

*meeting  
the challenge  
of our times*

VERTICAL FILE

*with*

**QUALITY**

**EDUCATION**

Maryland--Worcester  
County--Education  
WR UF  
Education

*in  
Worcester  
County,  
Maryland*

**EDUCATION CONFERENCE**

*May 8 and May 9, 1959*

SNOW HILL HIGH SCHOOL

LIBRARY

Conference Discussion Guide

and

Worcester County Board of Education

Annual Budget Report



# foreword

## "a lighthouse for Worcester"

In the dark of night, from most any vantage point along Worcester County's seacoast, one can turn to the north and see an intermittent finger of light reaching out to sea from the Fenwick Island lighthouse, just beyond the Maryland border in Delaware; or by turning one's gaze to the south, one may see another beam of light, flashing regularly through its seaward arc, from the Assateague lighthouse, just below the Maryland border in Virginia. For years, these beacon lights have served as indispensable aids to coastal shipping, helping ocean vessels to keep on their courses, to avoid dangerous shoals, and to reach safe harbors.



In a similar fashion, here and there throughout our nation, a few communities serve as lighthouses for American education. These are usually communities which have ample resources to support programs of quality education, but, more important, they have a determination to provide the best in education for their children, a willingness to try new approaches to educational problems, and a willingness to use their resources to finance the kind of education they desire.

These are the communities that others may steer by to stay on course, to avoid dangerous shoals, to reach safe harbors, as they develop the programs of education for their children.

Worcester County could be a lighthouse community.

It has the necessary resources. Its rivers, bays, forests, and ocean beaches of unparalleled beauty make it an ideal recreation area. As year by year we have begun to tap this vast potential, our wealth has grown, until today Worcester County has the greatest assessed wealth behind each school child of any county on the Eastern Shore and ranks fourth in the entire state. For each penny tax we are willing to levy for schools, we get more money than all except three Maryland school systems. Further, measures that would seem to be valid indicate that we have more than average ability to pay taxes on that wealth.

ii.

If this is so, we would then need only the desire for good schools and the willingness to pay for them. This is our record in this regard:

Currently we levy the lowest tax rate for operating schools of any Maryland Eastern Shore county.

We spend slightly less per pupil to operate schools than the average Shore county.

We have the lowest total tax rate of any Maryland Eastern Shore county.

We have the lowest salary scale for teachers of any Maryland Eastern Shore county and the second lowest in the entire state.

Thus, we appear to be using our wealth to maintain a low tax rate instead of providing the best education.

There's a seaman's lighthouse to the north of us and one to the south of us. Could the people of Worcester County, beginning with the representative group assembled for this first county-wide education conference, conceive, design, and build a higher and brighter lighthouse -- a lighthouse for education and Worcester's children?

This conference discussion guide is organized as follows:

Chapter I lists a number of concerns about American Education that appear to be universal. These may serve as a back-drop against which we could consider the problems of education in Worcester County.

Chapters II through XI contain information about Worcester County's schools for each of the areas to be considered by the ten discussion groups.

Chapter XII contains the Board of Education's proposed school budget for the next fiscal year. The various discussion groups may wish to relate current school needs to immediate plans.

The Worcester County Board of Education:

Willard P. Evans, President

Mrs. Elizabeth W. Brown

Peter Ayres Wimbrow

The Worcester County Public School Advisory Committee:

James T. Sturgis, Chairman, Snow Hill, Maryland  
William T. Briddell, Berlin, Maryland  
David W. Bruning, Snow Hill, Maryland  
Elisha Bunting, Jr., Bishop, Maryland  
O. Sheldon Chandler, Berlin, Maryland  
Reese F. Cropper, Berlin, Maryland  
Raymond C. Dryden, Pocomoke City, Maryland  
Linwood W. Duncan, Pocomoke City, Maryland  
Jacob F. Finney, Pocomoke City, Maryland, R. D.  
Charles Fulton, Snow Hill, Maryland  
Willis T. Hancock, Snow Hill, Maryland  
Mrs. Paul Hauck, Girdletree, Maryland  
Mrs. Frank W. Love, Whaleysville, Maryland  
John B. Lynch, Ocean City, Maryland  
Mrs. James Onley, Snow Hill, Maryland  
J. Herbert Pilchard, Pocomoke City, Maryland  
Robert H. Robertson, Jr., Pocomoke City, Maryland  
Clifton L. Shay, Pocomoke City, Maryland  
John Dale Showell III, Ocean City, Maryland  
Harrison M. Walters, Jr., Pocomoke City, Maryland  
Elwood L. Waters, Snow Hill, Maryland, R. D.



WORCESTER COUNTY EDUCATION CONFERENCE

May 8 and 9, 1959

Snow Hill High School, Snow Hill, Maryland

"MEETING THE CHALLENGE OF OUR TIMES WITH QUALITY EDUCATION IN WORCESTER COUNTY"

Conference Program

Friday, May 8, 1959

Registration, 1:00 - 1:30 P. M., Snow Hill High School Auditorium

First General Session, 1:30 - 3:30 P. M. - Auditorium

Mr. Willard P. Evans, Jr., President of the Board of Education, Presiding

1. Address, "State Goals in Education"

-- Dr. Thomas G. Pullen, Jr., State Superintendent of Schools

2. "The Role of Education in the Development of Worcester County,"

-- Dr. Reginald V. Truitt

3. "The Purposes of the Conference and Its Organization,"

-- Mr. Willard P. Evans, Jr.

Group Meetings, 3:30 - 5:00 P. M. (Rooms as assigned)

Dinner, 5:30 - 6:30 P. M. - Snow Hill High School Cafeteria

Second General Session, 6:30 - 8:00 P. M. - Auditorium

Mrs. Elizabeth W. Brown, Vice-President of the Board of Education, Presiding

Greetings - Governor J. Millard Tawes

Address, "What Is Quality Education?" -- Dr. Paul R. Mort

Group Meetings, 8:00 - 9:00 P. M. (Rooms as assigned)

Saturday, May 9, 1959

Third General Session, 9:00 - 11:00 A. M. - Auditorium

Mr. Peter Ayres Wimbrow, Member of the Board of Education, Presiding

Address, "Education and the Future of Worcester County,"

-- Congressman Thomas F. Johnson

Presentation of Worcester County School Budget for 1959-60

Group Meetings, 11:00 - 12:30 (Rooms as assigned)

Lunch, 12:30 - 1:30 - Cafeteria

Fourth General Session, 1:30 - 3:00 P. M. - Auditorium

Mr. James T. Sturgis, Chairman of the Worcester County Public School Advisory Committee, Presiding

Summaries of the Conference:

Dr. Paul R. Mort

Mr. William S. Sartorius

Written summaries of the deliberations of each of the ten discussion groups will be printed and distributed after the conference has been held.

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SIXTEEN COMMON CONCERNS OR AREAS OF AGREEMENT RELATING TO THE REQUIREMENTS  
FOR QUALITY EDUCATION IN TODAY'S CHANGING WORLD

Throughout the nation for the past several years, thoughtful citizens have been making a fundamental reappraisal of the purposes and processes of public education. There have been much discussion and criticism, ranging from objective, responsible expressions of opinion to appraisals that are patently prejudiced and irresponsible. From all of the discussion, however, it appears that some areas of agreement are emerging with respect to those aspects of public education which should be subject to reappraisal.

In this chapter, an attempt is made to set forth some of those areas of agreement or common concerns as they have been gleaned from the reports of four recent studies of education, all of which are conceded to be the result of the work of objective, responsible groups or individuals. The reports reviewed for this purpose were:

The American High School Today - James B. Conant

The Pursuit of Excellence, Education and the Future of America

- The Rockefeller Report

The High School in a Changing World

- A.A.S.A. Report, 1958

An Essay on Quality in Public Education

- The Educational Policies Commission

This summary is presented with the hope that it may serve as a backdrop against which the program of education of Worcester County may be considered during this conference.

Following each of the areas of concern, are listed chapter and page references to appropriate discussion group topics. Here may be found information concerning Worcester County's present program as related to each area.

1. RESPONSIBILITY FOR MEETING THE NEEDS OF ALL CHILDREN

"From time to time one still hears arguments over quantity vs. quality education..... But a modern society such as ours cannot choose to do one or the other. It has no choice but to do both..... We must honor both goals. We must seek excellence in a context of concern for all."

-- Rockefeller Report

"The school will be effective in proportion to the degree to which society's needs and each individual's needs are appraised and met by the school."

-- A.A.S.A. Report

"The challenging goal of guaranteeing to all normal youth the opportunity to achieve self-realization and social effectiveness is not being gained in the vast majority of our schools."

-- A.A.S.A. Report

"With few exceptions..... the public high school is expected to provide education for all youth living in a town, city, or district."

-- Conant

"The best education is that which does most to enable each student to develop his abilities and to serve society."

-- The Educational Policies  
Commission

See Chapters III, IV, and V

2. INCREASED EMPHASIS UPON FOREIGN LANGUAGES

"Almost without exception, I found a deplorable state of affairs with respect to foreign languages. Too many students with limited ability were studying a foreign language for two years; too few able students were studying foreign language long enough."

-- Conant

"Foreign language.....must come in for their share of renewed attention and revision."

-- A.A.S.A. Report

"At least one modern foreign language should be offered in every secondary school, and no less than a three-year sequence is needed to permit learning to the point of effective use."

-- The Educational Policies Commission

(continued on next page)



"The academically talented student should have.....at least three years of a foreign language. For certain students, the study of a second foreign language for at least three years might replace the fourth year of mathematics and the third year of science."

-- Rockefeller Report

See: Chapter IV, Page 38  
Chapter VIII, Page 74  
Chapter XII, Page 109

### 3. INCREASED EMPHASIS UPON GUIDANCE, COUNSELING AND TESTING

"In a satisfactory school system the counseling should start in the elementary school, and there should be good articulation between the counseling in the junior and senior high schools. There should be one full-time counselor for every two hundred fifty to three hundred pupils in the high school."

-- Conant

"The word guidance has a variety of meanings; we use it here to mean advice concerning the young person's educational problems. It cannot be emphasized too strongly that such guidance is essential to the success of our system."

-- Rockefeller Report

"Guidance can help prevent the tragic undereducation which occurs when pupils quit school or choose courses which do not challenge their abilities....."

-- The Educational Policies  
Commission

"Guidance services, uniquely characteristic of American education, should be further improved and so increased in scope as to involve all who teach and to reach all who learn."

-- A.A.S.A. Report

See: Chapter IV, Pages 33, 38  
Chapter V.  
Chapter VI, Page 52  
Chapter VIII, Page 74  
Chapter XII, Page 109

4.

4. CONCERN FOR READING, REMEDIAL AND DEVELOPMENTAL, AT THE HIGH SCHOOL LEVEL

"A school should have the equipment for a developmental reading program. The program should be available on a voluntary basis for all pupils in the school."

-- Conant

"The improvement of reading is, of course, the paramount problem, and work with remedial reading must be provided."

-- Conant

"If left to the teacher, the special assistance needed by some pupils must either be denied them or provided at the expense of others. Specialists in remedial work and counselors must be available in every school."

-- The Educational Policies  
Commission

"It may be reasonably safe to assume that only a small per cent of high school teachers in the United States have identified the retarded readers among the students. Many do not recognize the difference between the slow reader and the retarded reader."

-- A.A.S.A Report

See: Chapter IV, Page 38  
Chapter XII, Page 108

5. CONCERN FOR THE ACADEMICALLY TALENTED AND HIGHLY GIFTED PUPILS

"In all but a few of the schools I have visited, the majority of bright boys and girls were not working hard enough."

"The academically talented student, as a rule, is not being sufficiently challenged."

"For the highly gifted pupils some type of special arrangement should be made."

-- Conant

"An educational system is, among other things, a great sorting-out process. One of the most important goals is to identify and guide able students and to challenge each student to develop his talents to the utmost."

-- Rockefeller Report

"A school program of high quality is one in which the curriculum makes possible, and the teaching and guidance make real, the promise of educational opportunity for each pupil."

-- The Educational Policies Commission

(continued on next page)



"It is estimated that approximately 15 to 20 per cent of the students in the typical secondary school possess personal talents of such a high order that special attention should be given to their development."

-- A.A.S.A. Report

See Chapter IV, Page 39

## 6. NEED FOR REAPPRAISAL OF SCIENCE AND MATHEMATICS PROGRAMS

"The able boys too often specialize in mathematics and science to the exclusion of foreign languages. The able girls, on the other hand, often avoid mathematics and science as well as foreign languages."

"For academically talented boys and girls....the following program should be strongly recommended as a minimum: four years of mathematics.....three years of science....."

-- Conant

"We need an ample supply of high calibre scientists, mathematicians, and engineers. Quantitative arguments over the shortages in these fields are beside the point. We need quality and we need it in considerable quantity.....we must engage in a major expansion of the facilities for science teaching."

-- Rockefeller Report

"There should be advanced courses in mathematics, statistics, biology, chemistry, physics, geology, astronomy, music, art, literature, creative writing, history, geography, sociology, and world affairs."

-- The Educational Policies  
Commission

"Some critics of public secondary education claim that science courses are not being taught to as many students as in former years. This claim is unfounded ..... However, if schools are to meet current needs, attention must be given to the qualitative aspect of the science program."

-- A.A.S.A. Report

See: Chapter IV, Page 39  
Chapter VII, Page 74  
Chapter XII, Page 109



6.

7. PROVISION OF SECONDARY SCHOOLS OF ADEQUATE SIZE FOR ADEQUATE PROGRAMS

"I am convinced small high schools can be satisfactory only at exorbitant expense. The truth of this statement is evident if one considers the distribution of academic talent in the school which serves all of the youth of the community. It will be a rare district where more than 25 per cent of a high school class can study with profit twelfth-grade mathematics, physics, and a foreign language for four years."

"The prevalence of such high schools -- those with graduating classes of less than one hundred students -- constitutes one of the serious obstacles to good secondary education throughout most of the United States."

-- Conant

"The curriculum handicaps cannot be fully overcome except by overstaffing, but the design of the school building can help."

-- A.A.S.A Report

(in reference to the small high school)

"A school district should be large enough to support efficiently at least one high school which offers a varied, individualized program through the twelfth year. Experience has shown that to make reasonably good utilization of such offerings, there should be a total enrollment of about 500 or more in a four-year high school."

-- The Educational Policies  
Commission

See Chapter IV, Page 37

8. NEED FOR REAPPRAISAL OF VOCATIONAL EDUCATION PROGRAMS

"With the increased demand for skilled manpower, secondary schools have an opportunity and, indeed, a responsibility to offer vocational education programs which will aid youth to develop their abilities to the maximum as potential workers under changing conditions in industry, on the farm, and in the home."

"Cooperative programs in diversified trade and industrial occupations..... will increase in comprehensive high schools in both rural and urban communities."

-- A.A.S.A. Report

Recommendation 7: Diversified Programs for the Development of Marketable Skills. "Distributive education should be available.....for boys, trade and industrial programs should be available..... Where local opportunities permit, students in some of the vocational programs may obtain experience by working on jobs outside the school."

-- Conant

(continued on next page)

"Thus society depends upon achievement at many levels. Whether it is in the general capabilities needed to man our industrial apparatus, or the more highly trained abilities required to staff the specialized functions of society.....the need is for an unprecedented degree of individual effort and accomplishment..... Our conception of excellence must embrace many kinds of achievement at many levels."

-- Rockefeller Report

"Pupils should be able.....to study and specialize in subjects of an immediately practical nature. There should be commercial, vocational, technical, and homemaking courses designed to develop skills which have social and economic value."

-- The Educational Policies Commission

See Chapter IV, Page 39

#### 9. THE NEED FOR ADEQUATE STAFFS

"In any school system there should be enough competent professionals to ensure that every pupil receives needed attention..... If fewer than fifty professionals are available per thousand pupils, some of the elements of a program of high quality are likely to be slighted."

-- The Educational Policies Commission

"No educational system can be better than its teachers."

-- Rockefeller Report

"Further, there is increasing evidence that the classroom teacher must be supported by other staff members whose importance is seen in a new light. The clerical staff, the custodial staff, the special professionals in guidance, health, administration, and other services....."

-- A.A.S.A. Report

See Chapter VII

#### 10. THE IMPORTANCE OF TEACHING AIDS, AND ADEQUATE PHYSICAL FACILITIES

"Efforts to improve organization so as to use teacher talent more effectively have been made on several fronts..... We are no longer concerned merely with providing teachers with tools such as textbooks, Bunsen burners, and filmstrips. Rather, we have made bold thrusts into various demonstrations of using new materials and mediums, employing various means of relieving the teacher of noninstructional duties."

-- A.A.S.A. Report

(continued on next page)



8.

"For maximum learning, every school should have a well stocked library directed by a professionally trained librarian. A full-time nurse and doctor should be available within reasonable call..... Coordinators, consultants, and supervisors contribute to educational quality. As specialists in teaching, they bring outside resources to the classroom and help teachers deal with the learning problems of pupils."

-- The Educational Policies Commission

"One way to make better use of our ablest teachers is to eliminate many of the petty tasks which occupy a teacher's time."

-- Rockefeller Report

"Such innovations as the teacher aide and television should not be thought of as stopgap measures to surmount the immediate teacher shortage, but as the beginnings of a long overdue revolution in teaching techniques."

-- Rockefeller Report

See Chapter VIII.

11. NEED FOR RE-EXAMINATION OF POLICIES CONCERNING GROUPING OF CHILDREN FOR INSTRUCTION

"In the required subjects and those elected by students with a wide range of ability, the students should be grouped according to ability, subject by subject..... This type of grouping is not to be confused with across-the-board grouping, according to which a student is placed in a particular section in all courses..... In the twelfth grade a course in American Problems should be required..... Each class in this course should be a cross section of the school."

-- Conant

"Wide ranges of interests and needs, so typical of the junior high school years, have prompted a more flexible assignment of students and permitted variations of the length of their experience in that school. A more dependable basis for grouping students in terms of interests and maturity is needed."

-- A.A.S.A. Report

"Because many educators reject the idea of grouping by ability, the ablest students are often exposed to educational programs whose content is too thin and whose pace is too slow to challenge their abilities."

-- Rockefeller Report

See Chapters III and IV.

## 12. THE NEED FOR INDIVIDUALIZED PROGRAMS

"It should be the policy of the school that every student has an individualized program; there would be no classification of students according to clearly defined and labeled programs or tracks such as 'College Preparatory,' 'Commercial,' 'Vocational'."

-- Conant

"No two pupils should necessarily follow identical programs. When there are wide opportunities in the school, each program can be individually appropriate."

-- A.A.S.A. Report

"But the schools cannot do full justice to each young person in developing what gifts he may possess until they face frankly the need to provide different programs for different types and levels of ability."

-- Rockefeller Report

"Only as teachers work increasingly with students on an individual person-to-person basis, can administrative ideas about meeting the needs of each young person become fully effective."

-- The Educational Policies Commission

See Chapters III and IV.

## 13. THE NEED FOR EXTENDING THE SCHOOL PROGRAM

"The school board should operate a tuition-free summer school in which courses are available not only for students who have to repeat a subject, but also for the bright ambitious students who wish to use the summer to broaden the scope of their elective programs."

-- Conant

"There is general agreement among authorities that the junior college should be a local institution, locally controlled. The effective equalization of educational opportunities, the elimination of barriers that restrict the most effective development of our nation's talent, appears to demand further decentralization or localization of the freshman and sophomore years of college. The expanding need for post-high-school centers of technical-vocational education and adult education demands an institution which is locally controlled and responsive to local needs."

-- A.A.S.A. Report

"The diverse needs of society also demand diversified education.....communities differ and consequently the schools which serve them must differ. Education of many kinds must be provided in America."

-- The Educational Policies Commission

See Chapter VI.



10.

14. COMMITMENT TO THE COMPREHENSIVE HIGH SCHOOL

"If one accepts the ideal of a democratic fluid society with a minimum of class distinction, the maximum of fluidity, the maximum of understanding between different vocational groups, then the ideal secondary school is a comprehensive public high school."

-- Conant

"The forward look at secondary education presupposes that the comprehensive school is the institution best qualified to meet the challenging demands of our modern society....."

-- A.A.S.A. Report

"Such separation would be unpalatable to most Americans, and in any case separate school systems are unnecessary. There is no reason why youngsters at all levels of scholastic ability should not sit in the same homeroom, play on the same teams, act in the same plays, attend the same dances, and share in the same student government; and there are many reasons why such a common experience is important."

-- Rockefeller Report

See Chapter IV.

15. THE NEED FOR ADEQUATE FINANCING OF EDUCATION

"All of the problems of the schools lead us back sooner or later to one basic problem -- financing. An educational system grudgingly and tardily patched to meet the needs of the moment will be perpetually out of date. We must build for the future in education as daringly and aggressively as we have built other aspects of our national life in the past."

-- Rockefeller Report

"Financial considerations are essential elements of all the prerequisites of high quality in education."

-- The Educational Policies Commission

"Good schools require money, and if we are to raise today's schools to the level of tomorrow's requirements, we shall have to devote to them substantially more money than we now do."

-- A.A.S.A. Report

"Some of the recommendations which follow would involve an increase in the budget....."

-- Conant

See Chapter XI.

16. THE NEED FOR CITIZEN PARTICIPATION

"Citizens must be organized for action. Once the people know and understand what is needed for their schools, they seldom fail to provide the necessary efforts and funds to make improvements. Informed citizens become interested citizens who demand better school buildings and instructional programs. The educational system will be as good as the citizens want it to be."

-- A.A.S.A. Report

"I am convinced American secondary education can be made satisfactory without any radical changes in basic pattern. This can only be done, however, if the citizens in many localities display sufficient interest in their schools and are willing to support them."

-- Conant

"If we are to meet these pressures, our schools will need greatly increased public support and attention, and much more money."

-- Rockefeller Report

"The aim of this arrangement is to make sure that local schools will answer local needs, and that parents will have a voice in the education of their children."

-- The Educational Policies Commission

THE ORGANIZATION FOR QUALITY EDUCATION IN WORCESTER COUNTYA. THE ROLE OF THE STATE IN EDUCATION IN MARYLAND

Educational matters affecting the state and the general care and supervision of public education shall be entrusted to a State Department of Education at the head of which shall be a State Board of Education.

(Article 77, Section 2)

The State Board of Education shall, to the best of their ability, cause the provisions of this article to be carried into effect. They shall determine the educational policies of the state; they shall enact by-laws for the administration of the public school system.....

(Article 77, Section 21)

More specifically, the State Board of Education, with and on the advice of the State Superintendent of Schools, is required to:

- prescribe rules and regulations for the construction of schools. (Article 77, Section 23)
- prescribe rules and regulations for the grading and standardizing of all public schools. (Article 77, Section 24)
- prescribe courses of study. (Article 77, Section 26)
- prescribe rules and regulations for certification of teachers. (Section 27)
- prescribe forms and procedures for keeping financial accounts. (Section 29)
- investigate the educational needs of the state. (Section 32)

For complete details with reference to the state's duties and responsibilities for education, see The Public School Laws of Maryland.

B. RESPONSIBILITY FOR THE CONDUCT OF EDUCATION IN WORCESTER COUNTY

Educational matters affecting a county shall be under the control of a county board of education. (Article 77, Section 3)

Educational matters affecting a school district shall be under the care of a district board of trustees. (Article 77, Section 4)

The County Superintendent of Schools shall be the executive officer, the secretary and treasurer of the county Board of Education. (Article 77, Sec. 53)

The county Board of Education shall exercise, through its executive officer, the County Superintendent, and his professional assistants, control and supervision over the public school system of the county. (Article 77, Sec. 55)

More specifically, the law requires or empowers the county Board of Education to:

- locate and maintain schools as needed (Section 56)
- purchase sites and construct buildings (Section 56)
- consolidate schools and arrange transportation of pupils (Section 61)
- grade and standardize schools (Section 66)
- prepare an annual school budget (Section 68)
- provide for an annual audit
- purchase and distribute textbooks, materials, and equipment (Section 62)
- appoint, suspend, or dismiss teachers and principals (Section 64)

The County Superintendent is empowered or required by law to:

- see that the laws relating to schools are carried into effect. (Section 149)
- explain the true intent and meaning of school laws. (Section 150)
- recommend repairs, construction of buildings, etc. (Section 151)
- nominate teachers for appointment, assign them to positions, and transfer them as required. (Section 153)
- organize and attend local institutes for teachers and citizens. (Section 154)
- visit schools and observe management and instruction. (Section 155)
- grade and standardize schools.
- prepare courses of study and recommend them for adoption by Board of Education. (Section 157)
- prepare lists of textbooks, etc. (Section 158)
- nominate all professional, clerical, and statistical assistants. (Sec. 159)
- take the initiative in preparing the school budget. (Section 161)
- conduct all correspondence and see that all reports are made and submitted. (Section 162)

The district board of school trustees (elementary schools only) are empowered or required to:

- refuse to accept the original assignment of any teacher. (Section 76)
- consent to closing of schools during regular school hours. (Section 76)
- appoint janitors. (Section 76)
- visit schools and consult with teachers. (Section 76)
- attend to incidental repairs. (Section 77)
- advise teachers on discipline. (Section 78)
- allow use of school buildings for certain purposes. (Sections 80, 81, and 82)

For more complete details concerning duties and responsibilities of the County Board of Education, the County Superintendent of Schools, and the District Boards of Trustees, see the Public School Laws of Maryland. (All references above are to the Public School Laws of Maryland.)

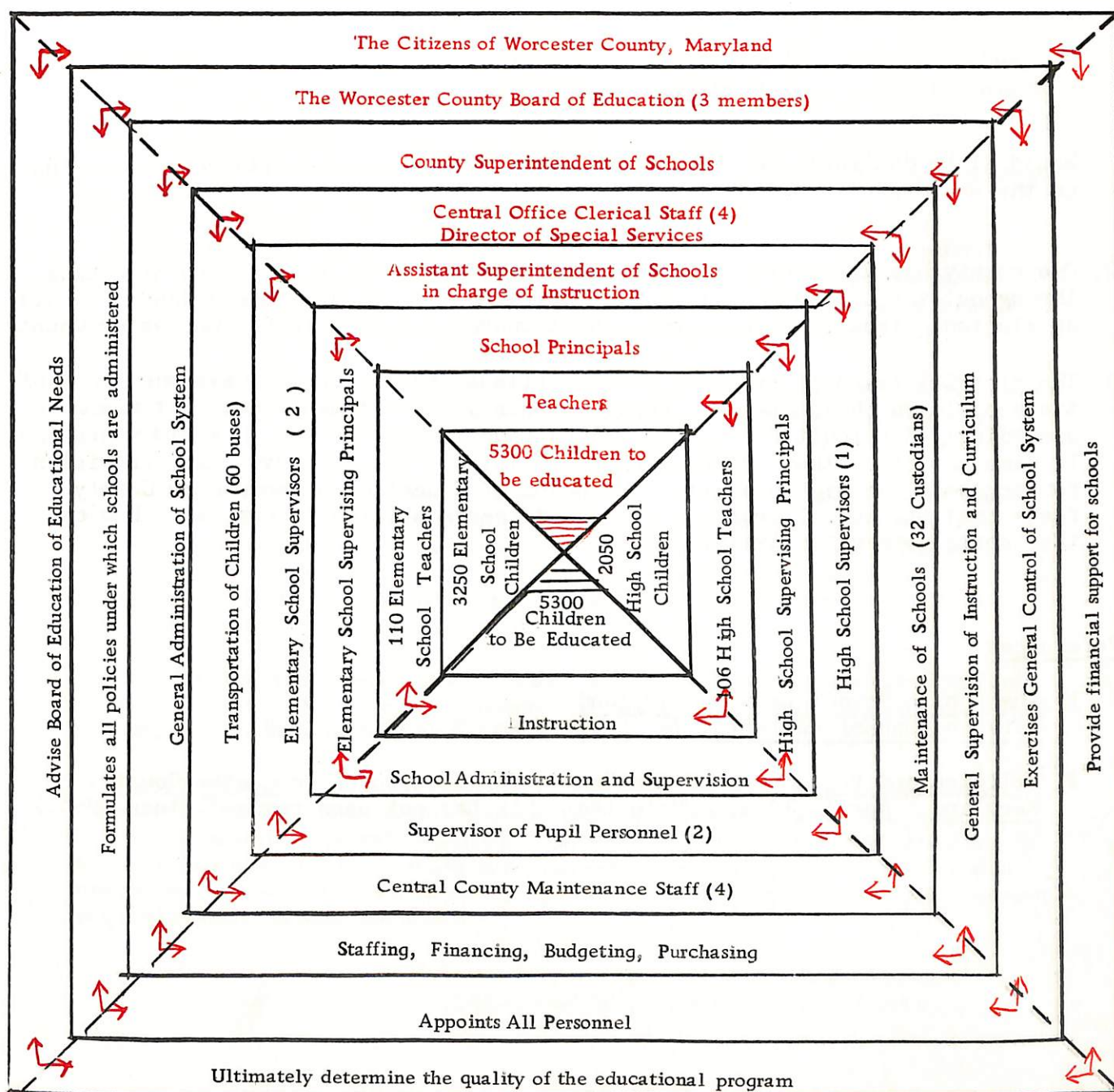
C. THE STAFF THROUGH WHICH THE BOARD OF EDUCATION OPERATES THE PROGRAM OF EDUCATION IN WORCESTER COUNTY

<u>Staff Member</u>	<u>Duties and Responsibilities</u>
1. County Superintendent of Schools (Paul D. Cooper)	General administration and supervision of school system. (See duties and responsibilities above.)
2. Assistant Superintendent of Schools in Instruction (Paul S. Hyde)	Directs the programs of curriculum development and in-service training of teachers.
3. Director of Special Services (Benjamin W. Nelson)	Supervises transportation system (one-half time); supervises maintenance of schools (one-half time)



- |  |  |
|--|--|
| 4. Supervisors of Instruction<br>(Alfred S. Hancock)<br>(Louise S. Adkins)<br>(Annie B. Downing)                               | Work directly with 222 teachers to help them improve classroom instruction.  |
| 5. Supervisors of Pupil Personnel<br>(Wilbur A. Jones)<br>(Clinton D. Cutright, one-half time)                                 | Work directly with parents and teachers and children to help children with special problems; viz., truancy, physical handicaps, emotional problems, etc.                 |
| 6. Purchasing Agent<br>(Clinton D. Cutright, one-half time)  | Prepares lists of school requirements for supplies, equipment, and materials of instruction; prepares specifications and bid forms and generally administers purchasing. |
| 7. Clerical Staff - Central Office<br>(Elsie M. Dryden)<br>(Pauline S. Bowen)<br>(Mary Elizabeth Bowen)<br>(Arvetta H. Taylor) | Bookkeeping, payroll, general secretarial work.  |
| 8. Clerical Staff - Schools (10)   | General secretarial work for individual schools, bookkeeping.  |
| 9. School Principals (20)<br>(11 Supervising Principals)   | Responsible for the organization and administration of the program of education in each local school; also supervision of instruction.                                   |
| 10. Teachers, Librarians, and<br>Guidance Counselors (212)   | Carry on the actual program of instruction.  |
| 11. Custodians (32)  | Clean and maintain 20 school buildings.  |
| 12. Bus Contractors and Drivers (66)   | Transport 3,800 children to and from school.   |
| 13. County Maintenance Staff (4)   | Repair and maintain 20 school buildings.   |
| 14. Cafeteria Workers (38)<br>(not county employees)   | Serve lunches to children in cafeterias.   |

## CENTERED UPON CHILDREN



THE ORGANIZATION FOR EDUCATION IN WORCESTER COUNTY

Suggested Discussion Questions

1. During the last session of the Maryland General Assembly, the number of County Commissioners for Worcester County was increased from three to five. Other Maryland counties have school boards as follows:

4 counties - 7 members  
5 counties - 6 members  
8 counties - 5 members  
6 counties - 3 members

Would it be desirable for Worcester County now to increase its representation on the Board of Education?

2. One county has an elected school board. The great majority of school boards throughout the nation are elected. They also have fiscal independence. Would an elected, fiscally independent school board be desirable for Worcester County?
3. The district board of trustees was established by law in the days when most of the schools in the state were small schools of one or two rooms. It would be exceedingly difficult for boards of trustees to function as they did years ago. In some counties, they are no longer appointed. The law never made provision for trustees for high schools. The Board of Education of Worcester County feels that the school trustees can and do serve a valuable purpose. How can they serve more effectively?

References:

1. The Public School Laws of Maryland  
Maryland School Bulletin, Vol. XXXVI, No. 2, August, 1958
2. Policies and Procedures of the Board of Education of Worcester County,  
Maryland, April, 1956. (Note that this has not been revised since 1956.)

## CHAPTER III

AN ELEMENTARY SCHOOL PROGRAM FOR QUALITY EDUCATION IN WORCESTER COUNTYA. THE GOALS OF ELEMENTARY EDUCATION

"The program of the elementary school provides the basis on which all later schooling rests. It should emphasize reading, writing, arithmetic, speaking, and listening--the basic skills of the civilized person and the foundation of further intellectual growth. It should help pupils to acquire ideas, information, understanding and skills in the social studies, science, music, and art. It should promote understanding of the importance of learning and of intellectual values. It should teach pupils that people live, think, and speak in various ways.

"The superior elementary school program seeks to develop initiative and to promote concern for accuracy, reasoning, progress, and beauty. It teaches the essentials of safety and personal health and promotes physical coordination and skill. It helps the child learn to care for resources, both human and natural, to use simple tools, and to look after his possessions.

"The superior elementary school program, by carefully organizing experiences in which the children work together in groups, fosters their ability to get along with others and thus helps lay the base for social responsibility.

"The pace and character of modern life have complicated the function of the elementary school. Through the mass media and the mobility of society, today's children are exposed to a bewildering variety of experiences. They learn much superficially but may know little in depth. They tend to accept much at face value and to be surprised at little. As spectators and beneficiaries of the technological revolution, they often fail to understand or even perceive the effort and struggle on which progress depends.

"In such an age the elementary school faces more urgently the tasks of establishing high standards of achievement and judgment, promoting curiosity, and helping children preserve their sense of wonder in a world where science often seems to make the impossible obsolete.

"Although modern conditions have brought many changes, children still need stability in their immediate environment. Small children cannot adapt to changes which occur too often or too fast. They need the steadying experience of working closely with a single teacher for the full school day in a group which does not change basically in its membership. In the elementary school, individual variations should be recognized by grouping of pupils within the class and by offering special experiences for special interests, abilities, and needs."

"An Essay on Quality Education in Public Education,"  
Educational Policies Commission, pages 7 and 8



## B. THE SETTING FOR THE PROGRAM OF ELEMENTARY EDUCATION IN WORCESTER COUNTY

Worcester County's Present Elementary Schools	Enroll- ment, 1958- 1959	PERSONNEL											FACILITIES							
		Number of Classroom Teachers	Supervising Principals	Clerks	Librarians	School Nurses	Special Subject Teachers	Teacher's Aides	Special Class Teachers	Psychologists	Kindergartens	Average Number Enrolled Per Classroom Teacher	Classrooms	Libraries	Office Facilities	Health Facilities	Indoor Play Areas	Cafeteria	Auditorium or Multi-Purpose Room	Teachers' Room
Stephen Long	282	8	1	0	0	0	0	0	0	0	0	35.3	8	0	0	0	0	0	0	0
Pocomoke B	189	6	1	0	0	0	0	0	0	0	0	31.5	6	0	1	0	0	1	1	1
Pocomoke A	333	11	1	1	0	0	0	0	0	0	0	30.3	12	1	1	1	1	1	1	1
Ross Street	292	9	1	1	0	0	0	0	0	0	0	32.4	12	0	1	0	0	0	0	0
Snow Hill Elem.	338	12	1	1	0	0	0	0	0	0	1	28.2	16	1	1	1	1	1	1	1
Flower Street	466	12	1	1	0	0	0	0	1	0	0	35.8	12	0	1	0	0	0	0	0
Cedar Chapel	141	4	0	0	0	0	0	0	0	0	0	35.3	4	0	0	0	0	0	0	0
Newark	70	3	0	0	0	0	0	0	0	0	0	23.3	3	0	1	0	0	0	0	0
Bishopville	80	3	0	0	0	0	0	0	0	0	0	26.7	4	1	1	0	0	1	0	0
Church Street	150	4	0	0	0	0	0	0	0	0	0	37.5	4	0	0	0	0	0	0	0
Little Red School	16		0	0	0	0	0	1	2	0	0	8.0	2	0	0	0	0	0	0	0
Stockton	82	4	0	0	0	0	0	0	0	0	0	20.5	7	1	1	1	1	1	1	0
Girdletree	38	2	0	0	0	0	0	0	0	0	0	19.0	2	0	0	0	0	0	1	0
Buckingham	459	15	1	1	0	0	0	0	2	0	1	27.0	22	1	1	1	1	1	1	1
Whaleysville	58	2	0	0	0	0	0	0	0	0	0	29.0	3	0	1	0	0	0	0	0
Ocean City	240	8	0	1/2	0	0	0	0	0	0	1	30.0	10	1	1	0	1	1	1	0
TOTAL	3,234	103	7	5- 1/2	0	0	0	1	5	0	3	29.9	127	6	11	4	5	7	7	4



## C. THE PROGRAM FOR ACHIEVING THE

	Grade One	Grade Two	Grade Three
Reading	Establish basic sight vocabulary Read and understand pre-primer, primer, and first reader	Read and understand second reader Comprehension skills: details - sequence of events - setting and character - plot	Read and understand third reader. Comprehension skills, including details: inferences - sequence of events - plot - important and unimportant information
Word Attack Skills-Phonics Word Analysis	Names of letters - consonant sounds - some consonant blends - rhymes - compound words - some suffixes  Phonics and word attack skills are useful tools for both reading and spelling.	Consonant blends - some vowel sounds - Digraphs - Syllables - Suffixes - Compound Words - Root Words	Vowel and vowel combinations - Diphthongs - Digraph - Some prefixes - Suffixes - Silent letters - accent - inflectional forms - word varieties - Maintain and refine skills of previous grades.
Spelling	Begin spelling 25-50 words  The elementary program consists of a total of about 2700 words. These 2700 words make up about 90% of all ordinary words.	Spell 180-220 words	Spell 275-350 words
Handwriting	Manuscript Handwriting is an integral part of spelling	Manuscript and is taught as a skill of spelling as well as of writing	Manuscript and cursive writing
Writing	Some complete sentences Help write cooperative stories	Several sentence stories. Use and understand some capitalization and punctuation	Simple paragraphs - Capitalization - Punctuation - Periods - Question Mark - Some commas
Grammar	Complete sentences - Correction of obvious errors in usage - Plural and singular name words	Complete sentences - General agreement in sentences - Descriptive words - Action words	Write simple paragraphs - Simple usage - Recognize function and some relation of words in sentences
Literature	Listen to many appropriate stories Independent reading simple literature	Poetry and stories Much independent reading	Much independent reading Poetry
Arithmetic	Count by 1, 2, 5, to 50 - Recognize numbers to 100 - Add and subtract combinations to total of 10 - Increase vocabulary dealing with quantity - size - shape - Deal with pennies, nickels, dimes, simple problems	Count to 100 - Add all combinations with no carrying - Subtract all combinations with no borrowing - Deal with money up to \$1.00 - Increase vocabulary concerning arithmetic symbols - simple problems	Count by 3, 4, to 40 - Multiplication combinations 3, 4, 5, 6, 10 - Division combinations - Read and write numbers up to 1,000 - Tell time - Roman numerals to 12 - Make change by counting to \$1.00 - Measurements
Social Studies and Science	Seasons - Holidays - Toys - Pets - People of the Community - Homes and Families	Foods - Clothing - Birds - Workmen - Sun and Sky - Seasons - Farm	Community - Animals and Their Homes - Our Homes - Holidays - Gardens
Music	Songs related to holidays and school activities - simple rhythms, dances, rhythm bands - appreciation	Songs - Dances Recognizing notes - Rhythm Bands Appreciation	Songs - Dances Recognizing and Using Music Symbols Appreciation
Art	Using crayons - water colors, clay, scissors	More skill with same media	More skill with same media Introduce paper mache - frieze making
Physical Education	Simple games and stunts	Games - Stunts - Relays	Games - Stunts - Relays

## GOALS OF ELEMENTARY EDUCATION IN WORCESTER COUNTY

Grade Four	Grade Five	Grade Six
Read and understand fourth readers Comprehension skills: details - inferences - Comparisons - Values - Character and Setting Analysis - Cause and Effect - Interpretation - Following directions - Maintain and refine skills of previous grades.  vocabulary aid comprehension.	Read and understand fifth readers Comprehension skills: facts - opinions - interpretation - cause and effect - character and setting analysis - inferences - main idea and conclusion - organization - authenticity - maintain and refine skills of previous grades.	Read and understand sixth readers Comprehension skills: relevancy - identifying author's plans - appraisal of adequacy of information - reflection and other advanced skills - Maintain and refine skills of previous grades.
Prefixes - Suffixes Maintain and refine skills of previous grades	Some foreign derivation - Maintain and refine skills of previous grades.	Maintain and refine skills of previous grades
Spell 600-700 words  required in writing. Spelling is a writing skill.	Spell 600-700 words	Spell 700-800 words
Manuscript and Cursive	Manuscript and Cursive	Manuscript and Cursive
Paragraphs with good beginning and ending sentence - Continuity within the paragraph - Friendly letters - Simple reports and summaries List a few important ideas - Turn a story into a play - Write jingles - Advanced Capitalization - Abbreviations - Periods - Commas	Longer paragraphs - series of three of four paragraphs - Paragraph Sense - Writing conversation - Refine opening and closing sentence - - Friendly letters - Simple outline - Simple dramatization - poetry with rhyme and meter - Advanced Capitalization - Abbreviations - Commas - Quotation Marks - Apostrophe - Hyphens	Longer paragraphs - Series of paragraphs - Paragraph sense - Variety of sentences in a paragraph - Summary sentences - Summaries - Club minutes - Refine friendly letters, 'thank-you' letters, invitations - Plan a report and write a report - Dramatizations - Poetry - Capitalization (more advanced)
Nouns - Plural and singular form, proper nouns, singular possessive Recognize and use action words Recognize and use adjectives	Nouns - Proper and common nouns, plurals of irregular nouns, possessive pronouns, irregular verbs - adverbs Five uses of adjectives - Recognize phrases Recognize prepositions Recognize conjunctions	More advanced parts of speech Grammar of phrases and clauses
Much independent reading Poetry	Much independent reading Poetry	Much independent reading Poetry
Multiplication combinations for 7, 8, 9, 11 and 12 - Division combinations (short and long division) - Roman numerals to 50 - Simple averages - Measurements - Read and write fractions	Long division - Fractions: Add, Subtract, Multiply - Read and write decimals - Add and subtract decimals related to money - Compare fractions and decimals - Scale Drawing - Add and subtract simple denominate numbers - Perimeter	Fractions - Divide decimals up to thousandths - Train and bus schedules - Read and write per cents - Banking - Denominate numbers - Areas - Bills and Sale Slips - Mail orders
Worcester County - Community Life of Animals - Our World - Universe - Magnets - Holidays - Lincoln - Columbus	Maryland History - Geography - Holidays Current Events - Buoyancy and Boats - Magnetism - Earth Changes - Controlling Fires - Sugar and Starches - Aquarium - Animals - Heating Homes	United States - Geography - History to 1776 - Electricity - Earth - Sound Solar System - Simple Machines - Other Science Units
Songs - Dances - Music Symbols Simple note reading - Simple two-part harmony Rounds - Musical instruments - Composers Appreciation	Songs - Dances Simple note reading - Two-part harmony Orchestra - Composers Appreciation	Songs - Dances Using notations - Musicology Composers Appreciation
Using variety of media - Recognizing colors Usage - balance in composition	Using variety of media to include plaster of Paris, Pastels - Colored Chalk Paper sculpture	Using variety of media Making diaramas Map-making, etc.
Beginning dodge ball - Softball - Relays - Stunts - Batting - Catching and Throwing - Dodge Ball	Dodge Ball - Softball - Many team games - Skills related to ball games Relays - Stunts	More advanced team games Begin ball-handling skills related to basketball Stunts - Relays - Softball



**D. WORCESTER COUNTY'S CURRICULUM MATERIALS FOR USE OF TEACHERS IN DEVELOPING THE PROGRAM OF ELEMENTARY EDUCATION**

To help effect the program in the elementary school, the teachers of the county have cooperatively developed curriculum guides. These guides serve as either resource materials from which teachers may choose materials and activities to help make an effective instructional program or as a guide in following the proper sequence in presenting the skills program. The following are the curriculum materials that have been developed:

Language Skills Bulletin for Listening, Speaking, Writing and Spelling  
for Grades One to Six

Word Analysis Skills, Grades One to Six

Library Skills, Grades One to Twelve

Music, Grade One  
Music, Grade Two  
Music, Grade Three  
Music, Grade Four  
Music, Grade Five  
Music, Grade Six

Physical Education, Grade One  
Physical Education, Grade Two  
Physical Education, Grade Three  
Physical Education, Grade Four  
Physical Education, Grade Five  
Physical Education, Grade Six

Skills Program for Mathematics in the Elementary and Junior High School

Number Program for Grades One and Two

Social Living Bulletin, Part One and Part Two, Grade One  
Social Living Bulletin, Part One and Part Two, Grade Two  
Social Living Bulletin, Part One and Part Two, Grade Three  
Social Living Bulletin, Part One and Part Two, Grade Four  
Social Living Bulletin, Part One and Part Two, Grade Five  
Social Living Bulletin, Part One and Part Two, Grade Six

Curriculum Guide for the Study of Foods, Special Classes

Curriculum Guide for the Study of Homes, Special Classes

**E. EVALUATING PUPIL PROGRESS IN THE ELEMENTARY SCHOOLS**

The progress children make in school subjects is continually evaluated by classroom tests and by teacher observation. The progress is reported to parents four times a year through the use of report cards. Each pupil is evaluated in terms of the instructional level on which he happens to be working, a numerical rating is given to each child to indicate the degree to which he is utilizing his ability, and any obvious weakness is indicated by a check.

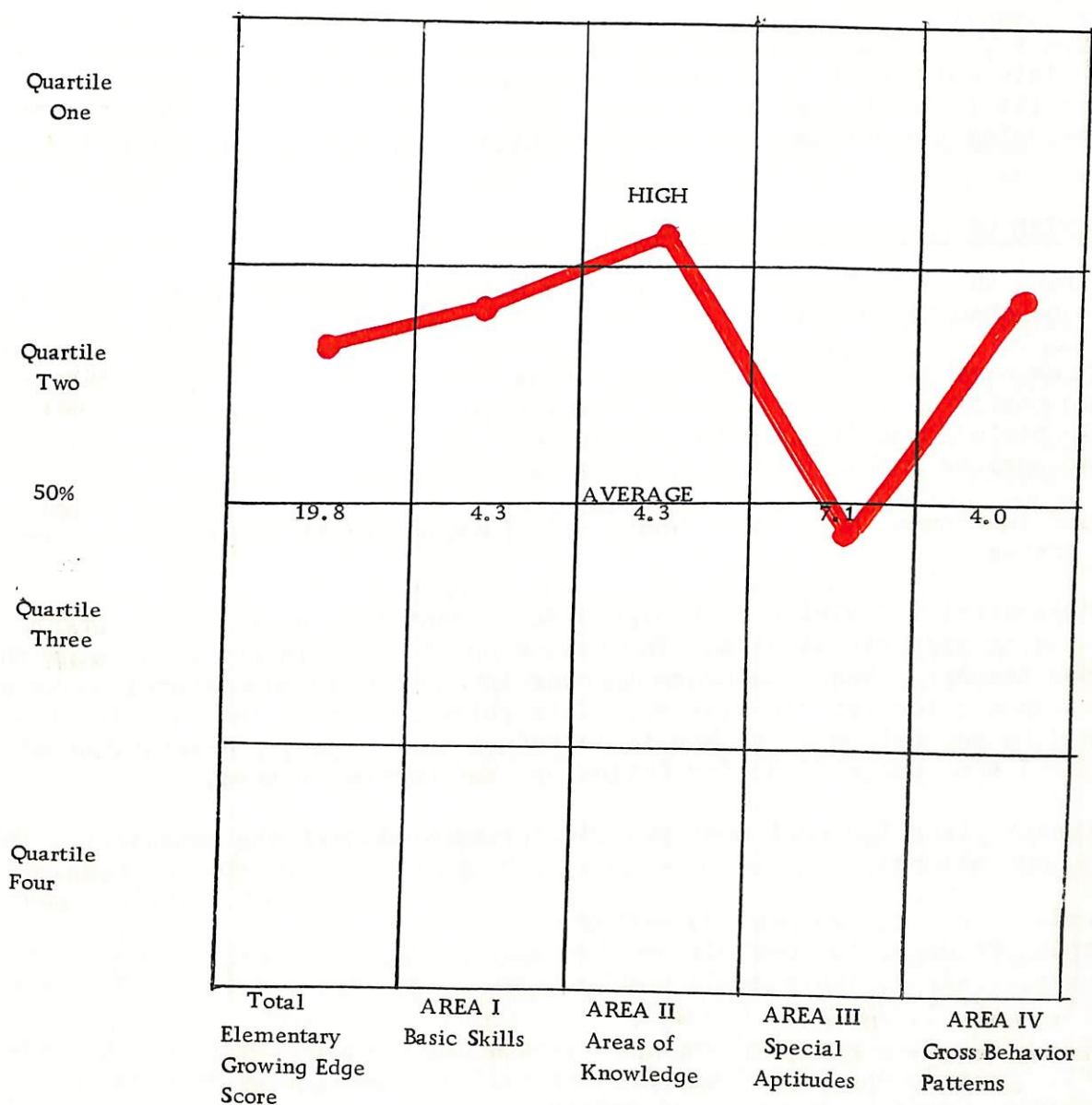
In addition to the report card, teachers are always ready and anxious to discuss the pupils' progress with parents through planned conferences.

Standardized achievement tests are administered to all second and fifth graders annually.



## ELEMENTARY PROFILE CHART

The Growing Edge  
Total Score and Area Score



Note: For explanation of Elementary Profile Chart, see Part I on Profile Charts.

The average Elementary Growing Edge Score in APSS was 19.8 out of a possible 64.0 points. The Average Score on Area I was 4.3 out of a possible 9.0 points; Area II, 4.3 out of 14.0; Area III, 7.1 out of 25.0; and Area IV, 4.0 out of 16.0 points.

## F. EVALUATING THE ELEMENTARY SCHOOL PROGRAM

The Worcester County Public School System is a member of the Associated Public School Systems (APSS), a nation-wide organization of more than 200 school systems working together for better education. Last year Worcester County took part in one of the APSS projects to measure school quality through an instrument called "The Growing Edge." The chart on the preceding page reveals Worcester County's relative standing in each of the four areas measured. Note that the county scored well in the teaching of Basic Skills, in teaching the Areas of Knowledge and in the area of Gross Behavior Patterns. However, its score was considerably lower in making provision for the Special Aptitudes of children. There is doubtless a relationship between this and the facts revealed in the chart on page 18. Worcester County now provides little in the way of personnel or facilities necessary for searching out and developing the special aptitudes of children or for meeting their special needs.

## G. THE PROMISE OF EDUCATIONAL TELEVISION

During the school year, 1958-59, the following program has been presented by the use of open circuit TV:

Three periods weekly of Science, Grade Six  
Two periods weekly of Science, Grade Five  
Two periods weekly of Music, Grade Four  
Two periods weekly of Music, Grade Two

Some incidental art, story hours, and physical education have been presented to all grades.

Educational television is designed to present to a class a well organized lesson, using many visual aids. The follow-up of the telecast is done by the classroom teacher. Each classroom teacher involved with educational TV is supplied with a lesson guide for each lesson. This guide indicates the material the children will need, a suggestion as to how to introduce the lesson, a description of the lesson, and some suggestions for follow-up that may be pursued.

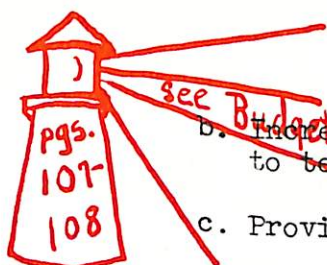
Present plans for next year provide for expansion of the educational television program, as follows:

Music, Grade 1, two periods weekly  
Music, Grade 2, two periods weekly  
Music, Grade 3, two periods weekly  
Art, Grade 1, one period weekly  
Art, Grade 2, one period weekly  
Art, Grade 3, one period weekly  
Science, Grade 4, two periods weekly  
Science, Grade 5, two periods weekly  
Science, Grade 6, two periods weekly  
Foreign Language, Grades 4, 5, and 6, three periods weekly  
Physical Education and Miscellaneous, Grades 1 to 6, two periods weekly

## H. BUDGET PROVISIONS AFFECTING THE ELEMENTARY SCHOOL PROGRAM (Proposed Budget for 1959-60)

1. Provides for additional personnel to:

a. Make a beginning toward establishing library service in the elementary schools.  
Two excess teachers are proposed to establish some library service in six elementary schools.



- b. Increase the amount of clerical service in schools, thus freeing teachers to teach. An addition of one-half time clerks is proposed for two schools.
- c. Provide one additional non-teaching principal, bringing the total to eight.

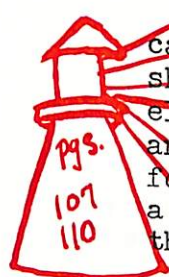
2. Provides for additional expenditures for the tools with which to teach



- a. Increases library allotment from \$1.50 per pupil to \$1.80.
- b. Increases allotments for classroom supplies and office supplies by an amount sufficient to cover expenditures now being made by schools for these purposes from other funds, thus eliminating the need for teachers and children to use school time for fund-raising activities.

- c. Provides funds for science supplies and equipment to augment TV science instruction. (Half of funds needed provided by Federal government.)

3. Provides for expansion of the educational television program as described in G above.



The current appropriation for educational TV is \$1.00 per pupil. The program can be doubled next year by increasing the appropriation to \$1.50 per pupil. It should be noted that Worcester County will, through this means, provide help for elementary teachers in the special fields of music, science, art, foreign language, and physical education. If the county were to attempt to provide special teachers for these subjects to the extent of two periods per week per elementary classroom, a total of thirty teachers would be required. The cost to Worcester County for this program will be \$7,950.00.

#### Suggested Discussion Questions

1. To what extent do the schools of Worcester County meet the goals of elementary education as described by the Educational Policies Commission?
2. What additional personnel and facilities would Worcester County require to provide for all of the needs of children?
3. Worcester County's present report cards have now been in use for several years. How satisfactory are they in giving parents an understanding of the progress of their children in school?
4. Educational television has now been in use in Worcester County for nearly one year. Does it show sufficient promise to be continued and expanded?
5. What is the significance of Worcester County's lower rating on the Growing Edge in the area of developing the "special aptitudes of children"?

#### References

Foundations of Public Education in Maryland, Maryland State Department of Education  
Language Arts, Maryland State Department of Education, 1956  
Health, Safety, and Physical Education, Maryland State Department of Education, 1957  
Mathematics, Maryland State Department of Education, 1956  
Science, Maryland State Department of Education, 1956  
Worcester County Curriculum Bulletins, Worcester County Board of Education  
Worcester County Report Card Forms, Worcester County Board of Education



## CHAPTER IV

A SECONDARY SCHOOL PROGRAM FOR QUALITY EDUCATION IN WORCESTER COUNTYA. THE GOALS AND FUNCTIONS OF SECONDARY EDUCATION

There have been numerous statements of the goals of secondary education in America. While they may be phrased differently, they are substantially in agreement. The following quotations from the recent report of the Commission on the High School in a Changing World of American Association of School Administrators present clearly the accepted goals and functions of secondary education in America.

The Commission accepts unequivocally these two goals:

"The maximum development of all the mental, moral, emotional, and physical powers of the individual, to the end that he may enjoy a rich life through the realization of worthy and desirable personal goals."

"The maximum development of the ability and desire in each individual to make the greatest possible contribution to all humanity through responsible participation in and benefit from, the great privileges of American citizenship."

The Commission supports these basic functions:

1. Provisions for exploring and expanding the unique talents of each student in terms of both immediate goals of further education, and of life goals of a vocational type.
2. The development of an awareness of the heritage of our Western civilization and the history of the land in which we live, with stress upon many of the social problems now confronting citizens of America and the world.
3. A program of physical education and health education (including an awareness and practice of good safety habits) geared to the individual's own physical endowments and personal requirements.
4. The development of skills and appreciations in the use of the English language as a means of communication and a source of enjoyment.
5. A knowledge of the world in which we live through a study of the tools and basic principles of the physical and life sciences and their impact on the modern world.
6. The development of the skills of computation and of an understanding of some of the principles and procedures of mathematics.
7. The provision of experiences touching upon the fine arts to the end that some degree of understanding of what constitutes quality in the fields of music, drama, poetry, literature, painting, and sculpture shall be part of the student's personal equipment.
8. The development of attitudes and skills of social responsibility as a youth and as a future adult citizen.
9. Experience in working with peers and adults in informal and formal settings through which the individual develops some of the skills of teamwork without a loss of personal identity within the social setting.

The Commission notes that schools which attempt to meet the demands of modern society accept these functions:

1. Guidance to each student in assessing and employing his own strengths and weaknesses, interests, and ambitions relative to the life plans of each youth, whether such plans involve further formal education or not.
2. The meaningful teaching of the great events and issues which constitute the history of our country and the world so that the lessons learned may help each youth contribute, to the best of his ability, to the future dignity and peace of all mankind.
3. The development of the skills of literacy for each youth up to his maximum potential, regardless of that potential's relationship to any arbitrary norm, and likewise regardless of any deficiency or precocity which he may bring to the school as a new student.
4. The provision of health services which will insure the achievement of the goals of education, insofar as physical and mental health may play a critical part, including health examinations, referral services, and provision for special education for the handicapped youth.
5. Constant and carefully planned coordination with the homes of each youth so that the combined influences of home and school shall work in harmony for the best interests of all.
6. Careful articulation with schools from which the young person comes and to which he may go so that the total program will be a meaningful educational experience resulting in the achievement of the goals of education. (This is especially significant in terms of the uniqueness of the functions of each level of education.)
7. Provision for specialized education of great variety, as distinct from the minimal program of general education, with awareness of the importance of such variety to the identification of career goals, life plans, preparation for further education and personal development.
8. Acceptance, as a major function, of responsibility for constant and continuous follow-up of all its graduates and drop-outs so as to contribute to their adjustment to post-school life and to guide the school in modification of its offerings and methods.







## C. THE SETTING FOR THE PROGRAM OF SECONDARY EDUCATION IN WORCESTER COUNTY SCHOOLS.

Name of School	1959-60 Enroll- ment	PERSONNEL											
		Principals and Vice-Principals	Guidance Counselors	Librarians	Clerks	Academic Teachers	Practical Arts Teachers	Fine Arts Teacher <sub>s</sub>	Phys. Ed. Teacher <sub>s</sub>	Driver Training Teachers	Special Classes	School Nurses	Total
Pocomoke High School	364	1	.8	.8	1	10.4	3	1.5	2	.25	0	0	20.75
Snow Hill High School	378	1	.8	.8	1	10.4	3.5	1	2	.25	0	0	20.75
Worcester High School	735	1.5	1	1	1	17	7	2.5	2	.5	1	0	34.5
Stephen Decatur H. School	699	1.5	1	1	1	17	7	3	2	.5	0	0	34.0
TOTAL	2176	5.0	3.6	3.6	4	54.8	20.5	8	8	1.5	1	0	110.0

Name of School	FACILITIES													
	Regular Classrooms	Libraries	Art Rooms	Music Rooms	Home Ec. Rooms	Shops	Office Suites	Health Suites	Gymnasium	Guidance Suites	Auditorium	Cafeterias (Kitchen)	Cafeteria (Dining Room)	Teacher's Room
Pocomoke High School	13	1	1	1	1	1	1	1	1	1	1	1	1	1
Snow Hill High School	13	1	1	1	1	1	1	1	1	1	1	1	1	1
Worcester High School	22	1	1	1	3	3	1	1	1	1	0	1	0	1
Stephen Decatur H. School	16	1	1	1	2	3	1	1	1	1	1	1	1	1
TOTAL	64	4	4	4	7	8	4	4	4	4	3	4	3	4

SIZE OF INSTRUCTIONAL GROUPS BY SCHOOLS										
Name of School	1-5	6-10	11-15	16-20	21-25	26-30	31-35	36-40	41-45	46+
Pocomoke High School	1	6	11	11	14	22	8	10	0	0
Snow Hill High School		5	16	19	7	29	6	1	0	0
Worcester High School		11	19	16	33	17	28	13	4	3
Stephen Decatur High School		7	21	25	25	24	25	7	2	3
TOTAL	1	29	67	71	79	92	67	31	6	6

SIZE OF INSTRUCTIONAL GROUPS BY SUBJECT										
Name of Subject	1-5	6-10	11-15	16-20	21-25	26-30	31-35	36-40	41-45	46+
Academic Subjects		4	18	27	58	66	52	20		
Fine Arts			8	8	5	11	7	1	2	5
Practical Arts	1	25	36	30	11	5	1	2		
Physical Education			5	6	5	10	7	8	4	1
TOTAL	1	29	67	71	79	92	67	31	6	6

D. WORCESTER COUNTY'S CURRICULUM MATERIALS FOR USE OF TEACHERS IN DEVELOPING THE PROGRAM OF SECONDARY EDUCATION

Living in Our School, Seventh Grade Social Studies  
 Health and Safety, Seventh Grade Social Studies  
 People of Other Cultures - North and South, Seventh Grade Social Studies  
 Leisure Time, Seventh Grade Social Studies  
 Our Environment, Seventh Grade Social Studies  
 Our Shrinking World, Seventh Grade Social Studies

Understanding Myself, Eighth Grade Social Studies  
 Keeping Up with Current Affairs, Eighth Grade Social Studies  
 People of the United States, Eighth Grade Social Studies  
 Maryland, the Old Line State, Eighth Grade Social Studies  
 Conservation, Eighth Grade Social Studies  
 Living in Our Community, Eighth Grade Social Studies  
 Worcester County - Past and Present, Eighth Grade Social Studies

Acquiring Goods and Services, Ninth Grade Core  
 People of Other Cultures - East and West, Ninth Grade Core  
 Making a Living, Ninth Grade Core  
 Getting Along with Others, Ninth Grade Core  
 America's Heritage, Ninth Grade Core  
 Community Health and Safety, Ninth Grade Core  
 Handbook for Core Teachers

Language Skills Bulletin, Grades Four through Nine  
 Mathematics Skills Bulletin, Grades One through Nine

A Guide for Planning a Program for Home and Family Living, Grades Seven through Nine  
 Home and Family Living Units, Grades Ten, Eleven, and Twelve  
 Foods and Clothing, Grades Ten, Eleven, and Twelve

Problems of Democracy, Grade Twelve  
 A Study of U.S.S.R., Grades Eight through Twelve  
 Bibliography for United States History, Grade Eleven  
 Topical Outline of Content and Final Examination, Driver Education, Grade Ten  
 Scholarship Bulletin, Grade Twelve

English Curriculum Guide, Grade Ten  
 English Curriculum Guide, Grade Eleven  
 English Curriculum Guide, Grade Twelve  
 Library Skills Bulletin, Grades One through Twelve  
 Exercises Designed to Improve Listening Skills, Grades Seven through Twelve  
 Exercises Designed to Improve Reading Comprehension, Grades Seven through Twelve

Music for the Junior High School, Grades Seven through Nine

Physical Education for Boys, Grades Seven through Twelve  
 Physical Education for Girls, Grades Seven through Twelve  
 Health Units, Grades Seven and Eight, and Senior High School, Grades Seven through Twelve

Industrial Arts Course of Study, Grades Seven through Nine  
 A Handbook for Industrial Arts, Grade Seven  
 Mechanical Drawing, Grade Seven  
 Mechanical Drawing, Grade Eight

Topical Course of Study in Mathematics for Twelfth Grade General Students  
 Arithmetic, Grades Seven and Eight, Unit Outlines and Sample Examinations, Grades Seven and Eight  
 General Mathematics, Grade Nine  
 Some Practical Aspects of Algebra and General Mathematics, Junior and Senior High Schools

Science Units for Junior High School, Grades Eight and Nine  
 Outline of Content and Examinations, General Science, Grade Nine (Academic and General)  
 Laboratory Exercises - Biology, Grade Ten  
 Laboratory Exercises - Chemistry, Grade Eleven

Agriculture - Course of Study, Grade Nine  
 General Agriculture, Grade Ten  
 Vocational Agriculture, Grade Ten  
 Vocational Agriculture, Grades Eleven and Twelve

Commercial Standards Bulletin, Grades Ten through Twelve  
 Grammar and Vocabulary Bulletin, Commercial, Grades Ten through Twelve

Civil Defense Bulletin, Grades Seven through Twelve  
 Civil Defense Supplement, Grades Seven through Twelve

Guidance Calendar, Grades Seven through Twelve  
 Worcester County Filmstrip Library Catalogue

## E. EVALUATING PUPIL PROGRESS IN THE SECONDARY SCHOOLS

### Report Cards

All courses taught in the high school have the following general aims:

1. To teach information about the subject.
2. To teach skills related to the subject.
3. To help the child to apply the information studied to practical situations.
4. To help the child to make more mature judgments, to assume greater responsibility, and to evaluate what he sees and hears in formulating conclusions.

The report card, issued every nine weeks, is one device used to express to parents the school's appraisal of the progress a pupil is making in terms of the above aims.



Our high school report cards attempt to do these things:

1. To give a pupil two grades in each subject he is taking. One of these, in the form of a number (4, 3, 2, 1), indicates how well the pupil is achieving in terms of his own ability. The other, in the form of a letter (A, B, C, D, F), indicates how well a pupil is achieving in terms of his class group or the standards of the course he is pursuing.
2. To give parents and pupils specific help in interpreting the grades given and the habits and attitudes listed (the report card folder).
3. To show both the parent and the child just why the child received the grades given him. This is done by checking the appropriate items under each subject where the pupil is experiencing difficulty.
4. To show both the parent and the pupil what desirable social and work habits the pupil displays in school situations.
5. To show the pupil's school schedule and attendance record.
6. To show the name of the guidance counselor in the school, the pupil's teacher in each subject, and to emphasize the importance of parents' keeping in close touch with the school through notes and conferences.

#### Testing Program

The county testing program for the secondary school is as follows:

- Grade 7 - California Short Form Test of Mental Maturity - Elementary (November)  
Stanford Achievement Test - Advanced Battery (May)
- Grade 9 - California Short Form Test of Mental Maturity - Secondary (November)  
Stanford Achievement Test - Advanced Battery (May)
- Grade 11 - California Short Form Test of Mental Maturity - Secondary (November)  
Essential High School Content Battery (May)
- Grade 12 - Test of General Educational Development (May)

As will be noted, the prevailing pattern is to test in the fall of alternate years to get a new appraisal of each pupil's native ability, then to follow this up in the spring of the same alternate years with an achievement test in the basic subject areas to measure pupil progress. In this way, some measure may be gained of just how well a pupil is achieving in relation to his ability and in relation to established area or national norms. The California Test of Mental Maturity gives an intelligence score in terms of language data and non-language data. The Stanford Achievement Tests give some measure of a pupil's ability in the areas of paragraph meaning, word meaning, spelling, language construction, arithmetic reasoning, arithmetic computation, social studies (history, geography and civics), science, and study skills. The results of the achievement tests are carefully analyzed to determine in just what areas pupils appear deficient, and then proper corrective measures are attempted.

The Essential High School Content Battery, given to all students in grade eleven, is a test to determine to what extent pupils have mastered certain basic content material in the areas of mathematics, science, social studies, and English.

The test of General Educational Development, given to all seniors, is a test to determine how well pupils can deal with the reading materials in the areas of English, social studies, science, literature, and mathematics. This battery is also used to give a rough estimate of probable success in college.

Although not a scheduled part of our county testing program, many juniors and seniors interested in college take the National Merit Scholarship Examination and the Scholarship Qualifying Test (SQT).

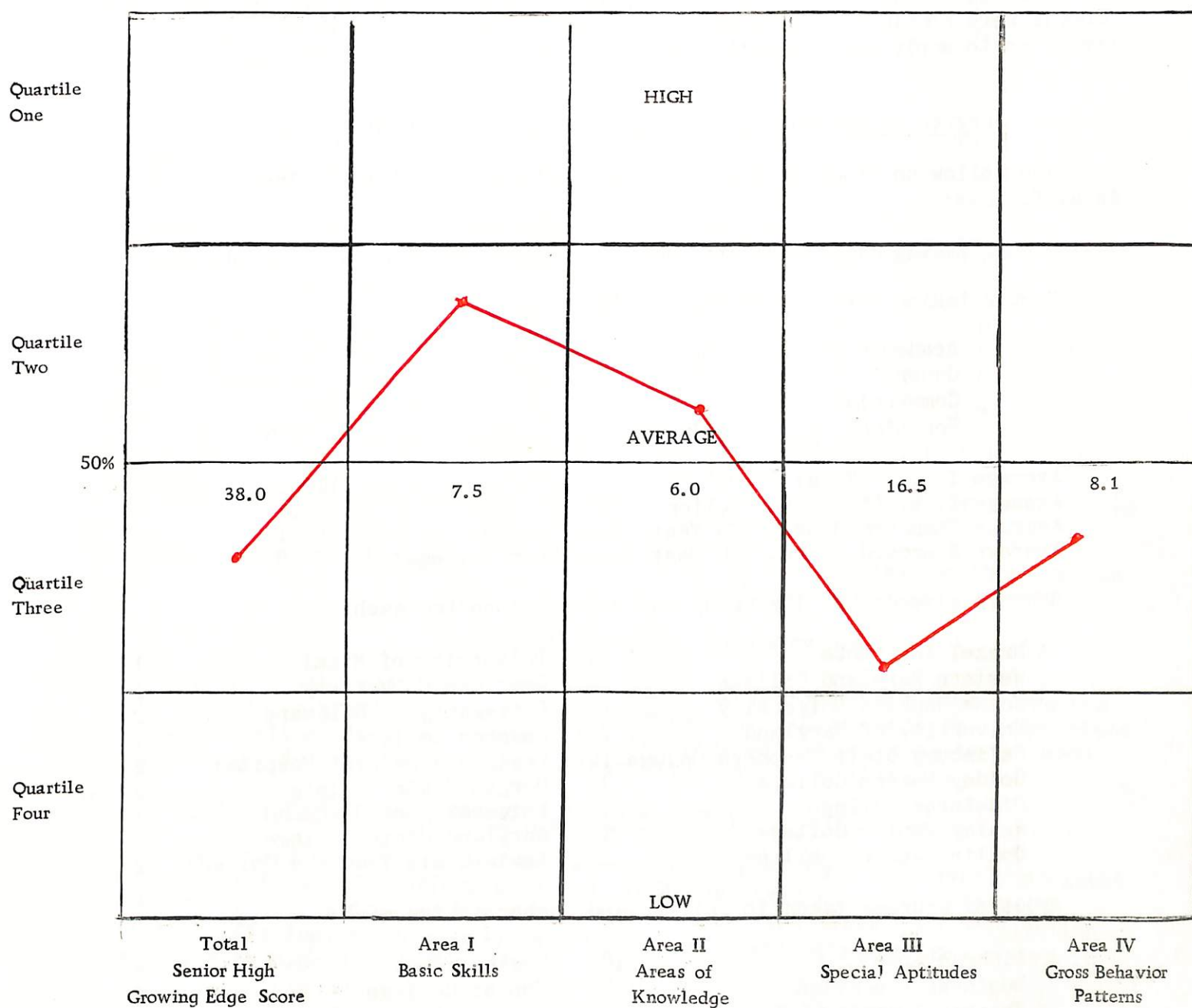
Finally, the guidance departments make use of special tests such as the Kuder Preference Test to determine the interests and abilities of children.

#### F. EVALUATING THE SECONDARY SCHOOL PROGRAM

As in the case of the elementary schools (See page 23), the Growing Edge was used last year to measure the quality of instruction in the secondary schools of Worcester County. As noted previously, this project was carried out in co-operation with the Associated Public School Systems, to which organization Worcester County belongs. The chart on page 35 presents the results of this survey. It should be noted that, while our secondary schools rate lower on this scale than the elementary schools (page 23), the county is being compared here with a group of 200 selected school systems from the entire nation. Again, we find that for the four areas measured, "Basic Skills," "Areas of Knowledge," "Special Aptitudes," and "Gross Behavior Patterns," it is the third area which should give us greatest concern. The implication here is that in comparison to the 200 school systems, Worcester County does a considerably poorer-than-average job of searching out and developing the special aptitudes of children. The answer to this may become apparent upon examination of the data presented in section C of this chapter, "The Setting for the Program of Secondary Education in Worcester County."

## SENIOR HIGH PROFILE CHART

The Growing Edge  
Total Score and Area Scores



The average senior High Growing Edge Score in APSS was 38.0 out of a possible 85.0 points. The average score on Area I was 7.5 out of a possible 15.0 points; Area II, 6.0 out of a possible 14.0; Area III, 16.5 out of 37.0 and Area IV, 8.1 out of a possible 19.0 points.



Evaluation by Middle States Association of Colleges and Secondary Schools

One of the four county high schools, the Stephen Decatur High School, was evaluated and accredited by the Middle States Association several years ago. It was considered inadvisable to apply for evaluation of the other three schools until more adequate facilities could be provided. The new Pocomoke and Snow Hill High Schools were completed and occupied this year. The Board of Education, accordingly, now plans to apply for evaluation of the other high schools next year.

Degree of Success of Worcester County High School Graduates

The follow-up study of graduates taking further training, class of 1956-57, is as follows:

Number taking additional training      48 (or 25% of graduating classes)

Number taking various courses in high school:

Academic	36
General	8
Commercial	3
Vocational	1

Average I. Q. (Total Group)	109
Average I. Q. (Four-Year College)	110.7
Average Standard Score, GED Test (Total Group)	56.1
Average Standard Score, GED Test (Four-Year College)	56.8

Schools attended by the group and number attending each:

Drexel Institute	1	University of Miami	1
Western Maryland College	4	American University	1
Johns Hopkins University	1	University of Delaware	2
University of Maryland	7	Goucher College	1
Salisbury State Teachers College	12	Peninsula General Hospital	2
Goldey Beacom College	7	Morgan State College	2
Dickinson College	1	University of Richmond	1
Wesley Junior College	1	Maryland State College	1
Sullins Junior College	1	Bowie State Teachers College	2

Types of courses taken in college and number taking each:

Liberal Arts	18	Engineering	3
Business Education	7	Junior College	7
Teacher Training	8	Nursing (Professional)	2
Nursing (Degree)	3		

Overall grades received (Major subjects):

	<u>Senior Year in High School</u>	<u>First Semester in College</u>
Number of A's	62	27
Number of B's	92	47
Number of C's	49	68
Number of D's	12	22
Number of F's	2	13
Grade Index	2.92	2.3

Grades received in major subjects:

	<u>Senior Year in High School</u>					<u>First Semester in College</u>				
	<u>Eng.</u>	<u>Sci.</u>	<u>Math.</u>	<u>Soc.</u>	<u>St.</u>	<u>Eng.</u>	<u>Sci.</u>	<u>Math.</u>	<u>Soc.</u>	<u>St.</u>
Number of A's	9	8	11	19		4	2	5	3	
Number of B's	22	12	20	22		10	1	8	9	
Number of C's	13	19	6	8		10	13	4	11	
Number of D's	4	2	2	-		7	7	4	1	
Number of F's	-	1	-	-		1	3	4	-	
Grade Indices	2.75	2.57	3.03	3.16		2.28	1.69	2.4	2.58	

Number of pupils successful in college: 44, or 91.7 per cent of those taking additional training

Number of college failures: 4, or 8.3 per cent of those taking additional training

#### Drop-Out from the Secondary Schools

Possibly the most meaningful evaluation of the secondary school program can be made by examining the record of drop-outs. If students do not complete their schooling, it seems obvious that the programs do not meet their needs. See Chapter V, page 44, for information with respect to this.

#### G. THE PROBLEM OF SECONDARY SCHOOL SIZE IN WORCESTER COUNTY

"A school district should be large enough to support efficiently at least one high school which offers a varied, individualized program through the twelfth year. Experience has shown that to make reasonably good utilization of such offering, there should be a total enrollment of about 500 or more in a four-year high school."

-- Educational Policies Commission

(For other opinions, see page 6.)

(For Worcester County secondary school size, see chart on page 37-A)

## PROJECTED ENROLLMENT FOR WORCESTER COUNTY

(Note that all are six-year high schools) 10 years

GRADES	1959-60	1960-61	1961-62	1962-63	1963-64	1964-65	1965-66	1966-67	1967-68	1968-69
<u>Pocomoke High</u>										
Special										
7	75	83	80	79	101	101	92	84	87	84
8	72	80	82	79	79	101	100	91	84	87
9	61	74	78	84	78	77	98	99	90	83
10	63	61	69	80	77	74	73	96	96	87
11	45	65	59	69	78	75	70	73	96	96
12	48	48	63	60	69	77	74	69	72	95
Total 9-12	217	248	269	293	302	303	315	337	354	361
GRAND TOTAL	364	411	431	451	482	505	507	512	525	532
<u>Snow Hill High</u>										
Special										
7	90	77	80	79	74	74	73	67	64	63
8	80	87	75	78	77	72	72	71	65	62
9	50	77	85	72	75	74	69	69	68	63
10	55	45	70	78	66	69	68	63	63	62
11	62	51	41	65	72	61	64	63	59	59
12	41	61	50	40	64	70	60	63	62	58
Total 9-12	208	234	246	255	277	274	261	258	252	242
GRAND TOTAL	378	398	401	412	428	420	406	396	381	367
<u>Stephen Decatur High</u>										
Special										
7	157	117	122	133	127	124	132	119	127	105
8	125	152	114	118	129	123	120	128	116	123
9	123	121	148	110	113	124	118	115	123	111
10	99	111	109	134	99	102	114	108	104	111
11	95	92	103	102	124	91	94	106	100	96
12	100	93	90	101	100	121	89	92	104	98
Total 9-12	417	417	450	447	436	438	415	421	431	416
GRAND TOTAL	699	686	686	698	692	685	667	668	674	644
<u>Worcester High</u>										
Special	29	29	29	29	29	29	29	29	29	29
7	159	173	182	206	225	183	182	175	189	191
8	138	150	164	173	196	214	174	173	167	179
9	130	111	129	140	148	166	183	146	146	143
10	119	103	90	105	114	120	137	151	119	118
11	101	98	97	86	100	108	114	129	141	112
12	59	90	90	94	82	96	103	109	123	135
Total 9-12	409	402	406	425	444	490	537	536	528	508
GRAND TOTAL	735	754	781	833	894	916	922	912	913	907



H. THE PROGRAM OF SECONDARY EDUCATION IN WORCESTER COUNTY RELATED TO OTHER AREAS OF CONCERN AS LISTED IN CHAPTER I.

2. Increased Emphasis upon Foreign Languages

Present Worcester County Program: (1958-59)

<u>School</u>	<u>Language Offered</u>	<u>No. of Years</u>
Pocomoke High School	Spanish	2
Snow Hill High School	French	2
Worcester High School	French	3
Stephen Decatur High School	French	3

The budget for 1959-60 includes provision for beginning the establishment of foreign language laboratories in each high school. It is hoped that, through this means, our small high schools can eventually provide foreign language offerings of three or more years in each of two or more languages.

The proposed introduction of foreign language at the elementary level through educational television should increase the interest of pupils in pursuing languages when they reach high school.

3. Emphasis upon Guidance, Counseling and Testing

Present provision for guidance in Worcester County:

<u>School</u>	<u>Number of Counselors</u>	<u>Ratio of Pupils to Counselors</u>
Pocomoke High School	.8	1 to 455
Snow Hill High School	.8	1 to 473
Worcester High School	1	1 to 735
Stephen Decatur High School	1	1 to 699

It is proposed to increase the number of counselors by 1.4 and to add one clerk in next year's budget.

4. Concern for Reading, Remedial and Developmental

Present provision in Worcester County:

Remedial reading - No provision

Developmental reading - Serious effort has been made to develop a program for this, working through regular teachers in English, history, etc.

The 1959-60 budget proposes additional personnel to initiate reading programs of both types next year.

## 5. Concern for Academically Talented and Highly Gifted Pupils

Present provision in Worcester County:

See program, pages 28 and 29, for course offerings.

First year algebra and first year foreign language are being introduced in junior high school (Stephen Decatur).

One-half year of college algebra (Stephen Decatur)  
~~see budget~~

Language offerings to be expanded next year to four years in one school and three years in another school.

Organization this year of seminar programs for highly gifted students in three high schools.

The 1959-60 budget includes funds for special materials required for the seminar groups.

## 6. Need for Reappraisal of Science and Mathematics Program

Worcester County now requires all academic students to take Algebra I, Algebra II, Plane Geometry, and Trigonometry in the field of mathematics; and Biology, Chemistry, and Physics in the field of science.

The proposed budget for 1959-60 includes funds to match Federal funds for providing additional small equipment and materials for science laboratories.

## 8. Need for Reappraisal of Vocational Education Programs

Present program in Worcester County:

Vocational agriculture in three schools, 104 students

Commercial subjects in four schools, 357 students

Printing (not on vocational basis) in one school, 19 students

The size of Worcester County's high schools makes an adequate program of vocational education difficult to achieve.

The budget for 1959-60 proposes the addition of a person to coordinate and supervise a diversified occupations program to make it possible for students to train for vocations on the job while attending school on a part-time basis.



Suggested Discussion Topics

1. Through what means can Worcester County offset the problem of small school size in providing a program of quality education at the secondary school level?
2. What are the most imperative needs for providing additional personnel?  
     For reducing class size?  
     For increasing program offerings?  
     For providing special services for children?
3. Do Worcester County's high school report cards give parents a clear picture of their children's progress in school?
4. Which areas as listed in Chapter I should be of most concern to us in Worcester County?
5. The difference in class size for grades seven through twelve for each school, as shown on page 38, gives some indication of the drop-out in Worcester County's high schools. What accounts for this?
6. How can Worcester County provide adequately for the vocational training needs of all youth?

References:

The American High School Today, James B. Conant  
An Essay on Quality in Public Education, Educational Policies Commission  
The High School in a Changing World, American Association of School Administrators  
The Pursuit of Excellence, Rockefeller Report  
Annual Report, Maryland State Department of Education, year ending June 30, 1957  
Foundations of Public Education in Maryland, Maryland State Department of Education, 1956  
Health, Safety, and Physical Education, Maryland State Department of Education, 1957  
Language Arts, Maryland State Department of Education, 1956  
Mathematics, Maryland State Department of Education, 1956  
Science, Maryland State Department of Education, 1956  
Worcester County Curriculum Bulletins, Worcester County Board of Education  
Worcester County Report Card Forms, Worcester County Board of Education



## CHAPTER V

PROVISION FOR THE SPECIAL NEEDS OF CHILDREN IN WORCESTER COUNTYA. THE NATURE OF THE PROBLEM

"The public school system of Maryland is open to all the children of all the people. It follows, therefore, that it is the task of the school to provide not only for children who are average in growth and development but also for those who deviate from this general pattern mentally, physically, emotionally, and socially. Individual differences require different programs in order that each child may begin at his own level, progress at a rate commensurate with his capacity, and endeavor to reach his maximum total development. This growth toward maximum development is a goal common to all children. It can only be attained by each child in a way which recognizes his unique individuality as well as his membership in society.

"Democracy has a need and a place for all its members. It thrives in proportion to its awareness of, and services for, the abilities and handicaps of each of its members. It becomes imperative, then, for the good of children as well as for the welfare of the country, that schools provide every opportunity to develop children to the extent of their capacities."

Children with Special Needs, Maryland State Department of  
Education Bulletin, 1958

B. CHILDREN NEEDING SPECIAL SERVICES BECAUSE OF MENTAL RETARDATION1. Description of Various Levels of Mental Retardation

The mentally deficient, or severely retarded, with an I.Q. range from approximately 30 to 50, are trainable, but will not become self-supporting.

The mentally retarded, with an I.Q. range from approximately 51 to 79, are educable and can become contributing members of society.

Children with Special Needs, Maryland State Department of  
Education Bulletin, 1958

2. Extent of the Problem in Worcester County  
(as reported in Handicapped Census, February, 1959)

Grade Level	Type of Deficiency		
	Mentally Deficient	Mentally Retarded	Total
1	2	1	3*
2	2	31	33
3	0	22	22
4	0	16	16
5	1	48	49
6	2	50	52
Elementary Special Class	11	42	53
Total Elementary	18	210	228
7	6	41	47
8	0	43	43
9	0	29	29
10	0	23	23
11	0	7	7
12	0	1	1
High School Special Class	0	59	59
Total High School	6	203	209
GRAND TOTAL	24	413	437

\*Not readily identified at this grade level

3. Present Provisions for Mentally Retarded in Worcester County

As indicated in the preceding table, provision has been made for the majority of the mentally deficient through special classes. Three such classes are now operated, one at the Buckingham Elementary School and two in the special center at the "Little Red School" in Stockton. Children are transported to these two centers from all parts of the county.

However, special provision for the mentally retarded, in terms of special classes, has not been made as extensively. Approximately one-fourth of these children are in such classes (101 out of 413).

Provision is made for this, of course, in the regular classroom through:

- limiting the ranges of abilities of children by grouping them for instruction.
- grouping children within the instructional group according to level of achievement.
- individualized instruction.

## C. CHILDREN NEEDING SPECIAL SERVICES BECAUSE OF PHYSICAL HANDICAPS

### 1. Extent of the Problem in Worcester County

As reported in the last census of handicapped children, the following number have handicaps so severe as to make impossible adequate provision for their needs in the regular school program:

Below school age	5
6 - 11 years of age	7
12 - 14 years of age	3
15 - 16 years of age	1
17 - 19 years of age	3
Total	19

Based upon national averages, it may be assumed that there are among Worcester County's 5,300 school children at least 200 children who have speech handicaps which they can be helped to overcome.

### 2. Present Provisions for the Physically Handicapped

- a. Wherever possible, children of school age are placed in the special classes at Buckingham and Stockton.
- b. There is a state law which makes available the sum of \$600.00 per year toward the cost of educating a child in an institution outside the local school system, whenever the local system cannot make adequate provision. In most instances, this sum seems to be small in relation to the actual costs of such education.
- c. Through the cooperation of the Easter Seal Society, the county has been able to make available the services of a speech therapist two days each month. During the past three years, the following numbers of children in six schools have received such help:

1956-57	31 children
1957-58	34 children
1958-59	41 children

- d. Home teaching is provided for individual children of school age who have been withdrawn from school due to physical disabilities. From five to ten children receive such instruction annually.

## D. CHILDREN NEEDING SPECIAL SERVICES BECAUSE OF EMOTIONAL OR SOCIAL MALADJUSTMENT

### 1. Extent of the Problem in Worcester County

Perhaps the extent of such maladjustment is to be found reflected in the drop-out at the high school level. The extent of such drop-out is generally indicated by the relative sizes of the seventh grade classes and the graduating classes. For example, the projected enrollments for next year are:

7th grade (entering high school)	481
12th grade (ready to graduate)	248



While it may be debated as to whether or not this represents true drop-out, it is apparent that only about 50 per cent of those entering the first year of our high schools graduate.

Typically, the drop-out:

- is 16 to 17 years of age
- is more likely to be a boy than a girl
- leaves during the 10th or 11th grade
- is from a family of below average economic status
- is from a family with an established school drop-out pattern
- participates in few social activities
- is below average scholastically
- is below average in school citizenship
- has failed frequently in elementary and secondary school

The students themselves give these reasons for drop-out:

Failure in school  
 Preference for working  
 Loss of interest in school work  
 Dislike for school or teachers  
 Desire to own a car

The parents say:

- he became discouraged in school
- he wanted more spending money
- he refused to study
- we could not control him

The teachers say:

- he lost interest
- he was influenced by out-of-school friends
- his home conditions were bad
- he left because of failure and discouragement
- he lost too much time through absence

Marriage and financial need at home account for about 3 per cent of the annual drop-out.

Unquestionably a considerable portion of this 50 per cent fail to complete their schooling because:

- they cannot succeed in school in the program now offered
- they cannot get along with teachers or fellow pupils

## 2. Present Provisions for the Socially and Emotionally Maladjusted

The county now employs two pupil personnel workers. Their duties, as outlined in the state handbook, are:

- a. Help to locate and solve problems of adjustment among school children and work with children who are illegally absent from school.
- b. Assist teachers to recognize behavior problems and to screen cases before making referrals. When the worker receives the referral, he makes use of available resources and agencies to effect an adjustment.

- c. Know and use the most effective procedure in all types of interviews and conferences.
- d. Keep certain records pertaining to pupil accounting.
- e. Know and interpret the services of the public and private agencies to the local school.
- f. Know the purpose and the program of the various residential schools which offer services to children.
- g. Locate children with special needs, including the physically and mentally handicapped and refer them to special services.
- h. Promote good public relations.

They have these additional duties when they apply:

- a. Assist with discussions concerning pupil suspensions from school.
- b. Investigate applications for work permits, furnish necessary information to the State Department of Labor and Industry, and assist employers in conforming with the Child Labor Laws.
- c. Supervise the record-keeping for federally-connected children.
- d. Assist with decisions concerning cases beyond boundary lines for school districts.
- e. Account for non-resident pupils.
- f. Assist in locating children who were enrolled in June and did not return in September.
- g. Locate children who have not reported to the schools to which they have been transferred.
- h. Assist children who have been released from institutions.
- i. Work closely with guidance counselors and principals to determine causes of drop-outs.
- j. Assist administrators in determining when a child can no longer profit from the school program.
- k. Participate in the in-service program on the state, county, and local school level.

-- Handbook for Pupil Personnel Workers,  
Maryland State Department of Education

A guidance counselor is provided for each high school. This person performs many of the same functions within the school as outlined above for pupil personnel workers.

## E. SERVICES AVAILABLE FOR CHILDREN WITH SPECIAL NEEDS

### 1. Health Department

Within the schools, the public health nurse, the teacher, and principal work together to determine the health status of each child and to see that children receive proper care as required. The nurses visit the schools at least once each week, following a regular schedule.

Currently, the public health nurses conduct hearing tests annually for all elementary school children in grades 1, 3, and 5, and referrals from the high schools.

Vision tests are conducted annually in the elementary schools for grades 2, 4, and 6. Usually these tests are given by the Health Committees, but where such are not available the public health nurses conduct the tests.

### 2. Psychological Services

For several years, limited services of a mental health team were available to Worcester County's school children through the Health Department. A social worker was available for one day per week who made referrals as required to a psychologist or a psychiatrist. This service has been discontinued, and no such service is now readily available.

### 3. County Welfare Board

Children are frequently involved in the cases for which the County Welfare Board provides help.

- a. It provides food and clothing for needy children where possible under their regulations.
- b. It has responsibility for placing children in foster homes and supervising their care.
- c. It counsels youth released from training schools, unmarried mothers, etc.
- d. It gives intensive case work to families of many school children.

### 4. Vocational Rehabilitation Service

Through a division of the Maryland State Department of Education, vocational rehabilitation is provided for handicapped persons sixteen years of age or over. Disabled persons are assisted in training for work they can successfully perform.

### 5. The Juvenile Court

The policy of the Juvenile Court and Probation Department is aimed toward correction rather than punishment. The court does not seek primarily to establish guilt but rather to help children to remain in the community as properly adjusted and useful members of society.

Children up to the age of 18 may be referred to the Juvenile Court because of delinquency, lack of support, or neglect. The court may dispose of cases by dismissal, by continuing the case, by placing the child on probation, by placing the child in the protective custody of the Welfare Department, or by committing the child to a training school.



## 6. Other Services Available

Maryland School for the Blind, Overlea, Maryland  
 Maryland School for the Deaf, Frederick, Maryland  
 Rosewood State Training School, Owings Mills, Maryland

### Suggested Questions for Discussion

1. To what extent should the public school system assume responsibility for children who, for one reason or another, are unable to profit from the regular school program? For children of pre-school age? For youth of post-school age? For adults? For children of school age?
2. How can Worcester County secure adequate psychological and psychiatric service for children who are socially or emotionally maladjusted?
3. Many school systems have full-time nurses on duty in larger schools. This is true of one of our neighboring counties. Can and should Worcester County provide this service?
4. Worcester County has made slow progress in providing special classes for mentally retarded children primarily because trained personnel are unavailable and because in most cases excess teachers would be required. How rapidly should it develop this program?
5. Occasionally there is a child in the community who is mentally capable of profiting from the regular school program, but who is physically unable to attend regular school classes without seriously interrupting the program for other children or taking a disproportionate amount of the teacher's time. Should such a child be admitted to the regular school if no other provisions can be made?
6. What are the implications of the high school drop-out rate for the high school program? (Incidentally, these figures are typical of the nation.)

### References:

The High School in a Changing World, American Association of School Administrators  
Children with Special Needs, Maryland State Department of Education, 1958  
Foundations of Public Education in Maryland, Maryland State Department of  
 Education, 1958  
Health, Safety, and Physical Education, Maryland State Department of Education,  
 1957  
Handbook for Pupil Personnel Workers, Maryland School Bulletin, Volume XXXIII,  
 No. 1, 1954  
How to Conduct a Self-Survey of Special Educational Needs, International Council  
 for Exceptional Children

## CHAPTER VI

EXTENDING THE SCHOOL PROGRAM FOR QUALITY EDUCATION IN WORCESTER COUNTYA. PROGRAMS FOR PRE-SCHOOL CHILDREN (KINDERGARTENS)

The movement to provide kindergarten experience for children prior to the first grade has progressed slowly but continually over a considerable number of years, both in the nation and the state of Maryland. Yet it is recognized that there is unquestioned value in a full year's kindergarten experience for every five-year-old. Research studies show that kindergarten and non-kindergarten children differ significantly on readiness test results, and invariably the results are in favor of kindergarten-trained pupils.

This is the principal function the kindergarten serves -- developing readiness for formal school work. Children about to enter first grade must be ready, or learn to:

- read; they need a wealth of experiences
- make adjustments to classroom routines
- acquire more facility in the use of language
- put on their coats and overshoes
- attend to their personal needs
- get along with large groups of children

Present Status of Public Kindergartens in Maryland (1956 Data)

<u>School System</u>	<u>No. of Children</u>
Baltimore City	13,241
Baltimore County	45
Montgomery County	6,310
Washington County	<u>505</u>
Total State	20,101

Growth in State of Kindergarten Program

<u>Year</u>	<u>No. of Children*</u>
1947	9,287
1948	9,480
1949	10,687
1950	10,251
1951	13,954
1952	18,252
1953	17,964
1954	18,193
1955	18,917
1956	20,322

\*Includes pre-kindergarten classes

Present Kindergarten Program in Worcester County

Since 1954, the Worcester County Board of Education has agreed to operate kindergartens on a tuition basis wherever public school facilities were available and wherever a sufficiently large group of parents would agree to support a program through tuition payments. The Board of Education supplies the classroom, employs the teacher and supervises the program.

Such kindergartens are now established in Berlin (22 children), Ocean City (13 children), and in Snow Hill (20 children). It is anticipated that a program will be established in Pocomoke City next year.

The extent of the problem of establishing free public kindergartens is indicated by the present enrollment for the first grade in each elementary school. Based upon next year's first grade enrollments, this is the potential kindergarten program for Worcester County:

Total first grade enrollment	529
Maximum number per class	20
Maximum number per teacher (two half-day sessions)	40
Total classes if all attended kindergarten	13

B. THE JUNIOR COLLEGE

"That the establishment of junior colleges be the first step of the program for meeting the demands that cannot be met by expanding existing institutions."

"That the community junior colleges be located geographically and regionally where sufficient students would make the size of the school practicable and economical to operate."

"The administration of these junior colleges should be under the jurisdiction of the local boards of education."

The Needs of Higher Education in Maryland, Report of the  
Governor's Commission

The community junior college movement is growing at an accelerated pace. It is now generally recognized that this institution can:

- provide education beyond the secondary school for many deserving young people who will be unable to attend college due to lack of space.
- provide terminal vocational-technical type programs for students not needing four-year college programs.
- relieve the pressure upon regular colleges by providing the first two years for students who wish to transfer later to a senior college.

Junior colleges are now established in the following Maryland Public School Systems:

Prince George's County  
Baltimore City  
Baltimore County (Catonsville and Essex)  
Charles County  
Frederick County  
Washington County  
Harford County  
Montgomery County



It is of interest to note that 86.7 per cent of the students enrolled in these junior colleges come from the counties in which they are located.

It has been suggested that a community of approximately 30,000 can support a junior college.

Worcester County now has a population of approximately 25,000.

Of Worcester County's present high school graduates, approximately 25 per cent now pursue education beyond high school.

Vocational and technical programs at the high school level are limited because of size of school enrollments.

### C. ADULT EDUCATION

The following table taken from the last Annual Report of the State Board of Education shows the extent of adult education in Maryland:

County	Number of Teachers	ENROLLMENT					
		Total	Agri- culture	Home Economics	Industrial Education	Business Education	General
Total State	1,098	26,438	329	4,602	4,580	6,866	10,061
<u>Allegany</u>	22	710	77	415	64	154	
<u>Anne Arundel</u>	16	475		97	67	311	
<u>Baltimore City</u>	759	16,527		1,202	3,094	2,315	9,916
<u>Baltimore</u>	84	2,029		512	761	682	74
<u>Calvert</u>	4	71		33		38	
<u>Caroline</u>	6	143		57		86	
<u>Carroll</u>	4	95		16	23	56	
<u>Cecil</u>	5	203		32		171	
<u>Charles</u>	6	164		63		101	
<u>Dorchester</u>	7	152	50	40		62	
<u>Frederick</u>	11	256		15	18	152	71
<u>Garrett</u>	10	268	64	68	21	115	
<u>Harford</u>	19	775		205	64	506	
<u>Howard</u>	6	114	22	30	18	44	
<u>Kent</u>	4	63		30		33	
<u>Montgomery</u>	42	1,888	15	1,034	32	807	
<u>Prince George's</u>	41	1,482		534	140	808	
<u>Queen Anne's</u>	5	159	39	43		77	
<u>St. Mary's</u>	-						
<u>Somerset</u>	3	49		33		16	
<u>Talbot</u>	5	86	29	14		43	
<u>Washington</u>	27	474	33	50	278	113	
<u>Wicomico</u>	8	204		56		148	
<u>Worcester</u>	4	51		23		28	

In Worcester County this is the record for the past six years.

#### Adult Education Courses

1953-54, 8 courses, 4 schools, 150 enrolled (Typing, Sewing, Chorus, Art)  
 1954-55, 8 courses, 4 schools, 203 enrolled (Typing, Carpentry, Sewing, Art, Chorus)  
 1955-56, 6 courses, 4 schools, 92 enrolled (Driver Education, Physical Education and Recreation, Art, Sewing, Typing)  
 1956-57, 5 courses, 2 schools, 51 enrolled (Typing, English, Sewing)  
 1957-58, 1 course, 1 school, 15 enrolled (Typing)  
 1958-59, 3 courses, 2 schools, 53 enrolled (Art, Typing, Sewing)

#### D. SUMMER SCHOOL

There has been a renewed interest in summer school programs in recent years. It is recognized that through this means:

- some students can get help in areas in which they may be having difficulty.
- the school program for many students can be broadened.

Dr. Conant, for example, recommends:

"The school board should operate a tuition-free summer school in which courses are available not only for students who have to repeat a subject, but also for the bright and ambitious students who wish to use the summer to broaden the scope of their elective programs."

"Summer sessions for bright students have increased in number during recent years. The sessions are usually six weeks long and in a few instances have become very popular among the brighter students. The importance of this development for the academically talented student is obvious. It is possible for such a student to use the summer session to take either a practical course, such as typing, or an academic subject, such as history. By the use of several summer sessions, a wider program can be elected than would otherwise be possible. Such is the case especially for students engaged in extra-curricular activities. The development of a summer session seems to me preferable to the lengthening of the school year."

During the past three years Worcester County has attempted a summer school program with the following results:

1955-56, Instrumental Music	15 students
1956-57, English	9 students
1957-58, Instrumental Music	41 students

#### E. COUNSELING SERVICE FOR OUT-OF-SCHOOL YOUTH

Up to 50 per cent of our youth leave high school before graduation.

Some have difficulty securing employment.  
 Some cannot keep a job.  
 Some have financial problems.  
 Some get into difficulty with the law.  
 Some have marital problems.

To what persons or agencies do they go for help?

Of the 50 per cent who graduate, 75 per cent:

- immediately seek employment.
- get married.
- to a lesser degree, face many of the problems listed above.

Of the 25 per cent who go to college:

- all do not succeed.
- some could succeed if helped to find a suitable college or to select a suitable program.

#### F. RECREATION PROGRAMS

A number of counties in the state, including one on the Eastern Shore, have well developed, publicly supported recreation programs.

Several Worcester County communities conduct local programs on a summer or year-round basis, and at least one has a fairly well organized and well directed year-round program.

There has been no attempt to establish a county-wide program of any scope.

A few counties of the state are experimenting with camping programs for children. Worcester County would seem to be ideally suited to this.

#### G. COUNTY-WIDE LIBRARY SERVICE

Sixteen counties and Baltimore City now have public library systems. Worcester County is not among them.

It seems illogical to devote considerable effort and money through a school program to develop on the part of future adults:

- the ability to read,
- the desire to continue to study,
- an interest in good reading,
- the ability and willingness to find answers to problems in books,

and then not make available to those future adults the books to satisfy those abilities and desires.



Existing state and federal laws encourage and assist counties in establishing public library systems. The details are as follows:

To establish a county library program for Worcester County--

The county must levy 2¢ per \$100.00 of its assessed valuation of taxable property.	$.0002 \times \$78,400,000 = \$15,680.00$
The state will add to this each year at the rate of 18¢ per capita.	$.18 \times \$23,148 = \$4,167.00$
The federal government will make available for the first year--	\$12,000.00
The federal government will make available each year thereafter--	\$4,000.00
In addition to this, the Division of Library Extension will make available from its collection 4,000 to 5,000 books, representing a value of approximately--	\$8,000.00
Thus, the county would have available for the first year to start the program a budget equal to--	\$39,847.00
The county thereafter would have for each year a budget for operation, amounting to approximately--	\$23,847.00
The County Library System would be administered by	a County Board of Library Trustees appointed by the Governor.
This Board of Trustees would	<ul style="list-style-type: none"> <li>-determine what personnel are necessary.</li> <li>-select and appoint personnel.</li> <li>-determine all policies, rules, and regulations under which the county library would operate.</li> <li>-have full control of the library program, operating within standards set by the State Board of Education.</li> </ul>
The County Library System could provide these services--	<ul style="list-style-type: none"> <li>-advise and assist existing libraries in selecting, procuring, and cataloging books.</li> <li>-make additional books available for existing libraries.</li> <li>-assist in establishing libraries in larger communities where one is not now in operation.</li> <li>-extend library service throughout the county through use of bookmobile.</li> <li>-make additional books available for school libraries from County Library System.</li> </ul>

Suggested Questions for Discussion

1. Can Worcester County afford to provide free public kindergarten training for all children?
2. Is the establishment of a community junior college a possible future goal for Worcester County?
3. What accounts for the apparent decrease in interest in adult education in Worcester County?
4. What educational advantages can be realized through expansion of the summer school program?
5. Should the public school system be concerned with the education of children and adults beyond the present scope of the program?
6. Can counseling service for out-of-school youth be justified?
7. Is there need for organized camping experiences for children in a rural community such as Worcester County?

References:

The American High School Today, James B. Conant

The High School in a Changing World, American Association of School Administrators

Annual Report, Maryland State Department of Education, for year ending June 30, 1957

Health, Safety, and Physical Education, Maryland State Department of Education, 1957

School Libraries in Maryland, Maryland School Bulletin, Volume XXXVI, No. 1, 1958

The Needs of Higher Education in Maryland, Report of Governor's Commission

THE STAFF REQUIRED FOR A PROGRAM OF QUALITY EDUCATION IN WORCESTER COUNTY

The ingredients of a recipe for quality education in any school system must inevitably include:

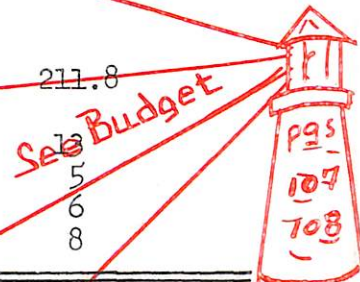
- determination of the goals to be achieved and adoption of a program to achieve those goals.
- enough people, properly qualified, to conduct the program.
- enough tools and materials for those people to work effectively.
- suitable surroundings in which to conduct the program.

The number of tablespoons of each ingredient is not so readily determined. However, there can be no doubt that the most vital ingredient will be people. It will be the purpose of this chapter to present, for the consideration of this discussion group, all possible information concerning the present staff of the Worcester County school system and some comparable data for other systems.

A. PRESENT STAFF EMPLOYED TO CONDUCT THE PROGRAM OF EDUCATION IN WORCESTER COUNTY

The following chart presents the total number of personnel of each type now employed. Refer to Chapter II, pages 12 - 16, for further information with respect to organization, duties, and responsibilities of the staff. Chapters III and IV contain information concerning staffs of individual schools.

Type of Employee	Number Employed Now	Number Proposed for Next Year
<u>Professional Employees</u>		
Teachers and Teaching Principals	203.6	211.8
Supervising Principals and Vice-principals (non-teaching)	12	13
Guidance Counselors	3.6	5
Librarians	3.6	6
Administrators and Supervisors (Central Office)	8	8
<b>Total Professional Employees</b>	<b>230.8</b>	<b>243.8</b>
<u>Non-Professional Employees</u>		
Clerical Staff - Schools (full and part-time)	10	12
Clerical Staff - Central Office	4	4
Custodians - Schools (full and part-time)	32	36
Maintenance Workers - County Staff	4	5
<b>Total Non-Professional Employees</b>	<b>50</b>	<b>57</b>
<b>Total Employed Directly by Board of Education</b>	<b>280.8</b>	<b>300.8</b>
<u>Personnel Not Directly Employed by Board of Education:</u>		
School Bus Contractors	66	68
Cafeteria Workers (employed by schools)	38	38
<b>Total Indirectly Connected Employees</b>	<b>104</b>	<b>106</b>
<b>GRAND TOTAL OF ALL SCHOOL PERSONNEL</b>	<b>384.8</b>	<b>406.8</b>





B. HOW MANY STAFF MEMBERS ARE REQUIRED FOR A PROGRAM OF QUALITY EDUCATION IN WORCESTER COUNTY?

The Educational Policies Commission, in its "Essay on Quality in Public Education," establishes as the minimum staff size for quality education 50 PROFESSIONAL EMPLOYEES PER 1,000 PUPILS.

On this basis the number of professional persons Worcester should now employ is ..... 265

The county now employs ..... 231

The number proposed for next year is ..... 244

We are now understaffed by ..... 34

If the proposed budget is adopted for next year, we will still be understaffed by ..... 21

The 1958-59 Annual Report of the Metropolitan School Study Council provides another basis of comparison. The MSSC schools represent a group of well supported schools and ones which are generally regarded as providing high quality education.

The following table compares practices with regard to staffing in these well supported school systems with those in Worcester County.

Number of Employees of Various Types per 1,000 pupils  (Pupil units are weighted and will not correspond to data used elsewhere)	No. Employed MSSC			Worcester County		
	Highest No. Employed by a School System	Average No. Employed by all MSSC Systems	Lowest No. Employed by a MSSC System	No. Employed Per 1,000 Pupils	Worcester County's Present Total Staff	What Worcester County Would Employ to Match the MSSC Average
Total Professional Staff	78	58	48	39	231	344
Elementary Teachers	70	48	33	34	110	154
High School Teachers	70	54	25	36	98	147
Guidance Counselors (High Schools)	4.8	2.4	.6	1.4	3.6	6.6
Directors of Instruction	2.9	.5	0	0	0	3.0
Assistant Principals - Elementary	1	.8	.35	0	0	2.6
Assistant Principals - High School	1.9	.7	.2	.4	1	1.9
Assistant Superintendents	1.2	.4	0	.2	1	2.2
Clerical Employees - High School	4.8	2	.6	1.5	4	5.5
Clerical Employees - Elementary	10	2.7	.6	1.7	5.5	8.6
Clerical Employees - Central Office	9.5	4	.5	.7	4	23.7



A general idea of the comparison with Maryland counties may be obtained from the following statistics taken from the Annual Report of the State Board of Education for the year ending June 30, 1957.

	Average Number Belonging Per Teacher and Principal		
	TOTAL	Elementary	High
Total State	26.4	30.0	21.7
<u>Allegany</u>	24.7	27.4	22.1
<u>Anne Arundel</u>	27.0	27.8	23.4
<u>Baltimore City</u>	27.7	32.1	22.2
<u>Baltimore</u>	25.9	27.9	23.3
<u>Calvert</u>	24.9	28.9	19.9
<u>Carroll</u>	24.5	29.9	19.7
<u>Charles</u>	24.7	29.3	19.9
<u>Frederick</u>	27.0	32.7	21.7
<u>Garrett</u>	25.0	26.7	23.1
<u>Harford</u>	26.2	31.5	20.7
<u>Howard</u>	23.6	27.8	19.3
<u>Montgomery</u>	25.9	30.4	19.7
<u>Prince George's</u>	26.8	29.7	23.0
<u>St. Mary's</u>	27.8	31.4	22.8
<u>Washington</u>	25.0	28.5	21.3
<u>Caroline</u>	23.5	29.1	18.4
<u>Cecil</u>	25.0	29.7	19.7
<u>Dorchester</u>	25.6	29.9	21.2
<u>Kent</u>	23.1	28.2	18.2
<u>Queen Anne's</u>	22.8	28.1	17.8
<u>Somerset</u>	23.1	27.2	18.8
<u>Talbot</u>	23.6	27.0	19.9
<u>Wicomico</u>	25.8	29.0	21.9
<u>Worcester</u>	24.0	27.9	19.5

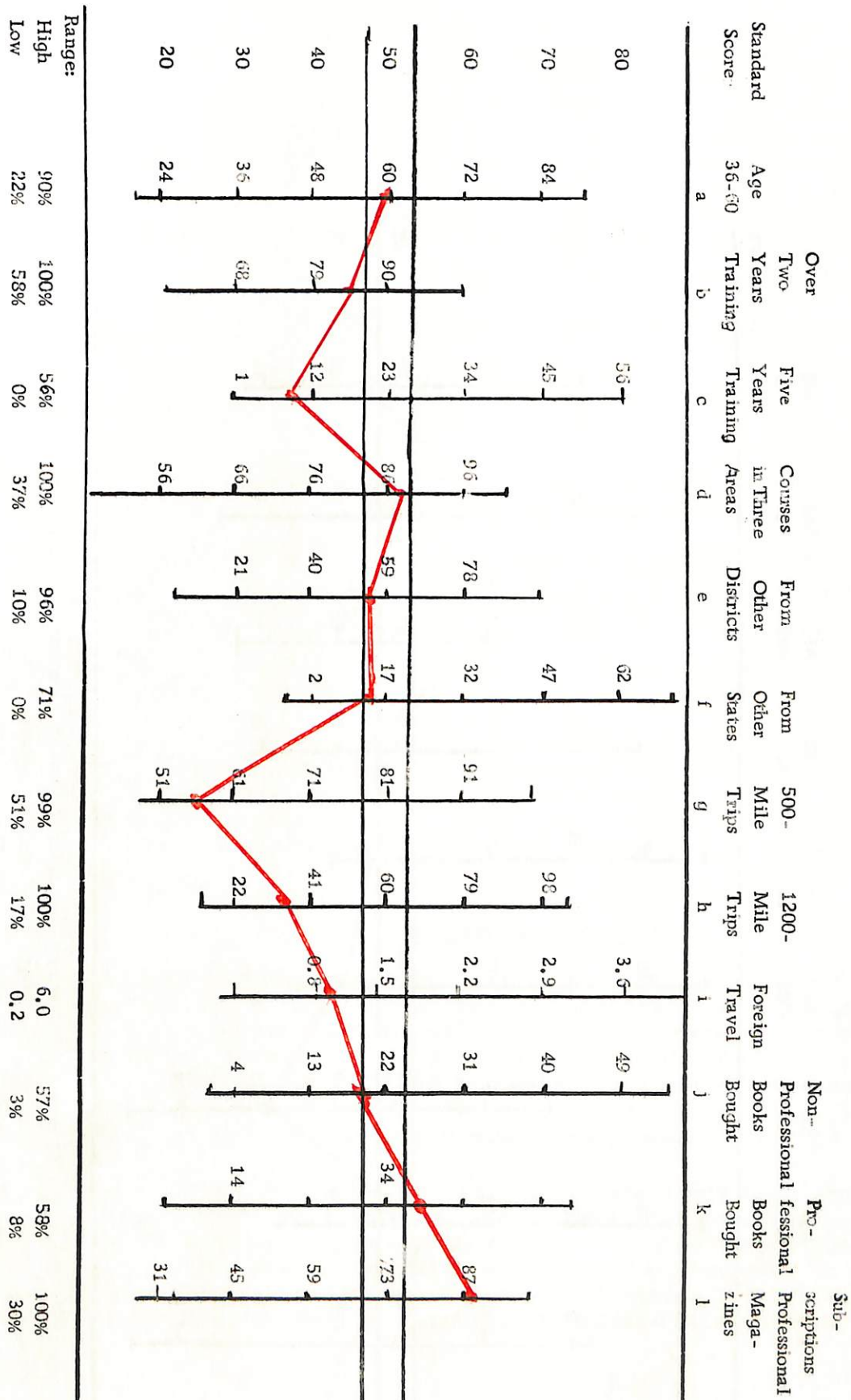
C. WHAT QUALIFICATIONS AND CHARACTERISTICS SHOULD A GOOD STAFF HAVE?

The table below presents the qualifications of the staff we now have.

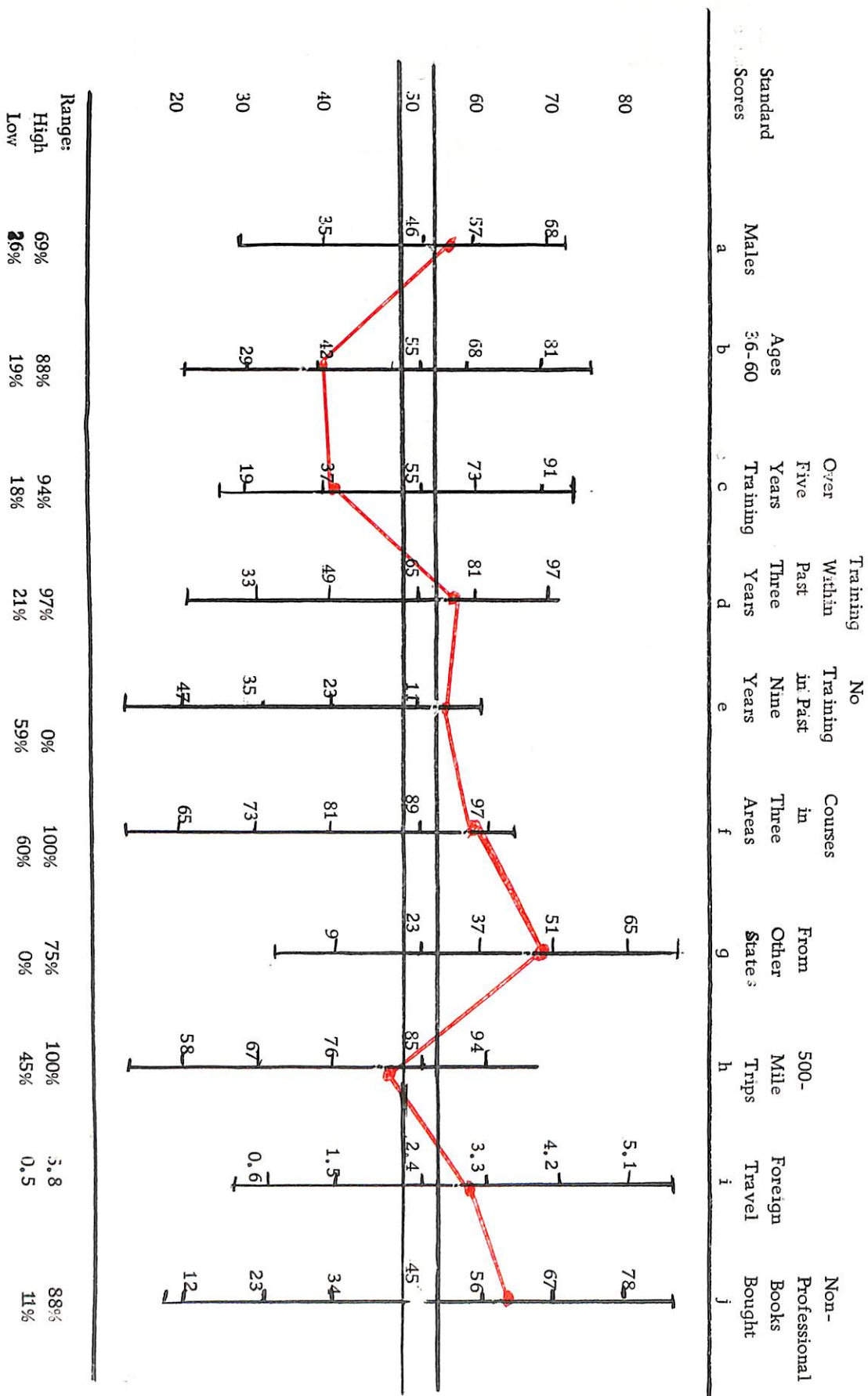
Years of Teaching Experience	COLLEGE TRAINING				TYPE OF CERTIFICATE			
	Master's Degree	Bachelor's Degree	No Degree	Total	Fully Certified	Emergency	Substitute 2nd & 3rd Grade	Total
No Experience	--	25	1	26	22	4	--	26
2	1	15	--	16	11	5	--	16
3	--	12	--	12	9	3	--	12
4	--	8	--	8	6	2	--	8
5	--	5	2	7	4	3	--	7
6	1	7	--	8	5	3	--	8
7	1	4	2	7	4	3	--	7
8	3	7	2	12	9	3	--	12
9	1	5	1	7	5	1	1	7
10	--	11	1	12	9	2	1	12
11	3	5	1	9	6	2	1	9
12	1	3	--	4	4	--	--	4
Over 12	22	41	32	95	82	13	--	95
<b>TOTAL</b>	<b>33</b>	<b>148</b>	<b>42</b>	<b>223</b>	<b>176</b>	<b>44</b>	<b>3</b>	<b>223</b>
<b>%</b>	<b>15%</b>	<b>66%</b>	<b>19%</b>	<b>100%</b>	<b>79%</b>	<b>20%</b>	<b>1%</b>	<b>100%</b>

We have one other means of analyzing our present staff in relation to others. Worcester County took part in an APSS nationwide study of staff characteristics. The two charts on pages 59 and 60 show Worcester County's position in relation to the APSS school systems for each characteristic listed.

## ELEMENTARY STAFF CHARACTERISTICS



# SECONDARY STAFF CHARACTERISTICS





#### D. PROFESSIONAL SALARIES AND QUALITY EDUCATION

The chart on page 58 reveals a distribution of teachers, heavy at the top and bottom levels of experience. This year we employed 45 new teachers. We now know that we must employ 50 new teachers next year. Careful projections for the next ten years indicate that we will need to recruit approximately that same number each year. The bulk of the teachers to be replaced will be those with five years of experience or less, and such has been the case year after year. The implications of this are clear. We are either training inexperienced teachers for more lucrative positions elsewhere, or we are employing teachers of such poor quality that they must be replaced annually. If we are to build a more stable professional staff of quality, we must give careful attention to the provision of adequate salaries.

#### How Adequate Are Our Professional Salaries?

The graph on pages 62 and 63 gives a comparison between the salaries offered teachers in Worcester County and the salaries of teachers in other counties of Maryland. The following differences should be noted:

1. Of the teachers of Maryland, 98 per cent are employed in school systems which provide higher salary schedules than Worcester's.
2. To whatever extent salaries determine where prospective teachers will accept employment, it may be said that Worcester County can expect to employ its teachers from the bottom 2 per cent of available candidates.
3. Worcester County teachers are actually paid the lowest salaries among the Eastern Shore counties and are second lowest in the entire state.
4. Most school systems have Master's degree schedules that begin at least by the second year of experience. Worcester's does not begin until a teacher reaches the maximum on the Bachelor's scale.
5. More than 4 out of 5 Maryland teachers are now offered a beginning salary of at least \$4,000.

#### Average Salaries Compared

Comparisons of average salaries are frequently made. This has little meaning, since it may reflect merely a large percentage of teachers at maximum experience. Furthermore, we do not offer an "average salary" to a prospective teacher; we offer a salary scale. However, comparisons of average salaries do not place us in a favorable position. The table on page 65 shows Worcester County's average salary in relation to other Eastern Shore counties over a period of ten years. It will be noted that Worcester County is now and has nearly always been second from the bottom.

It is sometimes pointed out that Maryland ranks relatively high among the states with respect to average salaries. Maryland should rank high because it also ranks high in wealth and must compete with neighboring states that have higher salaries. However, the Maryland state average has little meaning for Worcester County. The table on page 64 shows the average salaries for the 48 states for 1957-58. Note that Worcester County's average compares to the 24th state, and it is \$231.00 below the national average.



Per Cent of State Teachers	Cumulative Percentage	County	3600	3500	3400	3300	3200	3100	3000	2900	2800	2700	2600	2500	2400	2300	2200	2100	2000	1900	1800	1700	1600	1500	1400	1300	1200	1100	1000	900	800	700	600	500	400	300	200	100	0	
0.8%	88.3%	Talbot County																																						
3.0%	91.3%	Allegany County																																						
0.7%	92.0%	Calvert County																																						
0.7%	92.7%	Kent County																																						
1.0%	93.7%	St. Mary's County																																						
1.7%	95.4%	Wicomico County																																						
0.8%	96.2%	Caroline County																																						
1.1%	97.3%	Dorchester County																																						
0.8%	98.1%	Somerset County																																						
1.0%	99.1%	Worcester County																																						
0.9%	100.0%	Garrett County																																						

Scale:

B - Bachelor's Degree

X - Master's Degree

T - 30 hours beyond Master's Degree

D - Doctor's Degree

Each symbol represents \$100

Rank	State	Estimated Average Salary, 1957-58*
1	California	5,925.
2	New York	5,800.
3	Delaware	5,700.
4	New Jersey	5,330.
5	Washington	5,275.
6	Michigan	5,200.
7	Arizona	5,175.
8	Nevada	5,125.
9	Connecticut	5,100.
10	Maryland	5,100.
11	Illinois	5,095.
12	New Mexico	5,050.
13	Florida	5,018.
14	Oregon	4,875.
15	Pennsylvania	4,852.
16	Rhode Island	4,850.
17	Utah	4,800.
18	Massachusetts	4,720.
19	Indiana	4,700.
Average United States		4,650.
20	Ohio	4,600.
21	Louisiana	4,585.
22	Minnesota	4,500.
23	Wisconsin	4,470.
24	Colorado	4,400.
Average, Worcester County		4,419.
25	Texas	4,350.
26	Oklahoma	4,260.
27	Montana	4,250.
28	Missouri	4,157.
29	Wyoming	4,000.
30	Idaho	3,975.
31	Kansas	3,970.
32	New Hampshire	3,967.
33	Iowa	3,928.
34	North Carolina	3,850.
35	Virginia	3,750.
36	Vermont	3,700.
37	West Virginia	3,640.
38	Georgia	3,600.
39	Alabama	3,550.
40	Maine	3,550.
41	Tennessee	3,450.
42	South Carolina	3,350.
43	Nebraska	3,320.
44	North Dakota	3,300.
45	South Dakota	3,300.
46	Arkansas	3,230.
47	Kentucky	3,225.
48	Mississippi	2,650.

\*Salary averages include the total instructional personnel -- classroom teachers, principals, and supervisors in the public schools.



## AVERAGE SALARY PER TEACHER SHORE COUNTIES

1948-49	1949-50	1950-51	1951-52	1952-53	1953-54	1954-55	1955-56	1956-57	1957-58
3,179	3,239	3,227	3,481	3,672	3,738	3,808	4,130	4,351	4,716
3,083	3,036	3,051	3,273	3,569	3,697	3,808	4,123	4,351	4,682
3,003	3,020	3,045	3,198	3,484	3,694	3,805	4,096	4,345	4,565
2,921	2,963	2,994	3,179	3,444	3,668	3,805	4,059	4,293	4,517
2,863	2,957	2,988	3,152	3,436	3,638	3,778	4,034	4,257	4,477
2,862	2,945	2,946	3,124	3,426	3,610	3,777	4,027	4,248	4,430
2,849	2,916	2,886	3,093	3,383	3,584	3,775	3,990	4,150	4,419
2,842	2,866	2,876	3,068	3,305	3,454	3,747	3,974	4,127	4,419
2,814	2,837	2,833	3,012	3,184	3,393	3,641	3,884	4,044	4,348
Average 2,935	Average 2,975	Average 2,983	Average 3,176	Average 3,434	Average 3,608	Average 3,772	Average 4,035	Average 4,241	Average 4,508

Worcester County's position in relation to  
nine Eastern Shore counties

### What Is an Adequate Salary?

The Educational Policies Commission suggests this formula:

1. The starting salary for a new college graduate should be equal to the average paid college graduates in other types of employment.  
The national average for men and women college graduates in all fields is approximately \$4,700.
2. In the least favored setting, the Commission formula suggests that:
 

15% of the total staff should be at the starting level	\$4,700.
15% should receive 1.25 times the starting salary	\$5,875.
20% should receive 1.5 times the starting salary	\$7,050.
20% should receive 1.75 times the starting salary	\$8,225.
25% should receive 2.0 times the starting salary	\$9,400.
5% should receive 2.5 times the starting salary	\$11,750.

In comparison, Worcester County now pays:

3,600. - 3,700.	14.8%
3,800. - 4,100.	14.8%
4,200. - 4,500.	8.5%
4,600. - 4,900.	9.0%
5,000. - 5,300.	41.7%
5,400. - 6,000.	9.4%
7,000. - 7,900.	1.8%

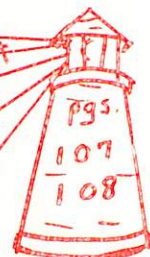
Do any school systems actually pay such salaries? In the Metropolitan School Study Council School Systems:

- the average teachers' salaries paid range from \$5,000. to more than \$8,000.
- the average salaries paid to elementary school principals range from \$7,000. to \$13,500.
- the average salaries paid to junior high school principals range from \$8,500. to \$14,000.
- the average salaries paid to senior high school principals range from \$9,500. to \$16,500.

### Worcester County's Salary Adjustments Proposed for 1959-60

1. Corrections in the present salary schedule:

Experience	Present State Scale	Present County Scale	State Scale / \$400
1	3200	3600	3600
2	3300	3700	3700
3	3400	3800	3800
4	3600	3900	4000
5	3800	4000	4200
6	4000	4200	4400
7	4200	4400	4600
8	4400	4600	4800
9	4600	4800	5000
10	4800	5000	5200
11+	5000	5400	5400





While the graph on pages 62 and 63 shows Worcester County teachers' salaries to be in the lowest 4 per cent in the state, they are actually even less favorable than indicated. Most of the county scales provide uniform amounts above the state scale at each level of experience. As shown in the preceding table, Worcester County's schedule does not. It is proposed, therefore, as a first consideration that salaries from the fourth step to the tenth step be increased so that all will be \$400.00 above the minimum state schedule. This would seem to be a matter of simple equity. The cost would be \$16,000.

## 2. Extension of Supplement for Master's Degree

As revealed by the graph on pages 62 and 63, Worcester County is one of the few which do not provide for an additional supplement for teachers holding a Master's degree until they reach the maximum on the Bachelor's scale in the eleventh year in 1958-59. Most counties start the Master's degree supplement at least by the second year.

Accordingly, it is proposed to begin the Master's ~~degree~~ supplement in Worcester County next year with the first year of experience. This will cost only \$1,900. Past experience has indicated that the additional \$200.00 ~~would have made possible the employment of a number of well qualified, but inexperienced, candidates who accepted positions elsewhere.~~

## 3. Establishment of New Salary Schedule

It is proposed next year to establish a new basic county schedule, beginning at \$4,000 and extending to \$5,800 in the eleventh year for teachers holding a Bachelor's degree.

- a. This would cost the county \$400.00 per teacher, or \$93,000.
- b. This would raise Worcester County's salary level to a position now held by more than 80 per cent of the teachers of the state.
- c. This should place Worcester County in a most favorable position among Eastern Shore counties.

## 4. Adjustments in Clerical Salaries

School clerks are now paid a maximum of \$1,800 per year on a ten-month basis. High school principals are employed on a twelve-month basis. It is proposed, therefore, to extend the work year of clerks in the larger schools to twelve months and to increase salaries accordingly to \$2,160 per year. This actually is not a salary increase.

Central office clerks are paid according to the Maryland Classified Employees' Scale. Three central office clerks will receive increases due to experience.

The total budget increase for clerical salaries is:

Employment of school clerks on twelve-month basis	\$1,800.
Adjustment of central office clerical salaries	1,060.
Additional school clerks	3,600.

pgs.  
107  
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See Budget

pgs.  
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See Budget

pgs.  
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E. OTHER FACTORS AFFECTING THE MAINTENANCE OF A QUALITY STAFF

We should be concerned not only with the procurement of well qualified teachers but also with the extent to which the staff seeks to improve while in service. The ten-year record of such activities on the part of Worcester County teachers is presented below:

SUMMER SCHOOL -- EXTENSION COURSES -- WORKSHOP RECORD  
WORCESTER COUNTY TEACHERS

Year	Total Staff	Number Attending Summer School	Per Cent Attending Summer School	Number in Extension Courses	Per Cent in Extension Courses*	Number Attending Workshops*	Per Cent Attending Work-shops	Total No. in Training	Total Per Cent in Training
1948-49	140	29	20.7%	x	--	x	--	29	20.7%
1949-50	146	45	30.8%	x	--	x	--	45	30.8%
1950-51	155	55	35.5%	x	--	x	--	55	35.5%
1951-52	163	41	25.2%	x	--	x	--	41	25.2%
1952-53	167	42	25.1%	x	--	x	--	42	25.1%
1953-54	182	52	28.6%	x	--	x	--	52	28.6%
1954-55	193	45	23.3%	x	--	x	--	45	23.3%
1955-56	199	54	27.1%	29	14.6%	3	1.5%	86	43.2%
1956-57	205	37	18.0%	45	22.0%	5	2.4%	87	42.4%
1957-58	208	41	19.7%	52	25.0	3	1.4%	96	46.2%

\* Data not available for year 1948 to 1955

Worcester County now reimburses teachers for summer school attendance as follows:

Expenditure

Up to \$100.  
\$101. to \$200.  
\$201. to \$300.  
\$301. or more

Reimbursement

\$25.00  
\$50.00  
\$75.00  
\$100.00

*See Budget*



The budget for 1959-60 proposes to increase this rate of reimbursement by doubling each amount. In short, teachers would be reimbursed for approximately one-half of the amounts expended. This would cost the county \$1,500.



### Insurance Protection and Health Benefits

The Board of Education of Montgomery County, Maryland, has recently adopted an insurance and health protection program, supported jointly by the employer and the employee. The protection provided includes:

Major medical expenses  
Hospitalization  
Life insurance

Business and industry have long provided this type of protection for employees, in some cases paying the full cost and in other cases sharing the cost with the employee.

Based upon Montgomery County's experience, it would seem that Worcester County could possibly provide similar benefits for all employees at an annual cost of about \$25,000.

### Suggested Questions for Discussion

1. Compare the information concerning staff size in Worcester County as presented on page 55 with the data on page 56. Can Worcester County provide a program of quality education without expanding its staff?
2. What are the implications of the school size problem (See pages 37 and 37-A) with respect to staff size?
3. What are the implications of the Growing Edge Evaluations (pages 24 and 34) with respect to school size?
4. What are the implications of our staff distribution according to experience? (See page 58)
5. What is a reasonable salary for professional personnel in Worcester County?
6. Can Worcester County afford to put into effect the salary proposals contained in next year's budget?
7. Should Worcester County consider the possibility of providing such employee benefits as insurance and health protection as described on this page.

### References:

An Essay on Quality in Public Education, Educational Policies Commission  
The High School in a Changing World, American Association of School Administrators  
The Pursuit of Excellence, Rockefeller Report  
Annual Report, Maryland State Department of Education, for year ending June, 1957  
Citizens Speak Out on School Costs, Committee on Tax Education and School Finance  
Financing Professional Salaries for Professional Teachers, NEA  
Guide to the Solution of Administrative Staffing Problems, Wynn

## CHAPTER VIII

CREATIVE EXPENDITURES FOR QUALITY EDUCATION IN WORCESTER COUNTY  
(TOOLS WITH WHICH TO TEACH)

A number of studies have established the fact that high quality education results where more money is expended per pupil. The Associated Public School Systems have been conducting research to determine where increased school expenditures produce the most results. Studies made to date indicate that increased expenditures for enriching materials of instruction and for professional improvement activities have a powerful influence upon school quality. These so-called small-item expenditures, or creative small-item expenditures, represent in most school systems about 6 per cent of the total current expense budget. They include:

→ Quality Improvement Items

Art and Music Supplies  
Audio-Visual Supplies  
Field Trips  
Health and Physical  
Education Supplies  
Supplementary Readers  
Library Books  
Science Supplies  
Guidance Supplies  
Manual and Practical Arts

→ Quality Related Items

Medical and Dental  
Assembly Programs  
Staff Travel  
Staff Membership  
Public Relations  
Research  
In-Service Training

→ Basic Items

Administrative Supplies  
Classroom Supplies  
Textbooks  
Workbooks

While it may be surprising that expenditures for such a small portion of the total budget should have such a strong influence upon school quality, it is by no means illogical. It is obvious that good teachers cannot produce the best results unless they are provided with good tools with which to work and unless they are given an opportunity to improve while in service.

From this particular APSS study involving 71 school systems, it was found that the following approximate expenditures per pupil were being made for these purposes:

**CAPTIONS REVERSED**

	<u>Highest Expenditure</u>	<u>Median Expenditure</u>	<u>Lowest Expenditure</u>
Quality Improvement Items	\$14.33	\$14.73	\$8.41
Quality Related Items	6.44	5.29	1.17
Basic Items	.47	1.14	.17

By adding the three types of expenditures at each level, one obtains a general idea of the total expenditures being made for such items. For example, the average school system is expending about \$12.90 per pupil. In this study, each high school pupil was counted as 1.3 elementary pupil. Thus, to represent actual pupils this figure would need to be increased to about \$14.20.



Worcester County's Expenditures for Creative Small Items

Year	Expended for Small Items		
	Total	Per Cent of Total Current Expenses	Expenditures Per Pupil
1948-49	\$19,887.00	3.1%	\$ 5.21
1949-50	27,510.00	4.1%	7.09
1950-51	31,237.00	4.3%	7.58
1951-52	34,233.00	4.2%	8.14
1952-53	44,163.00	4.9%	10.12
1953-54	41,532.00	4.0%	9.02
1954-55	43,812.00	3.7%	9.17
1955-56	53,162.00	4.1%	10.87
1956-57	53,418.00	3.9%	10.75
1957-58	62,210.00	4.2%	12.18
1958-59	75,700.00	4.6%	14.33

The data for the APSS study were for the 1955-56 school year. It will be noted that we then expended \$10.87 per pupil as compared to the approximate average APSS figure of \$14.20. By 1958-59 our expenditure had reached the level of their average in 1956-57.

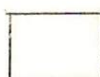
It will also be noted that the percentage of total current expenditures has remained fairly constant and at no time has reached six per cent.


A Ten-Year Record of Certain Small Item Expenditures in Worcester County

Year	Item of Expenditure (Per Pupil Cost)				Total
	Textbooks	Materials of Instruction	Library Books	Other Costs of Instruction	
1948-49	\$1.68	\$1.30	\$.34	\$.33	\$3.66
1949-50	2.68	1.98	.41	.31	5.38
1950-51	1.91	2.17	.63	.72	5.42
1951-52	2.09	2.50	.54	.83	5.97
1952-53	2.48	2.95	.71	1.52	7.65
1953-54	2.16	2.63	1.27	.72	6.77
1954-55	2.52	2.90	.97	.77	7.16
1955-56	2.92	2.95	1.12	1.60	8.59
1956-57	3.13	3.18	1.05	.97	8.32
1957-58	4.24	3.21	1.29	1.40	10.13
1958-59	3.96	4.15	2.03	1.23	11.37

Actual expenditure per pupil does not tell the entire story. Inflation takes its bite. It has been established that, for every \$100 expended for education in 1948, an expenditure of \$150 was required in 1958 to buy the same amount. The following chart reveals our actual gain:

Textbooks.....	1.68	3.96
Materials of Instruction.....	1.30	4.15
Library Books.....	.34	2.03
Other Costs of Instruction.....	.33	1.23
TOTAL	3.66	11.37

 Net increase for better  
supplies and services

 Increase absorbed by inflation

Current and Proposed Expenditures for Creative Small Items in Worcester County

Type of Small Item Expenditure	Current Per Pupil Allotments	Required for Standard Allot- ment, or Expended This Year	Amount Expended by Schools from Other Sources	Increases Proposed for 1959-1960
General Classroom Supplies	\$2.50	\$13,310.00	\$4,002.00	
Commercial Supplies	2.00	1,264.00		
Art Supplies	2.00	944.00	250.00	
Home Economics Supplies	2.00	1,612.00	75.00	
Industrial Arts Supplies	2.00	1,330.00	218.00	
Agriculture Supplies	2.00	248.00	163.00	\$ 250.00 (1)*
Science Supplies	.75	1,251.00	203.00	3,700.00 (2)
Guidance Supplies	.30	653.00	303.00	1,000.00 (3)
Materials for Foreign Language Program	-----	-----	-----	800.00 (4)
Materials for Mathematics Program	-----	-----	-----	1,400.00 (5)
Materials for High School Reading Program	-----	-----	-----	1,500.00 (6)
Physical Education Supplies	.50 +	3,177.00	1,022.00	
Special Class Supplies	-----	240.00	40.00	
Music Supplies	-----	500.00	-----	
Print Shop Supplies	-----	100.00	-----	100.00 (7)
Audio-Visual Materials	-----	1,000.00	-----	
Total Materials of Instruction	-----	\$25,628.00	\$6,276.00	(12,000) (8) \$ 8,750.
Textbooks and Supplementary Books - H. S.	5.50	24,500.00		(5,000.00) (9)
Elementary	4.00			
Encyclopedias		1,500.00		
Library Books	1.50	7,986.00	1,516.00	1,597.00 (10) (-1,150.00)
School Office Expenses	.50	2,650.00	3,288.00	2,975.00 (11)
Summer School Allowances		1,500.00		1,500.00 (12)
Travel and Referees (Athletic Program)		500.00	2,745.00	1,500.00 (13)
Educational Television		5,318.00		2,668.00 (14)
Instructional Equipment (Replacement)				1,500.00 (15)
Equipment - New (Capital Outlay)		19,840.00		19,560.00 (15)
Central Office Expenses		6,000.00		
Other Cost of Instruction, including in-service training		5,500.00		150.00

\*See notes on following pages



Explanation of Proposed Budget Increases for Small Item Expenditures

1. Agriculture Supplies. Due to small enrollment, standard allotment is inadequate. Schools expended this year \$163.00 beyond funds provided by the Board of Education; allotment to be increased to \$4.00 per pupil. (Additional cost \$250.00)
2. Science Supplies. The Federal government will make available to Worcester County funds for the improvement of instruction in science, foreign language, and mathematics through Title III of Public Law 864. These funds are available on a matching basis. Under this act it is proposed in next year's budget to purchase additional science supplies, costing \$5,000, as follows:

County matching funds from existing allotments	\$1,200.
Additional matching funds included in budget	1,300.
Federal Grant	2,500.
<u>Net increased cost to county for \$5,000 program</u>	<u>1,300.</u>

3. Guidance Materials. As in Item 2, \$500 of Federal funds available on a matching basis, to be budgeted as follows:

County matching funds provided as budget increase	\$ 500.
Federal Grant	500.
<u>Net cost to county for \$1,000 program</u>	<u>500.</u>

Schools expended additional \$303.00 this year for guidance materials.

4. Foreign Language Materials. As in Item 2, \$500 of Federal funds available on a matching basis, to be budgeted as follows:

County matching funds from existing allotments	\$ 200.
Federal Grant	500.
Additional matching funds included in budget	300.
Total to be expended	1,000.
<u>Net additional cost to county for \$1,000 program</u>	<u>300.</u>

5. Mathematics Materials. As in Item 2, \$900 of Federal funds available on a matching basis, to be budget as follows:

County matching funds from existing allotments	\$ 400.
Additional matching funds included in budget	500.
Federal Grant	900.
<u>Net additional cost to county for \$1,800 program</u>	<u>500.</u>

6. Reading Program Supplies and Materials. The budget for next year proposes the establishment of remedial and developmental reading programs in the high schools.

Cost of materials required for the program	\$1,500.
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7. Print Shop Supplies. (Same as Item 1)

Increased cost	\$ 100.
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8. Total Materials of Instruction. (Summary)

*See Budget*

Increase over allotments now in force	\$ 8,750.
*Actual increase over this year's expenditures	12,000.
Funds from Federal Grant	4,400.
Net cost to county for all increases above this year's expenditures	7,600.
Total amount expended by schools this year for these purposes from other sources	6,276.

\*The school budget for the current year originally included \$25,000 for this purpose. However, since the budget contains no contingency funds and the maintenance budget was inadequate, it was necessary to expend \$3,000 from this source for maintenance.

9. Textbooks. While there is an actual increase of \$5,000 budgeted for next year over this year's expenditures, there is no increase in per pupil allotments. The sum of \$4,000, originally budgeted for textbooks, had to be expended for maintenance as in the case of Item 8 above.
10. Library Books. While the amount budgeted for library books next year is actually less than this year by \$1,150, an increase of 30¢ per pupil is provided. This is explained by the fact that the 1958-59 budget included \$3,000 for the establishment of three new libraries. The allotment increase of \$1.597 is almost identical to the amount expended by schools for library purposes from other sources.
11. School Office Expenses. The proposed budget for next year includes an increase in per pupil allotments from 50¢ per pupil to 75¢ per elementary pupil and \$1.50 per high school pupil.

Cost to the county	\$2,975.
Expended by schools this year	3,288.

13. Travel and Referees for Athletic Program.

Present allotment for travel	\$ 500.
Additional amount budgeted for travel	500.
Additional amount budgeted for referees	1,000.
Spent by schools this year for these purposes	2,745.

14. Educational Television. See Chapter III, page 24, for detailed explanation.

15. Equipment, New and Replacement. Equipment for the various schools is requisitioned by allotment as in the case of many of the items of supplies and materials. The chart on page 76 shows the amount of the allotments for each school.

The use of allotments for this purpose may seem to be an invitation to spend funds unnecessarily. On the contrary, the Board of Education has adopted this method to keep requests for much needed equipment within bounds, reasonable in terms of available funds. Actually, experience for a number of years has shown that an annual expenditure of \$25,000 to \$30,000 for equipment to be just about the irreducible minimum. This is not surprising if one realizes that we have in all schools equipment valued at \$650,000. If the average life of all equipment is estimated to be twenty years, then depreciation alone would require an annual expenditure of 5 per cent of \$650,000, equaling \$32,500.

For a full listing of equipment requisitioned, please see the appendix.

EQUIPMENT ALLOWANCES

Name of School	Enrollment Nov. 30, 1958	No. of Teachers Nov. 30, 1958	No. of Special Units	Age of Building Sept. 1959	\$4.00 Per Pupil	\$2.00 Added for Schools under 100	\$150 per Special Unit	Total Per School	Depreciation Adjustment	Adjusted Total
Stephen Long	285	9		3	\$1140			\$1140	-35%	\$ 741
Pocomoke Primary	191	7		10	763			763		763
Pocomoke Elem.	326	12		10 1/2	1304			1304		1304
Ross Street	292	10		10 1/2 (10)	1168			1168	-14%	1004
				0 (4)						
Snow Hill	343	13		10 1/2	1370			1370		1370
Flower Street	467	14		10 1/2 (8)	1868			1868	-15%	1588
				3 (6)						
Cedar Chapel	141	4		3	564			564	-35%	355
Newark	70	3		10 1/2	280	\$140		420		420
Bishopville	79	3		10 1/2	315	158		473		473
Church Street	150	4		3	600			600	-35%	390
Little Red School	16	2		2	64	32		96	-40%	58
Stockton	84	4		10 1/2	336	168		504		504
Girdletree	38	2		10 1/2	152	76		228		228
Buckingham	460	18		10 1/2	1840			1840		1840
Whaleyville	57	2		10 1/2	228	114		342		342
Ocean City	246	8		10 1/2	984			984		984
Total Elementary	3,245	115			12,976	688		13,664		12,364
Snow Hill High	348	19-3/4	8	1	1392		\$1200	2592	-45%	1426
Pocomoke High	369	20-3/4	7	1	1475		1050	2525	-45%	1389
Stephen Decatur High	656	33	11	5	2624		1650	4274	-25%	3206
Worcester High	673	33-1/2	11	6	2692		1650	4342	-20%	3474
Total High	2,046	107	37		8,183		5,550	13,733		9,495
GRAND TOTAL	5,291	222	37		\$21,159	\$688	\$5,550	\$27,397		\$21,859

Typewriters and Sewing Machines + 4,450

Summary of Funds Budgeted for Equipment

	<u>New</u>	<u>Replacement</u>
Instructional Equipment (Normal Requirements)	\$11,700.	\$ 8,500.
*Equipment to Improve Instruction in:		
Foreign Language	6,500.	
Science and Foreign Language through TV	4,000.	
High School Science	12,000.	
Elementary School Science	4,000.	
Mathematics (High and Elementary)	1,200.	
Maintenance Equipment		5,000.
 Total Equipment Budget	 \$39,400.	 \$13,500.
Available from Federal Grant	13,850.	
 Required from County Budget	 25,550.	 13,500.
Expended this year (1958-59)	19,840.	7,000.

\*Federal funds are available on a matching basis for equipment as described on page 74 to improve instruction in science, mathematics, and foreign language. Thus, a net increase in expenditure of \$5,710 for instructional equipment will provide a program of nearly \$20,000.

Suggested Questions for Discussion

1. In view of the apparently favorable return upon investments of funds for instructional supplies and other small item expenditures, should Worcester County consider additional expenditures in these areas?
2. It may be noted that proposed budget increases for small item expenditures approximately equal expenditures which local schools are already making with funds from other sources. The methods used to raise these funds frequently interfere with the regular school program, and many fund-raising activities create a considerable community nuisance. Would it be preferable to provide adequately for such expenditures and eliminate many of the school fund-raising activities?
3. Should Worcester County take advantage of funds available through Public Law 864?

References:

Creative Expenditures for Quality Education, APSS

Annual Report, Maryland State Department of Education, for year ending June, 1957

School Libraries in Maryland, Maryland School Bulletin, Volume XXXVI, No. 1, 1958

Does Money Make a Difference?, APSS



## CHAPTER IX

PROVIDING THE ENVIRONMENT FOR QUALITY EDUCATION IN WORCESTER COUNTYA. ADEQUACY OF EXISTING SCHOOL PLANT FACILITIES

While an adequate professional staff and adequate tools with which to teach are fundamental prerequisites for a program of quality education, the environment or surroundings in which learning takes place also has a very considerable influence.

The chart on pages 80 and 81 presents a general picture of Worcester County's present school plant, its condition, and present and future requirements.

B. PROGRESS TOWARD MORE ADEQUATE SCHOOL FACILITIESSummary of School Construction, 1949 to 1959

<u>School Construction Project</u>	<u>Date of Completion</u>	<u>Total Cost (Expended or Committed)</u>
Pocomoke Primary School	1949	\$192,318.08
Worcester High School	1953	670,411.91
Stephen Decatur High School	1954	1,698,499.87
Flower Street School Addition	1954	32,430.12
Flower Street School Addition	1956)	205,986.00
Cedar Chapel School	1956)	
Church Street School	1956)	
Stephen Long Elementary School	1956	129,750.00
Snow Hill High School	1958	819,746.00
Pocomoke High School	1958	819,746.00
Worcester High School Addition	1958	135,000.00
Ross Street Addition	1959	60,000.00
Total		4,763,887.98

Other Capital Improvement Expenditures

<u>Year</u>	<u>Equipment</u>	<u>Alterations to Buildings</u>	<u>Land and Improvements</u>	<u>Total</u>
1948-49	1,079.93	5,141.87	2,172.00	8,393.80
1949-50	10,213.13	17,161.43	3,668.40	31,042.96
1950-51	12,126.14	19,579.19	1,347.75	33,053.08
1951-52	11,950.65	11,561.36		23,512.01
1952-53	4,877.87	3,068.91		7,946.78
1953-54	30,785.20	3,335.95	2,009.08	36,130.23
1954-55	12,164.58	2,578.03		14,742.61
1955-56	17,846.55	22,997.35	1,965.92	42,809.82
1956-57	20,770.64	18,606.37	1,926.15	41,303.16
1957-58	19,403.66	20,900.46	695.88	41,000.00
1958-59	19,840.00	35,986.00		55,826.00
Totals	161,058.35	160,916.92	13,785.18	335,760.45

### C. PROVIDING FOR OUR ADDITIONAL SCHOOL PLANT NEEDS

The chart on pages 80 and 81 indicates additional required construction, amounting to approximately \$500,000. For the past several years, the county has been providing approximately \$100,000 per year for new construction. At this rate, the needs as outlined can be met within five years.

It should be noted that most of these needed facilities represent back-log construction.

Our outstanding debt at the end of this year will be approximately	\$2,700,000.
At the accepted 7 per cent limit, we could safely borrow	5,740,000.
The annual cost of borrowing \$500,000 is approximately	34,000.
Annual cost of school construction on pay-as-you-go basis	100,000.
Net annual difference	66,000.

It is surely commendable for a community to be thrifty in meeting its financial requirements. However, such thrift cannot be commendable if achieved at the expense of quality education for children. In short, the additional burden of pay-as-you-go school construction should be provided through additional levy and not by withholding from the cost of operating quality schools.

The proposed budget for 1959-60 provides for the construction of six additional classrooms at a cost of \$90,000.

*See Budget*

#### Major Renovation Requirements

The chart on pages 80 and 81 reveals that two schools have received major renovation in recent years and that such work is required in five others.

The Board of Education receives each year from the State School Building Incentive Fund approximately \$64,000. Of this amount, \$23,000 reverts to the County Commissioners for debt service. The remainder (\$41,000.) is used annually for alterations, renovation, and new equipment. From \$20,000 to \$25,000 of this can be reserved annually for major renovation work. Thus, within five to seven years, all of the older schools can be reasonably modernized.

The proposed budget for 1959-60 includes such provision for major renovation at the Ross Street School.

When the time arrives for further renovation of the Ocean City Elementary School, careful consideration should be given to the desirability of abandoning and replacing the building with a modern school. This is our only two-story building. It is our oldest building, and the annual cost of maintenance far exceeds that of other buildings.

### D. FINANCING THE IMPROVEMENT OF SCHOOL FACILITIES

The chart on page 82 presents a schedule of Worcester County's debt service requirements. It will be noted that the bulk of the present debt will be retired by 1970. It will also be noted that Worcester County has elected to borrow approximately 40 per cent of its funds through short term state loans. This has tended to make the annual debt service cost high, but the debt is retired relatively early. Again, such thrift is commendable if not achieved at the expense of adequate annual operating funds for the school program.

It will be noted from the charts on page 94 that, while Worcester County provides the lowest annual levy for operating schools, its rank among the nine Eastern Shore counties is higher with respect to debt service and is highest with respect to capital outlay.





WORCESTER COUNTY'S SCHOOL FACILITIES

PRESENT AND FUTURE REQUIREMENTS

WORCESTER COUNTY'S SCHOOL FACILITIES																			
Name of School	ENROLLMENT		Approximate Date Constructed	Insured Value	Class-rooms	Science Laboratories	Home Ec. and Shop	Libraries	Health Facilities	Auditoriums	Gymnasium or Play area	Cafeteria		Site		Major Renovation		Additional Facilities Needed	Approximate Cost
	1958-59	1968-69										Kitchen	Dining Room	Size Acres	Condition	Made	Needed		
+39 Pocomoke Elementary	333	372 +	1930	325,000	12			1	1	1	1	1	1	8	Good	1958			
+9 Pocomoke Primary	189	198	1949	219,000	6						1	1	1	2	Fair				
- 39 Snow Hill	338	299	1930-38	375,000	14			1	1	1	1	1	1	10	Good		X		
-10 Girdletree	38	28	----	15,000	2					1				1	Good				
-23 Newark	70	47	1930	48,000	3			1					1	6	Good				
-16 Bishopville	80	64	1930	58,000	4			1					1	3	Good				
-3 Whaleyville	58	55	1930	48,000	3			1						15	Good		X		
-60 Buckingham	459	399	1930-42	447,000	17			1	1	1	1	1	1	6	Fair		X		
-18 Ocean City	240	222	1918-30-39	287,000	10			1	1	1	1	1	1	6	Fair				
-29 Stockton	82	53	1926	63,000	7			1	1	1	1	1	1	8	Good			2 classrooms and multi-purpose room	\$80,000
-1 Stephen Long	282	281	1956	123,000	8									5	Poor		X	2 classrooms and multi-purpose room	80,000
+48 Ross Street	292	340	1936-59	121,000	12			1						8	Good		X	4 classrooms and multi-purpose room	110,000
+91 Flower Street	466	557	1936-54-56	170,000	12			1						3	Good				
-21 Church Street	150	129	1956	63,000	4									10	Good				
+19 Cedar Chapel	141	160	1956	63,000	4									2	Good	1957			
Little Red School	16	16	----	20,000	2														
Total Elementary	3224	3220	----	2,445,000	117			10	5	6	6	7	7	95					270,000
+164 Pocomoke	368	532	1958	755,000	14	2	2	1	1	1	1	1	1	27	Good				
+20 Snow Hill	347	367	1958	755,000	14	2	2	1	1	1	1	1	1	18	Good				
+229 Worcester	678	907	1953-58	845,000	22	2	5	1	1		1	1	1	165	Good			Auditorium and additional classrooms	150,000
-12 Stephen Decatur	656	644	1954	1,500,000	18	2	6	1	1	1	1	1	1	27	Good			4 classrooms	60,000
Total High Schools	2049	2450	----	3,855,000	68	8	15	4	4	3	4	4	3	237					210,000
TOTAL ALL SCHOOLS	5283	5670	----	6,300,000	185	8	15	14	9	9	10	11	10	332					\$480,000



## ANNUAL COST OF WORCESTER COUNTY DEBT SERVICE (PRINCIPAL AND INTEREST)

Year	1950	1955	1956	1957	1957	1957	1957	Total Annual Cost
	Bond Issue	State Loan	State Loan	State Loan	State Loan	State Loan	Bond Issue	
1950-51	\$1,500,000.	\$440,000.	\$500,000.	\$496,000.	\$39,080.(Est.)	\$500,000.		95,475.00
1951-52	95,475.00							92,875.00
1952-53	92,875.00							90,275.00
1953-54	90,275.00							87,675.00
1954-55	87,675.00							90,075.00
1955-56	90,075.00	13,200.00						102,400.00
1956-57	89,200.00	8,800.00	13,750.00					110,700.00
1957-58	88,150.00	37,559.68	13,750.00	22,320.00		8,531.25		169,260.93
1958-59	87,100.00	37,651.43	46,777.97	14,880.00	1,389.37	41,562.50		233,311.27
1959-60	91,050.00	37,897.75	46,592.95	46,148.60	926.25	40,562.50		262,052.05
1960-61	89,924.00	37,958.92	46,629.09	46,145.32	3,321.79	39,562.50		262,417.62
1961-62	88,800.00	38,174.67	46,518.20	46,113.16	3,388.60	38,562.50		260,431.13
1962-63	87,674.00	38,373.44	46,384.11	46,102.01	3,368.50	37,562.50		263,340.56
1963-64	91,550.00	38,387.03	46,347.33	46,110.36	3,396.27	36,662.50		261,053.49
1964-65	90,150.00	38,555.22	46,284.06	46,086.77	3,421.89	35,862.50		258,960.44
1965-66	88,750.00	38,706.42	46,194.25	46,081.21	3,460.23	35,062.50		256,854.61
1966-67	87,350.00	39,008.79	46,077.93	46,042.16	3,496.10	34,262.50		259,837.48
1967-68	90,950.00	39,122.63	45,935.09	46,019.58	3,514.56	33,462.50		257,516.86
1968-69	89,462.50	39,219.45	45,765.72	46,011.95	3,560.65	32,662.50		255,195.27
1969-70	87,975.00	39,635.69	45,690.40	46,017.78	3,588.97	31,862.50		253,282.84
1970-71	86,487.50		45,826.30	45,985.61	3,629.69	31,062.50		126,504.10
1971-72				46,015.22	3,667.53	30,262.50		79,945.25
1972-73					3,702.52	29,462.50		33,165.02
1973-74						28,656.25		28,656.25
1974-75						27,843.75		27,843.75
1975-76						27,031.25		27,031.25
1976-77						26,218.75		26,218.75
1977-78						25,406.25		25,406.25
Total	1,790,950.00	522,251.12	628,523.40	636,079.73	47,832.92	672,125.00		4,297,760.17

Suggested Questions for Discussion

1. Can Worcester County provide adequate school facilities on a pay-as-you-go basis and still provide adequate operating funds for schools?
2. What should be the extent of renovation in the older buildings?
3. Is it practicable or feasible to renovate all existing old buildings?
4. Should additional facilities not listed on pages 80 and 81 be considered for an adequate program?

References:

The High School in a Changing World, American Association of School Administrators  
Annual Report, Maryland State Department of Education, for year ending June, 1957

## CHAPTER X

SUPPORTING SERVICES FOR QUALITY EDUCATION IN WORCESTER COUNTY

Any home or business requires housekeeping. A school system also must maintain services which come under the heading of housekeeping. Buildings must be maintained, kept in repair, and cleaned. Children must be transported to and from school and must be fed. As children reflect the quality of housekeeping in their homes, so will the quality of these supporting services in the schools be reflected in the quality of their education.

A. THE MAINTENANCE OF WORCESTER COUNTY'S SCHOOLS

The chart on page 85 reveals the fortunes of expenditures for maintenance in Worcester County for the past ten years.

It will be noted that, whereas costs for maintenance could have been expected to increase by 50 per cent because of inflation and by another 92 per cent due to the fact that the county now has 86 sq. ft. of building to maintain for every pupil enrolled as compared to 45 sq. ft. per pupil ten years ago, the cost per pupil has scarcely increased at all.

It may be argued that this does not represent a true picture, since there was much deferred maintenance to be done during the early part of this period and since new buildings require less maintenance.

We have not found the latter argument to be valid, for modern schools contain many features designed for the comfort of children which require considerable maintenance and which were not included in the old buildings. For example, the largest of the old high school buildings had a total of three electric motors and one mechanical control to be maintained. The newer schools contain literally hundreds of motors and controls. The expenditure this year for adjusting, servicing, and repairing motors and controls will amount to several thousand dollars.

Comparison of this chart, page 85, with a similar chart on page 86, covering the cost of operating schools, presents a rather remarkable contrast. It is revealed that, while there has been relatively little increase in maintenance expenditures per pupil, in spite of inflation and increased building area, the cost of operating schools has actually increased beyond the extent that might have been expected.

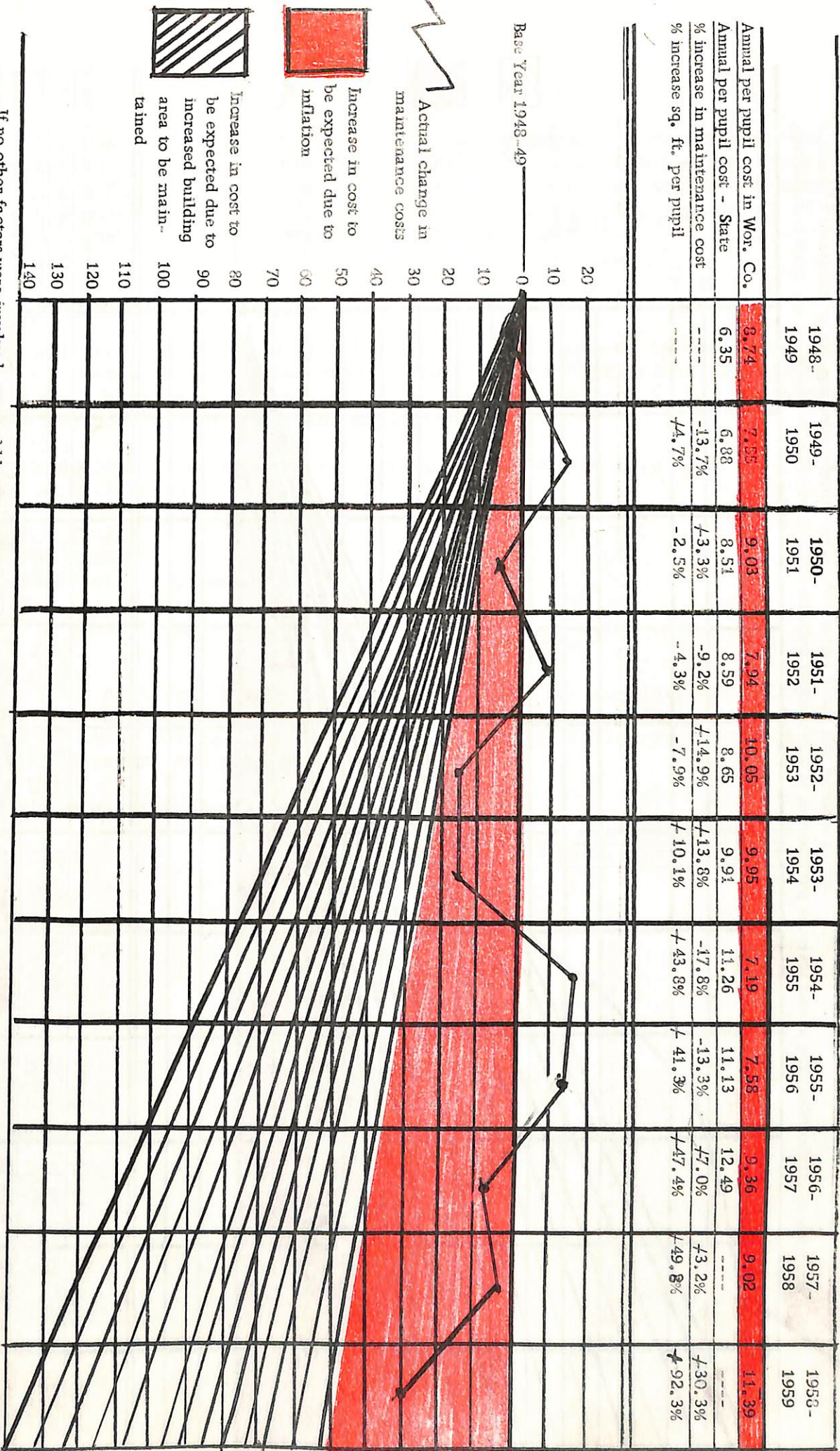
The implications here are clear:

- Oil tanks have to be filled and electric bills have to be paid.
- Maintenance can be deferred.

The effects of this may also be seen in the data presented in Chapter VIII, page 75. During the current year, funds provided for maintenance were inadequate. When a boiler bursts, it must be replaced. Consequently, \$7,000, originally budgeted for textbooks and materials of instruction, had to be used for maintenance.



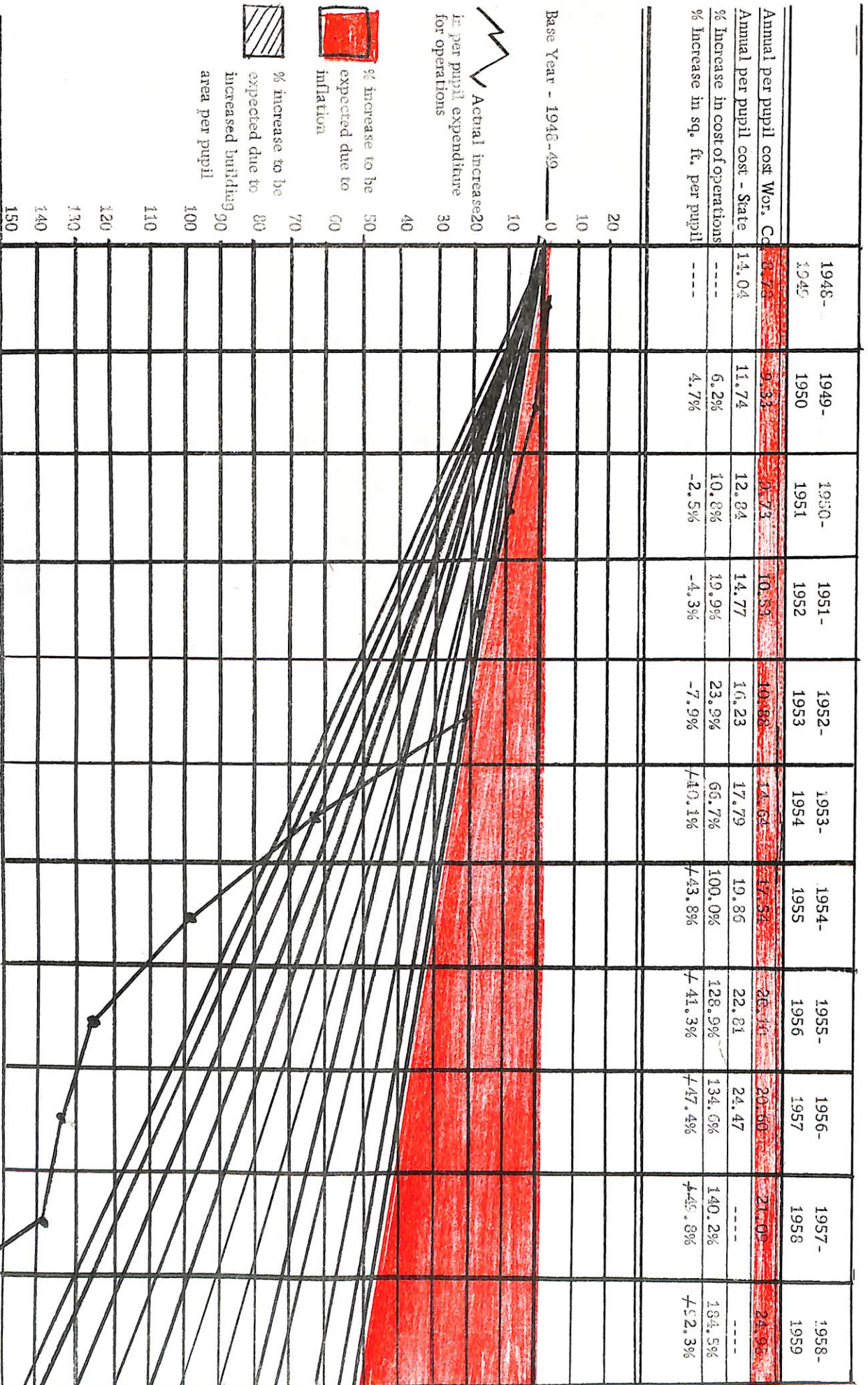
## THE COST OF MAINTAINING SCHOOL BUILDINGS IN WORCESTER COUNTY



If no other factors were involved, we could have expected a 50% increase for inflation and a further 92% increase due to increased building area per pupil. Thus, we could be expecting to spend \$21.15 per pupil for maintenance in 1958-59 to maintain the 1948-49 program.



# THE COST OF OPERATING SCHOOL BUILDINGS IN WORCESTER COUNTY



The extent to which the actual expenditure line exceeds expected increase, due to inflation and increased area of buildings, represents improved program of operation. Better classroom lighting, waxed and sealed floors, etc. account for this.



Present Organization for Maintenance

In 1949, the Board of Education began the establishment of a county maintenance department, with the employment of one man and the purchase of one pick-up truck. It now employs four full-time maintenance personnel and recently purchased a warehouse and shop. The proposed budget for 1959-60 makes provision for the employment of one additional person qualified as a master plumber and electrician.

B. THE OPERATION OF WORCESTER COUNTY'S SCHOOLS

As noted earlier, the chart on page 86 shows the fortunes of expenditures for operating schools during the past ten years. Operation involves cleaning, waxing and sealing floors, heating, lighting, etc. In this area we seem to have made progress over and above the cost of inflation and expansion.

In this area, four items account for virtually the entire expenditure. For the current year, we will spend:

For fuel	\$50,000.
For electricity	20,000.
For custodians' salaries	51,000.
For supplies (wax, seal, towels, etc.)	10,000.
For other items	1,500.
	<u>132,500.</u>

The budget for next year proposes increases of \$500 for supplies and \$7,000 for salary adjustments for custodians and four additional sweepers. The present maximum salary for a full-time, twelve-month custodian is \$2,700. It is proposed to increase this to \$3,000. Sweepers are paid \$50.00 per month.

This is the present custodial staff:

<u>School</u>	<u>Enrollment</u>	<u>Custodians Employed</u>	
		<u>Part-time</u>	<u>Full-time</u>
Pocomoke High	368	-	2
Pocomoke Elementary	333	1	1
Pocomoke Primary	189	1	-
Stephen Long	282	1	-
Snow Hill High	347	-	2
Snow Hill Elementary	338	1	1
Ross Street	292	1	-
Stockton	82	1	-
Girdletree	38	1	-
Church Street	150	1	-
Cedar Chapel	141	1	-
Newark	70	1	-
Buckingham	459	1	1
Ocean City	240	-	1
Flower Street	466	2	-
Whaleysville	58	1	-
Bishopville	80	1	-
Worcester High	678	2	2
Stephen Decatur High	656	4	2
		<u>21</u>	<u>12</u>





### C. TRANSPORTING WORCESTER COUNTY'S SCHOOL CHILDREN

Approximately 75 per cent of all school children in Worcester County are transported to school at public expense, as compared to a state average of 55 per cent. This is to be expected since our school system is more rural than the state in general.

Children are transported in accordance with the following policies:

1. An existing bus route will be extended whenever a child lives one and one-half miles or more from the bus.
2. Within town limits, children must live beyond a mile radius from the school in order to be transported.
3. Every effort is made to establish routes so that no child gets on a bus earlier than one hour before school opens or arrives at his destination more than one hour after it closes.
4. To keep time on buses at a minimum, bus stops may not be made closer than one-fourth mile.

The budget for 1959-60 makes provision for reducing the required walking distance from one and one-half mile to one mile.

These are the pertinent data with reference to the school transportation system:

<u>Year</u>	<u>Pupils Transported</u>	<u>No. of Buses</u>	<u>Cost Per Pupil</u>	
			<u>County</u>	<u>State</u>
1948-49	3,996		\$23.72	\$27.35
1949-50	4,070		24.55	28.52
1950-51	4,371		28.07	29.40
1951-52	4,445		29.44	32.66
1952-53	4,622		30.11	32.55
1953-54	4,835		34.11	31.91
1954-55	5,038	60	34.52	31.79
1955-56	5,127	63	37.65	32.91
1956-57	5,197	65	39.26	35.41
1957-58	5,107	65	44.77	--
1958-59	5,305	66	45.39	--

### D. THE SCHOOL LUNCH PROGRAM

The cafeterias in the various schools of the county are, to a major degree, operated independently of the county school system and without support from public funds. They are managed under the direction of the school principals, and county responsibility is limited to processing of federal lunch program applications and very general supervision of finances, and health standards.

The county does now provide financial support to the extent of paying for Workmen's Compensation coverage and Social Security contributions for all employees. Further, it transports surplus foods to the various schools.

The following table gives a general picture of the size and nature of the present food service operation:

School	Enrollment	Lunches Served Daily	Cafeteria Workers Employed	Total Receipts 1957-58	Facilities	
					Kitchen	Dining Room
Pocomoke Elementary	333	135	4	#	Fair	Good
Pocomoke Primary	189	88	2	\$7,901.19	Fair	Fair
Snow Hill Elementary	338	175	2	*	Poor	Fair
Girdletree	38				None	None
Newark	70				None	None
Bishopville	80	75	1	3,901.08	Poor	Poor
Whaleysville	58				None	None
Buckingham	459	325	5	17,891.91	Fair	Fair
Ocean City	240	109	2	4,976.13	Poor	Poor
Stockton	82	31	2	6,505.59	Poor	Poor
Stephen Long	282				None	None
Ross Street	292	30	1	2,328.16	Poor	Poor
Flower Street	466				None	None
Church Street	150				None	None
Cedar Chapel	141				None	None
Little Red School	16				None	None
Total Elementary	3,234	968	19	43,504.06		
Pocomoke High	368	134	4	12,785.55	Good	Good
Snow Hill High	347	185	4	13,505.79	Good	Good
Worcester High	678	130	3	11,718.88	Fair	Poor
Stephen Decatur High	656	380	8	34,574.02	Good	Good
Total High	2,049	829	19	72,584.24		
GRAND TOTAL	5,283	1,797	38	116,088.30		

#Combined with Pocomoke High School last year

\*Combined with Snow Hill High School last year

#### Suggested Questions for Discussion

1. Is Worcester County now maintaining schools at the expense of quality instruction?
2. What is the significance of the data presented in the charts on pages 85 and 86?
3. Are present policies with respect to pupil transportation reasonable?
4. Should Worcester County eventually plan to provide adequate school lunches for all children? If so, how can this best be accomplished?

#### References:

Annual Report, Maryland State Department of Education, year ending June, 1957

Children with Special Needs, Maryland State Department of Education, 1958

Policies and Procedures of the Board of Education of Worcester County, Board of Education of Worcester County

ADEQUATE FINANCIAL SUPPORT FOR QUALITY EDUCATION IN WORCESTER COUNTY

"All of the problems of the schools lead us back sooner or later to one basic problem -- financing. It is a problem with which we cannot afford to cope half-heartedly. Education has always been essential to achievement of our political and moral objectives. It has emerged as a necessary ingredient in our technological advancement. And now events have underscored its value in terms of sheer survival."

-- Rockefeller Foundation Report

A. CAN WORCESTER COUNTY AFFORD QUALITY EDUCATION?

The determination of what an individual or a community can afford is largely a question of values. That which we value most highly we usually find the means to purchase, even if it means doing without something else desired but less valued. Thus, it is difficult to find objective measures which reveal the true capacity of a community to support education since none of the measures can reflect the willingness or determination of a people to have good schools.

Nevertheless, we can gain some idea of our relative capacity to support quality education by comparing our resources and present expenditures with those of other school systems. Perhaps the most logical and meaningful comparison to be made is with our neighboring counties on the Eastern Shore of Maryland.

The tables on pages 94 and 95 and the charts on pages 98, 99, 100, 101, and 102 present data comparing Worcester County's ability and effort to support education as compared to the other eight Eastern Shore counties. In brief, this is what such a comparison reveals:

1. Worcester County now levies the lowest tax rate on the Eastern Shore of Maryland for the purpose of operating schools.
2. Worcester County ranks higher in its levy for debt service, due to the fact that it has used short term loans for a considerable part of its school construction program. It ranks highest in capital outlay, due to the fact that it is attempting to pay for the remainder of its building program through direct levy instead of borrowing.

Both of these efforts are commendable and represent good business practice, provided they are not made at the expense of the school operating budget.

In any event, even when debt service and capital outlay are added to total school costs, Worcester County's levy for schools is second from the bottom among the nine counties.

3. Worcester County has the highest amount of assessable wealth behind each school child of any county on the Eastern Shore. For each penny tax that it levies, it collects \$1.48 per school child, as compared to an average of \$1.11 for the nine counties. It has 33 per cent more wealth per child than the average county and nearly three times the wealth of the poorest county.

This should give Worcester County a head start toward providing a program of quality education. We can either give our children the benefit of this advantage or we can put the money back into our pockets by means of a low tax rate.



4. In terms of present tax rates, Worcester County has the greatest leeway to increase its taxes for school improvement. It now has the lowest total tax rate of any county on the Eastern Shore. Its rate is 30¢ below the highest county and 16¢ below the average for the nine counties. One county has already increased its total rate to \$2.03 for next year.

It is sometimes pointed out that the towns in Worcester County also have overlapping tax rates. The table on page 94 indicates that all of the other counties have similar overlapping rates.

5. It may be argued that, while Worcester County has a lot of assessed wealth, its people do not have the money to pay a high tax rate. There are numerous measures which are used to determine a community's ability to pay taxes; viz., per capita income, sales tax receipts, motor vehicle registrations, farm income, etc. Many of these measures seem to have little direct connection with ability to pay taxes. For example, telephone installations in Worcester County merely reflect the extent of the resort development.

We have made an attempt, however, to estimate Worcester County's actual ability to pay taxes through a combination of measures which we believe to be appropriate, and these data are presented on page 94. These are the measures used:

- a. Per capita bank deposits - reflects the amount of money we have in banks available for spending.
- b. Sales tax receipts per capita - reflects the amount of money coming into the county.
- c. Shared taxes per capita - reflects the amount of money returned to the county by the state, thus relieving the county's total tax burden.
- d. Net income per capita - reflects the money each individual has with which to pay taxes.

All of these four measures have shortcomings, but all reflect money we have with which to pay taxes. When we combine these four measures, we find that Worcester County has 14 per cent more ability to pay taxes than the average Eastern Shore county.

The fact that Worcester is somewhat lower than the average in net income per capita might cause one to question the higher rankings in the other three measures. The answer to this may be found by comparing the ranking in income with the percentage of Negro population, which group must be acknowledged to represent a low income group. When we realize that such low income groups have correspondingly low assessments, we must logically recognize that real estate tax increases affect them slightly, and the tax paying ability of the remaining population must be relatively higher than the average.

In any event, comparison of data presented in this chapter will reveal that three of the counties that have the lowest per capita income also levy the highest rates for operating schools. Thus, we get back to the inescapable conclusion that concern for good education and not income determines the effort we make.

6. Worcester County's expenditure per pupil for educating her children is below the average for the Eastern Shore, as shown on page 99, but only slightly below. This reflects the relatively high assessed wealth behind each pupil. With the least effort we can provide nearly an average education.

To summarize this comparison with the Eastern Shore counties:

- Worcester has the most wealth per capita to tax.
- Worcester has 14 per cent more than average ability to pay taxes.
- Worcester levies the least to operate schools.
- Worcester has the lowest total tax rate and, hence, the most tax leeway.
- Worcester provides almost as much money per pupil as the average for operating schools by making the least effort.

The chart below shows what Worcester County could do to finance a program of quality education if it was willing to try as hard as the average Eastern Shore county.

What Worcester County Could Provide for Quality Education  
If It Made an Effort Equal to the Average of Its Neighbors

	Expended for:		
	Current Expenses	Capital Outlay and Debt Service	Total
1. The average Eastern Shore county now spends in terms of tax rate per \$100.00	\$1.153	\$.390	\$1.543
2. Worcester County now spends in terms of tax rate per \$100.00	1.010	.388	1.398
3. To equal the average for the Eastern Shore, Worcester would need to increase its rate by	.143	.002	.145
4. But Worcester County has 14 per cent more ability to pay taxes than the average; therefore, it can with the same effort provide a 14 per cent higher rate than the average	1.314	.445	1.759
5. Thus, by making no greater effort than the average county is already making, it could increase its rate	.304	.057	.361
6. Based upon our assessed wealth next year (\$81,000,000), the rate in No. 4 above would provide	1,064,340.	360,450.	1,424,790.
7. This year the county is providing	793,245.	305,121.	1,098,366.
8. Therefore, by matching the effort of the average county, this increase would be available	271,095.	55,329.	326,424.
9. This would represent an increase in per pupil expenditure of	51.10	10.43	61.53
10. The present per pupil expenditure is	322.23	57.52	379.75
11. The amount per pupil available at average effort would be	373.33	67.95	441.28





WHAT WORCESTER COUNTY NOW SPENDS FOR EDUCATION  
AS COMPARED TO NINE EASTERN SHORE COUNTIES (TAX RATE)

Current Expenses		Debt Service		Capital Outlay		Current Exp. & Debt Service		All School Purposes	
Tax Rate	¢ + or - Co. Average	Tax Rate	¢ + or - Co. Average	Tax Rate	¢ + or - Co. Average	Tax Rate	¢ + or - Co. Average	Tax Rate	¢ + or - Co. Average
VII 1.339	+ .186	II .545	.213	III .421	.063	VIII 1.625	.142	VII 1.700	.159
IX 1.233	+ .106	I .460	.128	VII .113	.055	II 1.611	.128	II 1.673	.132
VIII 1.213	+ .060	VIII .412	.080	IV .086	.028	I 1.590	.107	VIII 1.646	.105
V 1.187	+ .034	IV .314	-.008	II .062	.004	VII 1.587	.104	I 1.596	.055
I 1.130	-.023	V .306	-.026	IX .059	.001	V 1.493	.010	V 1.544	.003
IV 1.119	-.034	III .267	-.065	V .051	-.007	IV 1.433	-.050	IV 1.519	-.022
II 1.066	-.089	VI .262	-.070	VIII .021	-.037	IX 1.410	-.073	IX 1.469	-.072
VI 1.060	-.093	VII .248	-.084	I .006	-.052	VI 1.322	-.161	III 1.398	-.143
III 1.010	-.143	IX .177	-.155	VI .00	-.058	III 1.277	-.206	VI 1.322	-.220
Ave. 1.153		Ave. .332		Ave. .058		Ave. 1.483		Ave. 1.543	

The amounts above and below the nine county averages are in terms of cents on tax rate. Worcester County data appears in red.

TAX LEEWAY TO PROVIDE QUALITY EDUCATION IN WORCESTER COUNTY  
AS COMPARED TO NINE EASTERN SHORE COUNTIES

Assessable Wealth		Total Taxes - All County Government			Added Tax (1956-57)
Per Pupil	% + or - Co. Average	Rate	¢ + or - Co. Average	+ Worcester County	Incorporated Towns
III \$14,805.	+ 33	I 2.00	+ 14¢	.30	I \$.20 to \$1.25
I 13,589.	+ 22	IV 2.00	+ 14¢	.30	IV \$.10 to .80
VI 12,038.	+ 8	II 1.91	+ 10	.26	II \$.30 to \$1.12
V 11,810.	+ 6	V 1.90	+ 4	.20	V \$.20 to .95
II 11,803.	+ 6	VI 1.85	- 1	.15	VI \$.10 to \$1.25
IV 11,249.	+ 1	VII 1.85	- 11	.15	VII \$.25 to \$1.15
VIII 10,744.	- 3	VIII 1.75	- 11	.05	VIII \$.20 to \$1.33
VII 8,693.	- 18	IX 1.75	- 11	.05	IX \$.80 to \$1.45
IX 5,280	- 52	III 1.70	- 16	--	III \$.90 to \$1.40
Aver. 11,112		Aver. 1.86			

WHAT TAX RATE CAN WORCESTER COUNTY PAY IN TERMS OF PER CAPITA  
WEALTH AS COMPARED TO NINE EASTERN SHORE COUNTIES

Bank Deposits		Sales Tax Receipts		Shared Taxes		Net Income		Average 4 Measures
Per Capita	% + or - County Ave.	Per Capita	% + or - County Ave.	Per Capita	% + or - County Ave.	Per Capita	% + or - Co. Aver.	% + or - Co. Aver.
I 1,163.	+ 46	I 17.70	+ 50	V 29.50	+ 38	II 1,558	+ 18	I + 29
II 1,038.	+ 30	II 17.52	+ 48	VII 26.63	+ 24	IV 1,416	+ 7	II + 20
III 986.	+ 24	III 15.74	+ 33	I 23.75	+ 11	I 1,412	+ 7	III + 14
IV 938.	+ 18	IV 11.46	- 3	III 22.44	+ 5	VIII 1,308	- 1	IV + 7
VI 828.	+ 4	VI 11.04	- 7	IV 22.25	+ 4	VI 1,298	- 2	V - 3
V 628.	- 21	V 9.61	- 19	VI 18.96	- 12	VII 1,295	- 2	VI - 4
IX 554.	- 30	VII 8.95	- 24	II 17.94	- 16	IX 1,226	- 7	VII - 9
VIII 521.	- 35	VIII 8.12	- 31	IX 17.43	- 19	III 1,224	- 8	VIII - 25
VII 519.	- 35	IX 6.29	- 47	VIII 14.20	- 34	V 1,176	- 10	IX - 26
Aver. 798.		Aver. 11.83		Aver. 21.45		Aver. 1,324		



WORCESTER COUNTY COMPARED TO THE MARYLAND SCHOOL SYSTEM  
IN PER PUPIL EXPENDITURES FOR CURRENT EXPENSES, 1948-49 to 1957-58

1948-49	1949-50	1950-51	1951-52	1952-53	1953-54	1954-55	1955-56	1956-57	1957-58
198.19	201.90	213.92	227.69	234.54	248.92	263.73	281.44	312.44	327.37
193.19	200.38	202.89	224.46	231.67	243.83	260.56	276.88	300.75	319.53
192.31	193.42	202.00	214.84	226.66	243.24	260.21	263.11	286.28	312.15
187.45	191.52	190.50	207.58	224.28	234.43	246.47	261.10	285.15	309.50
178.93	179.04	187.47	207.44	219.01	230.60	237.88	259.20	284.69	307.65
176.41	178.65	187.30	206.15	218.66	225.76	237.73	258.76	277.89	302.07
175.51	178.41	186.96	204.30	216.35	222.33	237.71	257.03	277.31	299.55
170.38	177.23	185.74	198.37	213.87	222.07	236.66	256.70	275.90	299.12
170.14	174.58	185.57	198.15	210.65	219.92	233.66	253.94	271.72	296.12
167.66	173.25	184.92	197.18	209.79	218.27	233.63	253.22	270.81	292.19
167.20	172.61	178.37	197.12	208.07	218.24	232.92	253.10	268.61	290.20
166.65	171.91	176.58	195.70	207.72	215.25	232.91	251.32	267.58	286.97
166.54	170.70	176.30	194.62	205.97	214.45	232.51	248.61	267.26	283.04
166.04	170.69	174.84	193.06	213.34	213.81	227.19	247.89	266.61	282.60
162.69	164.60	174.09	191.90	212.28	213.34	227.10	244.35	264.94	279.47
157.47	164.16	173.31	188.69	200.46	209.58	226.94	241.99	261.89	278.77
156.55	163.30	172.28	185.59	199.13	209.51	224.41	241.34	260.68	277.75
156.45	157.31	166.41	185.26	194.66	206.86	222.55	241.06	255.94	275.49
156.16	157.27	164.70	185.04	194.23	196.05	222.11	240.71	250.28	275.12
155.24	156.13	163.36	184.11	193.67	194.93	213.10	238.06	243.90	267.17
151.41	154.71	160.74	179.55	188.83	194.60	211.82	235.98	241.97	265.63
150.18	151.80	157.47	179.33	184.04	193.92	208.07	235.35	240.75	258.02
141.49	150.57	155.95	179.14	183.22	188.15	200.11	224.39	234.37	256.13

WORCESTER COUNTY COMPARED TO EASTERN SHORE COUNTIES ONLY

193.19	201.90	213.92	227.69	234.54	248.92	260.56	276.88	300.75	319.53
192.31	200.38	202.00	214.84	231.67	243.83	260.21	263.11	285.15	312.15
178.93	177.23	187.30	206.15	219.01	234.43	246.47	261.10	284.69	307.65
170.14	172.61	184.92	204.30	213.87	225.76	236.66	256.70	277.31	299.55
167.20	171.91	178.37	195.70	207.72	222.07	233.63	251.32	267.58	296.12
166.65	170.70	176.30	191.90	205.97	219.92	232.51	248.61	266.61	292.19
166.04	170.69	174.84	188.69	199.13	209.59	227.10	244.35	261.89	286.97
156.45	157.31	157.47	184.11	193.67	209.51	224.41	241.99	260.68	275.49
155.24	150.57	155.95	179.55	188.83	193.92	213.10	235.35	255.94	265.63

2. The chart on page 95 shows the rise and fall of Worcester County's per pupil expenditure level from 1948-49 to 1957-58, as compared to other Maryland school systems.

The chart on page 97 presents Worcester's rise in wealth per pupil in relation to the rest of the state for the same period. Note that, while Worcester's wealth to support education has steadily increased until it has reached and maintained the fourth rank in the entire state, the per pupil expenditure level, while rising for a short time, has now fallen back to a relative position identical with that of ten years ago.

3. The following chart contains a five-year record of Worcester County's total tax levy for schools and the proportion of total county revenue devoted to schools each year. The evidence here may be somewhat contrary to a popular conception that schools account for all increases in public expenditure.

It will be noted here that the percentage of total county revenue devoted to school purposes shows a general decline over the five-year period, particularly with respect to operating expenditures. Reference to the chart on page 96 will also reveal that the decline in Worcester's relative position among the Maryland counties in level of school support corresponds almost exactly to the decline in the proportion of Worcester's total revenue devoted to education.

Tax Rate Equivalent for Schools  
and  
Per Cent of Total County Revenue for Schools  
Five-Year Period

	1953- 1954	1954- 1955	1955- 1956	1956- 1957	1957- 1958
Tax Rate for Current Expenses	85.4¢	93.3¢	96.3¢	95.2¢	\$1.01
Tax Rate for Capital Outlay	8.5¢	22.7¢	22.4¢	16.1¢	13.2¢
Tax Rate for Debt Service	13.7¢	15.3¢	16.6¢	16.5¢	19.5¢
TOTAL RATE FOR SCHOOLS	\$1.08	\$1.31	\$1.35	\$1.28	\$1.34
Per Cent of Total County Revenue for:					
Current Expenses	55.8%	53.7%	48.5%	45.7%	51.4%
Capital Outlay	5.6%	13.1%	11.3%	7.7%	6.7%
Debt Service	9.0%	8.8%	8.4%	7.9%	9.9%
FOR ALL SCHOOL PURPOSES	70.3%	75.5%	68.1%	61.25%	68.0%*

\*The county now maintains its own roads, primarily from funds returned to it by the state. This, of course, is a part of the cost of county government, just as education is. When this is added to these figures, the percentage of total county revenue for schools drops to about 56 per cent.



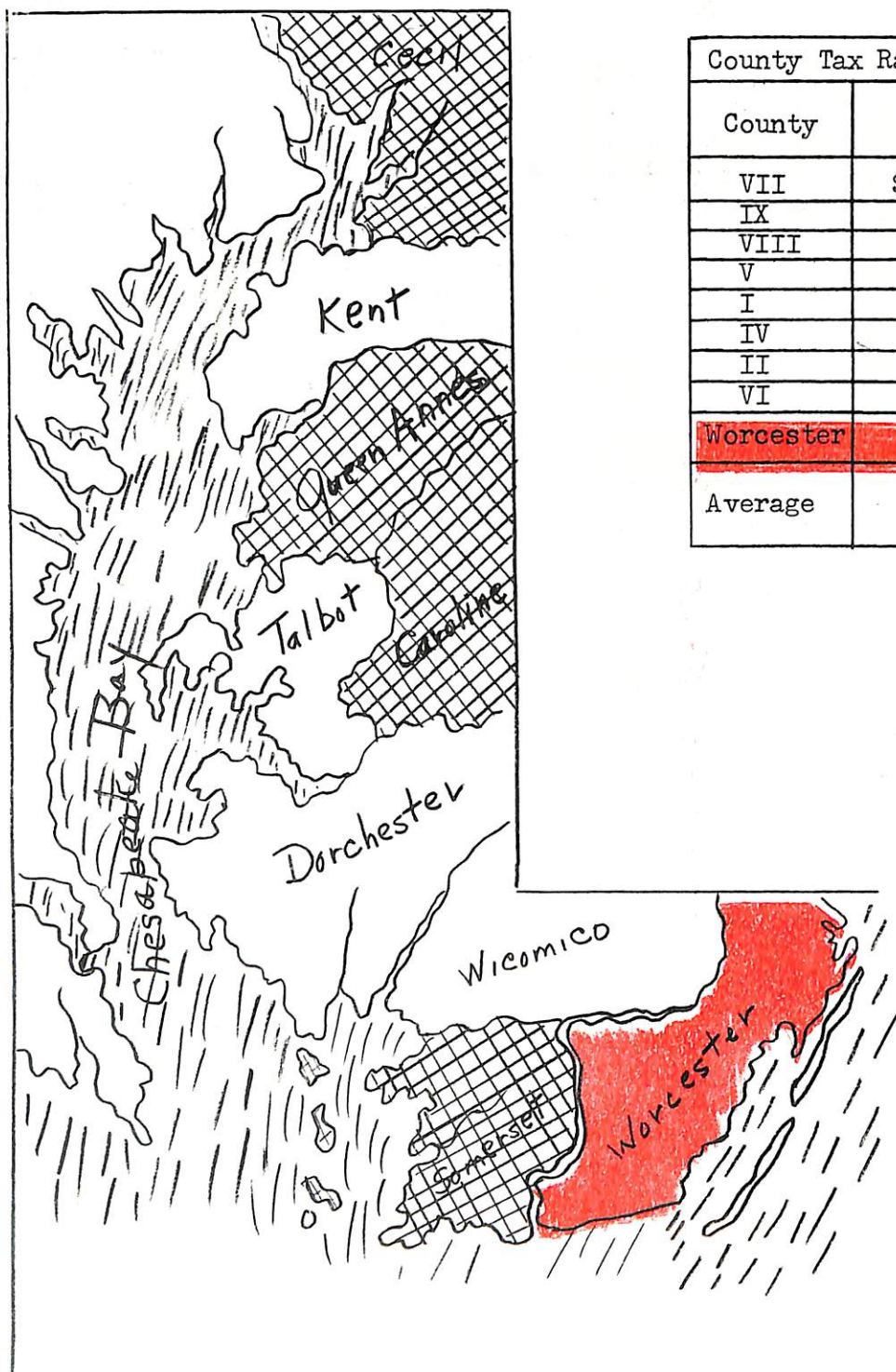
RISE IN WORCESTER COUNTY'S ASSESSABLE WEALTH  
PER PUPIL, 1948-49 to 1957-58  
AS COMPARED TO OTHER MARYLAND COUNTIES

1948-49	1949-50	1950-51	1951-52	1952-53	1953-54	1954-55	1955-56	1956-57	1957-58
\$15,611.	\$15,144.	\$16,679.	\$16,209.	\$16,500.	\$16,673.	\$16,664.	\$16,294.	\$18,155.	\$18,426.
15,469.	13,287.	13,826.	12,915.	13,763.	15,985.	15,867.	15,809.	16,431.	14,787.
13,593.	12,513.	12,283.	12,708.	13,084.	15,421.	14,784.	14,458.	15,257.	14,577.
12,355.	11,395.	10,888.	10,921.	11,287.	11,565.	11,597.	12,151.	13,277.	14,187.
11,763.	11,049.	10,396.	10,515.	10,697.	11,176.	11,005.	11,509.	12,519.	12,511.
10,402.	9,645.	9,939.	10,209.	10,268.	10,730.	10,960.	10,964.	11,703.	11,688.
9,877.	9,518.	9,786.	10,152.	10,238.	10,460.	10,911.	10,711.	11,077.	11,566.
9,808.	9,500.	9,312.	9,897.	10,206.	10,386.	10,831.	10,722.	10,994.	11,334.
9,743.	9,173.	9,303.	9,895.	10,135.	10,360.	10,800.	10,646.	10,756.	11,265.
9,375.	9,108.	9,202.	9,787.	10,011.	10,121.	10,324.	10,417.	10,557.	10,936.
9,200.	9,033.	9,014.	9,492.	9,944.	9,956.	10,184.	9,977.	10,354.	10,757.
9,185.	8,897.	8,685.	9,451.	9,704.	9,898.	9,751.	9,863.	10,202.	10,518.
9,099.	8,657.	8,598.	9,382.	9,482.	9,765.	9,592.	9,467.	9,850.	10,371.
8,757.	8,627.	8,551.	9,060.	9,125.	9,261.	9,449.	9,443.	9,805.	10,238.
8,372.	7,799.	8,140.	8,902.	8,919.	9,253.	9,209.	9,442.	9,507.	9,843.
7,938.	7,194.	7,355.	8,251.	8,846.	8,961.	8,660.	8,796.	9,430.	9,787.
7,282.	6,880.	6,668.	7,087.	7,371.	7,526.	7,651.	7,972.	9,029.	9,672.
7,152.	6,307.	6,649.	6,815.	7,227.	7,292.	7,587.	7,593.	8,243.	9,188.
6,389.	6,275.	6,023.	6,577.	6,519.	6,682.	7,331.	6,883.	7,910.	7,936.
6,326.	6,114.	5,971.	6,419.	6,252.	6,585.	6,723.	6,864.	6,771.	6,262.
5,198.	5,121.	5,368.	5,639.	6,124.	6,425.	6,167.	6,385.	6,680.	6,957.
5,164.	4,987.	4,824.	4,991.	5,214.	5,551.	5,241.	5,345.	5,849.	5,996.
4,428.	4,258.	4,110.	4,148.	4,527.	4,708.	4,795.	4,971.	5,759.	5,880.
3,983.	3,775.	4,008.	4,063.	4,277.	4,332.	4,609.	4,859.	5,736.	5,634.

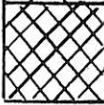
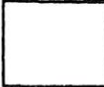

PRESENT EFFORT TO PROVIDE QUALITY EDUCATION

Worcester County Compared to Eastern Shore

Tax Rate for Current Expenses



County Tax Rate for Operating Schools		
County	Rate	$\phi$ <sup>+</sup> County Average
VII	\$1.339	+ .186
IX	1.233	+ .106
VIII	1.213	+ .060
V	1.187	+ .034
I	1.130	- .023
IV	1.119	- .034
II	1.066	- .089
VI	1.060	- .093
Worcester	1.010	- .143
Average	1.153	

-  Counties making greater than average effort.
-  Counties making less than average effort.
-  County with lowest rate for operating schools



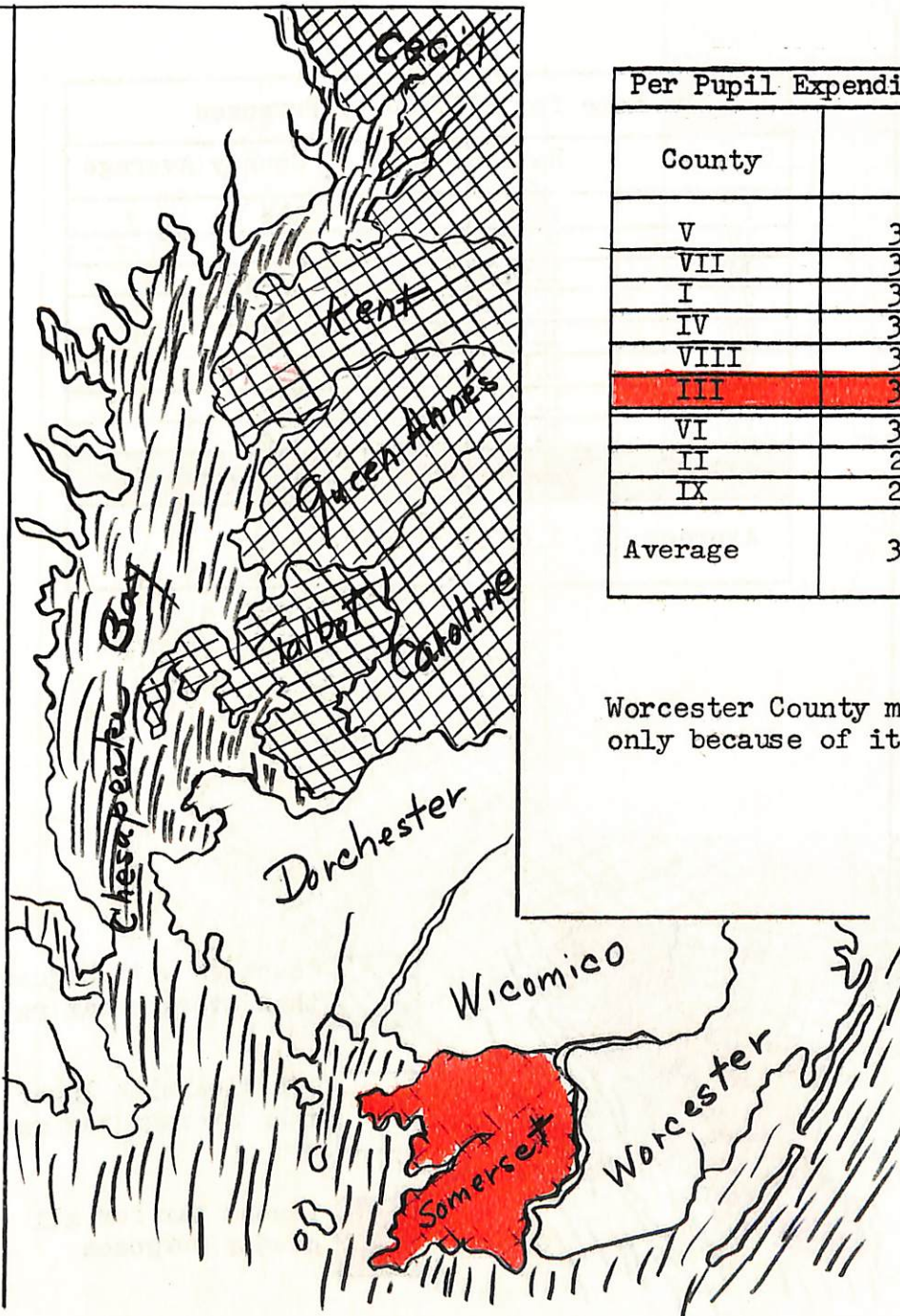
PRESENT EFFORT TO PROVIDE QUALITY EDUCATION


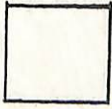

Worcester County Compared to Eastern Shore

Expenditure Per Pupil to Operate Schools

County	Rate	Per + County Cent - Average
V	358.13	+ 10%
VII	346.33	+ 6%
I	339.51	+ 4%
IV	336.13	+ 3%
VIII	334.23	+ 2%
III	322.23	- 1% Worcester
VI	310.71	- 5%
II	299.23	- 8%
IX	293.75	- 10%
Average	326.23	

Worcester County misses being the lowest county only because of its high assessed wealth.



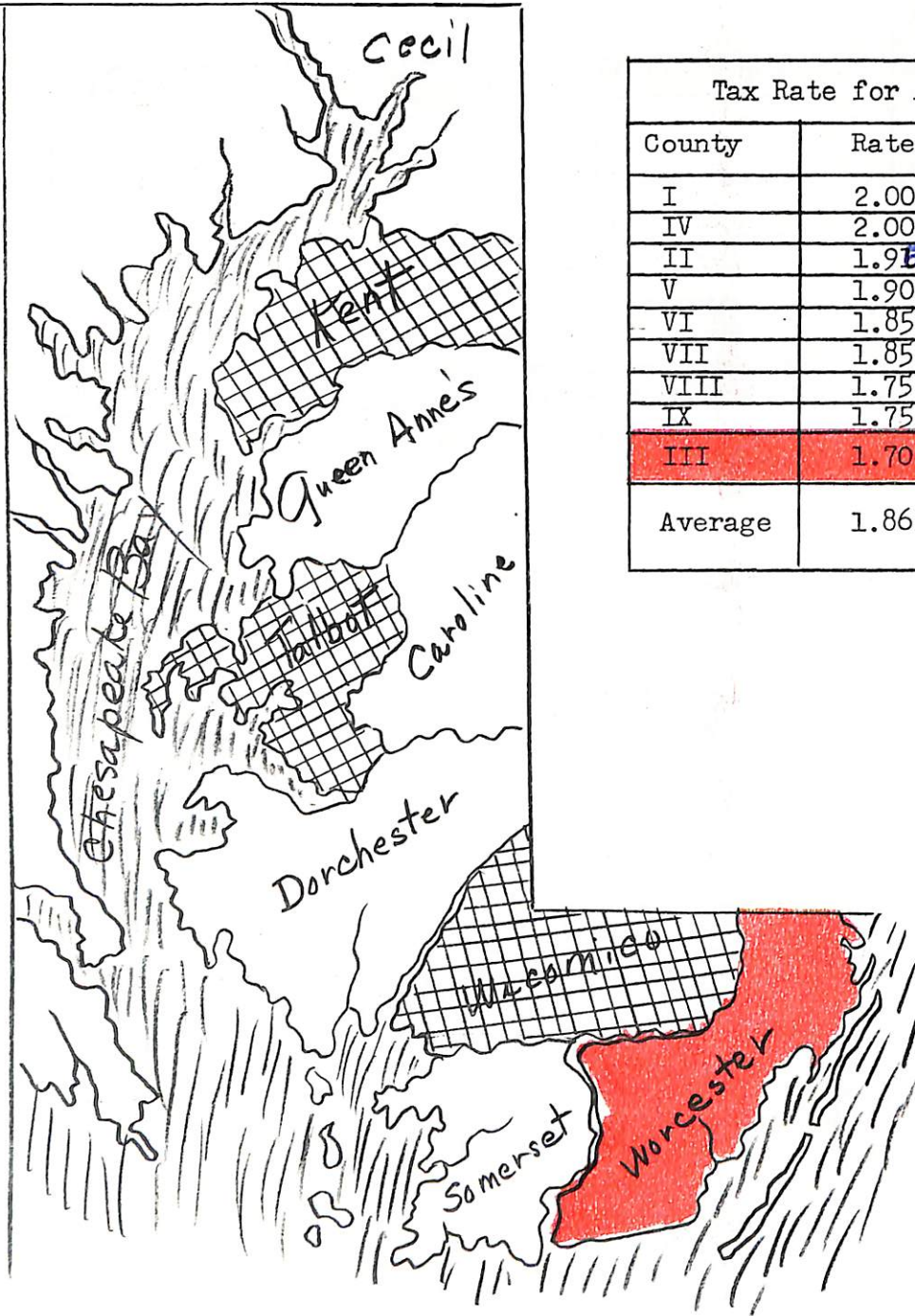
-  Counties making greater than average expenditure.
-  Counties making less than average expenditure.
-  County making lowest expenditure.






ABILITY TO PROVIDE QUALITY EDUCATION

Worcester County Compared to Eastern Shore Counties

Tax Leeway



Tax Rate for All County Purposes			
County	Rate	Am't. +	County Average
I	2.00	+ 11¢	
IV	2.00	+ 11¢	
II	1.95	+ 5¢ 10	
V	1.90	- 3¢ 4	
VI	1.85	- 1¢	
VII	1.85	- 1¢ 14	
VIII	1.75	- 11¢	
IX	1.75	- 11¢	
III	1.70	- 16¢	Worcester
Average	1.86		

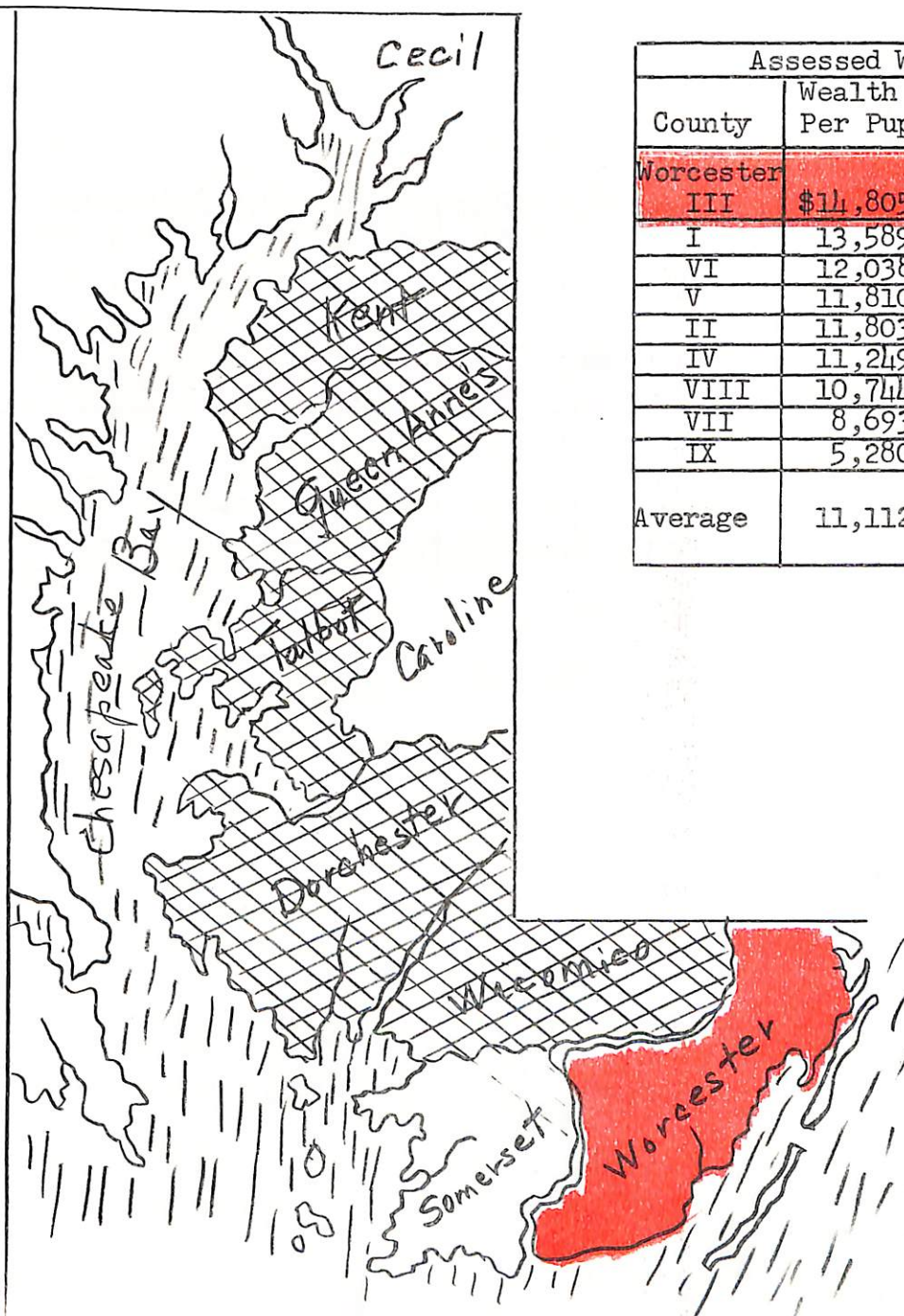
-  Counties with higher than average tax rate
-  Counties with lower than average tax rate
-  Lowest tax for all county purposes




# ABILITY TO PROVIDE QUALITY EDUCATION

## Worcester County Compared to Eastern Shore Counties

### Assessed Wealth Per Pupil

Assessed Wealth Per Pupil		
County	Wealth Per Pupil	Per + County Cent - Average
Worcester		
III	\$14,805.	+ 33%
I	13,589.	+ 22%
VI	12,038.	+ 8%
V	11,810.	+ 6%
II	11,803.	+ 6%
IV	11,249.	+ 1%
VIII	10,744.	- 3%
VII	8,693.	- 18%
IX	5,280.	- 52%
Average	11,112.	



-  Counties with greater than average wealth.
-  Counties with less than average wealth.
-  County with greatest wealth per pupil.



ABILITY TO PROVIDE QUALITY EDUCATION




Worcester County Compared to Eastern Shore Counties

Per Capita Wealth



Per Capita Wealth - Four Measures					
County	Bank Deposits	Sales Tax	Shared Taxes	Net Income	Total Average
I	+ 46.	+ 50.	+ 11.	+ 7.	+ 29.
II	+ 30.	+ 48.	- 16.	+ 18.	+ 20.
Worcester					
III	+ 24.	+ 33.	+ 5.	- 8.	+ 14.
IV	+ 18.	- 3.	+ 4.	+ 7.	+ 7.
V	- 21.	- 19.	+ 38.	- 10.	- 3.
VI	+ 4.	- 7.	- 12.	- 2.	- 4.
VII	- 35.	- 24.	+ 24.	- 2.	- 9.
VIII	- 35.	- 31.	- 34.	- 1.	- 25.
IX	- 30.	- 47.	- 19.	- 7.	- 26.

Each column shows per cent + or - county average for the particular measure.

-  Counties with greater than average wealth.
-  Counties with less than average wealth.
-  County with greatest wealth.



Suggested Questions for Discussion

1. Does Worcester County have tax leeway to raise its level of school support?
2. Worcester County has the highest amount of assessed wealth behind each pupil of any county on the Eastern Shore and consequently gets a greater return for each cent levied for schools. Should the county take advantage of this to provide a higher level of school support or should it use this additional wealth to maintain a low tax rate?
3. Can Worcester County afford to pay a tax rate as high as that of its neighbors?
4. Can we justify Worcester County's decline in per pupil expenditure level, in relation to other Maryland school systems, which has occurred in recent years?
5. Can Worcester County afford to finance the budget proposals for next year, as set forth in the following chapter?

References:

The Pursuit of Excellence, Rockefeller Report

Annual Report, Maryland State Department of Education, for year ending June, 1957

Report of the Comptroller of the Treasury of Maryland, fiscal year, 1958

Maryland State Conference on Education, Discussion Guide

Meeting the Challenge of Our Times with Quality Education, Maryland State Teachers' Association

Creative Expenditures for Quality Education, APSS

Citizens Speak Out on School Costs, Committee on Tax Education and School Finance.

Does Money Make a Difference?, APSS

Does Better Education Cost More?, Committee on Tax Education and School Finance

## CHAPTER XII

WORCESTER COUNTY SCHOOL BUDGET1959-60 Fiscal Year

"An expression of our faith in  
the future of Worcester County."

The Board of Education of  
Worcester County submits herewith  
to the citizens of Worcester County  
its annual school budget for the  
1959-60 fiscal year.



We believe this to be a realistic budget.

We believe that, if adopted, it will represent a great stride toward achieving the goal of quality education for the children of Worcester County.

These are the four major improvements for which provision has been made in the budget:

- a. Major salary schedule adjustments to make it possible to provide a quality staff for quality education.
- b. More adequate provision for "creative small items expenditures," the tools necessary for quality personnel to work effectively.
- c. Additional personnel to improve the existing program, to expand the program, and to provide additional services for children.
- d. Adequate funds for maintenance and operation in order that we may not again be required to use funds appropriated for textbooks, etc. to replace boilers.

The chart on page 107 itemizes each of these increased expenditures for improved education. The cost is not inconsiderable. In terms of tax rate equivalent for each item:

Improved salaries will require a levy of approximately .....	15¢
Additional personnel will require a levy of approximately .....	3 $\frac{1}{2}$ ¢
Additional funds for small items expenditures will require a levy of approximately .....	2 $\frac{1}{2}$ ¢
In addition to this, the county -	
has additional debt service requirements equal to .....	3¢
must replace other funds to the extent of .....	3¢

In short, we must make an effort equal to a six-cent increase in the tax levy merely to stand still. We can make a real start toward improving our school system by making an effort equal to an additional twenty-one cent tax levy.

Can the county afford to do this? We firmly believe that it can. We call attention again to these facts set forth in detail in Chapter XI:

1. Worcester County has more wealth per capita to tax than any county on the Eastern Shore -- 33 per cent more than the average.
2. We have fourteen per cent more ability than the average to pay taxes on that wealth.
3. We are now making the least effort, in terms of tax rate, of any of the Shore counties.
4. If we were to try merely as hard as the average Shore county, we would levy about \$1.31 for the operation of schools, or \$1.76 for all school purposes.
5. We now levy \$1.01 for operating schools and \$1.40 for all school purposes.
6. This budget would increase that levy to \$1.25 for operating schools and approximately \$1.67 for all school purposes.

We respectfully submit this plan for the improvement of our school system to the citizens of Worcester County, who must provide the necessary funds, and to the County Commissioners, who are responsible for levying the necessary taxes. We trust that it will receive thoughtful and deliberate consideration on the part of all concerned.

Respectfully submitted,

THE BOARD OF EDUCATION OF WORCESTER COUNTY

WILLARD P. EVANS, JR., President  
ELIZABETH W. BROWN  
PETER AYRES WIMBROW



## SUMMARY OF SCHOOL BUDGET, 1959-60

THIS IS THE PROGRAM WE NOW HAVE.....

THIS IS THE PROGRAM PROPOSED FOR NEXT YEAR.....

THIS IS THE ADDITIONAL COST TO WORCESTER COUNTY.....

					\$321 per pupil	
					\$364 per pupil	
					\$43 per pupil	
1	SALARIES	Professional Staff	\$130,000.	\$1,287,160.	\$1,122,640.	SALARIES
2		Clerical Staff (School and Central Office)	7,291.	35,140.	27,849.	
3		Maintenance and Custodial Staff	12,650.	73,600.	60,950.	
4		Transportation of Children (Bus Contracts)	----	254,070.	240,270.	
5		TOTAL SALARIES	149,941.	1,649,970.	1,451,709.	
6		Per Cent of Total Operating Budget	----	85.6%	85.2%	
7	CREATIVE SMALL ITEM EXPENDITURES	Textbooks and Supplementary Books	5,000.	26,000.	21,000.	CREATIVE SMALL ITEM EXPENDITURES
8		Materials of Instruction	7,600.	34,000.	22,000.	
9		School Office Expenses	2,975.	5,625.	2,650.	
10		Educational Television	2,668.	7,986.	5,318.	
11		Library Books	-1,150.	9,600.	10,750.	
12		Summer School Expenses - teachers	1,500.	3,000.	1,500.	
13		Teachers' Meetings	----	500.	500.	
14		Other Costs of Supervision and Instruction	150.	4,000.	3,850.	
15		Field Trips (Athletics)	1,500.	2,000.	500.	
16		Health and Food Services	----	550.	550.	
17		Travel (Teachers, Board Members, Staff)	450.	5,700.	5,250.	
18		Central Office Expenses	----	6,000.	6,000.	
19		Other Costs of Administration	-450.	2,050.	2,500.	
20		TOTAL - SMALL ITEMS EXPENDITURES	20,243.	107,011.	82,368.	
21		Per Cent of Total Operating Budget	----	5.6%	4.8%	
22	FIXED COSTS	Auditing and Legal Services	----	2,000.	2,000.	FIXED COSTS
23		Insurance, Fidelity Bonds, Social Security, etc.	-8,365.	22,942.	31,307.	
24		Purchase and Exchange of Automobiles	-474.	4,000.	4,474.	
25		Rent and Maintenance - Administration of Buildings	----	1,080.	1,080.	
26		Fuel, Light, Water, Custodial Supplies	500.	82,000.	81,500.	
27		Repair and Replacement of Equipment	5,800.	15,300.	9,500.	
28		Maintenance and Operation (Other Than Salaries)	1,525.	42,525.	41,000.	
29		TOTAL - FIXED COSTS	-1,014.	169,847.	170,861.	
30		Per Cent of Total Operating Budget	----	8.8%	10%	
31		TOTAL CURRENT EXPENSES	169,170.	1,926,828.	1,704,938.	
32		CAPITAL OUTLAY EXPENDITURES	-3,850.	103,150.	107,160.	
33		DEBT SERVICE REQUIREMENTS	28,741.	239,052.	210,311.	
34		Summary of Total Budget Increase over Current Year	County Budget Increase	1959-60 Program	1958-59 Program	
		See notes on following pages				



## DETAILED EXPLANATIONS OF BUDGET PROPOSALS

1. Salaries, Professional Staff		Chapter	Page
a. To correct inequities in present scale. Would bring all teachers to \$400 above present state minimum program. Cost to county.....	\$16,000.	VII	66
b. To provide ten additional excess teachers to:			
--initiate library program in elementary schools		III	24
--initiate remedial and developmental programs in high schools		IV	38
--expand foreign language program in high schools		VII	56
--expand high school guidance services			
--expand high school library services			
--provide supervising principals in elementary schools			
--decrease class size			
Cost to county.....	17,900.		
c. County supplement for three additional teachers.....	1,200.		
d. To establish a new basic county scale of \$4,000 to \$5,800 (\$400 per teacher) Cost to county.....	93,000.	VII	67
e. To extend Master's Degree supplement to first year of experience.....	1,900.	VII	67
Total county cost of professional salary increases.....	\$130,000.		

2. Salaries, Clerical Staff		Chapter	Page
a. Salaries of three central office clerks increased according to State Classified Employees' Scale.....	1,060.		
b. One clerk employed only part of this year but full salary required next year.....	831.		
c. Five school clerks employed on twelve-month basis next year since certain principals are now employed on twelve-month basis (\$360 each)	1,800.		
d. Two additional school clerks.....	3,600.		
Total cost to county for increased clerical salaries.....	\$7,291.	VII	67

3. Salaries - Maintenance and Custodial Staff		Chapter	Page
a. The maximum salary now paid full-time janitors is \$2700. It is proposed to increase this to \$3,000.....	\$5,000.		
b. Four additional sweepers (\$50 per month).....	2,000.		
c. Increase in salaries of three county maintenance men.....	660.		
d. One additional maintenance man (licensed plumber and electrician)....	3,900.		
e. Two of present maintenance staff employed only part of this year.....	1,090.	X	87
Total cost to county for increases.....	\$12,650.		

4. <u>Transportation of School Children</u>		Chapter	Page
Increase shown provides for:			
Two additional bus contracts to relieve overcrowding.....	\$ 7,000.		
Bus route extensions to reduce walking distance to one-mile.....	2,500.		
Exchange of five buses for new equipment.....	4,000.		
Insurance increase.....	<u>300.</u>		
This additional cost is provided from state funds.....	\$13,800.	X	88

5. <u>Total Salaries</u>	Chapter	Page
Note that the total salary increase is \$198,261. The county increase is only \$149,941. The state provides the additional \$48,320.		

7. <u>Textbooks and Supplementary Books</u>		Chapter	Page
a. Budgeted for this year.....	\$25,000(1958-59)		
b. Expended this year.....	21,000.		
c. Transferred to inadequate maintenance budget this year.....	4,000.		
d. Increase for next year over amount budgeted this year.....	1,000.	VIII	75
e. Actual increase over amount expended this year.....	5,000.		

8. <u>Materials of Instruction</u>		Chapter	Page
a. Budgeted this year (1958-59).....	\$25,000.		
b. Expended this year.....	22,000.		
c. Transferred to inadequate maintenance budget.....	3,000.		
d. Increase for next year over amount budgeted this year.....	9,000.		
e. Actual increase over amount expended.....	<u>12,000.</u>		
<u>Breakdown of \$12,000 increase:</u>			
--Required to provide for established allotments.....	\$ 3,628.		
--Required to increase established allotments.....	350.		
--To provide materials for improved program in math, science, and foreign language as required to participate in Public Law 864.....	8,022.		
--Funds from Federal Government (Deduct).....	4,400.		
--Net cost to county of total \$12,000 increase.....	<u>3,622.</u>		
--Net cost to county of total \$12,000 increase.....	7,600.		
--Schools expended this year from other sources.....	6,276.		
		VIII	74



9. <u>School Office Expenses</u>	Chapter Page
--The established allotment for this purpose is 50¢ per pupil --This would require \$2, 650. for next year --But the schools had to raise, this year from other sources for this purpose, \$3, 288. --Therefore, it is proposed to establish a new allotment: \$1.50 per high school child \$ .75 per elementary school child --The increase in cost to the county will amount to..... \$ 2,975.	VIII 75

10. <u>Educational Television</u>	Chapter Page
The program this year cost Worcester County..... \$ 5,318. It is proposed to expand the program to: increase station time by 50% increase weekly lessons from 10 to 20 expand present music program to grades 1 to 3 expand present science program to grades 4 to 6 offer art to grades 1 to 3 offer foreign language to grades 4 to 6 This will cost Worcester County an additional 50¢ per pupil or..... 2, 668.	III 24

11. <u>Library Books</u>	Chapter Page
--This year we will expend a total of..... \$10,750. --The established allotment required \$7,750. --An additional appropriation of \$1,000. for each of three new libraries was also provided..... 3,000. --It is proposed to increase the present allotment from \$1.50 per pupil to \$1.80 per pupil. This will require an increase of \$1,597, or a total of..... 9,600. --But the total appropriation for libraries will be reduced next year by.... - 1,150. --Schools raised funds for this purpose this year amounting to..... 1,516.	VIII 75

12. <u>Summer School Expenses of Teachers</u>	Chapter Page										
--The Board of Education is required by law to reimburse each teacher who will attend summer school to the extent of \$25.00 --Several years ago, the Board increased the amount of such reimbursement according to the following schedule: <table data-bbox="308 1606 1031 1778"> <tr> <th>Summer School Expenditures</th><th>Amount of Reimbursement</th></tr> <tr> <td>Up to \$100</td><td>\$25.00</td></tr> <tr> <td>\$100-\$200</td><td>50.00</td></tr> <tr> <td>\$200-\$300</td><td>75.00</td></tr> <tr> <td>\$300-\$400</td><td>100.00</td></tr> </table> --This program now costs each year..... \$ 1,500. --It is proposed to double the amount at each expenditure level next year, costing the county an additional..... 1,500.	Summer School Expenditures	Amount of Reimbursement	Up to \$100	\$25.00	\$100-\$200	50.00	\$200-\$300	75.00	\$300-\$400	100.00	VII 68
Summer School Expenditures	Amount of Reimbursement										
Up to \$100	\$25.00										
\$100-\$200	50.00										
\$200-\$300	75.00										
\$300-\$400	100.00										

15. <u>Field Trips (Athletics)</u>		Chapter	Page
--The School Board now reimburses each of the four high schools for transportation expenses for athletics to the extent of \$125. per school, now costing a total of.....	\$ 500.		
--It is proposed to double this amount which will cost.....	500.		
--It is also proposed to assist schools in providing for the cost of referees to the extent of.....	1,000.		
--Schools now spend for these purposes from other funds a total of.....	2,745.		
--Total increased cost to county.....	1,500.	VIII	75

17. <u>Travel (Teachers, Board Members, Staff)</u>		Chapter	Page
--The present law requires that Board Members be reimbursed to the extent of \$100 per year costing now.....	\$ 300.		
--A new act at the Legislature passed this year increases the reimbursement to \$250, requiring.....	750.		
--A net increase to the county of.....	450.	---	---

23. <u>Insurance, Fidelity Bonds, Social Security, etc.</u>			Chapter	Page
	1958-59 Budget	1959-60 Budget		
Fire Insurance (School Buildings)	\$23,100.	\$14,500*		
Workmen's Compensation	3,390.	3,600.		
Social Security	2,375.	3,000.		
Automobile Insurance	622.	622.		
Rent	600.	----		
Fidelity Bonds	420.	420.		
Liability Insurance	800.	800.		
Total	\$31,307.	\$22,942.	---	---
*Decrease due to the fact that additional coverage had to be provided this year for two new high schools and one school addition. Since we insure on a five-year basis, any new coverage requires a higher premium for the first year.				

26. <u>Fuel, Light, Water, Custodial Supplies</u>		Chapter	Page
--The only increase required is for custodial supplies			
--We will spend this year.....	\$10,000.		
--The amount required for next year is.....	10,500.		
--The increase is primarily due to additional floor area to be waxed and sealed....			
--Additional cost to county.....	500.		



27. <u>Repair and Replacement of Equipment</u>		Chapter	Page
--Expended this year.....	\$ 9,500.		
--Required next year.....	15,300.		
Increased cost to county.....	5,800.		
<u>Breakdown of Increase:</u>			
--Classroom equipment under established allotments (see chart on page 76)	\$ 1,500.		
--Replacement of county tractor and mower.....	2,500.		
--Repair of equipment. The county will attempt to repair all equipment in schools including TV sets. In the past it has assumed responsibility only for typewriters and sewing machines. ....	1,800.	VIII	75
	\$ 5,800.		

28. <u>Maintenance, Other Than Salaries</u>		Chapter	Page
Increase for:			
--Upkeep of buildings and grounds.....	\$ 725.		
--Travel (one additional vehicle).....	800.	X	84
	\$ 1,525.		
<p>This increase seems to be relatively small in relation to the general inadequacy of the maintenance budget as indicated in various places in the discussion guide. It should be pointed out, therefore, that the amount budgeted for next year represents an increase of \$10,925. over the amount originally budgeted for the above items. It was necessary to transfer funds from textbooks, materials of instruction, etc., to cover these costs this year. Thus, the increase of \$1,525. is an increase over the amount actually expended, but not the amount originally provided in the budget.</p> <p>Further, it will be noted in item 3, (Salaries) that an increase of one additional maintenance man is proposed at a cost of \$3,900.</p>			



32. Capital Outlay Expenditures			Chapter	Page
	Expended 1958-59	Required 1959-60		
New Buildings:				
Worcester High School Addition	\$35,000.			
Ross Street Addition (4 classrooms)	60,000.			
Purchase of Warehouse	12,160.			
Addition to Flower Street School (4 classrooms)		\$60,000.		
Addition to Stephen Long		30,000.		
TOTAL	\$107,160.	\$90,000.		
Alterations:				
Major renovation (Pocomoke Elementary School)	\$18,000.			
Major renovation (Ross Street School)		\$23,000.		
Miscellaneous alterations*	5,826.	7,600.	IX	78
	\$23,826.	\$30,600.		
Available from State Funds (Deduct)	23,826.	23,000.		
Cost to County	000	7,600.		
Equipment:				
	Replacement Equipment Current Expenses	New Equipment Capital Outlay		
Required for school allotments (see page 76)	\$ 4,000.	\$18,000.		
Replacement of typewriters	3,700.			
Replacement of sewing machines	800.			
Maintenance equipment (tractor and trucks)	5,000.			
Maintenance to improve instruction in science, math, foreign language, etc., to participate in Public Law 864		21,400.		
TOTAL EQUIPMENT	\$13,500.**	\$39,400.		
Federal Funds Available		-13,850.		
State Funds Available		-20,000.	VIII	76
Net Cost to County for New Equipment		5,550.		
Total Cost to County for All Capital Outlay		\$103,150.		
Expended by County This Year		\$107,000.		
Decrease in Funds Required		- 3,850.		
*Replacement of plaster ceilings; erection of partition for additional classroom space; correction of electrical deficiency required by Underwriters; renovation of cafeteria required by Health Department.				
**Entered in Current Expenses under Item 27.				

33. Debt Service Requirements		Chapter	Page
Cost this year.....	\$233,311*		
Cost next year.....	262,052*	IX	79
Increased cost to county next year.....	28,741.		82
*\$23,000. available from state funds (See page 82 for complete Debt Service Schedule)			

34. Summary of Total Budget Increases for All School Purposes		Tax Rate Equivalent
a. County funds requested for operating schools (1959-60).....	\$1,009,470.	\$1.25
b. County funds expended for operating schools (1958-59).....	793,245.	\$1.01
c. Required increase from county funds for current expenses.....	216,225.	.24*
Additional county funds required to offset:		
1. Balance carried forward last year.....	14,600.	
2. Federal Public Law 874 Funds.....	14,000.	
3. State funds lost due to assessment increase.....	18,455.	
4. Total funds which must be replaced to maintain same program...	47,055.	.03*
d. Net increase in county funds for improved program.....	169,110.	.21
e. County funds required for capital outlay - Decrease of -\$3,850.	- 3,850.	
f. County funds required for Debt Service - Increase of \$28,740.	28,740.	.03
g. Total Actual Increase - all school purposes (c + e + f)	241,115.	.27

\*Rate not as high as amount would indicate due to fact that old levy of \$1.01 produces more revenue on increased assessable basis.

TOTAL BUDGET SUMMARY  
(Funds from All Sources)

Source of Revenue	Type of Expenditure		
	Current Expenses	Capital Outlay	Debt Service
County	793,245.	107,000.	210,311.
State	880,093.	43,826.	23,000
Federal	14,000.	---	---
Balance and Miscellaneous	17,600.	---	---
Total - 1958-59	\$1,704,938.	\$150,826.	\$233,311.
County	1,009,470.	103,150.	239,052.
State	905,958.	43,000.	23,000.
Federal	7,400.	13,850.	---
Balance and Miscellaneous	4,000.	---	---
Total - 1959-60	\$1,926,828.	\$160,000.	\$262,052.
Total Increase (all sources) 1959-60 over 1958-59	221,890.	9,174.	28,741.
Increase from county funds	216,225.	-3,850.	28,741.
Net increase from all other sources	5,665.	13,024.	---

Total Budget on prescribed state form appears in the appendix on pages 117-120.



# Can Worcester Countians Afford An Additional 27¢ Tax Levy Toward Providing Quality Education?

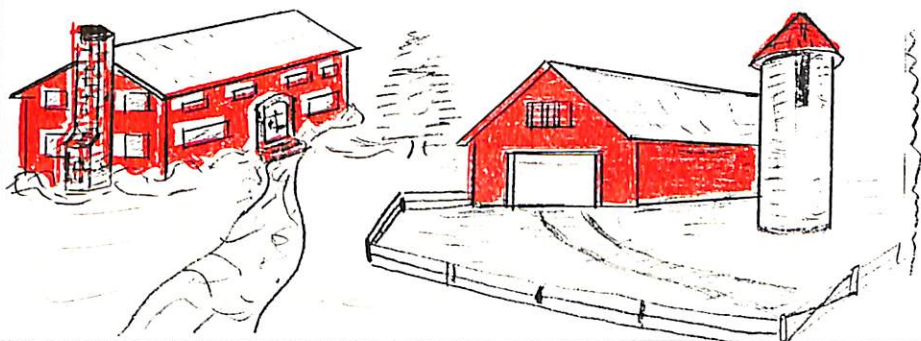
Most taxpayers pay taxes only on their homes



Typical assessment  
\$7000

Tax increase  
at  
.27 per \$100 = \$18.90

There are about 1000 farms in Worcester County



Typical assessment  
\$12,000

Tax increase  
at  
.27 per \$100 = \$32.40

What about the big taxpayer?



Typical large resort  
hotel assessment  
\$100,000 To \$150,000

Tax increase  
at  
.27 per \$100 = \$2.70  
to \$405

When calculating the effect of local tax increases, all taxpayers should remember to take into account the fact that local taxes are deductible when computing income taxes. For example, a person in a 50% income tax bracket automatically has his local taxes reduced by half.



ANNUAL SCHOOL BUDGET OF WORCESTER COUNTY

Submitted by the County Board of Education to the Board of County Commissioners as provided by law and according to the rules and regulations of the Maryland State Board of Education.

For the Year, Beginning July 1, 1959, and Ending June 30, 1960

Summary of Estimated Requirements

Items	Fiscal Year, Ending June, 1959 (Current Year)	Fiscal Year Beginning July 1, 1959 (Next Year)		
	Appropriations	Estimated Requirements	Estimated Receipts, State and Other Sources	Requested Receipts from County
I. Current Expense				
A. Administration	36,029.	38,080.		
B. Instructional Service	1,177,070.	1,368,331.		
C. Operation	132,500.	140,000.		
D. Maintenance	64,775.	80,250.		
E. Transportation	245,095.	259,395.		
F. Other School Services	18,162.	17,830.		
G. Fixed Charges	31,307.	22,942.		
TOTAL CURRENT EXPENSE	1,704,938.	1,926,828.	917,358.	
II. Capital Outlay	150,826.	160,000.	56,850.	
Debt Service Payments by County Commissioners	233,311.	262,052.	23,000.	
GRAND TOTAL	2,089,075.	2,348,880.	997,208.	

Summary of Estimated Receipts

Items	Fiscal Year Beginning July 1, 1959		
	Current Expense	Capital Outlay	Debt Service
A. Local			
1. County Levy			
B. State			
1. Aid Per Classroom Unit	235,800.		
2. Aid Per Pupil	106,540.		
3. Equalization*	528,185.		
4. Part Payment of Salaries of Administrative and Supervisory Personnel	35,333.		
5. Incentive Fund for School Buildings*		43,000.	23,000.
Total State	905,958.	43,000.	23,000.
C. Federal	7,400.	13,850.	
D. Other Sources	4,000.		
GRAND TOTAL	1,926,828.	160,000.	262,052.

\*Based on an estimated assessed valuation of \$81,000,000.

I. CURRENT EXPENSEA. Administration

Items	Fiscal Year, Ending June, 1959 (Current Year)	Fiscal Year Beginning July 1, 1959 (Next Year)
	Appropriations	Total Estimated Requirements
1. Office Expenses	6,000.	6,000.
2. Board Members' Expenses	300.	750.
3. Auditing and Legal Services	2,000.	2,000.
4. Superintendent		
a. Salary	11,300.	11,300.
b. Traveling Expenses	400.	400.
5. Salaries of Clerks	12,449.	14,500.
6. Administration Building		
a. Operation	600.	600.
b. Rent	480.	480.
7. Other Costs of Administration	2,500.	2,050.
<b>A. TOTAL COST OF ADMINISTRATION</b>	<b>36,029.</b>	<b>38,080.</b>

B. Instructional Service

1. Supervisors		
a. Salaries	32,600.	32,600.
b. Travel Expense	1,500.	1,500.
2. Principals and Teachers		
a. Salaries	1,046,680.	1,210,880.
b. Travel Expense	1,500.	1,500.
c. Substitute Teachers' Salaries	9,000.	9,000.
3. Clerks in Schools - Salaries	15,400.	20,640.
4. Books (Text and Supplementary)	21,000.	26,000.
5. Materials of Instruction	22,000.	34,000.
6. Library	10,750.	9,600.
7. Allowances for Teachers' Summer School	1,500.	3,000.
8. Teachers' Meetings, Child Study, Workshop, Institutes, Associations	500.	500.
9. Purchase or Exchange of Automobile for Supervisor	2,822.	1,500.
10. School Office Expenses	2,650.	5,625.
11. Educational Television	5,318.	7,986.
12. Other Costs of Supervision and Instruction	3,850.	4,000.
<b>B. TOTAL COST OF INSTRUCTIONAL SERVICE</b>	<b>1,177,070.</b>	<b>1,368,331.</b>

C. Operation of School Plant

1. Custodian Personnel		
a. Wages	51,000.	58,000.
b. Supplies	10,000.	10,500.
2. Fuel	50,000.	50,000.
3. Water	1,000.	1,000.
4. Light, Power	20,000.	20,000.
5. Other Costs of Operation	500.	500.
<b>C. TOTAL COST OF OPERATION</b>	<b>132,500.</b>	<b>140,000.</b>

D. Maintenance of School Plant and Repair and Replacement of Equipment

Items	Fiscal Year, Ending June, 1959 (Current Year)	Fiscal Year Beginning July 1, 1959 (Next Year)
	Appropriations	Total Estimated Requirements
1. Repair of Buildings and Upkeep of Grounds	38,600.	39,325.
2. Repair of Equipment	2,500.	4,300.
3. Maintenance Personnel		
a. Salaries and Wages	9,950.	15,600.
b. Supervision (one-half time)	3,950.	3,950.
c. Travel Expense	2,775.	3,575.
4. Replacement of Equipment		
a. Instructional Equipment	7,000.	8,500.
b. Other Equipment Incidental to Operation of Plant		2,500.
c. Purchase or Exchange of Automobile		2,500.
D. TOTAL COST OF MAINTENANCE	64,775.	80,250.

E. Transportation

1. County-Owned Bus		
a. Salaries	810.	810.
b. Supplies and Expenses	700.	700.
2. Contract Services	236,710.	250,210.
3. Insurance	1,500.	1,800.
4. Physical Examination of Bus Drivers	400.	400.
5. Inspection of Buses	150.	150.
6. Other Costs of Transportation	500.	1,000.
7. Supervision of Transportation (one-half time) Salary and Travel	4,325.	4,325.
E. TOTAL COST OF TRANSPORTATION	245,095.	259,395.

F. Other School Services

1. Supervisors of Pupil Personnel		
a. Salaries	14,660.	14,980.
b. Traveling Expenses	800.	800.
c. Purchase or Exchange of Automobile	1,652.	--
2. Health Services, Supplies and Expenses	50.	50.
3. Recreation (Athletic Program - Referees)		1,000.
4. School Lunches (Transportation of Food)	500.	500.
5. Adult Education	500.	500.
F. TOTAL COST OF OTHER SCHOOL SERVICES	18,162.	17,830.



G. Fixed Charges

Items	Fiscal Year, Ending June, 1959 (Current Year)	Fiscal Year Beginning July 1, 1959 (Next Year)
	Appropriations	Total Estimated Requirements
1. Insurance on School Buildings	23,100.	14,500.
2. Workmen's Compensation	3,390.	3,600.
3. Social Security	2,375.	3,000.
4. Automobile Insurance	622.	622.
5. Rent of School Buildings	600.	--
6. Fidelity Bond	420.	420.
7. Liability Insurance	800.	800.
G. TOTAL FIXED CHARGES	31,307.	22,942.

II. CAPITAL OUTLAY

1. New Buildings	12,160.	--
2. Additions to Buildings	95,000.	90,000.
3. Alteration of Old Buildings	23,826.	30,600.
4. Equipment (Not Replacements)	19,840.	39,400.
II. TOTAL CAPITAL OUTLAY	150,826.	160,000.

III. DEBT SERVICE

1. Redemption of Bonded Indebtedness		
1950 Bond Issue (\$1,500,000.)	75,000.	75,000.
1955 State Loan (440,000.)	29,729.73	30,579.14
1956 State Loan (500,000.)	33,027.97	33,751.20
1957 State Loan (496,000.)	--	31,744.96
1958 State Loan (39,000.)	--	--
1957 Bond Issue (500,000.)	25,000.	25,000.
Total	162,757.70	196,075.17
2. Interest on Bonded Indebtedness		
1950 Bond Issue	16,050.	14,925.
1955 State Loan	7,921.70	7,318.61
1956 State Loan	13,750.	12,841.75
1957 State Loan	14,880.	14,403.85
1958 State Loan	1,389.37	926.25
1957 Bond Issue	16,562.50	15,562.50
Total	70,553.57	65,977.96
III. TOTAL FOR DEBT SERVICE	233,311.27	262,052.

EQUIPMENT, NEW AND REPLACEMENT, AS REQUISITIONED BY SCHOOLS FOR NEXT YEARUNDER ESTABLISHED ALLOTMENTS


(See page 76)

	Quantity	(New) Cost	(Replacement) Cost	Total Cost
<u>I. Classroom and Office Equipment</u>				
A. Filing Cabinets	4	278.50		278.50
B. Typewriters	2	180.00		180.00
C. Desks, Teachers' and Typing	3	273.50		273.50
D. Chairs	24	189.26		189.26
E. Tables	1	46.84		46.84
F. Duplicators	3	85.00	350.00	435.00
G. Metal Storage Cabinets	5	176.60		176.60
H. Pencil Sharpeners	41		106.60	106.60
I. Chalkboards	2	154.30		154.30
J. Miscellaneous: Staplers, Paper Punches, Flannel Boards, Paper Cutters, etc.		270.02	87.93	357.95
Totals		\$1,654.02	\$544.53	\$2,198.55
<u>II. General Building Equipment</u>				
A. Chair Trucks	6	210.00		210.00
B. Folding Chairs	25	112.50		112.50
C. Scales, Health	2	132.90		132.90
D. Adding Machine	1	100.00		100.00
E. Chairs	2	83.00		83.00
F. Health Room Cots	5	110.50		110.50
G. Miscellaneous		91.80		91.80
Totals		\$840.70		\$840.70
<u>III. Commercial Equipment</u>				
A. Calculators	2	790.00		790.00
B. Electric Mimeograph	1	299.50		299.50
C. Copy Book Holders	48	99.75		99.75
D. Miscellaneous Furniture		76.95		76.95
Totals		\$1,266.20		\$1,266.20
<u>IV. Cafeteria Equipment</u>				
A. Stainless Steel Sink and Drainboard	1	\$198.60		\$198.60
<u>V. Library Equipment</u>				
A. Book Trucks	3	203.25		203.25
B. Library Filing Cabinet	1	200.00		200.00
C. Card Cabinets	2	221.75		221.75
D. Miscellaneous		129.40		129.40
Totals		\$754.40		\$754.40

	Quantity	(New) Cost	(Replacement) Cost	Total Cost
<u>VI. Custodial Equipment</u>				
A. Window Shades	89		445.00	445.00
B. Door Mats	14	246.12		246.12
C. Floor Machine	1	325.00		325.00
D. Heavy Duty Vacuum Cleaner	1	321.00		321.00
E. Power Lawn Mowers	4		360.00	360.00
F. Mop Wringer and Buckets	3	89.70		89.70
G. Towel Dispenser and Miscellaneous		55.50	108.50	164.00
Totals		\$1,037.32	\$913.50	\$1,950.82
<u>VII. Maintenance Equipment</u>				
A. Tools for Custodians		500.00		500.00
B. Boiler Tube Cleaning Equipment	2	550.00		550.00
Totals		\$1,050.00		\$1,050.00
<u>VIII. Audio-Visual Equipment</u>				
A. 16 mm. Projector	1		538.00	538.00
B. Opaque Projector	1	263.00		263.00
C. Slide-film Projectors	5	100.00	200.00	300.00
D. Record Players	6	210.00	210.00	420.00
E. Projection Carts	4	180.00		180.00
F. Maps and Globes		619.30	86.50	705.80
G. Tape Recorder	1		219.95	219.95
H. Projection Screens	8	149.30	198.80	348.10
I. Chart Stands	24	216.00		216.00
J. Filmstrips		621.35		621.35
K. Records		198.22		198.22
L. Miscellaneous		151.60		151.60
Totals		\$2,708.77	\$1,453.25	\$4,162.02
<u>IX. Equipment for Special Projects</u>				
A. Agriculture		201.95	6.20	208.15
B. Physical Education		1,289.09	281.60	1,570.69
C. Science		1,408.96	109.73	1,518.69
D. Art		124.75		124.75
E. Music		1,647.88		1,647.88
F. Industrial Arts		349.85	338.24	688.09
G. Home Economics		779.83	352.95	1,132.78
Totals		\$5,802.31	\$1,088.72	\$6,891.03



	(New) Cost	(Replacement) Cost	Total Cost
GRAND TOTAL REQUISITIONED FROM ALLOTMENTS	\$15,312.32	\$ 4,000.00	\$19,312.32
Total Allotment (See page 76)			22,000.00
Portion of Allotment not requisitioned			2,687.68
Equipment required in addition to allotments:			
A. Replacement of typewriters		3,700.00	3,700.00
B. Replacement of sewing machines		800.00	800.00
C. Tractor and mower		2,500.00	2,500.00
D. Maintenance trucks		2,500.00	2,500.00
Grand Total of All Equipment	\$15,312.32	\$13,500.00	\$28,812.32
Plus unrequisitioned part of allotments	2,687.68		2,687.68
	\$18,000.00	\$13,500.00	\$31,500.00

Date Due			
JUN 8 '59			
	PRINTED	IN U. S. A.	

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TITLE	Education
	Meeting the challenge of our
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