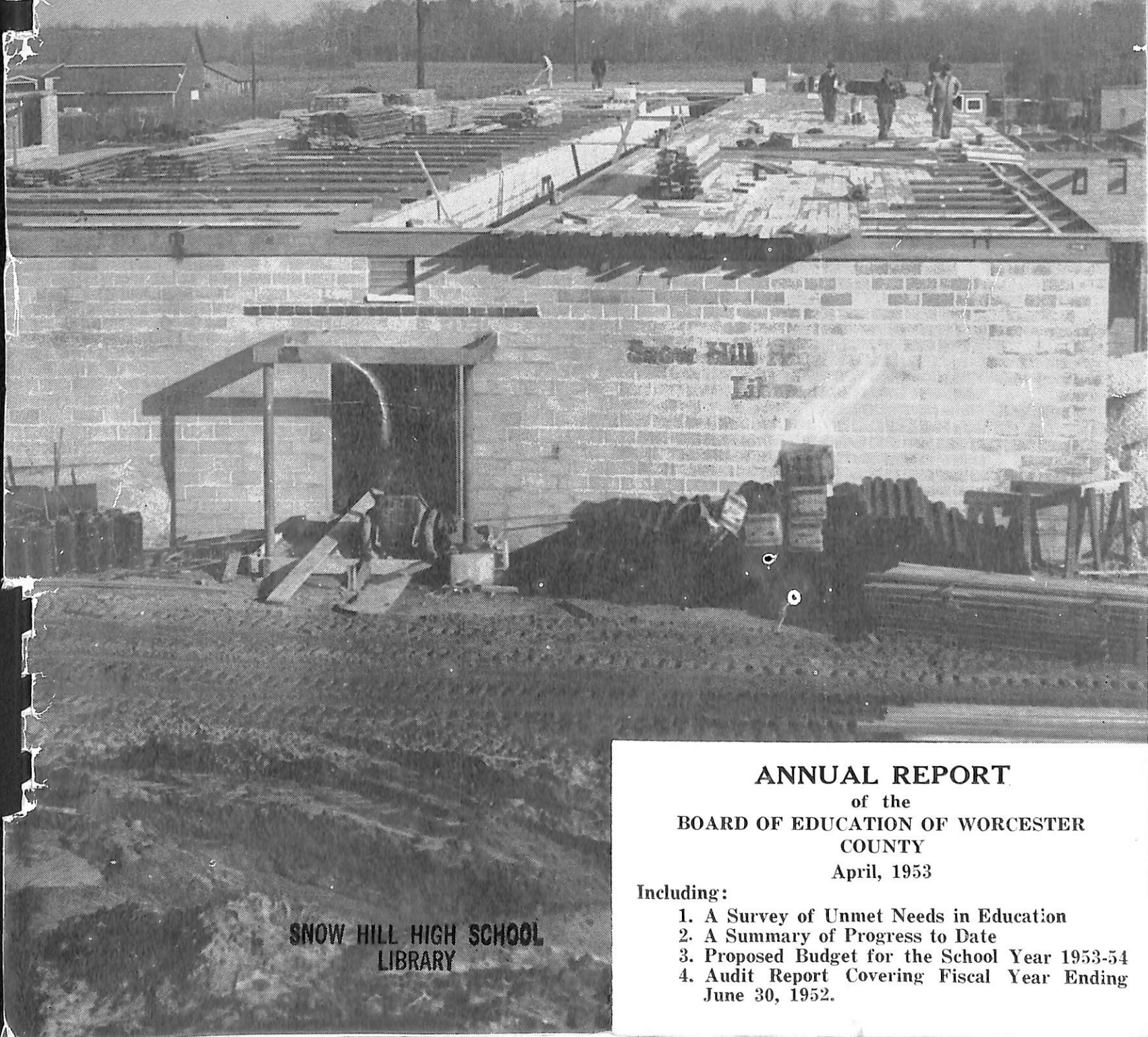


# We Are Building, But= We Still Have Unmet Needs

Snow Hill High School  
Library

VERTICAL FILE



SNOW HILL HIGH SCHOOL  
LIBRARY

## ANNUAL REPORT of the BOARD OF EDUCATION OF WORCESTER COUNTY

April, 1953

### Including:

1. A Survey of Unmet Needs in Education
2. A Summary of Progress to Date
3. Proposed Budget for the School Year 1953-54
4. Audit Report Covering Fiscal Year Ending June 30, 1952.

ANNUAL REPORT OF THE BOARD OF EDUCATION OF WORCESTER COUNTY

Snow Hill, Maryland

April, 1953

The Board of Education:

Mr. Harris S. Corddry, President	Snow Hill, Maryland
Mr. Raymond C. Dryden, Vice-President	Pocomoke City, Maryland
Mr. Elton W. Parsons, Member	Berlin, Maryland

Administrative and Supervisory Staff of the Board of Education:

Paul D. Cooper, County Superintendent  
Paul S. Hyde, Supervisor of Instruction  
Alfred Strayer Hancock, Supervisor of Instruction  
Annie B. Downing, Supervisor of Instruction  
Lucy S. Pilchard, Supervisor of Pupil Personnel  
Benjamin W. Nelson, Supervisor of Transportation and Maintenance  
Elsie M. Dryden, Clerk  
Pauline S. Bowen, Assistant Clerk

Office of the Board of Education: Courthouse, Snow Hill, Maryland  
Telephone: Snow Hill 37

Meetings: Held regularly on second Tuesday of each month. All meetings  
open to public.

FOREWORD

"Ah, but a man's reach must exceed his grasp,  
Or what's a Heaven for?"

We believe these words of Browning to be good for us to live by, not only as men but as school board members; and for you also, as parents of school children and citizens of this community, if you share with us the desire to provide the best possible program of education for our children. We will eventually achieve that goal only if we continue to reach for improvements in our schools that now seem beyond our grasp.

It is with this thought in mind that we present our annual report, in which we are attempting to do these things:

1. Review and appraise the progress already made toward our goal.
2. List the unmet needs of education in our county.
3. Present a proposed budget for the next school year.
4. Present a financial report covering the last completed fiscal year.

The ideas contained in this report represent not only the thinking of the Board of Education and its professional staff but also that of a large number of lay citizens throughout the county. For the past two years, lay advisory committees in three communities have been studying the needs of their schools. Another county-wide committee of laymen has worked tirelessly throughout the past year, studying the problem of teachers' salaries. Local boards of school trustees have met with school principals to study the needs of individual schools. All have made suggestions, and all of their suggestions have been reasonable and show evidence of considerable thought.

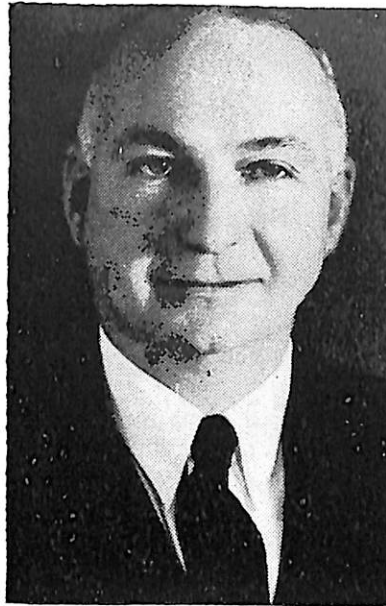
This increasing interest in the problems of education on the part of more and more citizens may be the most encouraging thing that we have to report. If we all "reach" toward improved schools, they will surely come within our "grasp."

Respectfully submitted,

THE BOARD OF EDUCATION  
OF WORCESTER COUNTY

PAUL D. COOPER,

County Superintendent  
of Schools



*It is indeed appropriate that this annual report be dedicated to Mr. Harris S. Corddry, the retiring president of the Board. Mr. Corddry has been a member of the Board of Education since 1944 and has served as its president for the past two years. His work on the Board of Education and his lifelong service to this community exemplify the spirit in which this report is written, "Ah, but a man's reach must exceed his grasp, or what's a heaven for?"*

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THESE MAKE A SCHOOL SYSTEM

PROGRAM

We must first develop a program that will provide for all of the needs of all of our children. They have many different needs because they are different. They differ with respect to sex, race, home background, emotional and physical health, intelligence and aptitudes, avocational interests and occupational interests.

PERSONNEL

The degree of success of our program will be determined largely by the extent to which we provide an adequate number of teachers, administrators, supervisors, custodians, etc., who are well qualified for their jobs, and who are satisfied with their working conditions.

PLANT AND PHYSICAL FACILITIES

It would be a poor investment indeed to employ a highly qualified staff and then not provide the tools with which to work. We must build enough modern classrooms and other facilities to house our program; these facilities must be furnished with proper equipment; and teachers must be supplied with all necessary materials of instruction.





## PROGRAM

We must first develop a program that will provide for all of the needs of all of our children. They have many different needs because they are different. They differ with respect to sex, race, home background, emotional and physical health, intelligence and aptitudes, in avocational and occupational interests.

## PROGRESS AND UNMET NEEDS IN THE SCHOOL PROGRAM

### New Curriculum Materials

The course of study of yesteryear prescribed rigidly the content to be mastered or the standards to be achieved for each subject at each grade level. The use of such a course of study is precluded in today's school if it operates under the philosophy that its program must provide for the needs of all children; that the school must make it possible for each child to develop to the limit of his capacity. Such a philosophy requires the teacher to accept each child, whatever the level of his ability or achievement, and to provide for him a program suited to his particular ability, needs, and interests. Obviously she cannot do this and follow a standard course of study prescribed for all. Yet, since her problem is much more difficult than before, she has an even greater need for curriculum materials which will serve as a guide in the development of a program for her children.

For the past several years, we have been concentrating upon the development of such curriculum guides covering each of the various areas of the school program. In general, these guides attempt to:

1. Identify the problems with which children are concerned.
2. Suggest various approaches to the study of the problem.
3. Suggest the understandings which children should develop.
4. Suggest learning activities suited to the wide range of interests and abilities of a particular group.
5. Suggest learnings which should be common to all.

To date, curriculum guides have been developed for the following areas of our school program:

1. A series of eighteen resource units covering the program of general education, or core program in the junior high school, grades 7, 8, and 9.
2. A series of twelve bulletins covering the Social Living program in the elementary school, grades 1 - 6. This program was prepared in 1947 and should be restudied and revised in the near future.
3. Language Arts program (including spelling, reading, writing, etc.) - Two bulletins outlining a program for language skills development, grades 1 - 6, and grades 7 - 9.
4. Arithmetic Skills program - One bulletin, grades 1 - 9.
5. Home Economics program - grades 7 - 9.
6. Health program - grades 7 - 12 (in preparation)



7. Physical Education and Recreation & grades 7 - 12, for both boys and girls.
8. Music - grades 1 - 6 completed; grades 7 - 9 in preparation.
9. Elementary School Science program (in preparation)
10. General Mathematics program for grade 12
11. Industrial Arts program (in preparation)
12. Civilian Defense bulletin and School Lunch program bulletin

The preparation of these materials has required the expenditure of considerable time, effort, and thought by practically all of our teachers. For more than five years, they have met annually in summer workshops. They have worked during the school year on curriculum planning committees. They have had competent direction from the county staff and numerous outside consultants. The products of this cooperative effort are excellent. The Worcester program is arousing nation-wide interest.

Other program areas which still require attention are:

1. Home Economics program, grades 10 - 12.
2. Academic and special areas in senior high school.
3. Reading and literature program for high school.
4. Phonics program, grades 1 - 9.

It has been suggested that, at this stage in the development of our program, it might be well to bring to the county a group of reputable educational consultants to make a limited survey of the program and to suggest next steps. This would require the services of four or five high caliber people for a period of perhaps one week. We are considering this step for next year.

#### In-Service Training of Personnel

Regardless of the degree of excellence of a teacher's pre-service training, she will face numerous problems which the training institution could not anticipate. Further, since education is continually changing as the society which it serves changes, teachers are continually faced with new problems. The quality of a program of education is, therefore, determined to a considerable degree by the quality of its in-service training program for teachers and other personnel.

The problem of providing an adequate in-service training program is now considerably aggravated by the current shortage of qualified teachers and the unusually large turnover resulting from the inadequate salaries of recent years.

These are some of the ways in which Worcester County teachers now keep abreast of new developments in their work:

1. County workshops: This year the county is conducting a series of four workshops; four days at the opening of school with emphasis upon the problems of beginning teachers, and three two-day workshops during the year. While these workshops have been partly devoted to the development of curriculum materials, the emphasis has been upon problems of instruction. This represents a change in our policy of previous years of holding a two-week workshop at the end of each school year. All teachers participate.
2. Supervision: The Board of Education employs three supervisors of instruction whose primary responsibility is the in-service training of teachers. In helping teachers with their problems, they:
  - a. Work with them individually.
  - b. Meet with them in groups to work on common problems.
  - c. Organize demonstration lessons.
  - d. Advise teachers with respect to courses they might take, reading programs, etc.
3. Summer School: Practically all colleges or universities offer courses during the summer. We require approximately one-fourth of our teachers to attend each year. Last year 41 out of 167 teachers attended. At the present time the Board of Education reimburses a teacher for summer school attendance to the extent of \$25.00. That amount is ridiculous today in view of the fact that it may cost a teacher as much as \$500.00 to carry an average load of six semester hours at some of the schools. We should certainly plan some more reasonable payment to encourage teachers to attend summer school. An occasional experience outside our own system is of considerable value to any teacher.
4. Extension Courses: Several universities offer evening classes in this area which our teachers may attend. Last year 23 teachers enrolled in extension courses.
5. Child Study Program: All teachers have the opportunity to enroll in a three-year program of child study under the guidance of qualified leaders. During the current year 38 teachers are participating in the program.

As a more recent development, the program has been made available to parent groups in the county. Fifty-eight parents are now enrolled in 4 groups.

We should probably consider the provision of these additional in-service training opportunities:

1. Courses to be offered in the county by competent instructors, dealing with instructional problems of particular concern to our own teachers. The courses might be offered on a credit or non-credit basis, with the cost to be borne by the Board of Education. Such a program might be particularly appropriate due to the fact that our remote location makes it difficult for teachers to enroll in regular summer schools and extension courses.
2. As suggested above, we should certainly consider increasing our summer school allowance.
3. We should probably encourage more inter-visitation of teachers both within the county and outside our county. Teachers should also be encouraged to participate in more professional meetings, such as the various association meetings. This would require additional substitute allowances and travel allowances for teachers.
4. The salary schedule should probably make provision for advanced work beyond that required for certification.
5. Workshops for custodians, bus drivers, and cafeteria workers. We have done very little in this field, but we expect to conduct such programs during the coming school year.

#### Providing for the Special Needs of Children

1. Vision and Hearing Testing Programs: Each year the vision of all children in grades 1, 3, 5, 7, 9, and 11 is tested under the supervision of the health department. Whenever a possible deficiency in eyesight is indicated, children are referred to an eye specialist for further examination. Where necessary, glasses have been provided by the Lions Club or other service organization.

The hearing of all children in grades 1, 3, 5, 7, 9, and 11 is also tested annually through cooperation with the county health department. Again, when deficiencies are indicated, children are referred to family doctors or they may attend clinics conducted by the health department.

During the past year, the health department has had difficulty in carrying out the testing program due to insufficient personnel. The Board of Education may be required to employ personnel to continue this program.

2. Other Health Services: The county health department performs other services in connection with the health of school children. The health officer and nurses cooperate in the pre-school registration of children by interviewing parents, endeavoring to secure a medical check-up for each child before he enters school, making certain that beginning school children are immunized, etc. The nurses visit each school weekly at which time they check on any children referred to them by the teachers for possible health problems.

The lay committees have suggested that for the larger schools, at least, the weekly visit of the health department nurse is not sufficient. It has been recommended that the employment of full-time school nurses be considered for the larger schools.

3. Speech Problems: Three years ago, a survey of speech difficulties among county school children was made by the Maryland Society for Crippled Children. This survey revealed that 204 children out of 4,300 had some type of speech problem, practically all of which could have been easily corrected. One speech therapist working full-time in the county could give almost all of these children the help they need to correct their deficiencies. We should provide this service as early as possible.
4. Other Special Problems: Children have numerous other problems which make it impossible for them to adjust to or succeed in the regular school program. Some are slow learners, some have reading difficulties, others cannot adjust to school life for various reasons. It is our firm conviction that, in so far as possible, every child should have the opportunity to work in school in his normal social group. Yet we recognize that there are extreme cases in which the child needs special help in the interest of both the child involved and the rest of his group. We are now but poorly equipped to deal with the problems of these children.
- a. We should have available to our schools the services of a mental hygiene clinic on a weekly or bi-weekly basis. Steps in that direction are now being taken by the health department.
  - b. The County Board of Education should employ at least one psychologist.
  - c. Qualified teachers for remedial reading work should be considered at least at the high school level.
  - d. We should probably consider the establishment of a special class or classes for slow learners on a county-wide or area basis.

### Vocational Education

Our schools now provide reasonably adequate vocational training for high school students in the fields of business education and agriculture. However, the comparatively small sizes of the high schools make it difficult to offer satisfactory programs in other fields. The completion of the two high schools now under construction will make it possible to expand the program for some of our children to include automotive mechanics and building trades. However, it will probably never be possible for us to provide vocational training in regular school courses to the extent that a student could receive training in any trade or occupation he might elect.

Yet, there may be an answer in the Diversified Occupations Program with which several of our schools have been experimenting for the past two years. Under this program, students attend school for half of each day and then work for a half-day on a job approved by the school. This is an adaptation of apprenticeship training and, of course, makes it possible to provide vocational training in almost any field. The success of such a program hinges upon careful supervision of the students' work by the school. If the program is to be expanded to any extent, we must provide personnel to coordinate and supervise it.

### Driver Education

Public demand for a program to train high school students to become safe automobile drivers is so strong that there is little doubt of the program's being here to stay. We have conducted a driver education program for the past five years but not on a very satisfactory basis. In each of the high schools, the program has been assigned to one of the regular teachers who has taken the necessary training. In each instance, it is necessary for that teacher to interrupt his regular teaching program for five or six weeks each year in order to do the work in driver education. It is generally not a good policy to weaken one program in order to build up another. We will not have a satisfactory program until we can employ one teacher on a county-wide basis to handle the entire program. If the job is worth doing -- and we feel that it is -- it is worth doing well.

### Pre-School Education

There is no longer any doubt of the value of kindergarten education or that it should be provided as a part of the system of free public education. While our first responsibility must be that of developing fully the program we now have, we should plan for the provision of a kindergarten program at an early date. With the completion of the new Stephen Decatur High School next year, we may have rooms available in Ocean City and Berlin which could be used for kindergarten purposes. We should attempt to establish programs there on a tuition basis at first, the Board of Education to furnish the facilities, select the teachers and supervise the program. This would be a logical first step toward the establishment of a county-wide program of free public kindergartens.



### Adult Education

For a number of years, we have been able to offer instruction in almost any field to adults through evening classes. The only requirements are that there must be a sufficient number interested in a particular subject and that a qualified instructor is available. So far there has been little interest except in one community, where as many as five courses have been offered in one year. The program can be and should be expanded. At the present time, almost all of the cost of this program is borne by the state. If the program is to be expanded, the bulk of the additional cost must come from county funds.

### Additional Program Offerings for High Schools

All of the lay committees have suggested that the programs in the various high schools are too limited. They have been particularly concerned about the limited offering in foreign languages, mathematics, art, and, in some instances, music.

While all of our high schools provide a program which will meet minimum college entrance requirements, it must be admitted that our schools do not emphasize the college preparatory courses. In view of the fact that only one out of five of our graduates go to college, it would not be reasonable to devote all of our resources to that twenty per cent of our students. Yet the criticisms in many instances are valid. We can improve the situation only by providing more teachers in the smaller schools than the number allowed by the state for purposes of state aid. Five or six additional teachers throughout the county would improve the situation considerably.

### Citizenship Education

The public schools of Worcester County are cooperating in a nationwide project to develop more effective ways of teaching citizenship. Our schools have, of course, always taught citizenship. We have always given instruction in Civics, Problems of Democracy, etc. Yet there is ample evidence that our instruction has not always resulted in better citizens. The Citizenship Education Program (CEP) is based upon the idea that all teachers, regardless of their subjects, teach citizenship habits and attitudes in their daily work with the students. The program of C. E. P., then, is largely one of developing techniques, methods, and materials for the use of all teachers in developing good citizenship habits and attitudes.

### Associated Public School Systems

The Worcester County Public School System is a member of the APSS, a nationwide organization of over two hundred school systems, formed for the purpose of bringing about a more rapid improvement in public education through cooperative research on common problems and the exchange of ideas.

## PERSONNEL

The degree of success of our program will be determined largely by the extent to which we provide an adequate number of teachers, administrators, supervisors, custodians, etc., who are well qualified for their jobs and who are satisfied with their working conditions.



### PROGRESS AND UNMET NEEDS IN PERSONNEL

The program of education, regardless of how well it may be planned and organized, depends for its success upon the personnel of the school system.

There must be enough people to carry out the program.

They must be well qualified for their work.

The conditions under which they work must be satisfactory.

The Worcester County School System now employs the following personnel to conduct a program of education for 4,350 children:

School teachers and teaching principals	156
Non-teaching principals	4
Guidance counselors	3.5
Librarians	3.5
Supervisors of instruction	3
Supervisor of pupil personnel	1
Supervisor of transportation and maintenance	1
Superintendent of schools	1
General office clerks	2
Half-time clerks in schools	4
Custodians	18
School bus contractors	<u>54</u>
Total number of persons employed	251

### Is Our School System Adequately Staffed?

If we are to offer more than a minimum program of education for the children of Worcester County, we must provide additional personnel:

#### To reduce class size

If the teacher is to give attention to the needs of all children in her class, she must have a reasonable number with which to work. For best results, she should probably not be required to teach more than 25 or, at most, 30 pupils. In some special areas, enrollments of less than 25 will be required. This is our situation now:

In the elementary schools:

9% of our classes enroll less than 25 pupils  
27% of our classes enroll from 25 - 29 pupils  
24% of our classes enroll from 30 - 34 pupils  
32% of our classes enroll from 35 - 39 pupils  
8% of our classes enroll 40 or more pupils

In the high schools, class sizes are distributed as follows:

Class Size	Academic Subjects	Practical Arts	Music and Physical Education
Less than 15	7%	49%	15%
15 - 24	30%	35%	33%
25 - 34	40%	14%	31%
35 - 40	13%	--	7%
Over 40	10%	2%	14%

Thus, in our elementary schools nearly 65% of our classes have more children enrolled than can be taught effectively. In our high schools, approximately one-third of the classes are unreasonably large.

This situation will be considerably improved when we have constructed enough additional classrooms to accommodate the number of teachers allowed under the minimum program supported by the state. If classrooms were available, we could employ fifteen additional teachers now with no additional cost to the county.

However, due to the relatively small size of our high schools, in order to offer as many subjects as is desirable, it has been necessary to build up the enrollments of some classes beyond reasonable size. This is especially true with respect to the academic subjects. If this is to be corrected, we must provide approximately six additional teachers at county expense.

To provide non-teaching principals and assistant principals:

The effectiveness of the program in an individual school depends, to a considerable extent, upon the availability of competent people to direct the program and assist teachers with their day-to-day problems. The school principal is in the best position to perform these functions. Yet he cannot do these things, administer the school, and teach full-time as well.

We now have no non-teaching principals in our elementary schools. Yet during the next two years, when our schools will be re-organized as a result of the present building program, we will have six elementary schools with from eight to twelve teachers. We should plan to employ a non-teaching principal for each.

All of our high schools now have or will have non-teaching principals. However, due to the size of these schools, the administrative duties are so demanding that the principals are not able to devote time to the more important functions of program-planning and supervision. We should provide non-teaching assistant principals in four of these schools.

To provide an enriched school program:

In the preceding section, the need for enriching our program, especially in the secondary school in the fields of vocational education, music, driver education, and some of the academic subjects, was adequately presented. All of this would require at least eight additional teachers.

To provide additional services for children:

Additional health services for all children and the additional services needed for children with handicaps or other special problems have also been described in the preceding section. If all of these services were to be provided, approximately twelve additional employees would be required.

To provide better maintenance of school buildings:

With the exception of one or possibly two of our schools, we now employ enough custodians to maintain them properly. However, for four buildings in which we now employ only part-time custodians, we should probably consider the employment of full-time personnel. The completion of buildings now under construction will require employment of at least two additional full-time and four part-time custodians.

To provide adequate clerical help:

Each of the lay committees has pointed out the need for adequate clerical help in the schools. It is not good economy to make it necessary for teachers or principals to neglect their professional duties in order to do clerical work. We now employ part-time clerks in only five schools. We should definitely provide full-time clerks in each of these and part-time clerks in four or five of the others.

The number of additional personnel proposed here may at first seem excessive. Yet, in a study of 55 good school systems, it was found that an average of 54 staff members was employed for each 1,000 pupils. Worcester County now employs only 39 staff members per 1,000 pupils.

Are Our Employees Qualified for Their Work?

Teachers

To be employed in Worcester County, a teacher must obtain a certificate from the Maryland State Department of Education. For regular certification, the teacher must have had at least four years of college training for which many of the courses are specified. Course requirements vary, depending upon the type of work to which the teacher is to be assigned. For a number of years, due to the shortage of qualified teachers, it has been necessary for the State Department to issue emergency certificates for teachers who cannot meet certification standards.

This is the situation in Worcester County now:

Of our elementary teachers:

- 35% have less than four years of college training.
- 42% have four years of college training (Bachelor's Degree)
- 4% have at least one year of work beyond the Bachelor's Degree.
- 19% hold emergency certificates (with or without degrees)



Of our high school teachers:

- 8% have less than four years of college training.
- 63% have four years of college training.
- 18% have at least one year of work beyond the Bachelor's Degree.
- 11% hold emergency certificates (with or without degrees)

The amount of experience is another factor which must be considered in connection with the qualification of teachers. It is perhaps sufficient to state here that our group of teachers, as a whole, is distributed fairly well with respect to experience. The problem with respect to this is the tremendous turnover especially among the teachers with fewer years of experience. This year, for example, we had to fill more than forty vacancies in teaching positions. Of these vacancies, 27 resulted from the resignation of teachers with from one to four years' experience. Obviously, we are training inexperienced teachers for other school systems.

#### Supervisors and administrators.

For certification in these fields, at least one year of graduate work beyond the Bachelor's Degree is required. Further, the supervisor, principal, or superintendent is required to take a number of specific courses to prepare for his special field. All such employees in Worcester County meet the requirements and are regularly certified.

#### Other school employees

Non-professional personnel are not required to be certified by the state. However, there are requirements that they must meet. School bus drivers, for example, may not be more than 60 years of age; they must pass a physical examination each year, and they must obtain a chauffeur's license. All employees, including the professional group, must have a chest x-ray and physical examination each year.

One of the lay committees has suggested that more definite requirements should be set up, particularly for school bus drivers.

#### Does Our Personnel Have Satisfactory Working Conditions?

##### Salaries

Throughout this entire year, a committee, consisting of 17 laymen from all sections of the county and three teachers, has made an intensive study of the teacher salary problem. They have studied the composition of our present staff; they have compared our salaries with those paid elsewhere; they have compared living costs here with those of other areas; finally, they have attempted to find out how much Worcester County could afford to pay for good education. Their final report will be detailed and voluminous. However, this in brief is what they found:

- That Worcester County now has one of the lowest teachers' salary schedules in the entire state.
- That as a result of this, the county has a very large turnover of teachers. Last year there were 40 vacancies out of 167 teaching positions. Nineteen of these were created by teachers moving to systems paying higher salaries.

- That the turnover is especially high among teachers with from one to four years' experience, suggesting that Worcester County's school system is becoming a training center for systems paying higher salaries.
- That a considerable percentage of our teachers do not meet modern certification standards and this situation becomes worse each year.
- That practically none of our high school graduates is choosing teaching as a career.
- That under present salaries a disproportionate percentage of the teachers' income is required for necessities so that little or none is left for cultural or professional improvement.
- That Worcester County is one of the wealthier counties in the state, ranking eighth in assessable wealth back of each school child and seventh in buying income per family.
- That when compared with ten Maryland counties of similar wealth:
  - it pays the lowest teachers' salaries
  - it has the lowest total tax rate
  - it pays the smallest amount for the operation of schools
  - it gives almost the smallest amount of total taxes levied for schools.
- That if Worcester County wants a good program of education, it can afford it.

The Maryland General Assembly has passed legislation this year which sets up a new minimum salary schedule for the state. This schedule provides a beginning salary of \$2,800.00 and a maximum salary of \$4,600.00 which is reached in the eleventh year of experience. However, the new schedule does not become fully effective until the year 1959-60. The top half of the chart on page 19 shows the salaries which will actually be paid under this law for each year up to 1959-60.

The county salary committee took this position with respect to the new state schedule:

As a state-wide minimum program the new state salary scale would be reasonably adequate if it were to become fully effective at once. However, it is only intended as a minimum or foundation program. A county which can afford more than a minimum program for its children should attempt to provide more. Worcester County can afford more than a minimum program.

Accordingly, the committee has recommended a salary schedule for Worcester County teachers, starting at \$3,200.00 and advancing to \$4,800.00 in the eleventh year of experience. They have further recommended that, upon reaching the maximum of \$4,800.00, teachers with one year of graduate work beyond the Bachelor's Degree may advance to \$5,000.00.

NEW STATE MINIMUM SALARY SCHEDULE AND PROPOSED NEW SCHEDULE FOR WORCESTER CO.

Years Ex.	Minimum Salary Schedule for Worcester County As Required by State (B. Degree)							
	1952-53	1953-54	1954-55	1955-56	1956-57	1957-58	1958-59	1959-60
1	2,200.	2,500.	2,500.	2,800.	2,800.	2,800.	2,800.	2,800.
2	2,300.	2,600.	2,600.	2,900.	2,900.	2,900.	2,900.	2,900.
3	2,400.	2,700.	2,700.	3,000.	3,000.	3,000.	3,000.	3,000.
4	2,500.	2,900.	2,900.	3,100.	3,200.	3,200.	3,200.	3,200.
5	2,600.	3,000.	3,100.	3,200.	3,400.	3,400.	3,400.	3,400.
6	2,700.	3,100.	3,300.	3,300.	3,500.	3,600.	3,600.	3,600.
7	2,800.	3,200.	3,400.	3,400.	3,600.	3,800.	3,800.	3,800.
8	2,900.	3,300.	3,500.	3,500.	3,700.	3,900.	4,000.	4,000.
9	3,000.	3,400.	3,600.	3,600.	3,800.	4,000.	4,200.	4,200.
10	3,100.	3,500.	3,700.	3,700.	3,900.	4,100.	4,300.	4,400.
11	3,200.	3,600.	3,800.	3,800.	4,000.	4,200.	4,400.	4,600.
12	3,300.	3,700.	3,900.	3,900.	4,100.	4,300.	4,500.	--
13	3,400.	3,800.	4,000.	4,000.	4,200.	4,400.	4,600.	--
14	3,500.	3,900.	4,100.	4,100.	4,300.	4,500.	--	--
15	3,600.	4,000.	4,200.	4,200.	4,400.	4,600.	--	--
16	3,700.	4,100.	4,300.	4,300.	4,500.	--	--	--
17	3,800.	4,200.	--	4,400.	4,600.	--	--	--
18	--	4,300.	--	4,500.	--	--	--	--
19	--	--	--	4,600.	--	--	--	--
Years Ex.	Proposed Salary Schedule for Worcester County (Bachelor's Degree)							
	1952-53	1953-54	1954-55	1955-56	1956-57	1957-58	1958-59	1959-60
1	2,400.	2,600.	2,800.	3,000.	3,200.	3,200.	3,200.	3,200.
2	2,500.	2,700.	2,900.	3,100.	3,300.	3,300.	3,300.	3,300.
3	2,600.	2,800.	3,000.	3,200.	3,400.	3,400.	3,400.	3,400.
4	2,700.	2,900.	3,100.	3,300.	3,500.	3,500.	3,500.	3,500.
5	2,800.	3,000.	3,200.	3,400.	3,600.	3,600.	3,600.	3,600.
6	2,900.	3,100.	3,300.	3,500.	3,700.	3,800.	3,800.	3,800.
7	3,000.	3,200.	3,400.	3,600.	3,800.	4,000.	4,000.	4,000.
8	3,100.	3,300.	3,500.	3,700.	3,900.	4,100.	4,200.	4,200.
9	3,200.	3,400.	3,600.	3,800.	4,000.	4,200.	4,400.	4,400.
10	3,300.	3,500.	3,700.	3,900.	4,100.	4,300.	4,500.	4,600.
11	3,400.	3,600.	3,800.	4,000.	4,200.	4,400.	4,600.	4,800.
12	3,500.	3,700.	3,900.	4,100.	4,300.	4,500.	4,700.	(5,000.)*
13	3,600.	3,800.	4,000.	4,200.	4,400.	4,600.	4,800.	--
14	3,700.	3,900.	4,100.	4,300.	4,500.	4,700.	(5,000.)*	--
15	3,800.	4,000.	4,200.	4,400.	4,600.	4,800.	--	--
16	3,900.	4,100.	4,300.	4,500.	4,700.	(5,000.)*	--	--
17	4,000.	4,200.	4,400.	4,600.	4,800.	--	--	--
18	--	4,300.	4,500.	4,700.	(5,000.)*	--	--	--
19	--	--	4,600.	4,800.	--	--	--	--
Cost of Proposed Scale to County		4,000.	31,000.	34,000.	42,000.	46,000.	48,000.	50,000

Teachers without degrees to receive \$200.00 less than above schedules.

\*Teachers with one year or more of graduate work to advance to maximum of \$5,000. after maximum on Bachelor's schedule is reached.

The lower half of the chart on page 19 presents this proposed county salary schedule. As in the case of the new state schedule, it is implemented gradually and does not become fully effective until 1959-60. Teachers are allowed an increase of \$300.00 each year until they reach the amount they should receive on the new schedule. This is similar to the method used for implementing the new state schedule.

The additional cost to the county for this proposed schedule is shown at the bottom of the chart. For the first year, the additional cost would be \$4,000.00 and when it would become fully effective in 1959-60, the cost would be \$50,000.00.

It should be noted that for both the new state schedule and the proposed county schedule the salaries presented here are for teachers with Bachelor's Degrees. Non-degree teachers will receive \$200.00 less in each case.

#### Sick Leave, etc.

By state law, Maryland school teachers must be allowed ten days' sick leave with pay each year and four days' leave for death in the immediate family.

Worcester County also provides for cumulative sick leave. A teacher may accumulate as much as forty days of unused sick leave as protection in the event of extended illness.

#### Retirement, Tenure, etc.

With respect to retirement, it is perhaps sufficient to state that the Maryland Teachers' Retirement System is considered to be one of the better state systems.

As to tenure, teachers are reasonably protected against unjust dismissal.

Worcester County provides the additional protection of Workmen's Compensation Insurance for all of its employees.



## Plant and Physical Facilities

It would be a poor investment indeed to employ a highly qualified staff and then not provide the tools with which to work. We must build enough modern **classrooms** and other facilities to house our program; these facilities must be properly equipped; and teachers must be supplied with all necessary **materials** of instruction.



### PROGRESS AND UNMET NEEDS IN PLANT AND PHYSICAL FACILITIES

We do not doubt that the boy who sat on the other end of Mark Hopkins' log was well instructed. We might even agree to substitute logs for desks in classrooms if we could employ 4,350 Mark Hopkinses for our 4,350 school children. Since this type of instruction would cost something like \$15,000,000.00 per year, we believe that our present system is likely to be continued for some time. If we are to continue having teachers instruct groups of 25 to 30 children and if they are to have an even break with Mark Hopkins, we must furnish them with the best possible facilities.

Seriously, as observed earlier in this report, we consider good teachers to be the first prerequisite of a good program of education. However, we believe it to be poor economy to secure good personnel and then not provide them with satisfactory buildings in which to teach or the equipment and materials with which to work. While we have made considerable progress in this direction, much remains to be done.

#### School Building Needs

In 1947, a committee of county citizens made an intensive study of the school buildings in Worcester County. They found many serious problems requiring immediate attention. In 1948, the Board of Education submitted to the County Commissioners a long-range program to provide adequate school facilities. It recommended the construction of two new consolidated high schools and additions to five other buildings. It recommended the renovation of all existing buildings and the replacement of obsolete equipment to bring all school plants up to reasonable standards. It was estimated then that it would cost \$3,000,000.00 to provide adequately for all our school building needs.

At the suggestion of the County Commissioners, the program was presented to all civic organizations in the county. Practically all of them endorsed it. Upon the strength of this, the County Commissioners secured the passage of legislation authorizing them to borrow \$1,500,000.00 for school construction. At the same time the state had made available to the county a grant of \$232,000.00 for school plant improvement.

These funds were allocated to the two most critical projects, the construction of a new high school for colored students and the construction of a new high school in the Berlin-Ocean City area. At that time it was felt that these funds would be sufficient for the two projects. However, with the advent of the Korean War, costs rose sharply, and the amount available was no longer adequate. The County Commissioners agreed to levy an additional \$64,000.00 and to borrow an additional \$530,000.00 to complete them.

In addition to this, the County Commissioners have made available, through the annual levies, sufficient funds to construct a new primary school in Pocomoke City (completed in 1949 at a total cost of \$190,000.00), to replace much equipment, and to improve the general condition of all buildings.

To date, the following has been accomplished:

1. The new Stephen Decatur High School is under construction and will be ready for occupancy by September, 1954 (Berlin-Ocean City School)
2. The new colored high school is under construction and will be ready for occupancy by September, 1953.
3. The new Pocomoke Primary School was completed and occupied in the spring of 1949.
4. Classroom lighting has been brought up to reasonable standards in practically all buildings.
5. Major hazards to pupil safety have been eliminated -- panic bolts installed, fire escapes built, etc.
6. The general condition of all buildings has been improved considerably through interior and exterior painting, sanding and sealing of floors, replacement of deteriorated window sash, doors, etc.
7. A program of improvement of mechanical facilities -- plumbing, heating, etc. -- is being carried out.
8. Most classrooms now have reasonably modern equipment, viz: desks, tables, chairs, filing cabinets, window blinds, etc.
9. Numerous minor alterations have made existing buildings more serviceable.

Yet there is still much to be done. Situations which were not so critical in 1948 have now become critical indeed. Briefly, these are our needs:

1. The Berlin colored school with six classrooms now houses over 400 children from grades 1 - 9. It has been operating on two shifts for five years. The junior high school grades will be removed this year, but there will still be 285 elementary school children left. We must either continue the double-shift program or build additional classrooms at once. Two more rooms are needed now, and a total of six more will be needed by 1958-59. Further, this building has no cafeteria, recreational facilities or library. We must eventually consider the addition of a multi-purpose room.
2. The Snow Hill High School now needs four additional classrooms. By 1958-59 it will need a total of nine additional rooms. Further, the facilities for industrial arts, music, physical education, library, and cafeteria are inadequate by present day standards. We may get by through the addition of classrooms only, but the plant will never be adequate unless provision is made for adding or enlarging and improving the above mentioned facilities.

3. At the Pocomoke High School, the needs are similar to those at Snow Hill. We do not need additional classrooms there this year because we have renovated an old building on the primary school site. We have already occupied three rooms in that building and will need to renovate the remaining room for occupancy next year. However, by 1958-59 we shall still need five more classrooms in Pocomoke. Other facilities in this school are identical with those of Snow Hill. We must, therefore, plan for an addition to the Pocomoke School of the same scope as that described for the Snow Hill School.
4. The Snow Hill Colored Elementary School will be housed next year in the present high school building. Children now attending the Mt. Wesley School and the Girdletree School will be transferred to this building also. We can thus abandon the only three buildings in the county that are unsafe. However, this eight-room building will enroll 321 children immediately. It should have three additional rooms now. Again, we must eventually consider the addition of a multi-purpose room here, for the building has no facilities other than classrooms.
5. The Stephen Long Colored School in Pocomoke City will probably have enough classrooms for the elementary school enrollment when the junior high school students are transferred next year. A temporary building on the site has been connected to the main building and provides a satisfactory additional classroom. With little further alteration it can be made as adequate as the rest of the building. As in the case of the Snow Hill and Berlin Colored Schools, there are no facilities other than classrooms.
6. The Germantown, Stockton, and Newark Colored Schools, all two-room buildings, were to have been abandoned. However, in view of the enrollments in these areas, it now seems advisable to renovate them and build a large enough addition in each case to provide one more classroom, indoor toilets, and central heating plant. They can become good neighborhood schools, and three classrooms could be made available in each community at very reasonable cost.

To make proper provision for all of these needs an expenditure of at least \$1,000,000.00 will be required. In view of present-day costs, this is consistent with our estimate of 1948. Considering only the best interests of the school children, we believe that the complete additions should be planned and built now. Such action would make it necessary to borrow the required funds. Our present outstanding debt is \$1,400,000.00. We could borrow \$1,000,000.00 more and still be well within our debt limit. The cost of servicing this debt (interest and amortization) would be approximately \$60,000.00 per year.

In the event that the governing officials of the county or the general public should not approve the assumption of further debt at this time, we are suggesting this proposal as an alternate:

1. That plans be prepared for a self-contained two-classroom unit, including toilets and heating plant (estimated cost - \$30,000.00 per unit).
2. That at least two of these units be constructed each year at the various schools where additional rooms are required.

3. Based upon the present situation, a construction schedule such as this should be followed:

<u>Year</u>	<u>Project</u>	<u>Cost</u>
1952-53	Snow Hill High School - 1 two-classroom unit	\$30,000.
	Berlin Colored School - 1 two-classroom unit	<u>30,000.</u>
		\$60,000.
1953-54	Snow Hill High School - 1 two-classroom unit	\$30,000.
	Berlin Colored Elem. School - 1 two-classroom unit	<u>30,000.</u>
		\$60,000.
1954-55	Snow Hill Colored Elem. School - 1 two-room unit	\$30,000.
	Newark Colored Elem. School - Remodel for 3-room unit	15,000.
	Stockton Col. Elem. School - Remodel for 3-room unit	<u>15,000.</u>
		\$60,000.
1955-56	Pocomoke Elem. School (White) - 1 two-room unit	\$30,000.
	Berlin Col. School - 1 two-classroom unit	<u>30,000.</u>
		\$60,000.
1956-57	Snow Hill High School - 1 two-classroom unit	\$30,000.
	Pocomoke High School - 1 two-classroom unit	<u>30,000.</u>
		\$60,000.
1957-58	Snow Hill High School - 1 two-classroom unit	\$30,000.
	Snow Hill Col. Elem. School - 1 two-classroom unit	<u>30,000.</u>
		\$60,000.
1958-59	Snow Hill High School - 1 two-classroom unit	\$30,000.
	Pocomoke High School - 1 two-classroom unit	<u>30,000.</u>
		\$60,000.
1959-60	Snow Hill High School - 1 shop unit	\$30,000.
	Pocomoke High School - 1 shop unit	<u>30,000.</u>
		\$60,000.

Such a plan could have these advantages:

1. The units would be small and simply constructed. They could be erected in a short time.
2. Local contractors could bid on the work and thus possibly reduce the cost.
3. Planning costs would be reduced to a minimum.
4. All needs could be eventually met on a pay-as-you-go basis.
5. The classrooms provided should be quite adequate if each unit is connected to the main building by a covered passageway.

On the other hand, there are these disadvantages:

1. It will take at least seven years to catch up with our classroom needs. In the meantime, other facilities already inadequate will become more and more unsatisfactory. The children would have to wait until about 1960 before we could start improving those facilities.
2. We would, doubtless, have a better school plant in the end if we were able to plan and provide for all of our needs through one addition to each building.
3. A plan of this type requires considerable land. Some of our sites are scarcely large enough.
4. The cost of this program, on the basis of the suggested schedule, would be approximately \$60,000.00 per year. The cost of \$1,000,000.00 bond issue would also be approximately \$60,000.00 per year.

Whatever course is followed, some action must be taken now.

#### Other School Building Needs

As pointed out earlier, the general state of repair of our buildings has been improved considerably in recent years. However, practically all of the more modern buildings are now over twenty years old, and we are faced with a number of serious and costly maintenance problems.

The original boilers in practically all buildings have exceeded their normal life and must be replaced. They have been replaced in six buildings already and must be replaced in six others. We should continue to spend approximately \$8,000.00 each year for the next three years to complete this program.

The roofs of all of the larger buildings have deteriorated and continually develop new leaks. The resulting damage to plastered ceilings is not only costly but dangerous. The only final cure for this condition will probably be replacement of the roofs. The cost of this may be as much as \$30,000.00.

Ceilings throughout practically all buildings are plastered. After twenty years they have developed many cracks, and scarcely a room remains in which the ceiling has not been patched repeatedly. The most practical way to correct this would be to apply acousti-celotex in all buildings. It would cost approximately \$300.00 per classroom to install furring strips and celotex. We propose to begin installing acoustic ceilings in classrooms next year, completing about ten rooms per year. The annual cost would be approximately \$3,000.00.

Many of our school sites are still in poor condition. Drainage is badly needed in some cases. Roads, driveways, and walks need repair and extension. At some schools, children cannot play on the grounds for months at a time. These inadequacies are a continual source of irritation to the public and, of course, deprive the children of advantages they should have. We should consider providing at least a small asphalt-covered play area for each school. It is difficult to estimate the cost of needed site improvements. However, if we could expend from \$5,000.00 to \$6,000.00 per year for this purpose, we believe these problems could be eliminated within five or six years.



### School Equipment Needs

We have made remarkable progress during the last six or seven years in the improvement of school equipment. Most classrooms are now equipped with modern furniture, viz: desks, chairs and tables, filing cabinets, etc. However, up to this time it has been necessary to use most of our funds to replace obsolete classroom furniture and to provide additional furniture to keep up with the ever-increasing enrollment. Obviously, desks, chairs, window blinds, etc., must come first, but there are numerous other types of equipment just as essential to a school program that we have never furnished. For example:

1. We build stages in auditoriums but have never furnished stage curtains. (At one time we did not furnish window shades.)
2. We teach music in our schools, but we have never furnished a piano. Record players are needed in almost every classroom, and last year we furnished 18 for the first time.
3. An ever-increasing amount of audio-visual teaching aids are becoming available to make instruction more effective. Schools need projectors of all types, screens, black-out shades for windows, recording machines, etc. So far the schools themselves, Parent-Teacher Associations, or other community organizations have raised funds for this type of equipment.
4. A physical education program must include many types of activities if it is to provide for the needs of all children. These activities require more equipment than balls and bats or a bare gymnasium. Tumbling mats, parallel bars, climbing ropes, horizontal bars, and the equipment for many types of physical activities are required. We have furnished a few pieces of this equipment, but to date the bulk of this equipment, if supplied at all, has been furnished by the local community. Local organizations now furnish all playground equipment.
5. Shop and home economics equipment has been improved recently, but many items are still needed before these departments will be reasonably well equipped.

This question is raised repeatedly by Parent-Teacher Associations and other groups. "Why does the Board of Education not furnish this equipment? If it is needed, we would rather pay taxes to provide it than to have our children soliciting funds on the streets or to devote all of the time of the Parent-Teacher Association to raising funds."

To provide for these needs in a reasonable time, we should spend at least \$20,000.00 per year for new equipment. We must also continue to spend from \$5,000.00 to \$7,000.00 per year for the replacement and repair of old equipment, viz: replacement of typewriters, tuning of pianos, replacement and repair of furniture, etc.

### Materials of Instruction

Free textbooks have been furnished to school children in Maryland for fifty years. However, it has not been too long since we supplied little more than free books and very few of those. There are, literally, thousands of items of instructional materials used in classrooms -- paper, paints, pencils, glue, etc. They are just as essential to the teacher as nails are to a carpenter.

As a point of interest, a recent study covering a large number of school systems revealed very high correlation between the amount spent by a school system for materials of instruction and the quality of instruction.

This is indeed an area in which we should make every effort to supply the needs of teachers, for it will pay off in better instruction. We now expend about \$25,000.00 annually for these supplies. We could well double that amount. For example:

1. We now allow only 50¢ per child for library books. We could increase this to at least \$1.75 per pupil and <sup>not</sup> supply all books needed for years to come. This would cost an additional \$5,500.00.
2. The schools themselves now raise and spend nearly \$4,000.00 each year for audio-visual materials -- films, rental of films, etc.
3. The schools also purchase an additional \$2,000.00 worth of classroom supplies -- mimeograph paper and the like. We could well spend another \$3,500.00 annually for this purpose.
4. They pay an additional \$2,600.00 each year for general office supplies -- telephone bills, postage, etc.
5. The schools are using field trips more and more as a means of providing first-hand learning experiences for children. Transportation costs are involved. We should encourage the use of this valuable instructional device by helping to defray transportation costs or by making school buses available. We do help in financing travel for athletic events, to the extent of \$440.00 per year.
6. For referees and additional athletic supplies, the schools raise and spend at least \$5,000.00 beyond the amount provided by the Board of Education. While they can reasonably be expected to raise some of this, we could well provide from \$2,500.00 to \$3,000.00 more in this area.

HOW MUCH WOULD IT COST?

The preceding three sections of this report have described many unmet needs of our school system. Perhaps some of the improvements suggested are now beyond our grasp, but they are all worth reaching for. Practically all of the proposed improvements have been suggested by some of your fellow citizens; they are not wild-eyed ideas of professional educators.

What would it cost if the county wished to make all of these improvements?

THE CHILDREN OF WORCESTER COUNTY, INC.		
Maryland		
Citizens, Parents, Taxpayers Worcester County Maryland		Date _____ ?
Terms: Cash each year		
Items	Price	Total
<b>Program Needs:</b>		
1. Pre-school education (kindergartens) See page 11	\$20,000.	
2. Increased summer school allowances See pages 8-9	5,000.	
3. Other in-service training opportunities for teachers See page 9 (Other Program needs billed under Personnel)	2,000.	
		\$27,000.
<b>Personnel Needs:</b>		
1. Salary schedule above minimum program, See pages 17-20	50,000.	
2. Additional personnel to:		
a. Reduce class size See pages 14-15	20,000.	
b. Provide non-teaching principals in elementary schools See page 15	25,000.	
c. Provide assistant principals in high schools See page 15	15,000.	
d. Provide an enriched program See page 15	25,000.	
e. Provide additional services for children See page 16	35,000.	
f. Provide adequate clerical help See page 16	10,000.	
g. Provide additional custodial service See page 16	10,000.	
		\$190,000.
<b>Plant and Physical Facilities:</b>		
1. New buildings and additions See pages 22-26	60,000.	
2. Repairs and maintenance needs See page 26	10,000.	
3. Site improvement See page 26	5,000.	
4. Equipment See page 27	20,000.	
5. Materials of instruction See page 28	25,000.	
		\$120,000.
		\$337,000.

(Before you destroy this bill, please see next page.)

COULD WORCESTER COUNTY AFFORD SUCH A PROGRAM?

The cost of such a program, \$337,000.00, is unquestionably a lot of money, but education is a big job, and Worcester County may have more wealth than you have thought. Here are some interesting facts uncovered by the county salary committee:

Worcester County is the eighth wealthiest county in Maryland on the basis of assessed wealth per pupil.

A recent Sales Management Survey places our county seventh in the state in buying income per family for a recent year.

Worcester is the first county in the state in farm income.

However, when we compare our county with the ten other counties of similar wealth, we find that:

- it has the lowest tax rate.
- it pays the smallest amount for the operation of schools.

When the committee compared Worcester County with fifty-five of the wealthiest school systems in the country, it was found that:

- Worcester had almost as much wealth as the average of those systems.
- That those systems on the average spend nearly  $2\frac{1}{2}$  times as much per pupil for education.
- That some of those systems spend yearly as much as \$400.00 to \$500.00 per pupil, compared to \$180.00 in Worcester County. (It is generally agreed that no school system should spend less than \$200.00 per pupil.)

If you were to buy the entire program, the cost to the average tax-payer would be only \$31.00 per year, or \$2.60 per month.

No one would suggest that we attempt to make all of these improvements immediately. Perhaps you may never agree to some of them. Possibly you will want none of them. In any event, the decision must be yours. We do wish to suggest that all of the improvements are within our reach if we are willing to pay the bill.



# ANNUAL SCHOOL BUDGET--WORCESTER CO.

*For the School Year 1953-54*



## *For Administering The School Program*

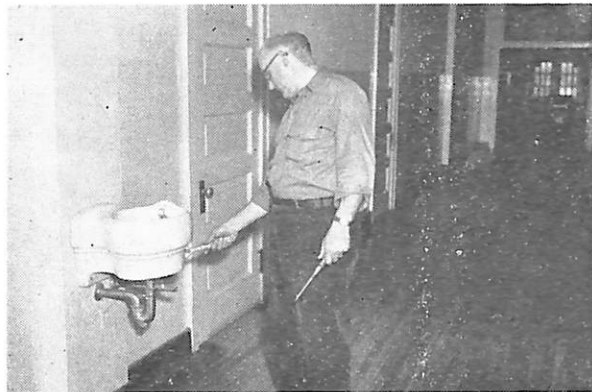
Including: Administration and Clerical Salaries, General Office Expenses, Auditing, Legal Services, Travel Expenses, Etc.

*Per cent of Total Budget*  
**2.6%**

## *For Instruction And Supervision*

Including: Salaries of Teachers, principals, and Supervisors, Textbooks, Materials of Instruction, etc.

**65.1% of Total Budget**



## *For Operating And Maintaining Buildings*

Including: Salaries of Janitors and Maintenance Men, Fuel, Light, Repairs and Upkeep, Custodial Supplies, Etc.

*Per cent of Total Budget*  
**9.5%**

## *For Auxiliary Services*

Including: Transportation, Health Service, School Lunch Program, Adult Ed., Veterans Program, etc.

**14.2% of Total Budget**



## *For Capital Outlay And Fixed Charges*

Including: Construction or Alteration of Buildings, New Equipment, and Insurance.

*Per cent of Total Budget*  
**8.6%**

To the Board of County Commissioners of Worcester County

Gentlemen:

Pursuant to the Acts of the Maryland General Assembly, and in accordance with the Rules and Regulations of the State Board of Education, the Board of Education of Worcester County herewith submits its itemized and detailed school budget, showing the financial needs of the schools of the county for the fiscal year beginning July 1, 1953, for current expense and capital outlay; the estimated amounts that will be received from the state and other sources; and finally, the amount that will need to be raised by local taxation.

We are submitting this budget to you along with our regular annual report, in which we have attempted to describe in detail the present and future needs of our schools. The recommendations contained therein represent not only the thinking of the Board of Education, but that of various citizens' groups throughout the county. We hope that you will find time to study the report carefully, for with the background it provides we believe this budget may be more clearly understood.

The first page of the budget presents a summary of the estimated requirements for next year in comparison with the estimated expenditures for the current year. You will note an anticipated increase of \$144,500.00 in expenditures for all school purposes. In connection with this, may we call your attention to these facts:

- Of the total increase:

1. The new state salary scale requires approximately	\$47,000.00
2. The employment of additional teachers requires approximately	44,000.00
3. Additional bus service (due to new colored high school and elimination of double shift at Berlin Colored School) requires	15,000.00
4. Opening of new colored high school (heat, light, janitor, etc.) accounts for	6,000.00
Total	\$112,000.00

- Thus, nearly 80% of the increase is mandatory.

- Add to this the fact that we will enroll 200 more children next year for whom we must furnish equipment, school supplies, textbooks, etc., in addition to teachers and transportation, and the bulk of the increase is accounted for.

- Of the total increase, the state will provide approximately \$78,000.00.

- Of the increase requested from the county (\$68,844.00), approximately \$35,000.00 is required because of our increase in assessable basis. In other words, the county is required to provide that much more for the cost of the minimum program. Were it not for this increase in assessment, the state's contribution would be \$35,000.00 greater.

- The total levy required for all school purposes this year is \$1.11; next year it would amount to \$1.12.



We have based our estimates of receipts and levy required upon a total assessment for next year of \$54,000,000.00. Should the assessable basis be less than this, the amount required from the county would be reduced by 65¢ for each \$100.00 under \$54,000,000. Should the assessable basis be greater, the amount required from the county levy would increase in the same manner.

While all budget increases are shown item by item on the following pages, we wish to call your attention to two items in particular. We have included in the cost of teachers' salaries the amount of \$4,000.00 to cover the first year's cost of the proposed county salary schedule as recommended by the County Salary Committee. (See pages 18 - 20 of the Annual Report) We have also included \$60,000.00 for construction of additions to school buildings as recommended in our report submitted to you in January of this year.

Agreeably thereto, you are hereby respectfully requested to levy on the taxable property of the county, for Current Expenses and Capital Outlay, the sum of \$517,189.00. In addition to this, the requirements for debt service paid directly by you will amount to \$87,675.00.

Respectfully submitted,

THE BOARD OF EDUCATION OF WORCESTER CO.

HARRIS S. CORDDRY, President

PAUL D. COOPER, Secretary

SUMMARY OF ESTIMATED REQUIREMENTS

Budget Category	Estimated Expenditures This Year	Required Next Year	Increase or Decrease
A. General Control	28,075.00	28,180.00	105.00
B. Instruction	619,150.00	727,980.00	108,830.00
C. Operation	51,675.00	61,590.00	9,915.00
D. Maintenance	40,810.00	44,360.00	3,550.00
E. Transportation	136,810.00	152,706.00	15,896.00
F. Auxiliary Agencies	5,690.00	5,740.00	50.00
G. Fixed Charges	13,900.00	12,500.00	- 1,400.00
H. Payment to Adjoining Units	100.00	100.00	--
I. Capital Outlay	73,345.00	83,500.00	10,155.00
	969,555.00	1,116,656.00	147,101.00
J. Debt Service (Levied by County Commissioners)	90,275.00	87,675.00	- 2,600.00
Grand Total	1,059,830.00	1,204,331.00	144,501.00

SOURCE OF FUNDS

Source of Funds (Excluding Debt Service)	Current Year	Required Next Year	Increase
State and Other Sources	521,210.00	599,467.00	78,257.00
County Levy	448,345.00	517,189.00	68,844.00
Total	969,555.00	1,116,656.00	147,101.00

LEVY REQUIRED

Total County Levy Required	Current Year	Required Next Year	Increase
Current Expense and Capital Outlay	448,345.00	517,189.00	68,844.00
Debt Service	90,275.00	87,675.00	- 2,600.00
	538,620.00	604,864.00	66,244.00
Assessable Basis	\$48,582,055.00	\$54,000,000.00	\$5,417,945.00
Rate Required	\$1.11 per \$100.	\$1.12 per \$100.	\$ .01

(See following pages for itemization of each of major budget categories.)

A. GENERAL CONTROL

Budget Item	Est. Expenditures This Year	Required Next Year	Increase or Decrease
1. Office expenses - telephone, stationery, postage, etc.	1,700.00	1,700.00	--
2. Printing and advertising	400.00	400.00	--
3. Board members' expenses	300.00	300.00	--
4. Auditing and legal services	375.00	400.00	25.00
5. Administrative and clerical salaries (5)	20,950.00	21,780.00	830.00
6. Travel expenses - administrative officers	1,550.00	1,550.00	--
7. Rental of warehouses	1,120.00	550.00	- 570.00
8. Other costs of General Control - bonds of administrative officers, convention costs, professional magazines, misc.	1,680.00	1,500.00	- 180.00
Total General Control	28,075.00	28,180.00	105.00

Explanation of increases and decreases:

- 5. Increases in accordance with new state salary schedule.
- 7. Opening of new colored high school eliminates need for one warehouse

B. INSTRUCTION, INCLUDING SUPERVISION

Budget Item	Est. Expenditures This Year	Required Next Year	Increase or Decrease
1. Supervisors - salaries (3)	14,400.00	15,300.00	900.00
Supervisors - travel expenses	1,200.00	1,200.00	--
2. Teachers' salaries	561,000.00	658,330.00	97,330.00
3. Travel of teachers (agriculture)	650.00	650.00	--
4. School clerks	3,500.00	7,500.00	4,000.00
5. Text and supplementary books	11,000.00	14,000.00	3,000.00
6. Materials of instruction	14,500.00	15,000.00	500.00
7. Library books	2,800.00	5,700.00	2,900.00
8. Summer school allowances	1,000.00	1,200.00	200.00
9. Teachers' meetings, workshops, etc.	1,000.00	1,000.00	--
10. Home teaching of handicapped children	600.00	600.00	--
11. Other costs of supervision and instruction - printing bulletins, convention expenses, etc.	5,800.00	6,300.00	500.00
12. Purchase or exchange of supervisor's car	1,700.00	1,200.00	- 500.00
Total Cost of Instruction	619,150.00	727,980.00	108,830.00

Explanation of Increases:

- 1. Increase according to new state scale
- 2. Increase in total teachers' salaries as follows:
  - a. Increase in accordance with new state scale (See pp.17-20) 47,130.00
  - b. Additional teachers (13) (See pp. 14-15) 44,200.00
  - c. Cost of driver training teacher (See p. 11) 3,000.00
  - d. Cost for first year of proposed new county salary scale (p.19) 4,000.00
- 4. Clerks for seven schools; increased allowance per school from \$700 per year to \$1,500. (See p. 16)
- 5. \$12,000. required to cover textbook allotments; \$1,500. for encyclopedias; \$1,000. for supplementary books (See p. 28).
- 6. Includes \$1,000 for purchase of records and \$500 for county film library; \$500 increase due to increased enrollment. (See p. 28)
- 7. Library allowance increased to \$1.00 per pupil; \$1,000 allowed for books to start library in new colored high school. (See p. 28)

**O-D. OPERATION AND MAINTENANCE OF SCHOOL PLANT**

Budget Item	Est. Expenditures This Year	Required Next Year	Increase or Decrease
1. Janitors' wages	21,000.00	26,090.00	5,090.00
2. Custodial supplies	4,000.00	6,000.00	2,000.00
3. Fuel	20,000.00	22,000.00	2,000.00
4. Water, light and power	6,000.00	7,000.00	1,000.00
5. Other costs of operation	675.00	500.00	- 175.00
Total Costs of Operation	51,675.00	61,590.00	9,915.00
1. Repair and upkeep of buildings and grounds	25,000.00	30,000.00	5,000.00
2. Repair and replacement of equipment	8,000.00	8,000.00	--
3. Maintenance personnel - salaries	5,690.00	4,440.00	- 1,250.00
" " - expenses	1,500.00	1,500.00	--
4. Rental of classrooms	620.00	420.00	- 200.00
Total Costs of Maintenance	40,810.00	44,360.00	3,550.00

**Explanation of Increases:**

C. Of the total increase in cost of operation, \$6,000. is required because of the opening of the new colored high school for one full-time janitor and two helpers, fuel oil, electricity, and custodial supplies. Of the other \$3,915. increase approximately \$3,000. is for an increase in all janitors' salaries, ranging from no increase to an increase of \$300. The maximum for any janitor would be \$2,400. per year, and the maximum now is \$2,100. The balance of the increase is for additional supplies for all schools.

D-1. See attached list, pages 37-38. (Also see pp. 22 - 26)

D-2. See attached list, page 39 (Also see p. 27)

D-3. Two men to be increased \$240. each to \$2,640. and \$1,800. Reduce force by one man.

**TRANSPORTATION, AUXILIARY AGENCIES, FIXED CHARGES, AND CAPITAL OUTLAY**

Budget Item	Est. Expenditures This Year	Required Next Year	Increase or Decrease
1. School bus contracts	135,500.00	151,306.00	15,806.00
2. Insurance and bus inspection	1,310.00	1,400.00	90.00
E. Total Costs of Transportation	136,810.00	152,706.00	15,896.00
1. Health services - repair of equipment	50.00	100.00	50.00
2. Physical education - transportation	440.00	440.00	--
3. School lunch program - transportation of foods	200.00	200.00	--
4. Adult education, including Veterans' program	5,000.00	5,000.00	--
F. Total Cost of Auxiliary Agencies	5,690.00	5,740.00	50.00

Budget Item	Est. Expenditures This Year	Required Next Year	Increase or Decrease
1. Insurance on school buildings	11,600.00	10,000.00	- 1,600.00
2. Workmen's compensation	1,000.00	1,200.00	200.00
3. First aid and automobile insurance	1,300.00	1,300.00	--
G. Total Fixed Charges	13,900.00	12,500.00	- 1,400.00
H. Payments to Adjoining Counties	100.00	100.00	--
1. New buildings and additions	64,345.00	60,000.00	- 4,345.00
4. Alterations of old buildings	3,000.00	5,500.00	2,500.00
5. New equipment	6,000.00	18,000.00	12,000.00
I. Total Capital Outlay	73,345.00	83,500.00	10,155.00

Explanation of Increases:

- E-1. Five additional buses due to opening of new colored high school (\$14,000.); Purchase of new equipment (\$1,600.). Full cost included in state minimum program.
- G-1. Insurance coverage will actually be increased next year due to completion of colored high school. However, due to the fact that we doubled coverage on all buildings last year and the first year cost was abnormally high, the total premiums for next year will decrease.
- I-1. New buildings and additions \$64,345.00, levied this year for new colored high school. \$60,000.00 requested next year for addition to Snow Hill High School and addition to Berlin colored school. See Building Report of January, 1953, and page 25 of this report.
- I-4. See attached list, page 38
- I-5. See attached list, page 39

D-1. Repair of Buildings and Upkeep of Grounds:

Painting:

Exterior:	Ocean City (east side only); Berlin colored; Newark colored (windows only); Stephen Long (windows in annex only); Girdletree - white	1,500.00
Interior:	Pocomoke - B (new room only); Stockton - white (stage and cafeteria only); Berlin - colored; Buckingham (auditorium and boys' toilet); Snow Hill (auditorium)	3,500.00
	Paint for all concrete floors	300.00
<u>Floors:</u>	Linoleum floor for Stockton cafeteria	400.00
<u>Plastering:</u>	Miscellaneous small jobs	300.00

Waterproofing: Sidewalls under windows in all old brick buildings leak, also two basements. To start correcting this condition, we propose to spend next year 1,000.00

Carpentry: Repair and replace windows in 13 schools 500.00  
Miscellaneous carpentry - repair of floors, roofs, siding shingles, doors, hardware, etc. 3,000.00  
Miscellaneous carpentry work during year 800.00

Plumbing, Heating, and Electrical Work:

Continue program of replacing boilers - Pocomoke High and Girdletree white 8,000.00  
Repair of fire boxes, repair of stoves, replacement of radiator valves and traps 700.00  
Corrective wiring in various schools, as required by Fire Underwriters 2,000.00  
Miscellaneous plumbing, heating, and electrical repairs during year 1,500.00

Masonry and Site Work:

Fill at various schools 200.00  
Drainage work at various schools 500.00  
Resurface and extend driveways and parking areas 5,000.00  
Concrete work - walks, retaining walls, etc. at various schools 800.00  
30,000.00

I-4. Alterations to Old Buildings:

Construct book shelving, bulletin boards, etc. at various schools 500.00  
Install celotex ceilings in ten classrooms at Ocean City and Whaleysville Schools (See p. 26) 3,000.00  
Renovate classroom in old building at Pocomoke Primary School 1,000.00  
Install outside drinking fountain at Ocean City 300.00  
Install two additional lavatories at Berlin Colored School 100.00  
Install dishwashing sink in Stockton cafeteria 100.00  
Renovate locker room at Pocomoke High School when boiler is removed 200.00  
Installation of electrical outlets and outside lights at various schools 300.00  
\$ 5,500.00

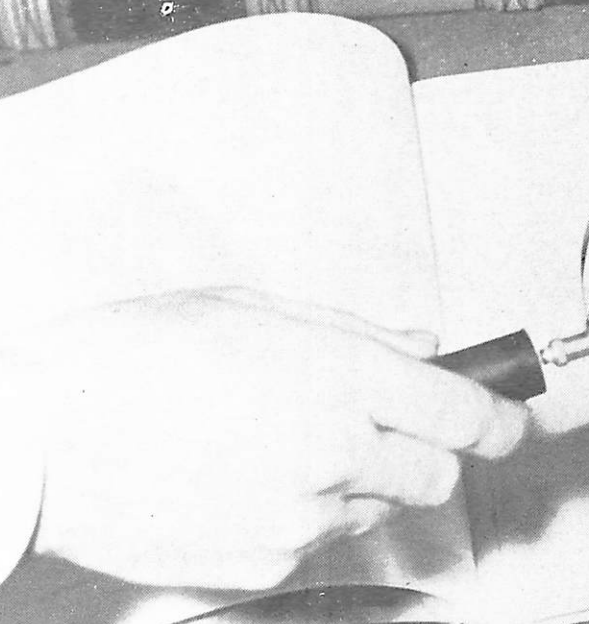
Equipment Requirements 1953-54

	Budget Item I - 5 New Equipment	Budget Item D - 2 Repair & Replacement of Equipment
<u>I. Classroom, Office and Commercial Equipment:</u>		
1. Pupil desks, chairs, tables	5,032.05	2,002.70
2. Teacher desks and chairs	310.00	446.00
3. Typewriters and other commercial equipment	204.10	1,474.50
4. Filing cabinets, metal shelving units	902.00	
5. Waste baskets, staplers, pencil sharpeners, etc.	752.00	138.45
	<u>7,200.15</u>	<u>4,061.65</u>
<u>II. General Building and Maintenance Equipment:</u>		
1. Replacement of window shades		500.00
2. Lockers, trash cans, ladders, hose and other similar required equipment	700.00	300.00
3. Three new power mowers	450.00	
4. Waxing and scrubbing machine	400.00	
5. One industrial vacuum cleaner	200.00	
6. Darkening shades for five classrooms	500.00	
7. Piano tuning		300.00
8. Maintenance of power mowers, trucks, etc.		1,500.00
	<u>2,250.00</u>	<u>2,600.00</u>
<u>III. Audio-Visual and Music Equipment:</u>		
1. Maps, charts, and globes	600.00	56.00
2. Record players	1,000.00	
3. Equipment for instrumental music - high school bands and elementary school rhythm bands	675.00	
4. Basic instruments for colored high school band	500.00	
	<u>2,775.00</u>	<u>56.00</u>
<u>IV. Physical Education Equipment:</u>		
1. Tumbling mats	800.00	
2. Horizontal bars, parallel bars, etc.	1,100.00	
3. Miscellaneous game equipment	500.00	400.00
	<u>2,400.00</u>	<u>400.00</u>
<u>V. Home Economics Equipment:</u>		
1. Large equipment: 1 stove, 2 sewing machines, 2 electric mixers, 2 cutting tables	700.00	600.00
2. Miscellaneous small equipment: pots, pans, etc. (\$900.00 of this is for new col. high school)	1,300.00	200.00
	<u>2,000.00</u>	<u>800.00</u>
<u>VI. Industrial Arts Equipment:</u>		
1. Miscellaneous small equipment - all high schools	275.00	210.00
2. Allowance for small equipment for new colored high school shop	1,000.00	
	<u>1,275.00</u>	<u>210.00</u>
<u>VII. Vocational Agriculture Equipment:</u>		
1. Miscellaneous small equipment for all schools	980.00	15.00
Grand Total - All Equipment	<u>\$18,880.15</u>	<u>\$8,142.65</u>



# AUDIT REPORT

Board of Education of Worcester County  
Year Ended June 30, 1952

A hand is shown holding a magnifying glass over a document. The magnifying glass is positioned over the text of the auditing firm. The background of the entire image shows a desk with several old, leather-bound books and a spiral-bound notebook.

H. L. LANGRAL & COMPANY  
Certified Public Accountants  
BALTIMORE

H. L. LANGRALL & CO.

Certified Public Accountants

Baltimore 2, Maryland

September 22, 1952

To the Honorable Board of Education  
of Worcester County  
Snow Hill, Maryland

Gentlemen:

We have audited your books and records for the fiscal year ended June 30, 1952, and we submit herewith the following exhibits together with our comments:

Exhibit A - STATEMENT OF CASH RECEIPTS - SCHOOL OPERATING ACCOUNT

Exhibit B - STATEMENT OF CASH DISBURSEMENTS - SCHOOL OPERATING ACCOUNT

Exhibit C - STATEMENT OF CASH RECEIPTS AND DISBURSEMENTS -  
SCHOOL BUILDING FUND

Exhibit D - STATEMENT OF CASH RECEIPTS AND DISBURSEMENTS -  
JOHN POSTLEY FUND

Exhibit E - STATEMENT OF CASH RECEIPTS AND DISBURSEMENTS -  
OLD HOME PRIZE FUND

Exhibit F - STATEMENT OF CASH RECEIPTS AND DISBURSEMENTS -  
SCHOOL LUNCH PROGRAM FUND

Exhibit G - STATEMENT OF CASH RECEIPTS AND DISBURSEMENTS -  
PAYROLL SAVINGS FUND

Comments

The exhibits contained in this report show the classification of the receipts and disbursements of the various funds. In preparing the Statement of Cash Receipts - School Operating Account (Exhibit A), and the Statement of Cash Disbursements - School Operating Account (Exhibit B), we have followed the uniform classification prescribed by the Department of Education of the State of Maryland.

All of the cash balances at June 30, 1952, as shown by the exhibits in this report, were verified by reconciliation to confirmations received from the depositories.

All recorded receipts were accounted for by deposit in one of the several bank accounts maintained by your Board. All disbursements were supported by proper vouchers or authorization.

The First National Bank of Snow Hill, Snow Hill, Maryland, confirmed to us that it has pledged United States Treasury bonds in the amount of \$50,000.00 to secure funds of your Board on deposit in that bank. The Baltimore Branch, Federal Reserve Bank of Richmond, Baltimore, Maryland, confirmed to us that it is the custodian of these bonds.

Our audit included the records of the School Building Fund, the John Postley Fund, the Old Home Prize Fund, the School Lunch Program Fund, and the Payroll Savings Fund.

The cash receipts and disbursements of the School Building Fund are shown in Exhibit C. At June 30, 1952, there was a cash balance of \$12,984.62 in this fund.

Transactions of the John Postley Fund for the period under review are shown in Exhibit D. The assets of this fund at June 30, 1952, were as follows:

Cash in bank . . . . .	\$ 151.62
Investment in United States Savings Bonds - Series G . . .	<u>3,800.00</u>
Total . . . . .	<u>\$ 3,951.62</u>

The United States savings bonds of the John Postley Fund were inspected by our representative on September 16, 1952.

The cash receipts and disbursements of the Old Home Prize Fund for the year under audit are shown in Exhibit E. The assets of this fund at June 30, 1952, were as follows:

Cash in bank . . . . .	\$ 31.69
Investment in United States Savings Bonds - Series G . . .	<u>800.00</u>
Total . . . . .	<u>\$ 831.69</u>

The United States savings bonds of the Old Home Prize Fund were inspected by us on September 16, 1952.

School Lunch Program Fund cash receipts and disbursements for the year ended June 30, 1952, are shown in Exhibit F. At June 30, 1952, there was no cash balance in this fund.

During the year under audit, the employees of the Board of Education participated in the payroll saving plan for the purchase of United States savings bonds. Transactions were handled through the Payroll Savings Fund (Exhibit G). There was no cash balance in this fund at June 30, 1952.

#### Remarks

Our audit covered only the verification of the recorded cash receipts and disbursements, and none of the exhibits give effect to items of income applicable to the period under examination but not received nor to any unpaid bills applicable to the period under examination if there were any such items.

Your books and records were found to be accurately kept, and your vouchers and checks were filed in a systematic manner.

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Comments

Permit us to take this opportunity to thank your office personnel for the courtesy and cooperation extended to us during the period of our audit.

Certification

In our opinion, subject to the foregoing comments, the exhibits contained in this report correctly set forth the cash receipts and cash disbursements of the several funds for the year ended June 30, 1952.

Respectfully submitted,

H. L. LANGRALL & COMPANY

(Signed) H. L. LANGRALL

Certified Public Accountant

(Member) American Institute of Accountants

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SCHOOL OPERATING ACCOUNT

Exhibit - A

RECEIPTS:

FROM COUNTY FUNDS:

For current expenses and capital outlay . . . . .	\$340,964.67
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FROM STATE FUNDS:

Aid per classroom unit . . . . .	\$ 65,380.00
Aid per pupil . . . . .	84,606.00
Equalization aid . . . . .	304,377.87
Salaries of officials . . . . .	14,733.34
Incentive fund for buildings . . . . .	18,622.11
Adult education . . . . .	512.00
Handicapped children . . . . .	657.63
	<hr/>
Total from State Funds . . . . .	\$488,888.95

FROM FEDERAL FUNDS:

Vocational - Day schools . . . . .	\$ 1,927.28
- Evening schools - Adult education . . . . .	404.50
Institutional on-the-farm training . . . . .	4,841.95
	<hr/>
Total from Federal Funds . . . . .	\$ 7,173.73

FROM OTHER SOURCES:

Fees from adjoining counties . . . . .	\$ 873.33
Fees from non-resident patrons for day school pupils . . . . .	295.00
Sale of land, buildings, and equipment . . . . .	228.00
Sale of books and supplies . . . . .	216.90
First aid insurance . . . . .	883.55
Sale of typewriters . . . . .	920.00
Telephone commissions . . . . .	22.96
Refunds . . . . .	80.37
	<hr/>
Total from Other Sources . . . . .	\$ 3,520.11

Total Receipts for Period . . . . .	\$840,547.46
<u>Add:</u> Cash Balance, July 1, 1951 . . . . .	<u>\$ 1,333.76</u>
Total Cash to Be Accounted For . . . . .	\$841,881.22
<u>Less:</u> Disbursements for Period (Exhibit B) . . . . .	<u>\$834,170.02</u>
CASH BALANCE, JUNE 30, 1952 . . . . .	<u>\$ 7,711.20</u>
(Represented by cash in transit and on deposit in The First National Bank of Snow Hill, Snow Hill, Maryland)	

Exhibit - B-a

DISBURSED FOR:

GENERAL CONTROL:

Office expenses . . . . .	\$ 1,576.19
Printing and advertising . . . . .	361.62
Board members' allowance for expenses . . . . .	300.00
Auditing and legal services . . . . .	336.26
Salaries of administrative personnel . . . . .	16,860.00
Travel expenses of administrative personnel . . . . .	891.78
Other costs of general control . . . . .	<u>2,317.76</u>

Total Costs of General Control . . . . .	\$ 22,643.61
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INSTRUCTIONAL SERVICE:

Salaries of supervisors . . . . .	\$ 13,396.50
Travel expenses of supervisors . . . . .	967.81
Salaries of teachers . . . . .	526,774.45
Travel of teachers . . . . .	695.45
Salaries of school clerks . . . . .	2,785.89
Textbooks . . . . .	9,308.71
Materials . . . . .	11,114.66
School library books . . . . .	2,420.23
Summer school . . . . .	783.36
Teachers' meetings, child study, workshop . . . . .	1,195.30
Salaries of home teachers of handicapped children . . . . .	588.67
Expenses of home teachers of handicapped children . . . . .	68.96
Other costs of supervision and instruction . . . . .	<u>3,683.84</u>

Total Costs of Instruction . . . . .	\$573,783.83
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OPERATION OF SCHOOL PLANT:

Janitors' wages . . . . .	\$ 19,909.57
Janitors' supplies . . . . .	3,558.92
Fuel . . . . .	17,482.46
Water, light and power . . . . .	5,749.44
Other costs of operation . . . . .	<u>118.92</u>

Total Costs of Operation . . . . .	\$ 46,819.31
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MAINTENANCE OF SCHOOL PLANT:

Repair of buildings and upkeep of grounds . . . . .	\$ 21,127.55
Repair and replacement of equipment . . . . .	8,976.91
Salaries of utility personnel . . . . .	4,182.94
Travel, supplies and other expenses of utility personnel . . . . .	<u>1,005.58</u>

Total Costs of Maintenance . . . . .	\$ 35,292.98
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<u>RENT</u> . . . . .	\$ 530.00
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AUXILIARY AGENCIES - TRANSPORTATION OF PUPILS:

Contract services . . . . .	\$130,709.30
Inspection of buses . . . . .	<u>150.00</u>

Total Costs of Transportation . . . . .	\$130,859.30
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OTHER AUXILIARY AGENCIES:

Health service - Supplies and expenses . . . . .	\$ 37.08
Physical education and recreation - Supplies and expenses . . . . .	523.00
School lunches (local public funds) . . . . .	<u>157.33</u>

Total Costs of Other Auxiliary Agencies . . . . .	\$ 717.41
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FIXED CHARGES:

Insurance - Fire . . . . .	\$ 3,248.91
- Workmen's compensation . . . . .	1,118.30
- Other . . . . .	<u>2,031.30</u>

Total Fixed Charges . . . . .	\$ 6,398.51
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CAPITAL OUTLAY:

Alteration of buildings . . . . .	\$ 9,752.35
Furniture and equipment . . . . .	<u>1,653.21</u>

Total Capital Outlay . . . . .	\$ 11,405.56
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OTHER SCHOOL PROGRAMS:

Adult education - Salaries . . . . .	\$ 1,007.50
On-farm and on-job training - Salaries . . . . .	4,090.50
On-farm and on-job training - Expenses . . . . .	<u>591.51</u>

Total Other School Programs . . . . .	\$ 5,689.51
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PAYMENTS TO ADJOINING COUNTIES:

Capital outlay . . . . .	\$ <u>30.00</u>
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TOTAL DISBURSEMENTS FOR PERIOD . . . . .	\$834,170.02
(Transferred to Exhibit A)	

Exhibit - C

SCHOOL BUILDING FUND

CASH BALANCE - July 1, 1951 . . . . . \$ 3,891.17

RECEIPTS:

From County Funds:

For capital outlay . . . . . \$64,345.78

Portion of proceeds from sale of bonds . 95,000.00

Total from County Funds . . . . . \$159,345.78

From State Funds:

Incentive Fund for buildings . . . . . 1,551.99

Total Receipts . . . . . \$160,897.77

Total Cash to Be Accounted for . . . . . \$164,788.94

DISBURSEMENTS:

New buildings . . . . . \$139,697.87

Alteration of buildings . . . . . 1,809.01

Furniture and equipment . . . . . 10,297.44

Total Disbursements . . . . . \$151,804.32

CASH BALANCE - JUNE 30, 1952 . . . . . \$ 12,984.62

(Represented by cash on deposit in The First National  
Bank of Snow Hill, Snow Hill, Maryland)

Exhibit - D

JOHN POSTLEY FUND

CASH BALANCE - JULY 1, 1951 . . . . . \$ 55.18

Add: Receipts for Period:

Interest on United States Savings Bonds . . . . \$ 95.00

Interest earned - Bank deposits . . . . . 1.44

Total Receipts for Period . . . . . \$ 96.44

Total Cash to Be Accounted for . . . . . \$ 151.62

Less: Disbursements for Period: . . . . . .00

CASH BALANCE - JUNE 30, 1952 . . . . . \$ 151.62

(Represented by cash on deposit in The Calvin B.  
Taylor Banking Company, Berlin, Maryland)



Exhibit - E

OLD HOME PRIZE FUND

CASH BALANCE - July 1, 1951 . . . . . \$ 29.04

Add: Receipts for Period:

Interest on United States Savings Bonds . . . . \$ 20.00

Interest earned - Bank deposits . . . . . .34

Refund of Federal excise and State of Maryland  
sales tax . . . . . 4.95

Total Receipts for Period . . . . . \$ 25.29

Total Cash to Be Accounted for . . . . . \$ 54.33

Less: Disbursements for Period:

Old Home Prizes . . . . . \$ 22.64

CASH BALANCE - JUNE 30, 1952 . . . . . \$ 31.69

(Represented by cash on deposit in The First National  
Bank of Snow Hill, Snow Hill, Maryland)

Exhibit - F

SCHOOL LUNCH PROGRAM FUND

CASH BALANCE - JULY 1, 1951 . . . . . \$ .00

Add: Receipts for Period:

Federal funds for school lunches . . . . . \$ 7,115.92

Total Cash to Be Accounted for . . . . . \$ 7,115.92

Less: Disbursements for Period:

Food items . . . . . \$ 7,115.92

CASH BALANCE - JUNE 30, 1952 . . . . . \$ .00

Exhibit - G

PAYROLL SAVINGS FUND

CASH BALANCE -JULY 1, 1951 . . . . . \$ 18.75

Add: Receipts for Period:

Deductions from employees' salaries for U. S. Savings bonds \$ 1,462.50

Total Cash to Be Accounted for . . . . . \$ 1,481.25

Less: Disbursements for Period:

United States Savings Bonds for employees . . . . . \$ 1,481.25

CASH BALANCE - JUNE 30, 1952 . . . . . \$ .00