668.14)		(2,416.60)	(106.79)	(3,717.11)	(169.11)	(252.36)	(117.66)	(2,490.37)
Trans. to Reserve Accounts ..	(11,612.03)		(193.82)		(11,418.21)							
Add: NET INCOME												
Rental of Land		10.00								10.00		
Rental of Rooms & Bldgs. ...	52,777.07	52,172.37	20,982.75	21 626.00	18,963.30	18,891.00	3,431.50	3,505.00	2,264.75	2,058.50	7,134.77	6,091.87
Examination Fees	14.00	33.00			14.00	33.00						
Laboratory Fees	8,351.40	7,980.84	4,416.50	3 791.00	3,310.90	3,858.00			110.00	98.00	514.00	233.84
Health Fees	5,097.50	8,204.24	1,971.00	5,571.24	3,126.50	2,633.00						
Registration Fees	3,967.00	3,711.00	1,311.00	1 185.00	1,617.00	1,593.00	315.00	216.00	228.00	441.00	496.00	276.00
Tuition Fees	92,791.73	136,770.97	23,830.00	52,578.89	50,334.20	55,437.75	5,684.44	11,728.00	3,624.87	8,398.00	9,318.22	8,628.33
Transcript Fees	164.50	247.62		93.87	130.50	132.75	3.00	5.00	10.00	5.00	21.00	11.00
Misc. Services & Fees	1,789.46	3,227.13	923.35	2,155.69	312.65	386.85	166.55	303.49	65.00	96.00	321.91	285.10
Sale of Books	34,004.75	28,321.38	9,692.01	10 107.87	18,108.14	13,603.65	2,128.65	1,763.30	256.80	941.98	3,819.15	1,904.58
Sale of Farm Products	5,356.88	389.44							5,356.88	389.44		
Sale of Meals	203,787.02	216,500.36	86,165.83	98 836.00	72,448.51	80,170.73	15,460.96	16,358.75	6,362.15	20.65	23,349.57	21,614.23
Sale of Equipment	192.50	273.66			94.00	4.00	48.50	5.00		75.00	50.00	189.66
Sale of Livestock	2,429.49	1,337.17							2,429.49	1,337.17		
Miscellaneous Sales	218.56	100.08	83.71	30.30	95.85	6.43				38.50	39.00	24.85
City and Town Grants	81,680.00	76,100.00	27,480.00	29,700.00	24,670.00	17,200.00	7,430.00	7,500.00	4,900.00	4,700.00	17,200.00	17,000.00
Insurance Settlement		369.01				369.01						
TOTAL NET INCOME	492,621.86	535,748.27	176,856.15	225,175.86	193,225.55	194,319.17	34,668.60	41,384.54	25,607.94	18,609.24	62,263.62	56,259.46
TOTAL AVAILABLE	\$846,634.11	\$976,794.11	\$277,729.68	\$344,449.72	\$303,854.60	\$338,468.49	\$84,443.91	\$98,761.43	\$78,390.43	\$71,291.88	\$102,215.49	\$123,822.59

[51]

	GRAND TOTALS		Farmington State Teachers College		Gorham State Teachers College		Washington State Normal School, Machias		Madawaska Training School, Fort Kent		Aroostook State Normal School, Presque Isle	
	1950-1951	1951-1952	1950-1951	1951-1952	1950-1951	1951-1952	1950-1951	1951-1952	1950-1951	1951-1952	1950-1951	1951-1952
Deduct: NET EXPENDITURES												
Personal Services	500,514.71	\$573,572.22	\$170,176.20	\$208,295.65	173,891.70	197,930.88	48,511.82	60,548.82	49,794.59	46,799.31	58,140.40	59,897.56
Contractual Services	78,955.06	90,878.55	16,186.48	26,419.75	34,065.45	28,985.61	9,379.88	9,325.35	7,552.48	7,809.06	11,770.77	18,338.78
Commodities	239,350.90	233,096.73	87,063.53	95,963.44	79,748.21	79,821.97	22,430.01	21,022.55	20,899.98	9,991.10	29,209.17	26,297.67
Grants and Subsidies	1,345.97	5,057.70	124.22	475.70	761.00	4,282.00			85.75	300.00	375.00	
Capital Expenditures	18,677.02	26,487.70	4,179.25	6,086.54	7,597.79	12,887.93	4,122.20	770.76	57.63	244.67	2,720.15	6,497.80
TOTAL NET EXPENDITURES	\$838,843.66	\$929,092.90	\$277,729.68	\$337,341.08	\$296,064.15	\$323,908.39	\$84,443.91	\$91,667.48	\$78,390.43	\$65,144.14	\$102,215.49	\$111,031.81
Balance June 30	7,790.45	47,701.21		7 108.64	7,790.45	14,560.10		7,093.95		6,147.74		12,790.78
Carried	7,790.45	47,701.21		7 108.64	7,790.45	14,560.10		7,093.95		6,147.74		12,790.78
Average Enrollment	1,246	1,101	422	371	539	526	99	65	70	53	116	86
Net Per Pupil Cost	277.86	357.26	239.03	302.33	190.79	246.36	502.78	773.58	754.03	878.01	344.41	636.88

TEACHER COLLEGE AND NORMAL SCHOOL RESERVES

Expended			22,014.44	7,270.72	6,277.50	2,717.62	2,262.60	216.69	807.27	255.90	3,510.65	—
Closing Balance			10,695.24	3,428.36	17,387.64	14,723.32	1,626.09	1,374.35	1,167.01	1,175.48	134.20	362.94

Exhibit II

SUMMARY OF EXPENDITURES
EDUCATION ACCOUNTS

[57]

	ACTUAL					
	1947	1948	1949	1950	1951	1952
Subsidies to Cities, Towns, and Academies for:						
Plans and Surveys	\$ 2,182	\$ 4,289	\$ 2,066	\$ 30,475	\$ 16,907	\$ 18,126
Professional Credits					50,000	93,950
Tuition	191,743	219,084	233,458	234,362	234,285	251,432
Teaching Positions	2,041,815	2,728,239	3,235,650	3,746,096	3,696,146	4,127,028
School Census (Enrollment since 1947)	500,997	504,991	509,987	532,056	532,056	535,542
Conveyance in Lieu of Teaching Positions	151,642	178,078	193,047	210,664	210,103	238,235
Temporary Residents	872	1,698	2,792	1,726	774	3,241
Industrial Education	134,012	133,336	132,793	*20,169	20,168	26,328
Aid to Academies	120,000	120,000	120,000	131,301	130,574	235,434
Physical Education	34,237	55,300	31,643	—	—	—
Board of Island Children	841	1,150	1,510	1,690	1,780	2,039
Physically Handicapped Children	7,312	10,000	10,000	16,496	15,792	19,326
Equalization of Educational Opportunities	474,514	495,299	490,461	519,540	592,708	629,608
Sub-Totals of Subsidies	3,660,167	4,431,464	4,963,407	5,444,575	5,501,293	6,180,280
Maine School Building Authority						9,178
State Contribution to Maine Teachers' Retirement Association	219,300	150,000	**—	—	—	163,362
Administration	117,290	120,663	141,728	140,855	140,569	1,116,789
Teachers' Colleges and Normal Schools	564,054	663,047	745,868	798,553	874,232	1,116,789
Schooling of Children in Unorganized Territory	170,447	141,002	176,712	181,737	219,580	209,563
Superintendents of Towns Comprising School Unions	168,434	182,976	175,756	180,875	180,507	182,902
Vocational Education	46,127	88,608	102,900	134,055	134,253	149,460
Federal Vocational Rehabilitation	111,086	123,711	124,697	122,179	126,666	107,905
Vocational Technical Institute	110,343	65,751	70,766	77,623	80,290	72,003
Administration of National School Lunch Program	11,003	13,185	19,031	20,376	21,668	23,224
Education of Orphans of Veterans	—	—	150	450	479	450
Special Committee on Approval of Institutions Offering Specialized Training for Veterans	307	633	309	442	564	396
Pensions for Retired Teachers (1913 System)	387,371	413,160	**—	—	—	—
Sub-Totals of Operational Accounts	1,900,822	1,967,736	1,560,917	1,657,145	1,778,808	2,035,232
Grand Totals (Excluding Fed. Voc. Ed. and School Lunches)	\$5,560,989	\$6,399,200	\$6,524,324	\$7,101,719	\$7,280,101	\$8,215,512

* 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.

Exhibit III

EDUCATIONAL TRENDS AND STATISTICS

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

	1935	1940	1945	1950	1951
School census (5-21 years)	260,099	257,252	242,561	** 181,177	182,017
Total enrollment: elementary	138,559	133,718	128,273	133,165	135,608
secondary	34,281	37,716	30,761	37,778	38,111
Pupils conveyed: elementary	20,439	28,846	33,979	48,960	52,722
secondary	1,431	2,656	3,120	5,188	5,793
Average daily attendance: elementary	116,202	112,307	102,814	113,911	114,013
secondary	30,694	33,813	25,892	30,884	30,645
Pupils not attending school regularly	459	825	512	190	198
Pupils beginning work of elementary schools	23,766	22,865	23,843	29,269	27,521
Pupils completing work of elementary schools	12,091	12,526	11,475	11,777	11,850
Pupils beginning work of secondary schools	10,593	10,999	9,622	10,299	10,176
Pupils completing work of secondary schools	6,712	7,420	5,333	7,394	7,039
Average annual salary for men teachers: elementary	\$870	\$931	\$1,714	\$2,472	\$2,536
secondary	\$1,557	\$1,611	\$2,227	\$2,962	\$3,026
Average annual salary for women teachers: elementary	\$737	\$812	\$1,187	\$1,906	\$2,018
secondary	\$1,118	\$1,175	\$1,557	\$2,316	\$2,437
Schools in one-room buildings	1,653	1,289	885	638	569
Schools to which pupils are conveyed	2,322	1,237	1,170	1,208	1,179
Schools discontinued during year	27	114	78	58	102
Schools with libraries	2,193	1,724	1,642	1,341	1,298
Estimated value of public school property	\$32,548,186	\$36,683,198	\$47,793,905	\$51,144,291	\$57,610,828
Raised by towns for school *maintenance	\$5,642,590	\$6,577,989	\$8,511,934	\$14,173,210	\$14,777,513
Paid by state for school *maintenance	\$1,439,005	\$1,653,076	\$2,438,854	\$5,017,797	\$5,658,412
Total resources for school *maintenance	\$7,844,621	\$9,010,319	\$12,254,570	\$21,118,868	\$22,431,461
Total resources — all purposes	\$9,560,298	\$11,196,541	\$14,209,633	\$25,681,956	\$26,207,511
Expenditure for instruction	\$4,887,149	\$5,505,826	\$7,273,257	\$12,955,152	\$13,600,651
Expenditure for tuition	\$562,840	\$645,351	\$784,941	\$1,612,572	\$1,763,118
Expenditure for conveyance	\$599,370	\$772,617	\$1,177,456	\$2,067,173	\$2,142,976
Total expenditure for *maintenance	\$7,463,895	\$8,574,831	\$11,479,785	\$20,265,965	\$21,370,336
Expenditure for new buildings	\$235,427	\$170,649	\$102,644	\$1,678,448	\$1,501,617
Expenditure for equipment	\$54,522	\$67,734	\$37,189	\$237,497	\$231,999
Expenditure for medical inspection	\$22,803	\$28,031	\$33,873	\$44,227	\$44,609
Expenditure for physical education	\$68,619	\$85,867	\$125,513	—	—
Expenditure for industrial and vocational education	\$297,122	\$338,863	\$539,199	—	—
Total expenditures — all purposes	\$8,998,046	\$10,536,424	\$13,339,997	*** \$418,824	*** \$371,909
Per capita costs: basis of total enrollment and maintenance — elementary	\$35.66	\$41.77	\$59.79	\$98.49	\$101.28
secondary	\$67.89	\$73.86	\$114.74	\$185.23	\$197.36
Total enrollment and total expenditure	\$51.20	\$60.48	\$82.61	\$144.55	\$148.13

[58]

* 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.).
 *** Combined with Instruction by c. 407 P.L. 1949.
 **** Vocational Education only after 1949.

Exhibit IV

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

I. PUPILS	1949-50	1950-51
School Enrollment April 1 (Public and Private)	181,177	182,024
Total Enrollment: —		
Elementary	133,165	135,608
Secondary — High Schools	37,778	38,111
Academies	8,213	8,471
Total	179,156	182,190
Net Enrollment: —		
Elementary	124,058	124,943
Secondary — High Schools	34,189	34,326
Academies	8,085	8,311
Total	166,332	167,580
Urban Distribution (Elementary only)	54,955	48,114
Rural Distribution (Elementary only)	78,210	87,494
Conveyed at Expense of Town: —		
Elementary	48,960	52,722
Secondary	5,188	5,793
Total	54,148	58,415
Aggregate Attendance: —		
Elementary	20,500,289	20,514,501
Secondary — High Schools	5,106,926	5,556,982
Academies	1,357,859	1,385,459
Total	26,965,074	27,456,942
Average Daily Attendance: —		
Elementary	113,911	106,777
Secondary — High Schools	28,194	30,645
Academies	7,405	7,643
Total	149,510	145,065
Non-Resident Enrollment: —		
Elementary	2,478	2,255
Secondary — High Schools	5,294	5,508
Academies	3,065	3,391
Total	10,837	11,154
Persons of Compulsory School Age not attending school regularly	190	198
Enrollment by years: —		
Elementary: —		
Kindergarten and Sub-primary	13,671	13,035
Grade I	17,002	15,696
Grade II	15,337	16,320
Grade III	14,225	15,086
Grade IV	13,258	13,941
Grade V	12,987	13,078
Grade VI	12,671	12,887
Grade VII	9,327	9,332
Grade VIII	8,429	8,397
Grade IX	0	0
Ungraded or Special	205	188
Junior High Schools: —	21,232	20,202
Elementary Grades	(7,107)	(7,107)
Secondary Grades	(14,125)	(13,095)
Senior High Schools: —	19,985	21,060
Year I	(6,248)	(6,480)
Year II	(5,123)	(5,617)
Year III	(4,405)	(4,724)
Year IV	(4,045)	(4,110)
Special	(164)	(129)
Promoted or Graduated: —		
Elementary	11,777	11,550
Senior High Schools	6,763	6,488
Academies	1,710	1,661

II. TEACHERS		1949-50	1950-51
Positions for Men:—			
Elementary		403	448
Secondary—High Schools		906	956
Academies		263	283
Total		1,572	1,687
Positions for Women:—			
Elementary		4,108	4,111
Secondary—High Schools		906	869
Academies		257	266
Total		5,271	5,246
Different persons employed:—			
Elementary		4,891	5,098
Secondary—High Schools		1,880	1,922
Academies		529	568
Total		7,300	7,588
Average annual salaries of men:—			
Elementary		2,473	2,537
Secondary—High Schools		2,963	3,026
Academies		2,661	2,718
Average annual salaries of women:—			
Elementary		1,907	2,019
Secondary—High Schools		2,317	2,438
Academies		1,822	1,848
Average annual salaries of men and women (combined):—			
Elementary		1,957	2,070
Secondary—High Schools		2,640	2,746
Academies		2,174	2,253
No. of Teachers attending summer school		1,854	1,895
III. SCHOOLS			
Classification:—			
Elementary:—			
Towns and Cities		1,490	1,477
Unorganized Townships		24	24
Total		1,514	1,501
High Schools:—			
Class A		187	186
Six-year (included in Class A)		39	40
Unclassified		2	2
Junior High (included in Class A)		8	7
Total		189	188
Academies		57	57
Incomplete reports (Parochial 18)			
Number of Towns on contract basis		30	30
Distribution of Public Schools:—			
Urban		328	327
Rural		1,306	1,248
Number in one-room buildings		638	569
Number to which pupils are conveyed		1,208	1,179
Number discontinued during year		58	102
Number with libraries		1,341	1,341
IV. BUILDINGS			
Public School Buildings used for:—			
Elementary school purposes only		1,299	1,239
Secondary school purposes only		75	71
Elementary and secondary purposes		133	136
Number rented for school purposes		19	56
Number of new buildings completed during year		39	53
Cost of new buildings and equipment		\$4,355,338	\$5,237,981
Estimated value of school property:—			
Public Schools		\$51,144,291	\$57,610,828
Academies		6,493,417	6,390,677

V. FINANCIAL	1949-50	1950-51
Resources:—		
Amount appropriated for maintenance*		
Public Schools	\$14,173,210	\$14,777,513
Academies	790,027	782,165
State Aid toward maintenance—		
Public Schools	5,017,797	5,658,412
Academies	185,725	180,374
Total resources for maintenance—		
Public Schools	21,118,868	22,431,461
Academies	1,386,649	1,383,458
Total resources for all school purposes—		
Public Schools	25,681,956	26,207,511
Academies	2,365,036	2,194,613
Expenditures:—		
For instruction—		
Public Schools — Elementary	8,736,174	9,073,634
High Schools	4,218,978	4,527,017
Total Public	\$12,955,152	\$13,600,641
Academies	998,033	988,783
For tuition—		
Public Schools — Elementary	169,401	194,080
High Schools	1,443,171	1,569,038
Total Public	\$1,612,571	\$1,763,118
For fuel—		
Public Schools — Elementary	555,976	609,958
High Schools	271,900	288,864
Total Public	\$827,876	\$898,822
Academies	106,293	106,629
For janitor service—		
Public Schools — Elementary	901,336	955,105
High Schools	271,900	288,864
Total Public	\$1,173,236	\$1,243,969
Academies	127,891	137,561
For conveyance—		
Public Schools — Elementary	1,930,941	2,005,577
High Schools	144,720	142,814
Total Public	\$2,075,661	\$2,148,391
Academies	23,735	27,940
For textbooks—		
Public Schools — Elementary	358,432	370,710
High Schools	149,615	161,219
Total Public	\$508,047	\$531,929
Academies	39,308	33,269
For supplies, light and power—		
Public Schools — Elementary	562,504	626,570
High Schools	402,578	407,078
Total Public	\$965,082	\$1,033,648
Academies	91,389	89,276
Total Expenditure for maintenance		
Public Schools — Elementary	\$13,114,764	\$13,835,634
High Schools	6,997,688	7,534,702
Sub-totals (Public)	\$20,112,452	\$21,370,336
Sub-totals (Academies)	1,386,649	1,383,458

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

	1949-50	1950-51
Other Expenditures		
For supervision	372,415	384,091
For new lots and buildings	1,678,448	1,501,617
For repairs and permanent improvements	992,620	930,645
For equipment	237,497	231,999
For medical inspection	44,227	44,609
For physical education	439	59
For industrial and vocational education	418,824	371,909
For evening schools and Americanization	42,916	44,224
Total Expenditures for all school purposes —		
Public Schools	\$24,709,037	\$25,733,384
Academies	2,287,929	2,130,538
Grand Total	\$26,996,966	\$27,863,922
Per capita costs: —		
On total enrollment and expenditures for maintenance —		
Elementary	\$ 98.49	\$101.28
Secondary	185.23	197.36
On total enrollment and total expenditures (both)	144.55	148.13
On average attendance and expenditures for maintenance —		
Elementary	115.13	120.47
Secondary	226.57	245.44
On average attendance and total expenditures	166.84	177.89