

MAINE STATE LEGISLATURE

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MAINE PUBLIC DOCUMENTS

1952 - 1954

(in four volumes)

VOLUME 1



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EDUCATION IN MAINE

STATE OF MAINE

BIENNIAL REPORT

of the

STATE BOARD OF EDUCATION

July 1, 1952—June 30, 1954

Pursuant to Section 1-E, Chapter 37,
Revised Statutes 1944, as amended

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STATE BOARD OF EDUCATION

1952 - 1954

Earle N. Vickery, Pittsfield, *Chairman*
Fred R. Dingley, Lee
Mrs. Leah C. Emerson, Island Falls
Frank S. Hoy, Lewiston
Percy R. Keller, Camden
Joseph A. Leonard, Old Town
Mrs. Mary H. Manduca, Old Orchard Beach
Ernest C. Marriner, Waterville
Carroll L. McKusick, Guilford
Mrs. E. Frances Smith, Bath
Rosario J. Tremblay, Sanford (Resigned July 25, 1953)

STATE DEPARTMENT OF EDUCATION

Fall 1954

HERBERT G. ESPY, *Commissioner of Education*

WILLIAM O. BAILEY, *Deputy Commissioner*

Division of Administration

Edward L. McMonagle, *Executive Director*
Fred L. Kenney, *Director of Finance*
Chester T. Booth, *Accountant-Auditor*
Paul D. Wood, *Field Examiner*
—————, *Director, School Plant Development*
J. Raymond Brennick, *Director, Schooling in Unorganized Territory*
M. Gertrude Griney, *Director, School Lunch Program*
Avis Hughey, *Supervisor*
G. Atwood Lawrence, *Acting Supervisor, Federal Surpluses*
Marion Cooper, *Supervisor, Publications*
Leroy N. Koonz, *Director, Vocational Rehabilitation*
Gray H. Curtis, *Counselor, 10 Congress Square, Portland*
Elmer H. Mitchell, *Counselor, 32 Winthrop St., Augusta*
Walter A. Sherman, *Counselor, Room 415, Eastern Trust Bldg.,
Bangor*

(3)

Division of Instruction

-
- , Executive Director*
Philip A. Annas, *Director, Elementary and Secondary Education*
Howard G. Richardson, *Director, Physical Education, Health,
Recreation*
Eleanor G. Powers, *Director, Special Education for Physically
Handicapped Children*
Joseph J. Devitt, *Supervisor, Secondary Education*
Villa H. Quinn, *Supervisor, Elementary Education*
Bertha W. Carter, *Supervisor, Elementary Education*
Margaret S. Pattershall, *Supervisor, Elementary Education*
Maurice C. Varney, *Director, Vocational Education*
Louise F. Fettingier, *Director, Home Economics*
Eloise J. Law, *Itinerant Teacher Trainer*
Jane Reed, *Itinerant Teacher Trainer*
John A. Snell, *Director, Agriculture*
John C. Cass, *Director, Guidance and Adult Education*

Division of Professional Services

- Kermit S. Nickerson, *Executive Director*
Flora I. Brann, *Certification Officer*
Margaret L. Arber, *Placement Officer*

COLLEGES AND SCHOOLS UNDER DIRECTION OF THE STATE BOARD OF EDUCATION

- Farmington State Teachers College, Farmington
Ermo H. Scott, *President*
Gorham State Teachers College, Gorham
Francis L. Bailey, *President*
Aroostook State Teachers College, Presque Isle
Clifford O. T. Wieden, *President*
Washington State Teachers College, Machias
Lincoln A. Sennett, *President*
Madawaska Training School, Fort Kent
Richard F. Crocker, *Principal*
Maine Vocational-Technical Institute, South Portland
Earl Hutchinson, *Principal*

Honorable Burton M. Cross
Governor of Maine
Augusta, Maine

Dear Sir:

In reviewing education in the State of Maine for the past two years, the State Board of Education reports gratifying progress. At the same time it points out many phases of the public school program requiring immediate and careful attention.

A survey of the 491 communities making up the state reveals new buildings, more and better-paid teachers, better teaching materials, and greater educational opportunities than were available a few years ago. However, it is evident that ever-increasing school enrollments in many cities and towns tend to overshadow improvements, to the end that facilities are always lagging behind immediate needs.

This is the first report of the Board since Dr. Herbert G. Espy came to Maine as Commissioner of Education in December 1952. During his year and a half with the Department, Commissioner Espy has displayed keen understanding of the problems facing education in Maine, and has instigated many commendable projects which will be discussed later in detail.

Mr. William O. Bailey served as Commissioner during the interim period between Mr. Ladd's death and Dr. Espy's appointment. At the time Dr. Espy assumed office, Mr. Bailey became Deputy Commissioner.

PERSONNEL CHANGES

The Department has suffered some real losses in personnel during the past biennium. On December 31, 1952, Miss Florence L. Jenkins retired as State Director of Home Economics, a position she had held since 1925. Miss Jenkins will be remembered for her interest in placement and professional growth of home economics teachers in the state and for her constant zeal to maintain and improve standards of quality in teaching. She stimulated a high degree of professional solidarity among her teachers and they will recall for a long time the inspiration, the strong moral support, and the help which they received from her.

The sudden death of Morris P. Cates, Deputy Commissioner in charge of Vocational Education, May 28, 1953, was a loss felt deeply by everyone interested in the education of Maine youth. Mr. Cates worked long and devotedly for the promotion of vocational education

in Maine secondary schools and gave enthusiastic support to the establishment of the Maine Vocational-Technical Institute at Augusta. When it became possible to transfer the Institute to its present permanent location at South Portland on the former site of Fort Preble, Mr. Cates not only planned and supervised the renovation of the buildings and the transfer of equipment, but spent long hours in actual labor on the campus and in the buildings to assure its opening in the fall of 1952. The Board regrets Mr. Cates's untimely death and acknowledges its debt to him for his conscientious and enthusiastic efforts.

Dr. Errol L. Dearborn retired as President of Farmington State Teachers College in September 1953 and was succeeded by Ermo H. Scott, former Deputy Commissioner of Education. Dr. Dearborn was a graduate of the two-year course at Farmington Normal School, received a bachelor's degree from the University of Maine, and a doctorate in education from New York University. For thirty-one years he was associated with the Farmington institution, as teacher and principal of the Normal School and as its first president when it became a college in 1945. Much of the planning for the campus expansions now underway was done during his administration. The Board is appreciative of Dr. Dearborn's many years of loyal service to his Alma Mater and to the State of Maine.

On June 30, 1954, Howard L. Bowen, Associate Deputy Commissioner for Elementary Education, retired after 38 years in public education. During his life as teacher, superintendent, and member of the State Department of Education, Mr. Bowen was a help and inspiration to hundreds of teachers in the State of Maine. His devotion to his state and his interest in the children who were to be its future citizens have left an immeasurable mark on the elementary schools and their teachers.

DEPARTMENT REORGANIZATION

Because of the loss of Mr. Cates, Mr. Scott, and Mr. Bowen, it became necessary to review the services of the Department, and it seemed fitting to coordinate the work in order to get as much simplicity and unity of organization as possible. Department personnel were grouped under three major divisions—Administration, Instruction, and Professional Services—each headed by an Executive Director. The Division of Administration includes finance, school plant planning, unorganized territory, school lunch, donated commodities and surplus prop-

erty and vocational rehabilitation. Elementary, secondary, and vocational education, physical education, health and recreation, special education for the physically handicapped, guidance and adult education are grouped in the Division of Instruction; while the Division of Professional Services includes certification and placement of teachers, supervision of the teachers colleges and attendant nursing education.

GENERAL PURPOSE AID

The General Purpose Aid formula, accepted by the 95th Legislature for the distribution of state funds to communities for equalization of educational opportunities, has been in operation during the biennium. The state's partnership in support of the schools has proved to be an important contribution to the continuance of public education at a time when rising school enrollments in many communities and rising costs in all have created many almost insurmountable problems.

In general, the principle of equalization embodied in the law has been sound and the Board hopes it may have won the acceptance of citizens generally. Two aspects of the existing provisions for distributing General Purpose Aid, however, require some study and possible revision:

1. The definition and pattern of classes used to determine allocations. A breakdown into more classes would reduce the sharp impact that now occurs when a town is shifted from one classification to another.
2. The impact of 1954 state property valuations in figuring payments to municipalities. It is anticipated that the formula might have to be revised substantially on this account.

It is fair to assume that any necessary revisions in the existing law can be made without impairing the principle of state aid equalization among communities whose tax abilities vary greatly.

MAINE SCHOOL BUILDING AUTHORITY

School construction loans totaling \$1,352,000 have been authorized during the biennium by the Maine School Building Authority, bringing to \$3,981,000 the amount of financial aid made to towns for school construction since the inception of the Authority in 1952.

Every type of school building is included, from the frame three-room building on Swan's Island to a half-million dollar high school in West-

brook. At Greene a \$75,000 elementary school will eliminate several outmoded one-room buildings in various sections of the town.

In many instances financing under the Authority is only a part of the building cost, with town appropriations and gifts of money or labor going into the complete cost of the building. In addition to the 14 buildings financed by the School Building Authority, plans for 75 schoolhouses, both elementary and secondary, have been examined and approved by the Department of Education, the Division of Sanitation of the State Department of Health and Welfare, and the Fire Safety Division of the State Insurance Department.

Established by the 95th Legislature, the Maine School Building Authority is authorized to "construct, acquire, alter or improve public school buildings and to issue revenue bonds of the Authority, payable from rentals to finance such buildings and when paid for by such rentals to convey them to the lessee towns." When plans have been approved and the project accepted by a town, the town builds its school plant and repays its loan from the Authority through annual rentals extending over 20 or 25 years, according to the terms of the agreement. Interest rates on the bonds have varied over the two-year period from $2\frac{3}{8}\%$ to $3\frac{3}{8}\%$. The latest issue in the spring of 1954 carried interest of $2\frac{7}{8}\%$ for 20 years.

Towns building during the biennium under terms of the Authority and their loans were:

Belmont	\$17,000
Bristol	96,000
Buckfield	45,000
Burlington	14,000
Detroit	32,000
Greene	75,000
Holden	48,000
Levant	37,000
Millinocket	248,000
Princeton	67,000
South Thomaston	48,000
Swan's Island	33,000
Westbrook	500,000
Winterport	92,000
	<hr/>
	\$1,352,000

INSTRUCTIONAL SERVICES

Elementary

Since the Department of Education is, by statute and custom, primarily a service organization, the personnel devote the greater part of their time to working directly with public school teachers and administrators at individual request. In the area of instruction during the past two years, the elementary supervisors have spent from three to ten days in each of ninety-five supervisory unions in the state. There are 106 supervisory unions and nine city systems in Maine, so it is evident that services were made available on a broad scale. Supervisors visited unions only on invitation of the superintendent of schools. In most instances those not visited were in areas where local supervision made state assistance unnecessary. In addition to these visits, the supervisors and director took part in twenty workshops where teachers from an area met for one- or two-day sessions to study and attempt to resolve their local teaching problems. One elementary supervisor devoted several weeks to working with teachers in the Unorganized Territory.

Secondary Education

In the field of general secondary education, a supervisor visited with 109 beginning teachers in 68 schools, making a total of 268 visits. This service has been enthusiastically received both by neophytes and by men and women who have returned to teaching after a number of years absence from the profession and who find many changes in educational procedure.

Members of the secondary-school staff participated in eleven work conferences and assisted with the evaluation of nine secondary schools. These evaluations, carried on by the faculties of the individual schools, are self-analyses of their courses of study and their own teaching practices, which have resulted in improvements in the curriculums of the high schools.

Even though their time is very fully occupied, and scheduled many weeks in advance, it is impossible for the supervisors to provide the services desired and requested by the public schools of the state. The superintendents of schools have repeatedly indicated their appreciation of the assistance they receive and their judgment that more elementary and secondary school supervisors would increase the efficiency

of the schools and the educational opportunities of the boys and girls therein.

Equivalency Certificates

From July 1, 1952 to June 30, 1954, 1,026 High School Equivalency Certificates were issued to residents of Maine who demonstrated by passing General Educational Development Tests that they had obtained a general education comparable to that of a high school graduate. Of these persons, 101 were civilians and 925 were servicemen or veterans. The certificates have the legal status of high school diplomas.

Committee on State Approval

At the request of the Maine Superintendents Association, the Board named a committee to study the basis for state approval of secondary schools and recommend changes in policies in effect for the past 40 years. Members of the committee, who will report their findings to the Board before January 1, are Dr. Harrison C. Lyseth, Superintendent of Schools, Portland; Paul J. Brown, Superintendent of Schools, Southwest Harbor; Charles F. Lawrence, Superintendent of Schools, Cherryfield; William W. Dunn, Principal of Kents Hill School; Daniel J. Mahoney, Principal of South Portland High School; and Philip A. Annas, State Director of Elementary and Secondary Education.

Physical Education

During the biennium the number of schools offering physical education increased from 127 to 143. The director has spent considerable time encouraging schools to participate in driver education courses, with the result that during 1952-53, 33 schools conducted courses for 1,740 students. The count increased to 60 schools with 2,462 students in 1953-54.

Committee on Athletics

At the request of the Maine Teachers Association, the Board appointed a committee of Maine citizens to study athletics in the schools and report its recommendations. Declaring itself concerned with "some unfortunate aspects of competitive athletics in our schools and on our playgrounds," the Maine Teachers Association asked for a thorough study and recommendations on football in the elementary grades, length of the basketball schedule in high school, basketball tournaments, Little Leagues and "other subjects that may, in the judg-

ment of the committee, deserve study." Serving on the committee are John W. Abbott, Old Town; Bernard E. Esters, Houlton; Mrs. James Ewing, Bangor; Frank W. Hussey, Presque Isle; Mrs. Donald Millett, Bucksport; Mrs. Margaret Pattershall, Lewiston; Sidney Schwartz, South Portland; and Mrs. Clinton Thurlow, Augusta. Several meetings of the group have been held, but the final report is not completed.

VOCATIONAL EDUCATION

In the past two or three decades various types of education for the purpose of preparing pupils for occupational employment have become more and more important at the secondary school level. Maine, recognizing the value of such education, provides opportunities for boys and girls in most large and some smaller schools to acquire some form of practical education as well as that which provides specific preparation for college and the professions. The Vocational Division of the State Department of Education supervises programs in agriculture, distributive education, home economics, and trade and industrial education, and offers special assistance of many kinds to administrators and teachers upon request. The directors of these services have been available to assist administrators in interpretation of state and federal laws relating to the establishment of vocational or occupational courses, the planning of new or renovated program housing, the purchase of equipment, selection of instructors, organization of course content, and the assistance of beginning teachers.

Home Economics

The director of home economics education and the two itinerant teacher trainers have worked with student teachers assigned from Maine colleges providing home economics education to student practice-teacher centers in thirty secondary schools. The teacher trainers conduct classes with these senior students at the University of Maine, Farmington State Teachers College, and Nasson College for three weeks prior to their practice teaching in the field. The trainers also visit each one of the students twice during her term of practice teaching. In addition, they make follow-up visits to confer with and provide special assistance to young teachers in their first year of service. Area meetings are held annually in twelve sections of the state for purposes of in-service teacher training. These are afternoon and evening

conferences devoted to course planning and evaluation. The state home economics staff members organize the conferences and lead the discussions in which home economics teachers of the area participate. Among the many duties of the state home economics staff is that of advising and assisting with the work of the Future Homemakers of America. Since the activities of this national youth organization are closely related to the school work of pupils in home economics programs, much is done to develop better citizenship habits and attitudes in Maine girls who participate in the programs.

Trade and Industrial Education

The director of trade and industrial education has visited all of the all-day trade training programs established in the secondary schools. He has assisted with the planning of new shop facilities, the organization of courses, the selection of equipment and the guidance of instructors. He has conducted part-time courses for individuals engaged in several service occupations. These include local, area, and county training programs for firemen, custodians, and bus drivers. Apprentice instructor training has been conducted in an effort to provide qualified persons to serve as instructors in technical related subject classes for apprentices. Considerable in-service type of instructor training has been carried on through conferences in the field with individual teachers. Conferences for vocational instructors, called by the director and held at the State House, have been carried on as a part of the over-all program of in-service training of teachers.

Apprenticeship

Through the cooperation of the State Apprentice Council, agents of the Apprentice Bureau of the Department of Labor, and the State Department of Education considerable development has taken place in the apprentice training program. There are approximately eighty individual programs now registered with the Apprenticeship Council, about sixty-five of which are active. In these active programs some 400 youth are receiving on-the-job training in ten or more trades, supplemented with a minimum of 144 hours of annual study of technical related subject matter carried on in organized classes or by the use of correspondence courses.

Industrial Arts

The teacher training program for industrial arts teachers at Gorham State Teachers College has one of the largest enrollments in its history.

As a result, we hope to be able to meet the needs of Maine communities for teachers of industrial arts, the draft and attractions of high salary industrial employment notwithstanding. Revisions have been and will continue to be made in the industrial arts curriculum to better adapt it to current trends. In accomplishing these changes care has been taken to foresee needs and improve effectiveness of the over-all training program.

There are now 105 industrial arts shop facilities in which classes are conducted by approximately 150 trained teachers. We have averaged two or three new shops each year for several years. Practically all of our larger communities now plan to include industrial arts facilities in all new secondary school units and some elementary ones as well. Consequently, there is steady growth in this special phase of our educational structure.

Agricultural Education

During the school year 1952-53 there were 42 schools with approved programs of vocational agriculture, and during 1953-54 there were 36. The decline was due primarily to an interpretation which made some academies ineligible for vocational subsidies. In 1953-54, the 36 schools enrolled 1,248 pupils in day-school courses of vocational agriculture and 87 in out-of-school classes for young and adult farmers.

Efforts have been made during the biennium to develop complete programs of vocational education in agriculture including not only classes for those formally enrolled in secondary school but for young and adult farmers as well. This emphasis needs to be implemented by official state policy and by other means, since the out-of-school groups can benefit directly and immediately from such instruction and it is in accord with the provisions and the intent of the Federal Vocational Education Acts.

The greatest emphasis has been placed upon improving the quality and effectiveness of the instructional program, particularly in respect to the area of farm mechanics. In-service training for teachers has been provided through a one-week workshop on the care and maintenance of farm tractors, a similar workshop on hay balers, and three two-day workshops on rural electrification. A three-week workshop concerned with the organization and operation of vocational classes for out-of-school youth was held as a part of the University of Maine Summer Session. The annual conference of agriculture teachers has, in each case, been devoted primarily to professional improvement.

Nearly all the eligible boys enrolled in day-school classes of vocational agriculture are members of the Future Farmers of America. The annual convention of the State of Maine Association is held on the campus of the University of Maine each year. At that time outstanding achievement is recognized through special awards and advancement to the State Farmer degree. Many awards are made through the Future Farmers of America Foundation.

In addition to awards on the state level, Maine has also been represented in regional activities at Springfield, Massachusetts, and has annually sent delegates to the National FFA Convention at Kansas City, Missouri. In 1953, and again in 1954, the winner of the state speaking contest went on to win the tri-state contest (Maine, New Hampshire, Vermont) and to participate in the North Atlantic Regional Contest. In 1953, the winner of the state award in farm electrification was also declared the regional winner and received the award at Kansas City. One outstanding student has received the American Farmer degree each year.

Guidance

A study to provide a valid screen for freshman selection of curriculums has been carried on during the past four years by the director of guidance. Scores from 4,250 tests on 840 freshman students have been tabulated and subjected to computations designed to establish prediction formulae. Results, based on findings in nine schools, should be available to Maine secondary schools in 1955. The director of guidance has also planned a state-wide survey of the schools to determine the school needs of Maine students, has worked on preliminary studies leading to a future reorganization of the reading program, and has made preliminary surveys of the state programs of adult education. Results of these studies will provide material for the development and improvement of the areas of instruction with which they are concerned.

In addition to conferring with guidance counselors in individual school systems and conducting in-service guidance courses, the State Director has assisted with plans for 70 Career Week programs annually. These programs, sponsored jointly by the Maine State Chamber of Commerce and the State Department of Education, offer students information about the business opportunities in their communities and, conversely, introduce business men to the schools.

The basic business of furnishing world-wide occupational and educational information to Maine people and world-wide information to

people about Maine's occupational and educational opportunities has gone on steadily in the guidance division.

Continued interest of the teachers colleges and the State University in the preparation of guidance personnel is gratifying, as experience reveals that students reap many advantages when they are offered educational guidance throughout their school careers.

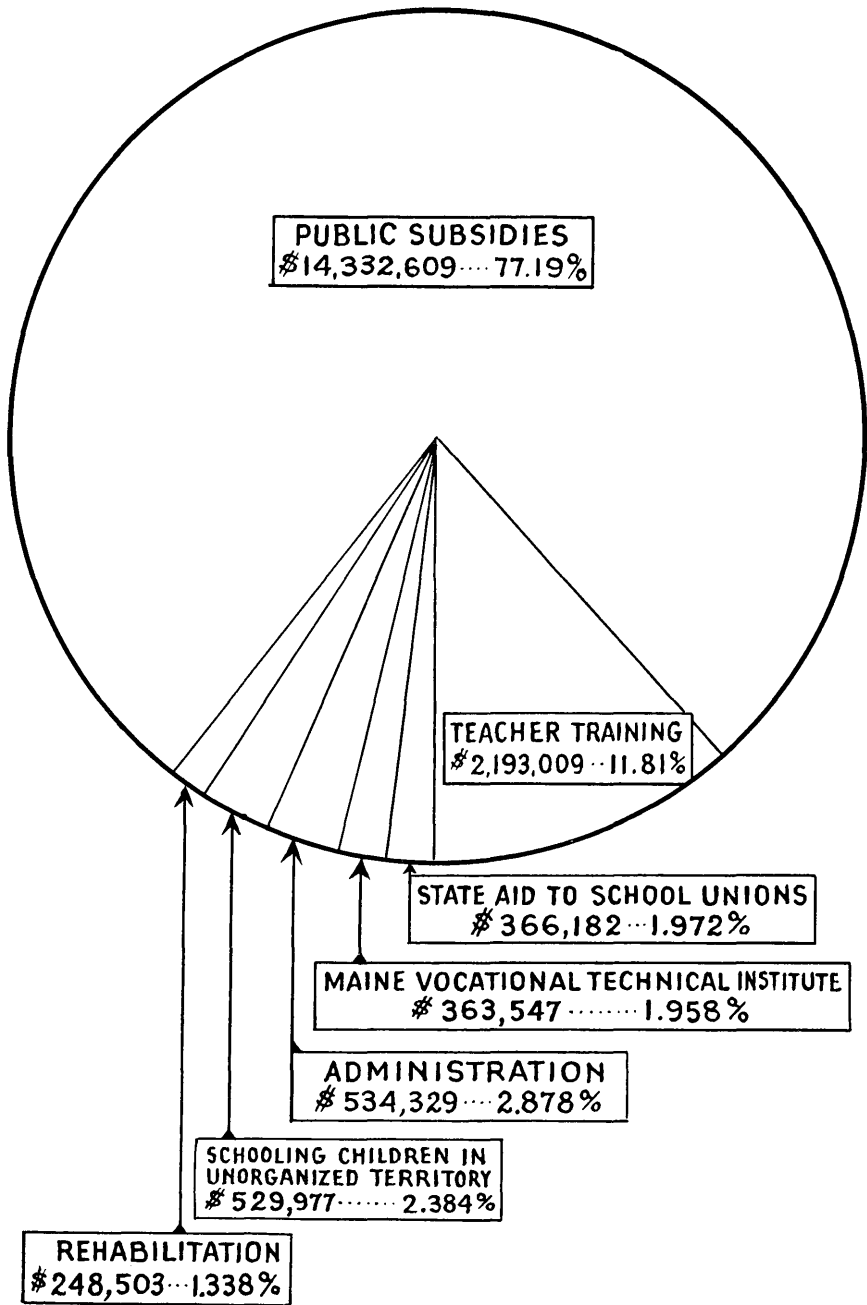
Adult Education

Such information as we have regarding adult education indicates that the major part of the program in the past has been of an evening school nature, rather than the vocational (federally subsidized) nature. The evening school adult education program, nevertheless, includes a majority of occupational training classes. It is subsidized by the state to the extent of fifty per cent of the instructional costs of approved programs. It is not aided by federal funds. In the year 1953-54, 1,388 men and 2,655 women were enrolled in twenty programs, for which the state reimbursed communities \$25,176.21.

Because the percentage of elderly persons in Maine is greater than the average, state officials recognize the need for study and experimentation to develop many kinds of adult education programs to meet the special needs of different groups. The Board has been interested in the work of the Maine Committee on the Aging, approved by the 96th Legislature, which has been studying Maine's problems during the past year. It is assumed that the work of the Committee will shed new light on adult education needs in the state. The Board has a favorable interest in this field and is ready to cooperate with the members of the Legislature or others who may desire to make plans for new adult education services.

MAINE VOCATIONAL-TECHNICAL INSTITUTE

The Maine Vocational-Technical Institute, founded in 1946 at Augusta, and moved to Fort Preble, South Portland, in 1952, is gradually and surely being developed in accordance with our belief that it constitutes one of the most potent factors for developing good relations between education and Maine industry. The Institute is becoming known and respected for its accomplishments, and its graduates are sought after by many industries within and without this state. We believe it has a great future and, in line with that faith, we propose to make additions to course offerings and facilities as soon as the necessary funds are made available.



State Department of Education Expenditures for Biennium 1953-55
(Excluding repairs and capital outlay)

Presently, the Institute is offering two-year courses to 190 students in the fields of auto mechanics, radio-television, electricity, and machine shops. Requests have been made for instruction in carpentry, heating and air conditioning, and cooking and baking. Contractors and industrial concerns in the Greater Portland area have assured the administration that any reasonable number of graduates in these fields will be readily absorbed into their businesses. There is every reason to expect that the school should continue to grow and that it will increasingly provide well-trained young workers for the major industrial and economic activities of our state.

The Board feels fortunate to have as Principal of the Institute, Earl Hutchinson, a former member of the State Department of Education. Mr. Hutchinson, who had been a high school principal and thereafter served as State Director of Secondary School Education, left Maine to join the U. S. Office of Education, where he had broad experience in the field of vocational education. He was a member of United States educational teams in Japan and Thailand, and in the latter country spent two years helping the Thai Ministry of Education to establish its first post-high-school vocational institute. Under his guidance in the past year and a half, the Maine Vocational-Technical Institute has shown very gratifying progress.

SPECIAL EDUCATION FOR PHYSICALLY HANDICAPPED

The Director of Special Education for Physically Handicapped Children has approved services for 960 children during the two-year period, with an increase of 100 in the second year of the biennium. With a legislative appropriation of \$22,000 a year, it has been necessary to limit services to the most needy cases. Hospital instruction was continued at the tuberculosis sanatoriums, Hyde Memorial Rehabilitation Hospital, and Maine General Hospital. However, for the first time, a secondary school program was held for six students at the Northern Maine Sanatorium. Programs for children with hearing losses were approved in areas where trained teachers were available, including Auburn, Bath, Brunswick, Buckfield, Cape Elizabeth, Dexter, Lewiston, Saco, South Portland, and Westbrook. Children with hearing losses were included in special classes at Bangor and Camden. Twenty new amplifiers for classroom use were purchased and loaned to school systems. There is need for many additional programs for hearing conservation.

Although the special education law of 1945 included services to children with speech defects, lack of funds has made it impossible to provide these programs, which are vitally needed since statistics show that ten per cent of the children in school need some type of speech therapy or speech development.

Among children for whom home instruction has been provided, on both the elementary and secondary levels, with the state assuming responsibilities for costs over and above the regular per pupil cost for education in the individual community (up to \$200 per case) were those with polio, cerebral palsy, heart ailments, diabetes, rheumatic heart, muscular dystrophy, and many other permanent or temporary disabilities. Special transportation was arranged for 20 to 25 cases each year. Increased funds would make it possible to extend services to many more homebound boys and girls who deserve the same educational opportunities as their more active contemporaries.

Education of the mentally retarded is not included under the present law. Although this group is only from two to four per cent of the school population, it presents one of the classroom teacher's most difficult problems. Special classes would be desirable for these children were funds and trained teachers available.

SCHOOLING IN UNORGANIZED TERRITORY

Progress is noted in schooling provided in the unorganized territory of Maine, a direct responsibility of the Department. During 1953, a much needed two-room school was built for Edmunds Township in Washington County, and a survey of pupil population and school needs was conducted in Township 17, Ranges 4 and 5, Aroostook County.

A new school for children residing at the Ripogenus power plant of the Great Northern Paper Co. in Township 2, Range 11, WELS, was opened in 1953 in a building provided by the paper company on a rental basis.

Work is expected to start in the summer of 1954 on a building for which land has been purchased in Connor Township. The school in Long Pond Township, Somerset County, was closed and the children transported to Jackman and Moose River schools.

During the biennium, new encyclopedias, reference books, maps, slides, and reading material for classroom libraries have been purchased for all schools in the unorganized territory.

These improvements are satisfying, but there is need for much further work if the boys and girls in these remote Maine communities are to be provided with the same educational opportunities available to youth living in organized towns. In addition to the buildings needed at Township 17, Ranges 4 and 5, Kingman, and Brookton, school facilities should be provided for children residing in Township 20, Ranges 11 and 12, Aroostook County (Estcourt Station). Services of a full-time helping teacher and opportunities for teachers in the unorganized territory to participate in an in-service training course would help greatly in up-grading instruction in these schools. Continued improvement of classroom libraries and addition of more teaching materials would be most desirable.

VOCATIONAL REHABILITATION

The Division of Vocational Rehabilitation provides counseling and guidance, vocational training, treatment, help in placement, and follow-up on the job for men and women disabled through accident or illness, in order to make them again vocationally competent and self-supporting.

During the two years 1952-54 the Division completed the vocational training and returned to employment 406 disabled men and women whose annual income is now \$749,237. Forty-three of these persons had previously been receiving state or municipal aid in the amount of \$48,880. As a result of their vocational training and placement, they are now earning \$84,656 per year, or more than twice the amount appropriated by the state as its share of the entire rehabilitation program.

It is reliably estimated that the Division now serves only about 18% of those who would be eligible for service. The program, using state and federal funds, operates on a matching basis. Funds voted by the 83rd Congress make it possible for the state to more nearly meet service needs if the Legislature will appropriate approximately \$65,000 for the next fiscal year (as compared with the current year's appropriation of \$40,000), and a further increase to \$75,000 for the second year of the biennium. This, with the extra federal matching money, would enable the Division to add three counselors to its present staff of three, and make possible the provision of services to an estimated load of 1,285 clients during the first year (as compared with the current annual load of some 800) and the successful vocational retraining

and placement during the same period of about 335 clients instead of the present yearly average of 200.

It is significant to note that with increased funds and personnel it would be possible to remove many more persons from relief rolls. The annual savings to state and local governments would be far greater than the added cost of support of the expanded rehabilitation program.

SCHOOL LUNCH

From modest beginnings when interested parents brought a "hot dish" to the school to supplement cold lunches, the school lunch program, under federal sponsorship, has become an important part of the school day. Teachers are agreed that the child who has eaten a nutritious hot meal at noon is a better student in the afternoon than one who has partaken of an inadequate lunch. In 1952-53, 31% of Maine school children, or 49,903, were served school lunches. In 1953-54, the number had increased to 53,337 or 33% of the enrollment. At the rate of twenty-five cents a meal, children pay slightly more than half the cost, with the remaining expense coming from federal subsidies, government-donated commodities, local contributions, town appropriations, and state assistance through general-purpose aid program administration.

For the coming year, \$270,921 has been allocated to the Maine Department of Education under the Special School Milk Program to reimburse schools of high school grade or under for milk served to children. As the program is designed to increase the consumption of milk over 1953-54 use, reimbursement is to be made only on "additional" milk, that is, for milk purchases in excess of the daily average for March and April 1954. Administration and supervision of the milk program will be undertaken by the School Lunch Division of the Department.

Donated Commodities

School lunch programs have benefited greatly from the use of donated commodities acquired from the United States Department of Agriculture and distributed through the State Department of Education. During the biennium, surplus foods valued at more than one million dollars have been received and distributed to Maine schools.

Commodities purchased by National School Lunch funds for distribution only to those schools participating under the National School Lunch Program and allocated to Maine, included:

1952-53

<i>Commodity</i>	<i>Amount</i>
Process Cheese	2400 cases
Dry Pea Beans	540 bags
Green Snap Beans	1050 cases
Green Snap Beans	1080 cases
Tomatoes	1900 cases
Tomato Paste	1280 cases
Peanut Butter	450 cases
Peaches	940 cases
Grapefruit Sections	990 cases
Hams	58,553 pounds
Picnics	37,461 pounds
Orange Juice	750 cases
Smoked Bacon	525 cases
Shell Eggs, 30 doz., case	759 cases
Dry Milk Solids	672 cases
Dry Milk Solids	838 cases
Frozen Turkey	115,546 pounds
Creamery Butter	47,968 pounds

1953-54

Canned Peas	1,420 cases
Concentrated Orange Juice	1,060 cases
Honey	534 cases
Canned Peaches	4,008 cases
Canned Tomatoes	2,420 cases
Tomato Paste	456 cases
Peanut Butter	783 cases
Dried Apricots	864 cartons
Grapefruit Sections	1,145 cases
Kidney Beans	864 cartons
Frozen Hamburger	130,639 pounds
Beef and Gravy	8,346 cases
Cheddar Cheese	77,548 pounds
Process Cheese	2,156 cases
Shortening	252 cases
Dry Milk	1,423 cases
Dry Pea Beans	877 bags

1953-54 (Concluded)

<i>Commodity</i>	<i>Amount</i>
Irish Potatoes	1,883 bags
Cranberry Sauce	451 cases
Creamery Butter	4,693 cases
Cottonseed Oil	710 cases

TEACHER PREPARATION

Total enrollment for the four teacher colleges—Aroostook, Farmington, Gorham, and Washington—and the Madawaska Training School approximates 1,050 men and women. Graduating classes have averaged 200. While increased enrollments in the lower classes indicate that graduating classes will be increased in the next few years, the need for even more elementary school teachers means college enrollments must be increased further in the years ahead.

TABLE I

Student Enrollments by Classes

Fall Semester 1953-54 as compared with Fall Semester 1952-53

Class	A.S.T.C.		F.S.T.C.		G.S.T.C.		W.S.T.C.		M.T.S.		Total		Per Cent	
	52-3	53-4	52-3	53-4	52-3	53-4	52-3	53-4	52-3	53-4	52-3	53-4	Loss	Gain
Senior.....	10	30	86	75	132	121	29	18	—	—	257	244	5	—
Junior.....	22	11	82	64	122	109	16	8	15	16	257	208	19	—
Sophomore.....	16	14	67	78	110	102	11	32	18	11	222	237	—	7
Freshman.....	21	25	101	105	136	177	38	28	15	16	314	351	—	12
Total.....	72	80	336	322	500	509	94	86	48	43	1050	1040	1	—
% Loss or Gain ...		+11		—4		+1.8		—8		—1				

Capital Expansion

Recognizing that larger enrollments will mean capital expansion in the colleges, the Board authorized the Department to initiate a detailed study of potential enrollments for the ten-year period, 1955-65. Partial results of the study reveal that college facilities will soon be inadequate to meet mounting enrollment, and that expansion will most certainly be needed to accommodate predicted loads. Not only will more space

be required but if young men and women are to be attracted to teachers' colleges, facilities must be as modern and attractive as those in other institutions of higher learning.

First steps in campus expansion and improvement are under way at two of the colleges. The 96th Legislature provided \$305,000 for a men's dormitory at Gorham State Teachers College and \$300,000 for a combined library-classroom building at Farmington State Teachers College. Construction on the former is well under way and when ready for occupancy in September 1955 will provide living accommodations for 100 men students who must now make their own living arrangements in Gorham or in nearby towns.

Land has been purchased for the Farmington building and construction should be under way about December 1, 1954.

Since residences for presidents of the other colleges are provided by the state, the Board endorsed the Commissioner's recommendation that an effort be made to obtain a suitable residence for the President of the College at Farmington.

The 1953 Legislature recognized the need for adequate science laboratories and improvement of other facilities at all of the teachers' colleges, and appropriated approximately \$92,000 for this purpose. Most of the contemplated projects have been accomplished and the balance will be completed by June 1955. These improvements have contributed greatly to the physical appearance of the colleges and have provided better facilities for preparing teachers for Maine schools.

Salary Schedules

The Board, being concerned with the necessity for attracting and holding the best people for the college faculties, has revised and improved the basic salary schedule, which will be adopted if sufficient funds are appropriated to make it possible. The increase in estimated cost for the next biennium is \$22,150. The teachers' colleges have long been losing instructors to other New England colleges and the public schools. While the proposed revised salary schedule is still below the present average for New England teachers' colleges, its adoption should assist administrators both in securing competent college teachers and in encouraging present faculty to undertake professional study and improvement.

Scholarships

The 1953 Legislature appropriated \$50,000 annually for scholarships in the teachers' colleges and Madawaska Training School. The fund

is distributed by allocating \$1,000, or the equivalent of five full scholarships of \$200, to each college and the balance according to enrollment.

This fund has enabled a large number of students to enter or remain in college and complete their professional preparation. The number of other scholarships has increased, and many students have been offered employment as well. This information is shown in Table II.

TABLE II
Students Receiving College Financial Aid
Fall Semester, 1953-54

College	State Scholarships	Other Scholarships	College Employment	Deferred Tuition	Total (Eliminating Duplicates)
Aroostook	24	2	26	8	60
Farmington	66	8	96	2	172
Gorham	150*	20	81	—	251
Washington	—†	7	8	4	19
Madawaska	—†	2	6	—	8
Totals	240	39	217	14	510

*Estimated

†State Board scholarships not awarded

Teacher Placement

The Teacher Placement Bureau, operated by the Department of Education as a service to Maine teachers and administrators, has continued to play an important role in filling the vacancies that occur annually. This Bureau assists in placement of beginning teachers, as well as those with teaching experience who wish to change positions.

The director reports that approximately 2,500 teachers have been employed through this service during the biennium. The Bureau has been handicapped in making recommendations by the shortage of competent candidates in many fields, especially in the sciences and in the primary grades.

Two important pieces of legislation affecting the employment status of teachers, the equal pay law and a new minimum salary law, became effective during the biennium. The equal pay law provided that no discrimination in salary shall be made between male and female teachers with the same training and experience, employed in the same grade or performing the same kind of duties, and became effective

January 1, 1954. Thus far, no serious problems have arisen in the administration of this law, and superintendents and school committees have made the adjustments necessary to conform to its provisions.

The minimum salary law, enacted in 1953, became effective July 1, 1954. It prescribes the minimum salaries to be paid certified teachers with varying levels of education and experience. This law has given rise to many requests for interpretation, but has met with general acceptance.

These laws have had a beneficial effect on teachers' salaries and should encourage more young people to enter the teaching profession.

Teacher Certification

Teacher certification regulations have been given serious attention and consideration. The need for a thorough study and revision of all regulations was presented to the State Board of Education by a committee representing the Maine Superintendents' Association and, as a result, the Board authorized such a study and the printing of a small handbook containing pertinent information on this topic. Certification has also been discussed at several conferences of teachers and administrators. The main problem has been to determine means by which competent and educated persons might be encouraged to enter the teaching profession and thus relieve, to some extent, the teacher shortage without jeopardizing or lowering professional standards.

A few minor changes in regulations have been approved, as follows:

1. Extension of time allowed for employment of a substitute teacher from thirty to sixty days.
2. Teachers who have taught successfully during the previous year on a permit and who have earned six semester hours of acceptable credit during the past year may be granted a one-year special license.
3. General secondary certificates have been made valid in Grades 7-12, inclusive.

ATTENDANT NURSING EDUCATION

The Department was authorized by the 96th Legislature to employ a Director of Attendant Nursing and to set up a school or schools in the state to prepare young women as practical nurses or nurses aides. The first such school has been established at Presque Isle with head-

quarters at the Aroostook State Teachers College and is affiliated with hospitals in that area. Facilities for clinical work and instruction in dietetics have been prepared in the building formerly occupied by the laboratory school; dormitory accommodations have been made available for students; and instructors have been engaged. The course will be offered for the first time in the fall of 1954. After eighteen weeks of classroom instruction in health theory and practical housekeeping, the girls will spend the remainder of the year studying nursing care and skills and experiencing practical nursing in hospitals. Plans are under way to establish a second class in the southern part of the state.

A State Advisory Committee on Attendant Nursing Education has been named by the Board and has been helpful in the initial procedures for starting the course. On the committee are Mrs. Willard Bass, Wilton; Mrs. Samuel Collins, Caribou; John Q. Douglass, State Director of Social Services, Augusta; Miss Helen F. Dunn, Director of Public Health Nursing, Augusta; Miss Pearl Fisher, Hospital Administrator, Thayer Hospital, Waterville; Gerald Kelley, Director, Osteopathic Hospital, Portland; Miss Mildred Lenz, R. N., Educational Secretary, Board of Registration of Nurses, Lewiston; Mrs. Forrest Moors, Old Town; Mrs. Dorothy Murphy, R. N., Presque Isle; Kermit Nickerson, State Education Department Executive Director of Professional Services; and Dr. Clyde I. Swett, Island Falls.

Functions of the committee are to study the need for attendant nurses, the areas of the state where training should be offered, and to advise on policies and other general matters relating to the successful operation of the program.

A new duty was delegated to the Department by the 96th Legislature, which charged the Commissioner with the responsibility for studying institutions asking legislative authority to grant degrees. Thus far there have been no applications requiring such studies, since the law provides that applications shall be made to the secretary of state not later than the May 1st immediately preceding the legislative session.

SUPERINTENDENTS' RECOMMENDATIONS

Superintendents of Schools in annual conference at the University of Maine in July 1953 discussed phases of the educational picture in Maine in which they were especially interested. They studied and subsequently reported to the Board on their recommendations concerning Services of the State Department of Education; Certification and

Teacher Supply; Professional Needs of Beginning Teachers: The Role of the Teachers Colleges, The Role of the Superintendent; and The Development of American Ideals Through Education.

The Board voted that the Committee on Certification of the Superintendents Association be invited to work with the Commissioner and the Executive Director of Professional Services in the preparation of a new code of certification to be referred to the Board for study and action. The superintendents' committee consists of Reginald H. Dority, Milo; Orville J. Guptill, Jr., Bar Harbor; John I. Seekins, Jr., Kennebunk; and Perry F. Shibles, Augusta.

The Board also approved the formation of an advisory committee to study educational and teacher-training problems, the committee to be composed of representatives of the Elementary Principals Association, Maine Congress of Parents and Teachers, Maine Superintendents Association, Secondary Principals Association, State Teachers Colleges, State Department of Education, and a classroom teacher nominated by the Maine Teachers Association.

EDUCATIONAL TELEVISION

State Commissions of Educational Television in New Hampshire and Vermont have invited Maine to join with them in a study of the subject and an investigation of possible tri-state cooperation in program production and/or station management. Maine has no official commission, but representatives of the University of Maine and interested private citizens have attended several three-state meetings to listen to proposals, in an effort to keep the citizens of Maine informed of possible developments. No definite decisions have been made, but it seems wise that Maine educators should study the possibilities of using this communication medium for furtherance of education, both at the school and adult levels. The Federal Communications Commission has reserved three channels in Maine for non-commercial use. While no definite time limit has been set on them, it is probable that they would ultimately be released for other purposes if no educational use were made of them.

VISITING EDUCATORS

Interesting and valuable contributions to education in Maine have been made by foreign educators who have been guests in the state under the auspices of the United States Office of Education and the State Department. During the past two years the Department has entertained educators from Afghanistan, Brazil, Burma, Ceylon, Egypt, Formosa, Germany, Greece, Indonesia, Nigeria, Pakistan, Thailand, and Turkey. These men and women spent several days in Augusta studying Maine's educational system. Thereafter, for periods from two days to three weeks, they have been guests in Maine communities where they have lived in private homes, observed school classes, spoken to school children and adult groups, and learned about community life in the United States. Not only have these visits contributed greatly to an interpretation of American life by these people, but have offered immeasurable opportunities for our boys and girls to gain first-hand impressions of distant parts of the world.

CONCLUSION

The members of the State Board of Education desire here to record their appreciation of the services of Commissioner Espy and of the State Department of Education personnel, all of whom show keen interest in their specialties and over-all concern for the betterment of educational opportunities for Maine youth.

Respectfully submitted,

STATE BOARD OF EDUCATION

Earle N. Vickery, *Chairman*

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	1953
Total enrollment: elementary	138,559	133,718	128,276	133,165	142,654
secondary	34,281	37,716	30,761	37,778	37,487
Pupils conveyed: elementary	20,439	28,846	33,979	48,960	59,548
secondary	1,431	2,656	3,120	5,188	6,624
Average daily attendance: elementary	116,202	112,307	102,814	113,911	119,578
secondary	30,694	33,813	25,892	30,884	30,588
Pupils not attending school regularly	459	825	512	190	211
Pupils beginning work of elementary schools	23,766	22,865	23,843	29,269	31,834
Pupils completing work of elementary schools	12,091	12,526	11,475	11,777	11,859
Pupils beginning work of secondary schools	10,593	10,999	9,622	10,299	11,009
Pupils completing work of secondary schools	6,712	7,420	5,333	7,394	7,081
Average annual salary for men teachers: elementary	\$870	\$931	\$1,714	\$2,472	\$2,840
secondary	\$1,557	\$1,611	\$2,227	\$2,962	\$3,265
Average annual salary for women teachers: elementary	\$737	\$812	\$1,187	\$1,906	\$2,294
secondary	\$1,118	\$1,175	\$1,557	\$2,316	\$2,751
Schools in one-room buildings	1,653	1,289	885	638	426
Schools to which pupils are conveyed	2,322	1,237	1,170	1,208	1,094
Schools discontinued during year	27	114	78	58	65
Schools with libraries	2,193	1,724	1,642	1,341	1,204
Estimated value of public school property	\$32,548,186	\$36,683,198	\$47,793,905	\$51,144,291	\$68,301,485
Raised by towns for school *maintenance	\$5,642,590	\$6,577,989	\$8,511,934	\$14,173,210	\$17,426,546
Paid by state for school *maintenance	\$1,439,005	\$1,653,076	\$2,438,854	\$5,017,797	\$6,088,760
Total resources for school *maintenance	\$7,844,621	\$9,010,319	\$12,254,570	\$21,118,868	\$25,038,597
Total resources — all purposes	\$9,560,298	\$11,196,541	\$14,209,633	\$25,681,956	\$29,853,679
Expenditure for instruction	\$4,887,149	\$5,505,826	\$7,273,257	\$12,955,152	\$15,905,306
Expenditure for tuition	\$562,840	\$645,351	\$784,941	\$1,612,572	\$2,266,998
Expenditure for conveyance	\$599,370	\$772,617	\$1,177,456	\$2,067,173	\$2,550,074
Total expenditure for *maintenance	\$7,463,895	\$8,574,831	\$11,479,785	\$20,265,965	\$25,263,762
Expenditure for new buildings	\$235,427	\$170,649	\$102,644	\$1,678,448	\$2,249,608
Expenditure for equipment	\$54,522	\$67,734	\$37,189	\$237,497	\$380,307
Expenditure for medical inspection	\$22,803	\$28,031	\$33,873	\$44,227	\$56,998
Expenditure for physical education	\$68,619	\$85,867	\$125,513	**	
Expenditure for industrial and vocational education	\$297,122	\$398,863	\$539,199	***\$418,824	\$445,851
Total expenditures — all purposes	\$8,998,046	\$10,536,424	\$13,339,997	\$24,709,037	\$31,312,451
Per capita costs: basis of total enrollment and maintenance—elementary	\$35.66	\$41.77	\$59.79	\$98.49	\$114.16
secondary	\$67.89	\$73.86	\$114.74	\$185.23	\$239.48
Total enrollment and total expenditure	\$51.20	\$60.48	\$82.61	\$144.55	\$173.82

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

**Combined with Instruction by C. 407 P. L. 1949

***Vocational Education only after 1949.

SUMMARY OF EXPENDITURES EDUCATION ACCOUNTS

Subsidies to Cities, Towns, and Academies for:	ACTUAL					
	1949	1950	1951	1952	1953	1954
Plans and Surveys	\$ 2,066	\$ 30,475	\$ 16,907	\$ 18,126	\$ 8,917	\$ 17,700
Professional Credits			50,000	93,950	92,750	165,900
Tuition	233,458	234,362	234,285	251,432	*	—
Teaching positions	3,235,650	3,746,096	3,696,146	4,127,028	*	—
School Census (Enrollment since 1947)	509,987	532,056	532,056	535,542	*	—
Conveyance in Lieu of Teaching Positions	193,047	210,664	210,103	238,235	*	—
Temporary Residents	2,792	1,726	774	3,241	2,157	1,034
Industrial Education	132,793	**20,169	20,168	26,328	21,952	22,398
Aid to Academies	120,000	131,301	130,574	235,434	120,000	—
Physical Education	31,643	—	—	—	—	—
Board of Island Children	1,510	1,690	1,780	2,039	1,960	2,300
Physically Handicapped Children	10,000	16,496	15,792	19,326	19,999	23,716
Equalization of Educational Opportunities	490,461	519,540	592,708	629,608	—	—
General Purpose Aid	—	—	—	—	5,965,125	6,506,885
Sub-Total of Subsidies	4,963,407	5,444,575	5,501,293	6,180,280	6,232,860	6,739,933
Maine School Building Authority	—	—	—	9,178	14,985	10,071
State Contribution to Maine Teachers' Retirement Association	***—	—	—	—	—	—
Administration	141,728	140,855	140,569	163,362	173,013	170,966
Teachers' Colleges and Normal Schools	745,868	798,553	874,232	1,116,789	1,031,311	1,165,219
Schooling of Children in Unorganized Territory	176,712	181,737	219,580	209,563	265,869	250,222
Superintendents of Towns Comprising School Unions	178,756	180,875	180,507	182,902	182,931	181,182
Vocational Education	102,900	134,055	134,253	149,460	154,712	153,190
Federal Vocational Rehabilitation	124,697	122,179	126,686	107,905	112,998	114,618
Vocational Technical Institute	70,766	77,623	80,290	72,003	232,597	249,403
Administration of National School Lunch Program	19,031	20,376	21,668	23,224	22,227	23,163
Education of Orphans of Veterans	150	450	479	450	750	499
Special Committee on Approval of Institutions Offering Specialized Training for Veterans	309	442	564	396	66	—
Pensions for Retired Teachers (1913 System)	***—	—	—	—	—	—
Nursing Attendant Education	—	—	—	—	—	35
Sub-Totals of Operational Accounts	1,560,917	1,657,145	1,778,808	2,035,232	2,191,459	2,318,568
Grand Totals (Excluding Fed. Voc. Ed. and School Lunches)	\$6,524,324	\$7,101,719	\$7,280,101	\$8,215,512	\$8,424,319	\$9,058,501

*After 1952, Tuition, Teaching Positions, School Enrollment, Conveyance, and Equalization replaced by General Purpose Aid.

**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.

COMPARATIVE FINANCIAL STATEMENT
STATE TEACHERS COLLEGES AND TRAINING SCHOOLS
Fiscal Years 1952-1953 and 1953-1954

	GRAND TOTALS		Farmington State Teachers College		Gorham State Teachers College		Washington State Teachers College		Madawaska Training School, Fort Kent		Aroostook State Teachers College	
	1952-1953	1953-1954	1952-1953	1953-1954	1952-1953	1953-1954	1952-1953	1953-1954	1952-1953	1953-1954	1952-1953	1953-1954
Balance Forward July 1 . . .	\$47,701.21	\$ 50,512.96	\$ 7,108.64	\$4,914.94	\$14,560.10	\$18,045.61	\$7,093.95	\$7,100.56	\$6,147.74	\$8,811.66	\$12,790.78	\$11,640.19
Adjustment of Bal. Forward	(3,755.72)	(2,227.64)	(492.56)	(858.92)	(1,845.37)	(506.68)	(994.16)	(237.30)	—	(443.65)	(423.63)	(181.09)
Adjusted Balance Forward.	43,945.49	48,285.32	6,616.08	4,056.02	12,714.73	17,538.93	6,099.79	6,863.26	6,147.74	8,368.01	12,367.15	11,459.10
Legislative Appropriation . .	430,975.00	481,167.00	117,808.00	124,078.00	137,495.00	164,752.00	61,878.00	68,031.00	48,203.00	53,454.00	65,591.00	70,852.00
Trans. from Payroll Funds . .	11,195.00	25,542.00	4,711.00	9,316.00	1,267.00	8,653.00	2,074.00	2,836.00	1,378.00	1,823.00	1,765.00	2,914.00
Trans. from State Voc. Educ.	187.00	200.00	187.00	200.00								
Trans. from Fed. Voc. Educ.	2,251.87	2,701.58	2,251.87	2,701.58								
Trans. to Reserve Accounts.	(13,618.06)	(8,404.33)			(13,618.06)	(8,404.33)						
ADD: NET INCOME												
Rental of Land	10.00								10.00			
Rental of Rooms & Bldgs. . . .	49,292.56	49,412.73	18,661.08	18,200.06	19,819.38	18,596.87	3,433.10	3,868.90	1,601.00	2,580.00	5,778.00	6,166.90
Examination Fees	11.00	4.00			11.00	4.00						
Laboratory Fees	8,293.56	8,503.70	4,026.50	3,927.00	3,879.00	4,194.50			58.80	71.20	329.26	311.00
Health Fees	8,325.05	7,834.50	5,395.55	5,264.00	2,929.50	2,570.50						
Registration Fees	3,462.00	3,633.00	1,074.00	1,038.00	1,569.00	1,569.00	312.00	300.00	138.00	429.00	369.00	297.00
Tuition Fees	132,026.97	137,283.46	39,150.00	54,702.40	66,960.97	51,108.05	9,996.00	12,919.61	4,424.00	8,228.40	11,496.00	10,325.00
Transcript Fees	310.50	428.33	131.00	210.83	141.50	170.00	8.00	2.00	10.00	16.00	20.00	29.50
Misc. Services and Fees	2,121.84	2,555.84	1,041.03	944.21	242.32	688.35	378.00	409.94	84.60	135.00	375.89	378.34
Sale of Books	25,978.80	26,652.48	6,999.75	10,210.37	13,800.42	12,137.06	2,104.93	1,897.55	315.01	763.73	2,758.69	1,643.77
Sale of Farm Products		100.00								100.00		
Sale of Meals	210,121.88	214,212.99	85,180.75	87,186.69	88,975.38	87,713.59	16,291.20	18,446.80	1.65	9.45	19,672.90	20,856.46
Sale of Equipment	472.86	554.22	345.00	139.22	7.00	4.00			52.50	5.00	68.36	406.00
Miscellaneous Sales	125.30	47.53	16.30	1.28	3.25	24.51	105.00	15.00	.75	6.50		.24
City and Town Grants	81,815.00	77,000.00	31,700.00	34,900.00	20,515.00	18,700.00	7,800.00	8,300.00	5,000.00	5,100.00	16,800.00	10,000.00
Insurance Settlements		1,719.90				1,719.90						
TOTAL NET INCOME (1)	522,367.32	529,942.68	193,720.96	216,724.06	218,853.72	199,200.33	40,428.23	46,159.80	11,696.31	17,444.28	57,668.10	50,414.21
TOTAL AVAILABLE	\$997,303.62	\$1,079,434.25	\$325,294.91	\$357,075.66	\$356,712.39	\$381,739.93	\$110,480.02	\$123,890.06	\$67,425.05	\$81,089.29	\$137,391.25	\$135,639.31

	GRAND TOTALS		Farmington State Teachers College		Gorham State Teachers College		Washington State Teachers College		Madawaska Training School, Fort Kent		Aroostook State Teachers College	
	1952-1953	1953-1954	1952-1953	1953-1954	1952-1953	1953-1954	1952-1953	1953-1954	1952-1953	1953-1954	1952-1953	1953-1954
DEDUCT NET EXPENDITURES												
Personal Services	606,879.40	669,677.33	210,224.56	235,182.49	224,844.13	241,798.93	60,538.68	72,029.99	42,840.71	50,682.59	68,431.32	69,983.33
Contractual Services	80,007.51	95,575.64	25,534.34	28,400.10	23,895.74	27,725.23	11,264.31	8,687.17	4,862.89	7,117.64	14,450.23	23,645.50
Commodities	223,534.16	227,902.01	76,859.05	85,666.30	80,728.51	83,084.22	25,189.07	21,589.37	8,910.42	8,128.36	31,847.11	29,433.76
Grants, Subsidies & Pensions	3,571.17	3,561.77	121.17	35.52	3,450.00	3,526.25						
Capital Expenditures	30,726.89	36,810.90	7,426.66	3,362.06	5,709.86	18,145.94	5,763.96	8,448.66	1,681.13	2,923.69	10,145.28	3,930.55
TOTAL NET EXPENDITURES (2)	\$944,719.13	\$1,033,527.65	\$320,165.78	\$352,646.47	\$338,628.24	\$374,280.57	\$102,756.02	\$110,755.19	\$58,295.15	\$68,852.28	\$124,873.94	\$126,993.14
NET COST (2—1) (3)	422,351.81	503,584.97	126,444.82	135,922.41	119,774.52	175,080.24	62,327.79	70,326.96	46,598.84	51,408.00	67,205.84	76,578.93
Balance, June 30	52,584.49	45,906.60	5,129.13	4,429.19	18,084.15	7,459.36	7,724.00	13,134.87	9,129.90	12,237.01	12,517.31	8,646.17
Carried	50,512.96	39,554.17	4,914.94	4,330.23	18,045.61	7,406.71	7,100.56	13,101.52	8,811.66	6,259.07	11,640.19	8,456.64
Lapsed	2,071.53	6,352.43	214.19	98.96	38.54	52.65	623.44	33.35	318.24	5,977.94	877.12	189.53
Fall Enrollments (4)	1,050	1,038	336	325	500	506	94	86	48	41	72	80
Net Per Pupil Cost (3 ÷ 4)	\$402.23	\$485.14	\$376.32	\$418.22	\$239.54	\$346.00	\$663.06	\$817.75	\$970.80	\$1,253.85	\$933.41	\$957.23

TEACHER COLLEGE AND TRAINING SCHOOL RESERVES

Expended	\$ 8,240.30	\$22,902.56	\$ 3,258.80	—	\$ 4,981.50	\$21,950.00	—	\$ 567.56	—	\$ 385.00	—	—
Closing Balance	26,635.11	15,213.04	123.91	\$ 123.91	23,302.88	13,283.44	\$1,372.10	779.54	\$1,400.78	1,026.15	\$ 435.44	\$435.44
Improvement Fund Expenditures	\$53,351.97	\$59,998.52	\$19,650.90	\$41,759.65	\$10,047.68	\$ 7,337.17	\$9,867.96	\$6,397.99	\$9,323.34	\$4,242.37	\$4,462.09	\$261.34

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

I. PUPILS	1951-52	1952-53
Resident Pupils Educated at Public Expense, April 1 . . .	160,094	169,201
Total Enrollment:		
Elementary	136,388	142,654
Secondary — High Schools	37,723	37,487
Academies	8,784	8,520
Total	182,895	188,661
Net Enrollment:		
Elementary	126,052	130,933
Secondary — High Schools	33,964	34,412
Academies	8,599	8,338
Total	168,615	173,683
Urban Distribution (Elementary only)	58,904	61,806
Rural Distribution (Elementary only)	77,484	80,848
Conveyed at Expense of Town:		
Elementary	55,433	59,548
Secondary	6,587	6,624
Total	62,020	66,172
Aggregate Attendance:		
Elementary	20,516,498	21,399,332
Secondary — High Schools	5,000,967	5,111,527
Academies	1,426,372	1,383,778
Total	26,943,837	27,894,637
Average Daily Attendance:		
Elementary	114,454	119,578
Secondary — High Schools	30,391	30,588
Academies	7,879	7,638
Total	152,724	157,804
Non-resident Enrollment:		
Elementary	2,104	2,215
Secondary — High Schools	5,314	5,390
Academies	3,400	3,362
Total	10,818	10,967
Persons of Compulsory School Age Not Attending		
School Regularly	212	211
Enrollment by Years:		
Elementary		
Kindergarten and Sub-Primary	14,055	17,078
Grade I	14,802	15,969
Grade II	15,210	14,464
Grade III	15,860	15,104
Grade IV	14,867	15,411
Grade V	13,654	14,663
Grade VI	12,602	13,395
Grade VII	9,604	9,155
Grade VIII	8,564	8,256
Grade IX	17	—
Ungraded or Special	147	163
Junior High Schools:	21,514	20,015
Elementary Grades	(6,639)	(7,704)
Secondary Grades	(14,875)	(12,311)
Senior High Grades	18,934	21,733
Year I	(5,860)	(6,644)
Year II	(4,951)	(5,663)
Year III	(4,377)	(4,941)
Year IV	(3,680)	(4,427)
Special	(66)	(58)
Promoted or Graduated:		
Elementary	11,656	11,859
Senior High Schools	6,847	6,600
Academies	1,683	1,729

II. TEACHERS	1951-52	1952-53
Positions for Men:		
Elementary	483	521
Secondary — High Schools	995	1,036
Academies	291	277
Total	1,769	1,834
Positions for Women:		
Elementary	4,147	4,204
Secondary — High Schools	850	842
Academies	268	204
Total	5,265	5,250
Different Persons Employed:		
Elementary	5,284	5,383
Secondary — High Schools	1,943	1,961
Academies	580	488
Total	7,807	7,832
Average Annual Salaries of Men:		
Elementary	\$2,689	\$2,840
Secondary — High Schools	3,142	3,265
Academies	2,532	2,744
Average Annual Salaries of Women:		
Elementary	\$2,162	\$2,294
Secondary — High Schools	2,596	2,751
Academies	1,770	2,000
Average Annual Salary of Men and Women (Combined)		
Elementary	\$2,217	\$2,354
Secondary — High Schools	2,890	3,034
Academies	2,172	2,428
Number of Teachers Attending Summer School	1,638	1,745

III. SCHOOLS		
Classification:		
Elementary:		
Towns and Cities	1,391	1,430
Unorganized Townships	24	24
Total	1,415	1,454
High Schools:		
Class A	179	181
Six Year (included in Class A)	37	39
Unclassified	6	4
Junior High (Included in Class A)	7	10
Total	185	185
Academies	60	59
Incomplete Reports (Parochial II)		
Number of Towns on Contract Basis	30	28
Distribution of Public Schools:		
Urban	331	328
Rural	1,171	1,128
Number in One-room Buildings	514	426
Number to which Pupils are Conveyed	1,138	1,094
Number Discontinued During Year	104	65
Number with Libraries	1,198	1,204

IV. BUILDINGS		
Public School Buildings Used For:		
Elementary School Purposes Only	1,191	1,099
Secondary School Purposes Only	71	91
Elementary and Secondary Purposes	120	120
Number Rented for School Purposes	43	18
Number of New Buildings Completed During Year	54	46
Cost of New Buildings and Equipment	\$4,880,929	\$4,733,236
Estimated Value of School Property		
Public Schools	\$62,879,214	\$68,301,485
Academies	8,143,789	6,317,578

V. FINANCIAL	1951-52	1952-53
Resources:		
Amount Appropriated for Maintenance		
Public Schools	\$16,712,679	\$17,426,546
Academies	895,736	1,053,109
State Aid Toward Maintenance		
Public Schools	\$5,920,334	\$6,088,760
Academies	209,727	165,388
Total Resources for Maintenance		
Public Schools	\$23,846,712	\$25,038,597
Academies	1,461,422	1,437,401
Total Resources for All School Purposes		
Public Schools	\$29,521,134	\$29,853,679
Academies	2,408,058	2,355,007
Expenditures:		
For Instruction		
Public Schools — Elementary	\$9,983,102	\$10,696,882
High Schools	4,886,794	5,206,424
Total Public	14,869,896	15,903,306
Academies	1,048,399	1,070,003
For Tuition		
Public Schools—Elementary	\$ 221,238	\$ 210,381
High Schools	1,814,720	2,060,990
Total Public	2,035,958	2,271,371
For Fuel		
Public Schools—Elementary	\$609,172	\$659,034
High Schools	300,804	326,424
Total Public	909,976	985,458
Academies	113,986	205,039
For Janitor Service		
Public Schools—Elementary	\$1,057,206	\$1,164,957
High Schools	490,836	548,714
Total Public	1,548,042	1,713,671
Academies	139,725	Inc. in Fuel
For Conveyance		
Public Schools—Elementary	\$2,208,630	\$2,366,571
High Schools	159,168	183,503
Total Public	2,367,798	2,550,074
Academies	26,275	40,450
For Textbooks		
Public Schools—Elementary	\$391,268	\$428,361
High Schools	176,481	190,214
Total Public	567,749	618,575
Academies	37,303	56,924
For Supplies, Light and Power		
Public Schools—Elementary	\$ 703,318	\$ 759,850
High Schools	427,717	461,457
Total Public	1,131,035	1,221,307
Academies	95,754	64,985
Total Expenditures for Maintenance		
Public Schools—Elementary	\$15,173,934	\$16,286,036
High Schools	8,256,520	8,977,726
Sub-totals (Public)	23,430,454	25,263,762
Sub-Totals (Academies)	1,461,442	1,437,401

	1951-52	1952-53
Other Expenditures		
For Supervision	511,066	555,810
For New Lots and Buildings	3,284,384	2,249,608
For Repairs and Permanent Improvements	1,087,648	1,404,141
For Equipment	322,442	380,307
For Medical Inspection	49,507	56,998
For Vocational Education	420,396	445,851
For Evening School and Americanization	46,187	46,281
For Insurance	312,183	315,998
Total Expenditures for All School Purposes		
Public Schools	\$30,075,075	\$31,312,451
Academies	2,344,760	2,224,115
GRAND TOTAL	\$32,419,835	\$33,536,566

PER CAPITA COSTS:

On Total Enrollment and Expenditures for Maintenance		
Elementary	\$ 111.25	\$114.16
Secondary	218.87	239.48
On Total Enrollment and Total Expenditures (Elementary and Secondary Combined)	172.74	173.82
On Average Attendance and Expenditures for Maintenance		
Elementary	132.57	136.19
Secondary	271.67	293.50
On Average Attendance and Total Expenditures	207.64	208.51

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
1954	84,142,894	11,310,367	13

*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)