

SIXTY-FOURTH
ANNUAL REPORT
STATE BOARD OF EDUCATION
OF MARYLAND

1930

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Sixty-Fourth Annual Report

OF THE

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FOR THE

YEAR ENDING JULY 31, 1930



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March 15, 1931.

HONORABLE ALBERT C. RITCHIE,
GOVERNOR OF MARYLAND,
ANNAPOLIS, MARYLAND.

My Dear Governor Ritchie:

In accordance with Section 24 of Article 77 of the Laws of Maryland, the sixty-fourth "annual report, covering all operations of the State Department of Education and the support, condition, progress, and needs of education throughout the State" for the school year ending in June, 1930, and considerable data for the current school year 1930-31, is herewith presented to you.

Reference to the Table of Contents on the preceding page will show the rather complete study which is made of the measurable activities in our school program. The report shows uninterrupted progress in all phases of school work.

At the beginning of the report is included a statement regarding the State Public School Budget for 1931 and the budget requests for 1932 and 1933.

The percentage of trained and experienced teachers working under competent supervision continues to increase making possible more efficient instruction of the State's children; in fact, we are reliably informed that the percentage of teachers with standard training in all of our schools, rural and urban, white and colored, probably leads the country; this is made possible by our program for teacher training in our normal schools, largely at State expense, and by our equalization program, which makes it possible for even our least wealthy communities to employ teachers with standard training as vacancies occur, without increasing local tax rates for school maintenance beyond the average for the counties of the State in 1922, when the equalization fund was first established. More and more boys and girls are entering high school and successfully completing the high school course. Additional provision for transportation of pupils to larger graded and high schools continues to result in the abandonment of one-teacher schools which are handicapped in many ways in giving children an adequate school training.

The progress shown in this report was made possible by the enthusiastic co-operation received from all county teachers, clerks, attendance officers, supervisors, and superintendents, who have in most cases been given the whole-hearted moral and financial support of their patrons and county commissioners. The improvement would not have occurred without your splendid interest and that of the Legislature in the Maryland education program.

Respectfully submitted,

HENRY M. FITZHUGH, *President*
THOMAS H. CHAMBERS
EMORY L. COBLENTZ
J. M. T. FINNEY
TASKER G. LOWNDES
EDGAR W. MCMASTER
MARY E. W. RISTEAU
ALBERT S. COOK,
Secretary-Treasurer
State Board of Education

THE STATE PUBLIC SCHOOL BUDGET

Since the legislature of 1931 is called upon to consider the Public School Budget requests for 1932 and 1933, a statement of the appropriations required by the educational legislation of the past ten years is included.

The taxable basis for State purposes paying the full State rate, the amount of the State Public School Budget, together with requests for 1932 and 1933, the amount derived from the Direct Public School Tax and from General Funds, and the Rate of the Direct Public School Tax are shown for the period from 1920 to 1933. (See *Table 1*.)

TABLE 1
State School Funds and the State School Tax Rates

Year Ending Sept. 30	Taxable Basis for State Purposes Paying Full State Rate in Thousands	State Public School Budget Excluding Normal School Fees and Deficits	Amount Set Up in Budget from		Rate of Direct Public School Tax
			Direct Public School Tax	General Funds	
1920.....	\$1,176,000	\$2,000,000	\$2,000,000	.....	\$ .17
1921.....	1,365,000	2,776,755	2,182,755	\$ 594,000	.16
1922.....	1,430,000	2,787,730	2,145,730	642,000	.15
1923.....	1,452,169	3,477,000	1,650,000	1,827,000	.11
1924.....	1,622,679	3,507,000	1,961,537	1,545,463	.09
1925.....	1,741,322	3,629,745	2,248,461	1,381,284	.1215
1926.....	1,871,967	3,742,600	2,362,500	1,380,100	.12105
1927.....	1,993,278	3,826,681	2,310,192	1,516,489	.1125
1928.....	2,117,303	3,946,111	2,484,000	1,462,111	.1064
1929.....	2,385,584	4,027,219	2,550,000	1,477,219	.1038
1930.....	*2,421,422	4,768,178	2,920,080	1,848,098	.1058
1931.....	*2,436,667	4,867,547	3,197,400	1,670,147	.1095
1932.....	*2,536,667	†5,365,842	.....	†5,363,842	.....
1933.....	*2,661,179	†5,609,550	.....	†5,609,550	.....

* Estimated.

† Recommended by Governor, including deficits for years 1930 and 1931.

According to Section 205 of the Maryland State School Law, "A State tax of fifteen cents on each \$100 of taxable property throughout the State shall be levied annually for the support of free public schools, which tax shall be collected at the same time and by the same agents as the general State levy, and shall be paid into the treasury of the State, to be distributed by the Treasurer to the Board of School Commissioners of the City of Baltimore and the several counties."

The amount of the State levy was 17, 16, and 15 cents, respectively, in 1920, 1921, and 1922. When the budgets for the years 1923 and 1924 were under consideration in 1922, Dr. Henry M. Fitzhugh, President of the State Board of Education, made a plea to the Governor and Legislature for the right of the schools to a more liberal share of the sources of indirect taxation, which were increasing. As a result, since that time, the schools have

been apportioned a larger share of the general funds in the State Treasury and less from the direct levy.

When the amounts included in the State Public School Budget are divided by the assessable basis taxable at the full rate for *State* purposes, they indicate that had the source of funds been solely the direct public school tax, the rate for public school purposes would have decreased from 23.9 cents in 1923, the first year the 1922 legislation was in effect, to 21 cents estimated for 1932 and 1933. (See *Table 2*.)

TABLE 2

Year	Taxable Basis for State Purposes Paying Full State Rate in Thousands	State Public School Budget Excluding Normal School Fees and Deficits	Rate for Public Schools on Each \$100	Average Number of Pupils Enrolled in Public Schools
1920.....	\$1,176,000	\$2,000,000	\$.170	.....
1921.....	1,365,000	2,776,755	.203	.....
1922.....	1,430,000	2,787,730	.195	.....
1923.....	1,452,169	3,477,000	.239	234,914
1924.....	1,622,679	3,507,000	.216	235,218
1925.....	1,741,322	3,629,745	.208	239,392
1926.....	1,871,967	3,742,600	.200	241,961
1927.....	1,993,278	3,826,681	.192	246,113
1928.....	2,117,303	3,946,111	.185	251,701
1929.....	2,385,584	4,027,219	.169	254,196
1930.....	2,421,422	4,768,178	.197	259,475
1931.....	*2,436,667	4,867,547	*.200	266,475
1932.....	*2,536,667	†5,363,842	*.212	*269,475
1933.....	*2,661,179	†5,609,550	*.211	*272,475

*Estimated.

† Recommended by Governor, including deficits for years 1930 and 1931.

The rates shown in column 3 would indicate that the State's appropriations for the public schools have not kept pace with the increase in the taxable wealth of the State.

During the same period the average number of pupils enrolled in the public elementary and secondary schools has been increasing. The additional pupils for the most part are in the secondary schools, which cost twice as much to operate per pupil as do the elementary schools.

The items making up the total Public School Budget request are shown in *Table 3*.

Were there no deficit in the 1930 census and attendance fund due to the failure to collect from the public school tax as much as was estimated, and had the 1929 legislation exempting fidelity, casualty, and guaranty companies from taxation at the full rate in the counties not passed, the increase in the public school budget

TABLE 3
Requests for the State Public School Budget

	1931 Appropriation	1932 Request	Increase Over 1931	1933 Request	Increase Over 1932
Retirement System					
Counties.....	\$ 445,886	\$ 494,342	\$ 48,456	\$ 519,059	\$ 24,717
City.....	432,487	473,622	41,135	497,303	23,681
Expense Fund.....	7,500	10,000	2,500	10,000	
Total.....	\$ 885,873	\$ 977,964	\$ 92,091	\$1,026,362	\$ 48,398
Approved High Schools.....	518,192	561,632	43,440	581,512	19,880
Colored Industrial Schools.....	28,500	30,750	2,250	30,750	
Part-payment of Salaries.....	187,000	190,000	3,000	190,000	
Books and Materials.....	250,000	250,000		250,000	
State Board of Education.....	1,000	1,000		1,000	
Vocational Education.....	15,000	50,000	35,000	50,000	
Physical and Health Education.....	15,000	25,000	10,000	25,000	
Bureau of Measurements.....	11,750	12,000	250	12,000	
Report and Bureau of Publications.....	7,000	7,500	500	7,500	
Certification and Medical Examination of Teachers.....	500	3,500	3,000	3,500	
Extension Teaching.....	3,000	3,000		3,000	
State Department.....	76,150	76,650	500	76,650	
Normal Schools (4).....	541,819*	550,366*	8,547*	550,366*	
Consultant Architect.....	1,500	2,000	500	2,000	
Census and Attendance.....	1,900,000	1,900,000		1,900,000	
Equalization Fund.....	526,563	793,960	267,397	938,010	144,050
Vocational Rehabilitation.....	5,000	10,000	5,000	10,000	
Physically Handicapped Children.....	10,000	10,000		10,000	
Total Regular Request.....	\$4,983,847	\$5,455,322	\$471,475	\$5,667,650	\$212,328
Normal School Fees.....	116,300	113,000	3,300†	113,000	
Total from State for Regular Needs.....	\$4,867,547	\$5,341,322	\$474,775	\$5,554,650	\$212,328
Deficits		(1930)		(1931)	
Census and Attendance.....		102,694	102,694	150,000	47,306
Equalization Fund.....		23,926	23,926		23,926†
Total Requested from State including Deficits.....	\$4,867,547	\$5,468,942	\$601,395	\$5,704,650	\$235,708

* Includes Normal School fees.

† Decrease.

° New Item.

from 1931 to 1932 would be \$474,775, and from 1932 to 1933, \$212,328. Necessity of providing for the 1930 deficit and the estimated deficit in 1931 add to these increases \$126,620 and \$150,000, respectively. These items for deficits should not be considered as increases in the State school budget since they duplicate amounts appropriated in the 1930 and 1931 budgets which have not been or will not be paid.

The explanations of the increases which appear in the various items making up the public school budget are taken up in order of the size of the increase requested.

Equalization Fund

The *appropriation* of \$526,563 for the Equalization Fund in the 1931 budget is short of the amount *required* (\$609,369), by \$82,806. Since \$23,926 of this deficit is due to the legislation

exempting fidelity, casualty, and guaranty companies from the full county rate of taxation, it is expected that this amount will be made available in the 1932 budget. For 1932 the request for the Equalization Fund is \$793,960, an increase of \$184,591 over the amount *required* in 1931, and of \$267,397 over the amount *appropriated* in 1931.

The following facts account for the difference between the amount appropriated and required for the Equalization Fund in 1931.

1. Allegany and Anne Arundel Counties, by reason of increases in elementary and high school enrollment, shared in the Equalization Fund in 1930 and are entitled to share in 1931, although neither county was included in estimating the Equalization Fund included in the State School Budget for 1930 and 1931.

2. Instead of the considerable increase estimated in the taxable basis for 1930 used in calculating the 1931 Equalization Fund in 1928, there is an actual reduction of \$5,729,000 in the assessable basis taxable for county purposes at the full rate in the twelve counties which have been sharing continuously in the Fund. Of this amount, \$3,571,000 is accounted for by the legislation changing the taxation of fidelity, casualty, and guaranty companies from the full county rate to a limited rate. Since there is an inverse correlation between wealth and the Equalization Fund, when the assessed wealth decreases without a corresponding reduction in needs, the Equalization Fund increases.

3. Because of (1) and (2) above, the Equalization Fund in the Budget for the current year, 1931, amounting to \$526,563, is \$82,806 less than *the actual requirements* of the county budgets for the current school year; request is made for \$23,926 of *this amount as a deficit appropriation*, since it was *due to the change in the law affecting taxation of shares in surety companies*, which was passed too late in the legislative session of 1929 to be taken care of in the supplementary budget. The counties therefore stand to lose \$82,806 less \$23,926, or \$58,880, *through the failure of the State Department of Education to make a more accurate estimate of future needs. This is a serious matter to these less wealthy counties, and should not occur again.*

4. Large increases in *elementary school attendance* and the *enormous increase* in high school enrollment during the past several years have brought the educational needs of *five more counties* to a point where they can not support the *State minimum program* on a local tax of 67 cents on \$100; these counties (in addition to Allegany and Anne Arundel recently sharing as indicated above) are *Prince George's, Talbot, Washington, Frederick, and Howard.*

Retirement System

The appropriation in the 1931 budget as estimated by Mr. Buck, the actuary, in 1928, is lower than the amount actually needed, chiefly because the *number of teacher members* of the Retirement system has increased faster than he had estimated it would increase in both counties and city. The increase of \$92,091 from 1931 to 1932 is therefore larger than the usual increase because provision must be made for the actual instead of the estimated membership. The figures furnished are those certified by the actuary which have been carefully checked by the Retirement staff and Board of Trustees. (Required by Paragraph 99 (62), Chapter 344, Laws of 1927).

High School Aid

The increase of \$43,440 in high school aid is large because of an underestimate of the increase in high school enrollment for the current school year over the last school year. The appropriation of \$518,192 for 1931, according to a recent check, will not make it possible to carry out completely the requirements of Section 197 of the School Law and the by-law of the State Board of Education, providing for high school aid.

Each county superintendent has made a careful estimate of the number of high school teachers needed in the next two years. This has been reviewed and revised by the State high school supervisors and is the basis for the requested appropriation. A new four-year senior high school in South Baltimore requires \$6,000 additional aid for the City in 1932.

In order that the growth in high schools may be evident, the enrollment, teachers, and salary budget for county high schools are given in *Table 4*.

TABLE 4
Enrollment, Teaching Staff and Salary Cost of County Senior High Schools

Year	Enrollment	Teachers	Cost of Salaries
1920.....	9,585	495	\$499,996
1921.....	11,151	608	772,644
1922.....	13,183	649	867,750
1923.....	15,335	713	1,010,557
1924.....	16,646	785	1,134,458
1925.....	18,315	849	1,226,294
1926.....	19,977	910	1,348,181
1927.....	21,515	962	1,442,758
1928.....	23,143	1,023	1,541,949
1929.....	24,981	1,074	1,634,961
1930.....	26,713	1,144	1,734,113
1931.....	*29,213	1,264	1,912,013

* Estimated.

Vocational Education

In order to give further stimulus and aid in the promotion of high school work in vocational education in agriculture, home economics, trade and industry, an increase from \$15,000 to \$50,000 is requested in the State aid provided for this work. The Federal allotment to Maryland is \$96,052. The specific *State* appropriation in Maryland of \$15,000 for vocational education is the *lowest in the entire country for the vocational education program*. However, through the Equalization Fund and State aid for high schools additional support for the vocational education program is available.

The pupils enrolled in vocational agriculture have increased in the decade from 1920 to 1930 from 265 to 955; the schools in which it is offered from 16 to 40. The State will undoubtedly benefit by the training of still larger numbers of boys in scientific agriculture, and further State aid will make it possible to increase the number of centers.

The Federal allotment to Maryland of \$9,684 for the work in vocational home economics in accordance with the Smith-Hughes act has been apportioned almost entirely as aid toward the salaries of teachers of vocational home economics in fourteen or fifteen county high schools which offer the work. This means that there have been no funds available to apportion to Baltimore City for the courses in vocational home economics offered in the evening schools. It seems only fair that all work which meets the requirements set up in the act shall receive aid, and in order to accomplish this, the State vocational fund should be increased.

The Supervisor of Industrial Arts has stimulated the provision of vocational courses in industry and has reorganized the wood-working shops by adding activities involving sheet metal, electricity, cold metal, concrete, and automobiles. Over one-half of the boys enrolled in county high schools are taking courses in industrial arts. The Federal Government allots Maryland annually a maximum of \$22,595 to stimulate trade and industrial work offered in day and evening schools. Up to five years ago, so little was done in the counties that Baltimore City received most of the Federal allotment for its offerings in the vocational schools and at the Polytechnic Institute. Now that the counties are realizing their opportunity and need of training boys in these fields, further State aid is required to make it possible to promote the work in the counties and to continue the aid which Baltimore City has come to depend upon.

Since the county enrollment in day, evening, part-time, and continuation classes has shown a considerable increase in the past five years, and the only aid available to the counties from Federal Funds must come by decreasing the aid given the City of Baltimore, an additional appropriation from State funds for

vocational education to help in sharing the extra cost of these classes seems imperative.

Physical Education

Through the Playground Athletic League there has been commendable growth in the physical activity program of the curriculum. For the school year ending in June, 1930, 38,547 white boys and girls above the third grade, 48 per cent, qualified in the badge tests, whereas the number in 1928 was 35,002. The track and field events, team games, tournaments, and relays, which are a part of the program of the athletic field-days held in every county annually in the spring, give boys and girls opportunities to compete for the sake of the team and the school, as well as for the joy of the game, physical development, and mental and emotional poise. For girls, field ball and basketball tournaments and winter carnivals, and for boys, soccer, basketball, and baseball tournaments stimulate physical activity in the fall, winter, and spring. The State appropriation of \$15,000 does not begin to pay for the service rendered the physical education program in the county schools by the Playground Athletic League.

Four State Normal Schools

The only increase in the budgets for the State normal schools needing explanation is found at Frostburg, where the four-teacher campus elementary school, formerly supported largely by Allegany County, is being taken over by the State. The campus schools connected with the other three normal schools are all included in the normal school budgets. Since Allegany County shares in the Equalization Fund, this school would be supported in either case by the State.

Vocational Rehabilitation

As a result of the appropriation recommended by Governor Ritchie and approved by the Legislature in 1929, the Supervisor of Vocational Rehabilitation started work on October 1, 1929. Until June 30, 1930, there were 169 physically handicapped persons reported. Of this number 79 were definitely found to be "eligible for and susceptible of vocational training"; 34 were classified as pending, since complete data concerning them had not been secured; and the remaining 56 were declared "not eligible for rehabilitation service," due to old age, too serious a disability, or other causes.

The status of the first group of 79 cases mentioned above follows:

Trained and placed in employment.....	5
Taking courses of vocational training.....	16
Job objectives planned and training given as openings arise.....	22
Guidance and advice being furnished prior to ultimate rehabilitation.....	36
	<hr/> 79

The short time the service has been available, the limitation of the funds on hand for use in investigation, in providing appliances, in furnishing training, and in securing positions (\$5,000 from the State and \$5,000 from the Federal Government), coupled with the business depression, have made it possible merely to begin to meet the pressing demands for this service. As its existence becomes more widely broadcast, the number of cases reported will undoubtedly show considerable increase. Most of the cases reported as "eligible for and susceptible to training," can be taken care of, if the State eventually matches with an equal amount the maximum allotment of Federal funds which can be given to Maryland; viz., \$13,770.49. *Request is made for \$10,000 at this time, and this will make possible assistance in the field of organization and supervision of classes for handicapped children.*

Part-payment of Salaries

Part-payment of salaries of officials, viz., superintendents, supervising and helping teachers, and attendance officers, is increased by \$3,000 to take care of the increased experience of these officials, whose salaries vary with their experience, and to provide for sharing in the salaries of additional supervisors to be appointed in order to fill the quota of supervisors required in Allegany, Baltimore, and Washington Counties. (Required by Section 145 of Article 77 of the State School Law).

Medical Examinations

In order to prevent the appointment to the teaching staff of any teacher who is suffering from physical defects, chiefly to safeguard the children, but also since such teachers must become members of the Maryland Teachers' Retirement System, every new teacher entering the service must undergo a physical examination by a physician appointed by the Medical Board of the Teachers' Retirement System. Reports of these examinations are reviewed by the Medical Board of the Teachers' Retirement System. The State pays for the examinations required of all new appointees except graduates of the Maryland State Normal Schools, who are examined by the physician who is in attendance at each of these schools. The cost is approximately \$3,000 a year. This item appears in the budget for the first time this year. (Required by Section 126 of Article 77 of the State School Law and by by-law of the State Board of Education).

Deficit Census and Attendance

Because the collection of the public school tax for the year ending September 30, 1930, fell short of the estimated receipts by \$102,694, this amount is requested in 1932, since all of the counties arranged for their expenditures on the basis of receipt of the full amount from the census and attendance fund. The counties have had to borrow to meet this situation and reim-

bursement should be made *in full in October, 1931, through this deficit appropriation.* The amount by which each county and Baltimore City was short of the amount appropriated in the budget is shown in *Table 5.* In order to care for the *estimated* deficit in 1931, \$150,000 is included in the 1933 budget to be paid in full in October, 1932, if the deficit materializes.

TABLE 5
Deficits in State Payments of 1929-30 Census and Attendance Fund

County	Amount of Deficit	County	Amount of Deficit
Total Counties.....	\$ 56,545	Howard	\$ 1,085
Allegany	5,687	Kent	991
Anne Arundel.....	3,451	Montgomery	3,170
Baltimore	7,892	Prince George's.....	4,402
Calvert	751	Queen Anne's.....	1,092
Caroline	1,290	St. Mary's.....	1,214
Carroll	2,239	Somerset	1,672
Cecil	1,620	Talbot	1,207
Charles	1,181	Washington	4,639
Dorchester	1,850	Wicomico	2,149
Frederick	3,747	Worcester	1,567
Garrett	1,634	Baltimore City.....	46,149
Harford	2,015	Total State.....	\$102,694

Deficit Equalization Fund

Due to the passage of taxation legislation in 1929, removing from taxation at the full county rate shares of guaranty, fidelity, and casualty companies, beginning in June, 1930, the twelve counties continuously sharing in the Equalization Fund have lost \$23,926 as a source of revenue taxable at 67 cents for county school purposes estimated as available when the Equalization Fund was calculated in 1928, for insertion in the 1931 budget. This must be made up in order that through the Equalization Fund the provisions of Section 204 of the State School Law may be carried out. *This amount should be made available in full in October, 1931.*

State Appropriation from General Funds

In order to prevent deficits in the census and attendance fund in the future, *it is requested that the public school budget appropriation in 1932 and 1933 be provided entirely from general funds, instead of having a part derived exclusively from direct taxation.* The Public School Budgets will thus be placed in the same position as all other State supported institutions. Under this plan the amount of the direct tax usually allotted to the public schools will become part of the General Fund in the State Treasury. Any shortage in the collection of the tax would then be shared by all institutions and not fall exclusively on the Public School Budget.

THE 1930 CENSUS FOR MARYLAND

The United States Bureau of the Census has issued its first population bulletin for the 1930 census of Maryland showing the number and distribution of inhabitants.

The 1930 population of the counties, 826,652, is an increase of 110,817 or 15.5 per cent over 1920. Increases in population are found in western and central Maryland, in Prince George's and Anne Arundel, Cecil, Talbot, and Wicomico. In Charles, St. Mary's, and Calvert, and in Kent, Queen Anne's, Caroline, Dorchester, Somerset, and Worcester, there are decreases in population.

TABLE 6
Comparison of 1920 with 1930 Federal Census

County	1930 Population	1920 Population	Increase	Per Cent of Increase
Total Counties.....	826,652	715,835	110,817	15.5
Western Maryland				
Garrett.....	19,908	19,678	230	1.2
Allegany.....	79,098	69,938	9,160	13.1
Washington.....	65,882	59,694	6,188	10.4
Frederick.....	54,440	52,541	1,899	3.6
Montgomery.....	49,206	34,921	14,285	40.9
Central Maryland				
Carroll.....	35,978	34,245	1,733	5.1
Baltimore.....	124,565	74,817	49,748	66.5
Howard.....	16,169	15,826	343	2.2
Harford.....	31,603	29,291	2,312	7.9
Southern Maryland				
Prince George's.....	60,095	43,347	16,748	38.6
Anne Arundel.....	55,167	43,408	11,759	27.1
Charles.....	16,166	17,705	*1,539	*8.7
St. Mary's.....	15,189	16,112	*923	*5.7
Calvert.....	9,528	9,744	*216	*2.2
Eastern Shore				
Cecil.....	25,827	23,612	2,215	9.4
Kent.....	14,242	15,026	*784	*5.2
Queen Anne's.....	14,571	16,001	*1,430	*8.9
Talbot.....	18,583	18,306	277	1.5
Caroline.....	17,387	18,652	*1,265	*6.8
Dorchester.....	26,813	27,895	*1,082	*3.9
Somerset.....	23,382	24,602	*1,220	*5.0
Worcester.....	21,624	22,309	*685	*3.1
Wicomico.....	31,229	28,165	3,064	10.9
Baltimore City.....	804,874	733,826	71,048	9.7
Entire State.....	1,631,526	1,449,661	181,865	12.5

* Decrease.

Further analysis of the census data will be included in the 1931 report when the figures on school attendance, age groups, illiteracy, etc., are available.

Leaving out of consideration the City of Baltimore, the following cities have a population of over 5,000:

Cumberland has a population of 37,747; Hagerstown of 30,861; Frederick of 14,434; Annapolis of 12,531; Salisbury of 10,997; Cambridge of 8,544; Takoma Park of 6,415; and Frostburg of 5,588. (See *Table 6*).

PUBLIC SCHOOL ENROLLMENT INCREASES

The white enrollment in the county public schools (133,500) increased by over 2,200 pupils from 1929 to 1930, the number belonging by over 2,600 and the average attendance by over 5,200. Attendance in the year 1929 was unusually low, because of epidemics and sickness. The return to more normal conditions in 1930 resulted in an increase in average attendance twice as great as the increase in average number belonging, and 2.4 as great as the increase in the total number enrolled. (See *Table 7*.)

TABLE 7

Enrollment, Average Number Belonging, and Average Number Attending in White Schools for Year Ending July 31, 1930

COUNTY	Total White Enrollment	Average Number		COUNTY	Total White Enrollment	Average Number	
		Belonging	Attending			Belonging	Attending
Total Counties, 1930†	*133,497	125,873	115,353	Garrett.....	4,945	4,468	4,061
Total Counties, 1929..	*131,280	123,255	110,341	Cecil.....	4,274	3,914	3,569
Total Counties, 1920..	114,871	†	82,017	Dorchester.....	3,995	3,713	3,383
Baltimore.....	19,726	18,253	16,661	Worcester.....	3,186	2,927	2,635
Allegany.....	14,753	13,831	13,027	Somerset.....	3,178	2,982	2,681
Washington.....	13,246	12,555	11,492	Caroline.....	3,115	2,844	2,602
Frederick.....	9,913	9,353	8,608	Talbot.....	2,653	2,475	2,289
Prince George's.....	9,459	8,581	7,948	Howard.....	2,502	2,270	2,077
Montgomery.....	7,921	7,245	6,666	Queen Anne's.....	2,210	2,030	1,837
Anne Arundel.....	7,503	6,903	6,326	Kent.....	2,076	1,960	1,781
Carroll.....	6,449	6,030	5,391	Charles.....	1,927	1,785	1,579
Harford.....	5,508	4,998	4,514	St. Mary's.....	1,328	1,223	1,116
Wicomico.....	4,967	4,541	4,221	Calvert.....	1,062	992	889
				Baltimore City...	*92,272	86,511	79,565
				State.....	*225,769	212,384	194,918

* Excludes duplicates.

† Data not available until 1923.

‡ For similar data for counties arranged alphabetically see the following: Tables II, VI and VII, pages 331, 336, 337.

The counties are arranged in Table 7 in order of size of white public school enrollment from largest to smallest. Baltimore County's increase in enrollment was close to 550, Anne Arundel and Prince George's had gains in enrollment between 400 and 450, Allegany grew by over 200, and Montgomery, Garrett, and Cecil each had over 100 more children enrolled in public schools

in 1930 than in 1929. Carroll, Worcester, Somerset, Caroline, and St. Mary's, all had decreases in the number enrolled and in the average number belonging in the public schools for white children.

In Baltimore City the increase in white enrollment was 975, in average number belonging 1,462, and in average attendance 2,381.

The enrollment in public schools for white pupils is 92,300 in Baltimore City compared with 133,500 in the counties. Although the total white population in the counties does not greatly exceed that in Baltimore City, the counties have from 36,000 to 41,000 more white children to educate in the public schools than the City has, depending on whether enrollment or attendance is made the basis for comparison. Part of this difference is due to the fact that a larger number of city than of county children attend the parochial and private schools. The remaining difference is explained by the larger number of children per family found in the counties. (See *Table 8*.)

TABLE 8

Type of School	White Enrollment in 1929-30	
	Counties	Baltimore City
Public	133,497	92,272
Parochial and Private.....	12,745	34,382
Total.....	146,242	126,654

The Superintendent of Catholic parish schools and the principals of private schools have furnished information requested regarding the enrollment and teaching staff for the year 1929-30. The returns with respect to private schools have been more complete than in any year preceding. Summaries of the enrollment in Catholic and non-Catholic private schools are given by counties followed by the names of individual schools arranged by county. (See *Tables III, IV and V*, pages 332-335.)

WHITE SCHOOLS OPEN ON THE AVERAGE 187 DAYS

For the school year ending in June, 1930, the average length of session in the county white elementary schools was 186.9 days, .1 of a day longer than for the year preceding. In the white high schools the average session of 186.7 days was .2 of a day lower in 1929-30 than in 1928-29. No county fell below the 180 days required. In white schools the number of days open varied from just over 180 days in Worcester County to 194 days in Allegany. Allegany, Baltimore, Howard, and Queen Anne's were the only counties which kept the schools open at least 190 days. The three counties having the shortest school year are Worcester, Somerset, and Wicomico, which close schools at the end of May.

Baltimore County closed its schools on June 27 and Allegany, Anne Arundel, Garrett, and Howard closed on June 20. The opening date in 1929 varied from September 2 to September 11. (See *Table 9*.)

TABLE 9
Length of Session in White Schools, Year Ending July 31, 1930

County	School Year 1929-30			County	Average Days in Session [§]	
	No. of Days of Opening Meeting	First Day of School	Last Day of School		White High Schools	White Elementary Schools
				County Average.....	186.7	186.9
Allegany.....	1	9/3	6/20	Allegany.....	194.1	193.9
Anne Arundel.....	1	9/9	6/20	Baltimore.....	190.0	193.6
Baltimore.....	1	9/9	6/27	Howard.....	194.0	192.2
Calvert.....	†1	9/4	6/11	Queen Anne's.....	190.0	189.8
Caroline.....	3	9/9	6/13	Harford.....	188.8	187.3
Carroll.....	2	9/2	6/6	Anne Arundel.....	181.0	186.8
Cecil.....	2	9/5	6/13	Caroline.....	186.0	186.0
Charles.....	1	9/3	6/6	Cecil.....	187.1	185.7
Dorchester.....	2	9/9	6/13	Garrett.....	189.5	185.5
Frederick.....	1	9/4	6/6	Prince George's.....	186.6	184.9
Garrett.....	3	9/9	6/20	Talbot.....	185.0	184.9
Harford.....	‡2	9/9	6/19	Washington.....	185.0	184.7
Howard.....	1	9/3	6/20	Kent.....	186.3	184.4
Kent.....	1	9/9	6/13	Dorchester.....	184.0	184.3
Montgomery.....	2	9/11	6/13	Montgomery.....	183.9	183.8
Prince George's.....	2	9/9	6/18	St. Mary's.....	184.5	183.3
Queen Anne's.....	1	9/3	6/13	Calvert.....	182.7	183.1
St. Mary's.....	2	9/9	*6/16	Carroll.....	186.1	183.0
Somerset.....	1	9/3	5/30	Frederick.....	185.6	182.4
Talbot.....	.....	9/9	6/18	Charles.....	182.0	182.1
Washington.....	2	9/3	6/6	Wicomico.....	182.0	181.7
Wicomico.....	1	9/2	5/30	Somerset.....	181.0	180.9
Worcester.....	1	9/3	5/30	Worcester.....	180.3	180.7
Baltimore City.....	.....	9/10	6/25	Baltimore City.....	184.1	190.0
				State Average.....	185.8	188.2

† Two days for beginning teachers.

‡ One day for high school teachers.

* High schools 6/11, 6/12 and 6/13.

§ For similar data for counties arranged alphabetically, see *Table VII*, page 337, and for data for individual high schools, see *Table XXXVI*, page 366-71.

Every county, except Talbot, which had a new superintendent and supervisor, had a teachers' meeting preceding the opening of schools. The meetings varied in length from 1 to 3 days. (See *Table 9*.)

The number of individual white schools open fewer than 180 days (28) was smaller in 1930 than in any year preceding. Carroll had 15 schools open less than the number of days required, the explanation being a fire in the case of the Charles Carroll School; Charles had 4, and Worcester 3, the remaining counties listed having one each. A fire explains the appearance of an Anne Arundel County school in the list. It is gratifying to find that Garrett, Montgomery, Dorchester, Talbot, Frederick, Queen

Anne's, and Allegany, which had schools with too short sessions in 1929, had every school meet the required number of days in 1930. (See *Table 10*.)

TABLE 10

Number of Maryland County White Schools in Session Less Than 180 Days, Year Ending July 31, 1930

No. of Schools Open Less Than 180 Days				No. of Schools Open Less Than 180 Days				
County	Year	Total No.	Having One Teacher	Having More than One Teacher	County	Total No.	Having One Teacher	Having More than One Teacher
All Counties.....	1930	28	22	6	Kent.....	1	.....	1
	1929	62	45	17	Prince George's..	1	1	.....
	1928	33	25	8	Somerset.....	1	1	.....
	1927	83	68	15	Washington.....	1	1	.....
	1926	124	109	15	Worcester.....	3	3	.....
Anne Arundel.....	*1	.....	*1	.....	Charles.....	4	3	1
Calvert.....	1	.....	1	.....	Carroll.....	**15	13	**2

* Each asterisk represents one school open a short session because of fire.

GAINS IN ATTENDANCE MAKE UP FOR LOSSES OF PRECEDING YEAR

For the year ending in June, 1930, all types of white elementary schools had a higher percentage of attendance than that recorded for any year preceding. The percentage in the graded schools was 91.8, in the two-teacher schools 90.1, and in the one-teacher schools 88.4 per cent. (See *Table 11*.)

TABLE 11

Per Cent of Attendance in Maryland County White Elementary Schools, for School Years Ending in June 1923, 1924, 1925, 1927, 1929, 1930

Type of School	1923	1924	1925	1927	1929	1930	1930 Increase over 1929
White Elementary.....	84.2	85.5	87.2	88.7	88.8	91.0	2.2
One Teacher.....	79.4	80.9	83.1	85.0	85.7	88.4	2.7
Two Teacher.....	82.2	83.8	85.8	87.4	87.5	90.1	2.6
Graded.....	87.3	88.3	89.4	90.2	89.8	91.8	2.0

In the counties the percent of attendance in white elementary schools showed gains from 1929 to 1930 in every county. Charles County with 87 per cent had the lowest percentage of the average number belonging in average attendance. This, however, was higher by 3.2 per cent than for the year preceding. Allegany stood highest in attendance with 93.8 per cent. (See *Table 12*.)

TABLE 12

Per Cent of Attendance in White Elementary Schools for School Years Ending in June 1923, 1927, 1929 and 1930

County	1923	1927	1929	*1930	County	1923	1927	1929	*1930
County Average	84.2	88.7	88.8	91.0	Baltimore	84.0	88.6	88.7	90.7
Allegany	89.0	92.6	91.0	93.8	Cecil	84.8	88.0	86.7	90.7
Prince George's	84.9	90.2	91.0	92.2	Garrett	83.9	86.7	86.6	90.5
Wicomico	86.5	90.8	89.8	92.1	Dorchester	81.2	87.5	88.3	90.3
Talbot	85.8	90.5	89.4	91.9	Harford	84.5	87.7	87.8	89.7
Montgomery	81.9	87.9	88.2	91.5	Queen Anne's	85.4	86.5	87.6	89.4
Frederick	83.6	87.6	88.7	91.3	Worcester	83.5	88.1	88.0	88.9
Anne Arundel	84.5	88.1	89.7	91.0	Somerset	83.3	90.4	88.2	88.9
St. Mary's	74.5	81.0	86.4	91.0	Carroll	79.4	85.8	86.4	88.4
Kent	86.7	89.0	88.6	91.0	Calvert	79.9	81.8	84.8	88.4
Howard	84.0	86.3	89.6	90.9	Charles	79.5	83.0	83.8	87.0
Washington	84.9	89.5	88.7	90.8	Baltimore City	89.8	90.5	90.5	91.8
Caroline	86.5	90.3	90.0	90.8	State	86.7	89.5	89.5	91.3

* For similar data arranged by counties alphabetically see Table VI, page 336.

In view of the great differences in the counties in the proportion of pupils in rural schools which always suffer in attendance in comparison with graded schools, it is fairer to compare the attendance according to types of schools. In the one-teacher schools, Charles County ranked lowest with 82.7 per cent in attendance, while Talbot ranked highest with an attendance of 92 per cent. The one-teacher schools in seven counties—Talbot, Wicomico, Howard, Cecil, Baltimore, Prince George's, and Kent—exceeded 89.6 per cent in attendance, and the first two were over 90 per cent. In the two-teacher schools the level was somewhat higher than in the one-teacher schools, but there was a range of 10 per cent between the county lowest in attendance, Carroll with 85.3 per cent, and the county highest in attendance, Talbot, with 95.3 per cent. In four counties—Talbot, Allegany, Worcester, and St. Mary's—the two-teacher schools had an attendance of 92 per cent or more, while if 90 per cent is taken, fourteen counties reached that goal. For the graded schools, Calvert ranked lowest with 87.8 per cent, an improvement of 6 per cent over the attendance of 1929. Allegany at the top had 94.3 per cent in attendance. The graded schools in eight counties—Allegany, Garrett, Wicomico, Prince George's, Kent, Montgomery, Frederick, and Washington—exceeded 92 per cent, and in eighteen counties equalled or made more than 90 per cent in attendance. (See *Table 13*.)

Certainly pupils have greater opportunities to succeed in their school work if their attendance is regular, and the teachers and school officials are to be congratulated on the great improvement in attendance evident in every county.

TABLE 13

Per Cent of Attendance for School Years Ending in June 1924, 1929 and 1930
In Types of White Elementary Schools

One-Teacher Schools			Two-Teacher Schools			Graded Schools		
County	1924	1929 †1930	County	1924	1929 †1930	County	1924	1929 †1930
County Aver...	80.9	85.7 88.4	County Aver...	83.9	87.5 90.1	County Aver...	88.3*	89.8*91.8
Talbot.....	87.2	90.7 92.0	Talbot.....	86.7	89.4 95.3	Allegany.....	92.4*	91.6*94.3
Wicomico.....	83.9	88.6 90.8	Allegany.....	88.9	91.0 93.8	Garrett.....	89.9	90.3 92.7
Howard.....	82.5	87.6 89.9	Worcester.....	82.6	89.1 92.1	Wicomico.....	89.3	90.1 92.7
Cecil.....	81.7	84.5 89.8	St. Mary's.....	81.4	89.3 92.0	Prince George's.....	89.0	91.6 92.5
Baltimore.....	82.3	87.2 89.8	Cecil.....	86.5	89.5 91.9	Kent.....	88.3	89.9 92.2
Prince George's.....	83.3	87.3 89.8	Anne Arundel.....	81.9	88.5 91.8	Montgomery.....	86.3*	89.3*92.2
Kent.....	84.8	88.4 89.7	Prince George's.....	85.8	89.4 91.7	Frederick.....	86.4	90.6 92.2
Montgomery.....	78.1	84.9 89.3	Caroline.....	87.9	90.5 91.6	Washington.....	88.8	89.9 92.2
St. Mary's.....	79.3	84.4 89.1	Queen Anne's.....	86.5	90.0 91.4	St. Mary's.....	89.0	83.2 91.9
Garrett.....	81.2	84.5 89.0	Wicomico.....	86.3	91.4 91.3	Talbot.....	88.5	89.0 91.8
Harford.....	82.7	84.5 88.6	Howard.....	81.9	89.8 91.2	Howard.....	85.8	90.9 91.4
Caroline.....	88.3	88.3 88.6	Garrett.....	87.7	87.4 90.8	Dorchester.....	86.4	89.8 91.3
Frederick.....	79.6	84.8 88.5	Calvert.....	81.7	86.5 90.2	Anne Arundel.....	87.9	89.8 91.1
Dorchester.....	81.3	85.4 88.1	Kent.....	85.8	86.0 90.0	Baltimore.....	86.2	89.2 91.0
Somerset.....	81.7	87.6 87.8	Montgomery.....	80.5	86.2 89.9	Caroline.....	89.9	90.3 90.9
Allegany.....	82.9	84.9 87.8	Frederick.....	80.3	86.5 89.7	Cecil.....	87.3	87.1 90.7
Calvert.....	77.2	85.3 87.7	Somerset.....	83.3	87.5 89.5	Harford.....	88.9	89.6 90.5
Anne Arundel.....	77.6	90.3 87.1	Dorchester.....	86.7	86.8 89.2	Carroll.....	84.3	87.5 90.0
Queen Anne's.....	82.9	86.2 86.9	Baltimore.....	82.5	86.4 89.0	Worcester.....	89.3	88.9 89.9
Washington.....	80.1	85.1 86.6	Harford.....	85.6	87.3 88.8	Queen Anne's.....	88.3	87.3 89.6
Carroll.....	78.2	85.4 86.4	Washington.....	80.6	85.4 87.5	Somerset.....	86.7	88.5 89.1
Worcester.....	77.0	84.8 84.6	Charles.....	84.3	84.0 87.1	Charles.....	88.4	84.8 88.6
Charles.....	77.3	81.4 82.7	Carroll.....	81.4	84.0 85.3	Calvert.....	81.9	87.8

* Includes Junior High School, Grades 7-8.

† For similar data by counties arranged alphabetically see Table VI, page 336

Monthly Attendance

The enrollment in the one-teacher and graded schools reached its maximum in November, the month when the 100 day pupils are required to enter school. Thereafter, the number declined each month until June, when four counties, Worcester, Wicomico, Somerset, and Washington, did not have their schools open. In the two-teacher schools the maximum enrollment was found in December. In the high schools the enrollment is invariably highest in October. In 1930, due to school consolidation, the average number belonging was lower by 2,000 in one-teacher schools, and by 300 in two-teacher schools than for the preceding year. The graded schools not only took care of these rural school pupils but had additional gains, the increase being over 3,400. For all types of schools the per cent of attendance was highest the first and last months of school and lowest in January. This would tend to indicate that attendance is best for the group who enter school early and stay through to the end, and that it is poorer for the group which enters late in order to comply with the 100 day provision in the law. Sickness, how-

TABLE 14

Number Belonging and Per Cent of Attendance in Maryland County White Schools, by Months, for School Year Ending in June, 1930

MONTH	One-Teacher	Two-Teacher	Graded	All Elementary	High
Average Number Belonging					
September.....	15,978	12,496	71,420	99,894	23,693
October.....	16,813	13,047	73,380	103,240	24,004
November.....	17,050	13,279	73,803	104,132	23,871
December.....	16,965	13,369	73,775	104,109	23,637
January.....	16,863	13,320	73,734	103,917	23,346
February.....	16,728	13,348	73,565	103,641	23,192
March.....	16,543	13,206	73,213	102,962	22,904
April.....	16,237	13,119	72,758	102,114	22,555
May.....	15,949	13,011	72,134	101,094	22,267
June.....	12,496	11,118	58,676	82,289	17,939
Average for Year.....	16,341	13,247	73,099	102,687	23,186
Per Cent of Attendance					
September.....	92.3	94.0	95.9	95.1	96.3
October.....	88.5	90.6	92.5	91.7	94.8
November.....	89.9	91.2	92.4	91.9	94.5
December.....	86.8	87.5	89.3	88.6	92.2
January.....	84.7	86.8	88.7	87.8	93.7
February.....	88.0	89.4	90.9	90.3	94.4
March.....	87.9	89.6	90.9	90.3	94.1
April.....	88.6	89.7	91.5	90.8	93.8
May.....	88.4	90.4	92.4	91.5	94.3
June.....	92.8	93.4	95.0	94.5	96.8
Average for Year.....	88.4	90.1	91.8	91.0	94.4

ever, is also more prevalent in the winter than in the warmer weather at the beginning and at the end of the school year. (See *Table 14*.)

Fewer Pupils Present Under 100 and 140 Days

The number of white elementary pupils present less than 100 days has declined for all types of schools. Pupils who have moved, been transferred, or who have died are excluded from these figures. Whereas 15 per cent of the pupils in 1924 attended fewer than 100 days, this was the case for but 6.6 per cent of the white elementary pupils enrolled in 1930. (See *Table 15*.)

TABLE 15

County White Elementary Pupils Present Under 100 and 140 Days, for School Years Ending in June from 1924 to 1930

YEAR	PRESENT UNDER 100 DAYS				PRESENT UNDER 140 DAYS			
	One-Teacher	Two-Teacher	Graded	All Elementary	One-Teacher	Two-Teacher	Graded	All Elementary
NUMBER								
1924.....	6,537	2,655	5,918	15,110	12,684	5,704	12,525	30,913
1925.....	5,179	2,180	4,984	12,343	10,502	4,776	11,219	26,497
1926.....	4,370	1,861	5,302	11,533	9,359	4,196	11,772	25,327
1927.....	3,701	1,572	5,109	10,382	7,749	3,579	11,185	22,513
1928.....	2,805	1,176	4,498	8,479	5,989	2,656	10,067	18,712
1929.....	2,512	1,337	4,843	8,692	5,539	3,121	11,325	19,985
1930.....	1,566	996	4,326	6,888	3,883	2,329	9,659	15,871
PER CENT								
1924.....	23.4	15.6	10.7	15.0	45.4	33.5	22.5	30.7
1925.....	19.6	13.2	8.5	12.2	39.7	29.0	19.2	26.1
1926.....	17.8	11.9	8.6	11.3	38.1	26.9	19.1	24.9
1927.....	16.1	10.9	7.8	10.1	33.7	24.8	17.1	21.9
1928.....	13.3	8.7	6.6	8.2	28.3	19.7	14.7	18.2
1929.....	13.3	9.6	6.8	8.4	29.4	22.5	16.0	19.3
1930.....	9.3	7.4	5.8	6.6	23.2	17.2	13.1	15.2

The one-teacher schools still have the highest percentage of pupils who attend for fewer than 100 days, 9.3 per cent, the two-teacher schools, 7.4 per cent, and the graded schools, 5.8 per cent.

A similar decline is evident for pupils present fewer than 140 days, the number and percentage in 1930 being just one-half of the corresponding figures for 1924. In 1930 there were 15,871 white elementary pupils, 15.2 per cent of the total enrollment, who lost at least two months of school. For one-teacher schools the percentage was 23, for two-teacher schools 17, and for graded schools 13 per cent. (See *Table 15*.)

If the proposed legislation eliminating the provisions in the law with respect to 100 days of attendance are adopted there should be an even more marked decrease in the figures showing the number of pupils who attend for only a limited portion of the school session after the change in the law has taken effect.

Among the counties there is considerable variation in the per cent of pupils who attend school for only a limited portion of the year. Garrett, Frederick, Prince George's, and Kent Counties had 4 per cent or less who attended fewer than 100 days. On the other hand, over 8.5 per cent of the pupils of Calvert, Wicomico, Washington, Montgomery, and Caroline attended for so short a period. (See *Table 16*.)

TABLE 16

Per Cent of White Elementary School Pupils Attending Under 100 and 140 Days for School Year Ending July 31, 1930

COUNTY	PER CENT OF PUPILS ATTENDING							
	One-Teacher Schools		Two-Teacher Schools		Graded Schools		All Elementary Schools	
	Under 100 Days	Under 140 Days	Under 100 Days	Under 140 Days	Under 100 Days	Under 140 Days	Under 100 Days	Under 140 Days
Total Number.	1,566	3,883	996	2,329	4,326	9,659	6,888	15,871
County Aver..	9.3	23.2	7.4	17.2	5.8	13.1	6.6	15.2
Allegany.....	10.9	24.3	3.6	7.6	4.9	8.8	5.1	9.6
Prince George's	3.6	14.5	4.4	10.4	3.8	10.6	3.8	10.9
Baltimore.....	6.1	14.6	7.0	14.2	5.8	11.8	6.0	12.2
Kent.....	4.8	13.8	4.7	13.4	3.3	12.7	4.1	13.2
Frederick.....	5.8	19.4	4.0	16.5	3.2	11.2	3.8	13.2
Queen Anne's..	13.4	23.4	6.6	13.0	6.4	12.1	8.1	14.9
Anne Arundel.	15.7	31.3	6.0	12.7	7.3	15.2	7.3	15.3
Howard.....	9.0	19.1	7.8	16.6	7.8	12.7	8.2	15.3
Garrett.....	2.8	19.9	2.7	15.2	2.2	8.3	2.6	15.3
Harford.....	8.1	20.1	8.1	17.6	5.2	12.8	6.5	15.5
Cecil.....	12.5	21.8	7.9	13.8	5.9	13.9	8.2	16.2
Montgomery..	13.0	24.9	8.7	22.3	8.0	14.6	8.6	17.0
Talbot.....	8.9	26.3	3.9	9.8	5.8	15.5	6.3	17.3
Wicomico.....	8.7	19.3	7.4	14.4	10.3	17.7	9.6	17.9
Washington...	18.5	34.0	14.7	27.2	6.0	13.5	8.8	18.0
Caroline.....	10.3	19.8	8.1	18.6	8.4	17.9	8.6	18.2
Dorchester...	11.6	26.1	6.5	19.4	7.3	17.0	8.2	19.3
St. Mary's....	8.9	25.5	7.9	17.0	9.4	17.0	8.5	20.0
Carroll.....	10.3	26.4	10.9	27.4	5.8	16.5	7.7	20.6
Worcester....	12.0	33.3	6.2	21.8	6.5	17.0	7.8	21.5
Calvert.....	9.8	11.2	12.9	25.9	4.6	17.9	9.7	21.9
Somerset.....	7.8	25.8	6.7	22.0	7.8	21.1	7.7	22.1
Charles.....	12.2	37.3	8.5	19.7	6.9	20.3	8.4	24.2

For pupils who attended fewer than 140 days, Allegany, Prince George's, Baltimore, Kent, and Frederick had fewer than 13.3 per cent while this was the case for at least 20 per cent of the pupils in St. Mary's, Carroll, Worcester, Calvert, Somerset, and Charles Counties. The most remarkable improvement between 1929 and 1930 in pupils attending under 140 days appears in Garrett, Charles, St. Mary's, Montgomery, and Somerset Counties. (See *Table 16*.)

FEWER LATE ENTRANTS TO SCHOOL

A major reason pupils were in school more days was the fact that fewer pupils entered school after the first month. Whereas in 1924 there were 11,792 late entrants, representing over 10 per cent of the white elementary enrollment, this was the case for but 4,240 or 3.6 per cent of the pupils in 1930. Every deterrent to entry on time—employment, negligence and indifference,

TABLE 17
Causes of Late Entrance in White Elementary Schools for School Years Ending in
June, 1924-1930

YEAR	ENTERING AFTER FIRST MONTH EXCLUSIVE OF TRANSFERS		PER CENT OF WHITE ELEMENTARY SCHOOL PUPILS ENTERING SCHOOL AFTER THE FIRST MONTH BECAUSE OF					
	Number	Per Cent	13 Years or More, Employed	Negligence or Indifference	Just Moving to Place	Under 13 Years, Illegally Employed	Illness or Quarantine	Under School Age and Other Causes
WHITE ELEMENTARY SCHOOLS								
1924....	11,792	10.4	3.5	2.5	1.8	1.4	1.0	.2
1925....	9,297	8.2	2.8	2.1	1.6	.8	.7	.2
1926....	8,646	7.6	2.7	1.6	1.3	.8	.7	.5
1927....	7,330	6.4	2.2	1.4	1.1	.5	.7	.5
1928....	5,534	4.8	1.7	1.1	.8	.4	.5	.3
1929....	6,227	5.4	1.6	1.0	1.0	.4	.7	.7
1930....	4,240	3.6	1.2	.9	.6	.2	.5	.2
ONE-TEACHER SCHOOLS								
1924....	5,644	17.5	7.4	3.5	1.9	3.0	1.4	.3
1925....	4,349	14.3	6.1	3.1	1.9	2.0	.9	.3
1926....	3,854	13.7	6.2	2.5	1.5	1.9	.9	.7
1927....	3,058	11.6	5.0	2.3	1.2	1.3	.9	.9
1928....	2,178	8.9	4.2	1.7	.9	.9	.6	.6
1929....	2,160	9.9	4.3	1.5	1.1	.8	.9	1.3
1930....	1,334	6.9	3.2	1.4	.7	.6	.7	.3
TWO-TEACHER SCHOOLS								
1924....	2,183	11.5	3.9	2.6	1.8	1.6	1.1	.5
1925....	1,725	9.4	3.2	2.6	1.7	.8	.8	.3
1926....	1,494	8.6	3.5	1.6	1.2	.9	.6	.8
1927....	1,228	7.6	3.1	1.6	.9	.6	.7	.7
1928....	896	6.0	2.1	1.6	.9	.4	.5	.5
1929....	926	6.0	2.1	1.1	1.0	.4	.7	.7
1930....	710	4.7	1.8	1.1	.8	.3	.4	.3
GRADED SCHOOLS								
1924....	3,965	6.4	1.4	1.8	1.7	.5	.8	.2
1925....	3,223	5.0	1.0	1.6	1.4	.3	.6	.1
1926....	3,298	4.8	1.0	1.4	1.2	.3	.6	.3
1927....	3,044	4.2	1.0	1.0	1.1	.2	.6	.3
1928....	2,460	3.2	.8	.8	.8	.2	.4	.2
1929....	3,141	4.0	.8	.9	.9	.2	.6	.6
1930....	2,196	2.7	.7	.7	.5	.2	.4	.2

sickness, people just moving in, under-age pupils, and miscellaneous causes—was less operative in 1930 than in any year preceding. (See *Table 17*.)

When the counties are ranked according to per cent of late entrants to white elementary schools, Allegany, Prince George's and Baltimore Counties in 1930 had 1 per cent or less of the enrollment late entrants. At the other extreme, 4 per cent or more of the elementary pupils were late entrants in Queen Anne's Garrett, Carroll, Calvert, Dorchester, and St. Mary's. Five counties—Queen Anne's, Harford, Kent, and Anne Arundel—had a larger percentage of late entrants than in the year preceding. The greatest reductions in the percentage of late entrants from 1929 to 1930 occurred in St. Mary's, Dorchester, Carroll, Worcester, Garrett, and Cecil. (See *Table 18*.)

TABLE 18

Number and Per Cent of County White Elementary School Pupils Entering School After the First Month, Because of Employment, Indifference, or Neglect, for School Year Ending July 31, 1930

COUNTY	Number and Per Cent Entering School After First Month for Following Reasons:					Rank in Per Cent Entering After First Month for Following Reasons:		
	Total Number	Total Per Cent	13 Years or More, Employed	Negligence or Indifference	Under 13 Years, Illegally Employed	13 Years or More, Employed	Negligence or Indifference	Under 13 Years, Illegally Employed
County Aver.	2,744	2.3	1.2	.9	.2	.....	.....	.....
Allegany	78	.6	.3	.3	.....	2	2	5
Prince George's	71	.9	.2	.7	.....	1	9	3
Baltimore	175	1.0	.5	.5	.....	4	5	4
Montgomery	87	1.3	.5	.7	.1	5	8	7
Wicomico	77	1.8	1.1	.7	.....	8	11	1
Anne Arundel	122	1.9	.4	1.4	.1	3	19	10
Cecil	66	1.9	.7	1.1	.1	6	15	9
Kent	38	2.3	1.4	.3	.6	12	1	17
Somerset	65	2.6	1.4	.9	.3	11	12	13
Frederick	218	2.6	1.6	.8	.2	16	10	12
Washington	373	3.1	1.4	1.4	.3	13	18	14
Talbot	68	3.3	2.6	.5	.2	18	6	11
Charles	52	3.4	1.5	1.1	.8	14	16	19
Howard	72	3.4	1.0	2.4	.....	7	22	2
Harford	163	3.4	1.4	1.5	.5	10	20	15
Caroline	90	3.6	3.1	.4	.1	20	3	8
Worcester	100	3.9	1.6	1.7	.6	15	21	18
Queen Anne's	75	4.0	2.5	.5	1.0	17	7	6
Garrett	195	4.4	3.9	.5	.....	23	4	6
Carroll	264	4.8	3.3	1.0	.5	21	14	16
Calvert	48	5.2	1.2	3.1	.9	9	23	20
Dorchester	183	5.4	3.3	1.0	1.1	22	13	22
St. Mary's	64	5.5	3.0	1.3	1.2	19	17	23

FEWER WITHDRAWALS FROM SCHOOL

Withdrawals from white elementary schools for removal, transfer, and death, averaging almost 11 per cent, were greater than for the year preceding. The one-teacher schools showed the highest percentage of withdrawal for these causes, viz., 14 per cent. (See *Table 19*.)

TABLE 19

Causes of Withdrawal from County White Elementary Schools, for School Year Ending in June, 1930

Causes of Withdrawal	Number Leaving				Per Cent Leaving			
	One-Teacher Schools	Two-Teacher Schools	Graded Schools	All Elementary Schools	One-Teacher Schools	Two-Teacher Schools	Graded Schools	All Elementary Schools
Removal, Transfer, Death.....	2,716	1,657	8,345	12,718	14.0	10.9	10.1	10.9
Total Other Causes...	1,036	567	2,502	4,105	5.3	3.7	3.0	3.5
Employment.....	654	293	1,035	1,982	3.4	1.9	1.3	1.7
Mental and Physical Incapacity.....	169	158	883	1,210	.9	1.1	1.1	1.0
Under 7 or Over 16....	85	65	273	423	.4	.4	.3	.4
Poverty.....	81	32	189	302	.4	.2	.2	.2
Other Causes.....	47	19	122	188	.2	.1	.1	.2

Withdrawals for causes other than removal, transfer, and death decreased in number and per cent in all types of schools and for all causes, except per cent of mental and physical incapacity in two-teacher schools. Employment, responsible for one-half of the withdrawals for "other causes", still continues to be given as the chief reason for leaving school. Mental and physical incapacity explain the withdrawal of 1 per cent of the pupils. (See *Table 19*.)

In individual counties withdrawals for removal, transfer, and death affected less than 10 per cent of the white elementary pupils in Somerset, Charles, Calvert, Worcester, St. Mary's, Frederick, and Anne Arundel Counties. Counties showing at least 12 per cent of the white elementary pupils withdrawing for removal, transfer, and death are Harford, Wicomico, Prince George's, Cecil, Howard, and Garrett. (See *Table 20*.)

Withdrawals for causes other than removal, transfer, and death vary from 1.9 per cent in Baltimore to 6.4 per cent of the white elementary pupils in Garrett County. Six counties—Baltimore, Anne Arundel, Queen Anne's, Prince George's, Montgomery, and Carroll—have withdrawals for "other causes" for less than 3 per cent of the white elementary pupils, while there are six—Garrett, Dorchester, St. Mary's, Somerset, Calvert, and Worcester—which have withdrawals for similar causes for 5 or more per cent of the pupils. (See *Table 20*.)

TABLE 20

Withdrawals by Cause from Maryland County White Elementary Schools for Year Ending June 30, 1930

COUNTY	Withdrawals for Removal, Transfer or Death		WITHDRAWALS FOR FOLLOWING CAUSES						
			Total Number	Total Per Cent	PER CENT WITHDRAWING FOR				
					Employment	Mental and Physical Incapacity	Over or Under Compulsory Attendance Age	Poverty	Other Causes
Total and Average	12,718	10.9	4,105	3.5	1.7	1.0	.4	.2	.2
Baltimore	1,771	10.2	339	1.9	.7	.7	.3	.1	.1
Anne Arundel	608	9.3	163	2.5	1.1	.8	.3	.2	.1
Queen Anne's	216	11.7	48	2.6	1.4	1.0	.3	.1	.1
Prince George's	1,074	13.2	212	2.6	.7	1.1	.5	.3	.3
Montgomery	727	10.7	190	2.8	.9	1.4	.3	.1	.1
Carroll	565	10.2	158	2.9	1.2	.8	.5	.1	.3
Kent	168	10.0	50	3.0	1.1	1.4	.2	.1	.2
Cecil	455	12.9	108	3.1	.9	1.5	.3	.3	.1
Charles	111	7.2	50	3.2	1.5	.7	.2	.8	.1
Allegany	1,369	10.7	429	3.3	1.8	.9	.2	.2	.2
Talbot	230	11.1	72	3.5	1.7	.8	.3	.5	.2
Harford	724	15.2	170	3.6	2.1	.8	.4	.1	.2
Howard	265	12.5	78	3.7	1.4	1.0	.6	.3	.4
Wicomico	603	14.3	174	4.1	1.5	1.5	.3	.6	.2
Frederick	776	9.2	351	4.2	2.1	1.5	.2	.3	.1
Caroline	267	10.6	107	4.2	2.5	1.1	.4	.1	.1
Washington	1,326	11.0	548	4.5	2.4	1.0	.5	.5	.1
Worcester	225	8.8	129	5.0	2.7	1.2	.2	.8	.1
Calvert	75	8.2	47	5.1	2.2	1.3	.2	1.0	.4
Somerset	153	6.1	139	5.5	3.2	1.3	.5	.2	.3
St. Mary's	109	9.3	66	5.6	3.3	1.7	.2	.3	.1
Dorchester	374	11.0	195	5.7	3.4	1.1	.6	.5	.1
Garrett	527	12.0	282	6.4	4.1	1.0	.9	.3	.1

Less than 1 per cent of the pupils in Baltimore, Prince George's, Montgomery, and Cecil leave school to go to work in contrast with over 3 per cent in Somerset, St. Mary's, Dorchester, and Garrett.

Mental or physical incapacity is an excuse for withdrawal for less than one per cent of the white elementary pupils in Baltimore, Charles, Anne Arundel, Carroll, Talbot, Harford, and Allegany Counties. In Cecil, Wicomico, Frederick, and St. Mary's from 1.5 to 1.7 per cent of the pupils withdrew for these reasons. Poverty was given as the reason for withdrawing from .8 to 1 per cent of the pupils in Calvert, Worcester, and Charles. A county welfare program with the services of a trained social worker would undoubtedly make it possible for some children to stay in school who now withdraw because of physical or mental incapacity and poverty. (See Table 20.)

CAUSES OF LONG ABSENCE

The number of white elementary pupils absent 40 days or more decreased from 12,896 in 1929 to 9,109 in 1930. The latter num-

ber represented 8.4 per cent of the total enrollment. In the one-teacher schools, 12.3 per cent of the pupils lost at least 40 days, in the two-teacher schools 10.2 per cent, and in the graded schools 7.1 per cent. (See *Table 21*.)

TABLE 21

Per Cent of Pupils Absent 40 Days or More, With Cause of Absence for School Year Ending June 30, 1930

Cause of Absence	One-Teacher Schools	Two-Teacher Schools	Graded Schools	All White Elementary Schools	
				1930	1929
Death, Sickness, Physical and Mental Defects.....	5.3	4.4	3.8	4.1	6.1
Poverty, Indifference, Neglect....	4.4	4.2	2.8	3.3	4.4
Illegally Employed.....	1.0	.8	.2	.4	.7
Bad Weather and Roads.....	.9	.5	.1	.3	.5
Other Causes.....	.7	.3	.2	.3	.3
Total.....	12.3	10.2	7.1	8.4	12.0
Number Absent 40 Days or More..	2,186	1,432	5,491	9,109	12,896

Sickness continues the chief cause of long absence, being the explanation for 4.1 per cent of the pupils. Poverty, indifference, and neglect accounted for 3.3 per cent of the pupils who lost 40 days or more. Illegal employment, bad weather, and roads and other causes accounted for 1 per cent more of the total white elementary school enrollment which lost two months or more of schooling. (See *Table 21*.)

Illness as a Cause of Absence

Because of their interest in the effect of sickness on absence from school and as a check on reporting of contagious diseases, Mr. E. M. Noble, Superintendent of Schools in Caroline County, at the request of Dr. E. A. Jones, Deputy State Health Officer for Caroline and Dorchester Counties, made a comparison for each elementary grade of the number of white children ill from certain contagious diseases and the days lost from school with the total grade enrollment for the school year of 186 days in 1929-30.

The figures indicate that pupils in the white elementary schools lost 3 per cent of the possible days of schooling because of whooping cough, measles, colds and sore throat, chicken pox, itch and pink eye. The loss was greatest for the first grade, 6 per cent, and decreased in each succeeding grade so that it was less than 1 per cent in Grade 7. (See next to last column in *Table 22*.)

TABLE 22

Total Enrollment, Number of Pupils Ill, and Number and Per Cent of Days Lost in Caroline County White Elementary Schools from Certain Contagious Diseases, for School Year Ending June 30, 1930

Grade	Total Enrollment		Whooping Cough		Measles		Colds and Sore Throat		Chicken Pox		Itch and Pink Eye		Days Lost for These Causes		
	Pupils Ill	Days Lost	Pupils Ill	Days Lost	Pupils Ill	Days Lost	Pupils Ill	Days Lost	Pupils Ill	Days Lost	Pupils Ill	Days Lost	Total	Per Cent	Average Per Pupil
Total	2,251	225	4,417	306	1,117	775	5,555	214	1,134	175	776	12,999	3.1	5.8	
1	361	96	1,896	64	281	182	1,294	88	379	53	197	4,047	6.0	11.2	
2	331	56	1,194	59	199	145	1,128	62	427	30	158	3,106	5.0	9.4	
3	303	34	778	51	160	76	750	23	142	17	111	1,941	3.4	6.4	
4	361	19	299	37	144	102	809	22	132	49	167	1,551	2.3	4.3	
5	291	8	72	45	157	101	642	5	20	15	58	949	1.8	3.3	
6	294	10	145	34	130	102	540	13	29	6	64	908	1.7	3.1	
7	310	2	33	16	46	67	392	1	5	5	21	497	.9	1.6	

The average number of days lost per white elementary pupil for these particular diseases was nearly 6, but by grades the number of days ranged from over 11 in grade 1 to less than 2 days in grade 7. (See *Table 22*.)

When the days reported lost for each of the above diseases are divided by the aggregate days of absence reported for the white elementary schools of Caroline County, the effect of these diseases on absence from school is very evident. Over one-third of the absence, 34.5 per cent, is due to the diseases listed above. Colds and sore throat account for nearly 15 per cent of the absence, whooping cough for nearly 12 per cent, measles and chicken pox each accounts for 3 per cent, pink eye and itch for just over 2 per cent. Colds and sore throat and whooping cough accounted for over one-fourth of the absence in the county white elementary schools. (See *Table 23*.)

The average number of days lost for each of the diseases showed considerable variation. Whooping cough meant the loss of a month of school, itch of nearly 12 days, colds and sore throat of 7 days schooling, chicken pox of slightly more than a week, and measles and pink eye each of nearly a week of school. (See *Table 23*.)

The health department is interested in the fact that while 225 pupils were reported as absent from school because of whooping cough, only 35 cases were reported for the county, and while 306 and 214 pupils were reported absent from school because of measles and chicken pox, respectively, only 18 and 28 cases, re-

TABLE 23

Absence Due to Certain Contagious Diseases in the Caroline County White Elementary Schools, for Year Ending June 30, 1930

Cause of Absence	Per Cent of All Absence Due to	Average Days Lost Because of
Colds and Sore Throat.....	14.7	7.2
Whooping Cough.....	11.7	19.6
Measles.....	3.0	3.7
Chicken Pox.....	3.0	5.3
Pink Eye.....	1.6	3.7
Itch.....	.5	11.6
Total for above causes.....	34.5	7.7

spectively, were reported for the county. Of course some of these children were absent because they were quarantined as a result of illness for other members of the family.

The Teacher as a Factor in Preventing Absence

John L. Fitzwater, attendance officer in Garrett County, made a study of long absences which was taken up with the teachers of the county. His material was presented somewhat along the following lines:

The following three factors in securing good school attendance are still unsolved:

1. A better control of communicable diseases.
2. Removal of certain social conditions which react unfavorably on school attendance.
3. A deeper consciousness on the part of some teachers of the part they should play in keeping pupils in school.

During the school year of 1928-29 66 per cent of all absences of at least 40 days from Garrett County elementary and high schools were due to sickness, physical and mental defects. The corresponding percentage for 1929-30 was 61.

In a recent study of the principals' annual reports it was found that in some schools a large number of pupils were absent on account of illness, while in other schools in the same district there were very few absences on this account.

A survey was made for 40 schools of the heating, the ventilation, and the attitude toward wearing out-of-door clothing in school. Twenty of these schools had no pupils absent in 1929-30 for 40 or more days on account of illness, while the remaining twenty schools had cases of long absence because of illness.

It will be noted that there were fewer unfavorable conditions in the schools which had no long absences for illness than in those which had long absences for illness. (See first and second columns, respectively, in *Table 24*.)

TABLE 24

Unfavorable Conditions	Per Cent of 20 Schools	
	Which Had No Long Absences Because of Illness	Which Had Long Absences Because of Illness
Overheated Classrooms.....	20	50
Little or No Ventilation.....	35	85
Pupils Wearing Overshoes, Coats and Sweaters Inside Schoolhouse.....	40	70

Teachers were advised to help solve the problem of control of communicable diseases by adopting the following suggestions:

1. Co-operate with the County Health Officer and Public Health Nurse at all times.
2. Learn to know symptoms of diseases and exclude a child from school upon the first sign of any contagious disease.
3. Notify the Public Health Officer if necessary or the Public Health Nurse.
4. Teach pupils the value of health and health habits and insist that they practice them in their homes as well as in the school.
5. Bring to the attention of parents the advantages of having defects of children's eyes, teeth, tonsils, ears, etc., corrected.
6. Secure the co-operation of the parents as well as the children toward the prevention of the spread of diseases.
7. Show interest by visiting the home of the child when reported ill.
8. Discover whether non-attendance of pupils may be due largely to the following causes:
 - a. Failure to interest pupils.
 - b. Improper attitude toward community, i. e. failure to be of help to the community, but expecting the community to be a servant to you.
 - c. Lack of interest in your school work, evidenced by neglect to make absences less frequent.
 - d. Lack of conviction of responsibility for promoting attendance.
9. When a supervising or helping teacher or any other interested and responsible person steps into your school room, ask questions such as the following:
 - a. Does this room seem well ventilated to you? Does the air appear pure, clean, and sweet?
 - b. Does the temperature seem too hot, too cold, or about right?
 - c. Do any of the children appear to you to have on any unnecessary clothing such as hats, heavy coats, overshoes, etc.?

Joseph P. Franklin, M. D., Deputy State Health Officer, Allegany County, Maryland, says:

"Unquestionably poorly ventilated and overheated classrooms tend towards dullness, sleepiness, and inattentiveness on the part of school children. The impure atmosphere brought about by such conditions lower the general resistance of the individuals concerned, thereby rendering them more susceptible to common colds, sore throats and other contagious diseases. This in turn affects the attendance of the school due to absenteeism on account of illness."

According to Dr. Herman J. Norton, Director of Health Education. Public Schools, Rochester, N. Y., 40 per cent of all absence from school is due to common colds. The causes are overheated classrooms, poorly ventilated rooms, improper food, clothing, and shoes, lack of overshoes in wet weather.

Prevent rather than cure, by eliminating the above causes. Build up health habits through environment, teaching, equipment. And at all times breathe fresh air. Do not despise it because it is cheap and plentiful; bathe your body in it; absorb it into your blood, and it will bless you with the benediction of health.

The following records of Garrett County schools show the influence a teacher has in securing and maintaining good attendance. The teacher in School A for the last four years never had a percentage of attendance for the year above 87.8, while the percentage of attendance the preceding three years was considerably higher. In School B just the reverse was true, the teacher at work for the last four years improved the attendance in her school considerably above that found in the three preceding years.

TABLE 25
Per Cent of Attendance

Year	School A	School B
1923-24.....	95	87.1
1924-25.....	90	90.1
1925-26.....	89	89.1
	*	*
1926-27.....	87.8	95.6
1927-28.....	84.4	93.2
1928-29.....	85.4	94.6
1929-30.....	87.2	94.2

†Teacher's Relation to Non-Attendance and Its Elimination

"The teacher is not merely an instrument for instructing children; she is the artist who creates idealistic youth. She looks beyond subject matter and sees lives that must be enriched and ennobled. No longer is she content to present her material skilfully and well regardless of whether or not the pupils attend. Her attention is centered upon the child.

"A poor attendance record is therefore of concern regardless of whether or not the absence was legal, for it represents laxity at some spot in the school organization. Poor teaching or poor adjustment of the pupil to his work may cause such a distaste for schooling that pupils will be absent upon the least pretext. Health education may be so neglected that the community has more sickness than it need have. The relation between the home and the school may be so poor that regular attendance is discouraged.

"If the teacher enjoys teaching, likes children, and makes a study of the problem cases, probably no individual in the school system has a better opportunity to discover real causes of non-attendance and to assist in removing those causes, and, if the teacher is to perform these duties understandingly she, as well as the administrator, must know

* Change in teacher.

† Excerpt from "Administration of Pupil Personnel," by Arch O. Heck.

how large this problem is, what the causes of non-attendance are, and what specific steps can be taken to remove these causes. She will know, also, how the tasks required of her aid in curing non-attendance. Once having seen the extent of the problem, she will find innumerable ways of bettering conditions so that the attendance will naturally improve."

EFFICIENCY IN GETTING AND KEEPING CHILDREN IN SCHOOL

In order to sum up the various measures of school attendance thus far presented, viz., per cent of attendance, late entrance and withdrawals, the 23 counties have been ranked in accordance with an average of their ranking in these three items for white elementary schools. That county is considered highest which has the highest percentage of attendance accompanying a low percentage of late entrance and withdrawals. A county which

TABLE 26

An Index of School Attendance in County White Elementary Schools for School Year Ending June 30, 1930

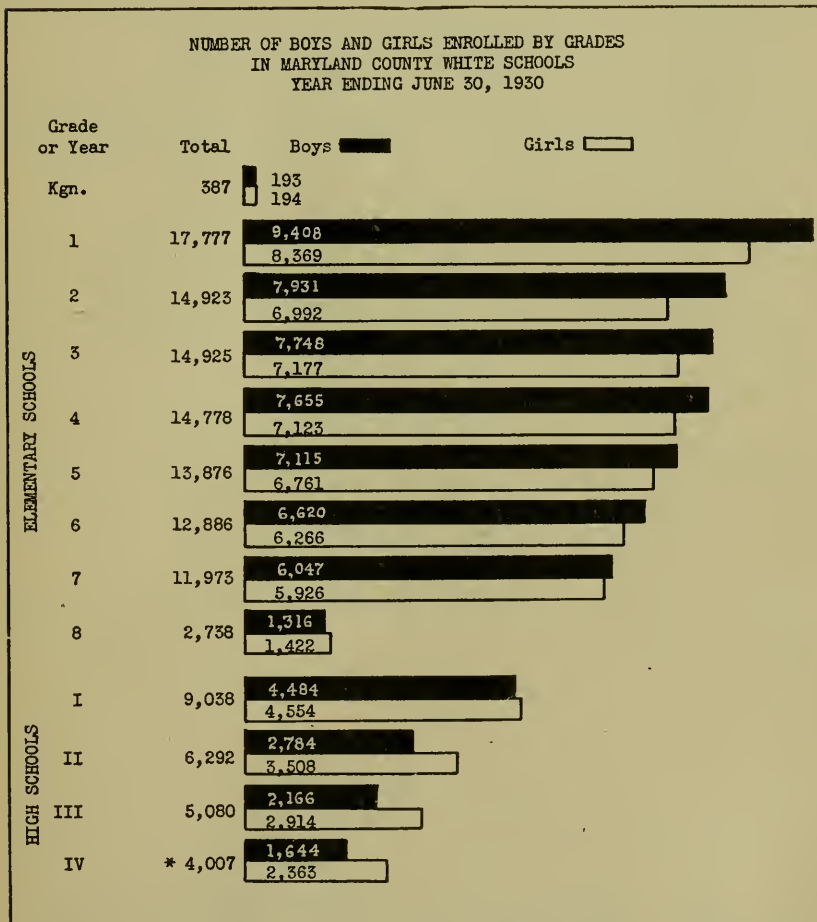
COUNTY	PER CENT OF			RANK IN PER CENT OF		
	Attend- ance	Late* Entrants	†With- drawals	Attend- ance	Late* Entrants	†With- drawals
County Average	91.0	2.3	3.5	.....	.....	.....
Prince George's	92.2	.9	2.6	2	2	4
Allegany	93.8	.6	3.3	1	1	10
Montgomery	91.5	1.3	2.8	5	4	5
Anne Arundel	91.0	1.9	2.5	7	6	2
Baltimore	90.7	1.0	1.9	13	3	1
Wicomico	92.1	1.8	4.1	3	5	14
Kent	91.0	2.3	3.0	9	8	7
Talbot	91.9	3.3	3.5	4	12	11
Cecil	90.7	1.9	3.1	14	7	8
Frederick	91.3	2.6	4.2	6	10	15
Howard	90.9	3.4	3.7	10	14	13
Queen Anne's	89.4	4.0	2.6	18	18	3
Washington	90.8	3.1	4.5	11	11	17
Caroline	90.8	3.6	4.2	12	16	16
Harford	89.7	3.4	3.6	17	15	12
Charles	87.0	3.4	3.2	23	13	9
Carroll	88.4	4.8	2.9	21	20	6
Somerset	88.9	2.6	5.5	20	9	20
St. Mary's	91.0	5.5	5.6	8	23	21
Worcester	88.9	3.9	5.0	19	17	18
Garrett	90.5	4.4	6.4	15	19	23
Dorchester	90.3	5.4	5.7	16	22	22
Calvert	88.4	5.2	5.1	22	21	19

* For employment, negligence, and indifference. The county having the smallest percentage of late entrants is ranked first.

† For causes other than removal, transfer and death. The county having the smallest percentage of withdrawals is ranked first.

lets its children enter school late and withdraw early may keep them in steady attendance while they are enrolled, but it is unquestionably doing less for its children than a county which promotes early entrance and discourages withdrawals and still keeps a high percentage of attendance. With this method of ranking, Prince George's led the counties of the State, and Allegany, Montgomery, and Baltimore took positions next in order. Calvert stood lowest on the list and Dorchester next to the bottom. (See Table 26.)

DISTRIBUTION OF WHITE COUNTY ENROLLMENT BY GRADES
 CHART 1



* Includes 5 boys and 20 girls, post-graduates.

The pupils enrolled in the county public schools were better distributed among the grades than in any preceding year. Except in grades 2, 6, and 8, the white county enrollment in every grade is larger in 1930 than it was in 1929. The largest enrollment (17,777) is found in grade 1. The enrollment in grades 2, 3, and 4, just below 15,000, is almost stationary. Above grade 4 there is a loss in each succeeding grade until in the fourth year of high school there are just over 4,000 pupils. (See *Chart 1*.)

A glance at the black bars which represent the boys in *Chart 1* will show that after grade 1 there is a smaller number of boys in each succeeding grade. The number of boys in the fourth year of high school is just over a sixth of the enrollment in the first grade, and just over a fifth of the enrollment of grades 2, 3, and 4.

The white bars representing the girls show the maximum enrollment in grade 1. Grade 3 has the next highest enrollment of girls and thereafter there are fewer in each succeeding grade. The enrollment of girls in the fourth year of high school is just one-third of the enrollment in grade 2.

Boys exceed the girls enrolled in all grades from 1 to 7, inclusive. For grade 7 in the past few years the girls have always been in excess of the boys. This is therefore an indication of greater persistence for boys in staying through the elementary school course. Above grade 7 there are more girls than boys in each high school year, the excess for girls in the last three years of high school being over 700. (See *Chart 1*.)

The distribution of enrollment by grade in each county shows that the maximum enrollment is found in the first grade in every county except Talbot and Wicomico. Enrollment in grades 2 and 3 or in either of these grades, in most counties, is lower than the number of pupils found in grade 4. (See *Table 27*.)

Allegany, Anne Arundel, and Washington Counties, and the Montgomery County schools adjacent to Washington, which have been organized on the 6-3-3 plan, provide eight grades for the completion of work preparatory to the last four years of high school work. All of the other counties have a seven grade elementary school course.

The distribution of enrollment by grade and type of school showed very little change since 1929. The proportion that each grade was of the average enrollment in grades 2 to 4 indicated a slightly better distribution in the one-teacher schools than formerly. The graded school enrollment, probably because of the inclusion of so many children from consolidated one-teacher schools, had a slightly greater concentration in the lower grades than in 1929. (See *Table 28*.)

ENROLLMENT DISTRIBUTED BY GRADES

TABLE 27
Enrollment in Each Grade in White Schools, Year Ending July 31, 1930

COUNTY	*Number in Elementary Schools in Grade										*Number in High Schools in Year				*Grand Total
	1	2	3	4	5	6	7	8	I	II	III	IV			
Total Counties.....	17,777	14,923	14,925	14,778	13,876	12,886	11,973	2,738	9,038	6,292	5,080	4,007	128,680		
Allegany.....	1,728	1,611	1,649	1,519	1,402	1,322	61,184	61,013	949	668	518	476	14,039		
Anne Arundel.....	948	860	794	820	764	680	764	591	480	279	217	208	7,039		
Baltimore.....	a2,718	a2,242	a2,281	a2,242	a2,186	a1,946	a1,888	.....	1,135	787	540	418	18,483	
Calvert.....	166	93	137	145	121	91	95	.....	55	34	48	35	1,020	
Caroline.....	361	331	303	361	291	294	310	.....	248	184	140	112	2,935	
Carroll.....	852	651	727	726	717	675	628	.....	416	307	283	200	6,182	
Cecil.....	509	444	448	459	443	420	367	.....	346	232	209	119	3,996	
Charles.....	253	207	223	213	207	172	160	.....	137	98	104	58	1,832	
Dorchester.....	583	449	457	483	375	349	325	.....	306	217	157	144	3,845	
Fredrick.....	1,313	1,152	1,134	999	1,109	978	961	.....	705	466	386	356	9,560	
Garrett.....	806	583	512	521	465	492	506	.....	316	181	143	110	4,635	
Harford.....	766	608	546	618	571	466	473	.....	378	294	233	162	5,115	
Howard.....	324	307	271	284	232	233	204	.....	184	109	89	74	2,325	
Kent.....	230	227	207	218	211	227	196	.....	175	112	117	95	2,015	
Montgomery.....	1,042	874	816	832	704	650	658	b262	516	352	311	206	7,434		
Prince George's.....	1,352	1,038	1,023	1,054	911	904	763	.....	619	468	330	c235	8,727	
Queen Anne's.....	274	234	250	235	235	223	185	.....	194	101	89	72	2,092	
St. Mary's.....	171	171	165	136	142	163	117	.....	91	47	41	31	1,275	
Somerset.....	432	337	379	332	320	284	279	.....	282	172	135	114	3,077	
Talbot.....	255	264	290	291	280	229	241	.....	205	189	152	125	2,521	
Washington.....	1,734	1,444	1,442	1,395	1,344	1,275	1,129	958	751	500	435	352	12,759		
Wicomico.....	a533	a466	a552	a550	a540	a489	a479	.....	379	307	247	d186	4,728	
Worcester.....	397	330	319	345	306	324	310	.....	252	188	156	119	3,046	
Baltimore City†.....	3,322	8,909	8,904	9,134	8,645	7,914	7,355	6,192	4,757	2,877	2,057	1,756	e84,335		
Elementary.....	3,322	9,909	8,904	8,650	8,645	7,914	1,032	873	.....	.....	.....	.....	e61,246
Junior High.....	.....	.....	.....	.....	.....	.....	5,319	.....	3,511	.....	.....	.....	15,153
Senior High.....	.....	.....	.....	.....	.....	.....	.....	.....	1,246	2,877	2,057	1,756	7,936
Total State.....	3,709	27,686	23,827	23,575	23,912	22,521	20,800	19,328	13,795	9,169	7,137	5,763	e213,015		

* Excludes withdrawals for removal, transfer and death.
 a Includes pupils in normal elementary school.
 b Includes junior high school pupils.
 c Includes 1 post-graduate.
 d Includes 25 post-graduates.
 e Includes 1968 in special and ungraded classes, 435 in vocational schools, and 460 in prevocational schools.

TABLE 28

Number and Per Cent of Pupils Enrolled in Each Grade of Maryland County White Elementary Schools (By Types) Year Ending June 30, 1930

GRADE	*Number in Each Grade			Per Cent of Average for Grades 2-4 in Each Grade		
	One-Teacher Schools	Two-Teacher Schools	Graded Schools	One-Teacher Schools	Two-Teacher Schools	Graded Schools
Average of Grades 2-4...	2,498	1,981	10,396	.....	.....	.....
Kindergarten.....			387	.....	.....	4
1.....	3,224	2,466	12,087	129	124	116
2.....	2,446	2,077	10,400	98	105	100
3.....	2,592	1,905	10,428	104	96	100
4.....	2,457	1,962	10,359	98	99	100
5.....	2,301	1,841	9,734	92	93	94
6.....	1,952	1,637	9,297	78	83	89
7.....	1,663	1,507	8,803	67	76	85
8.....	129	141	2,468	5	7	24
Total.....	16,764	13,536	73,963	.....	.....	.....

* Exclusive of pupils who withdrew for removal, transfer or death.

WHITE COUNTY ELEMENTARY SCHOOL GRADUATES
EXCEED 10,000

The 1930 graduates of white elementary schools totalling 10,140 included 4,857 boys and 5,283 girls, an increase of 212 over the preceding year. This means that 9 per cent of the white boys and 10.5 per cent of the white girls enrolled in the elementary schools graduated. Assuming a stationary enrollment and that

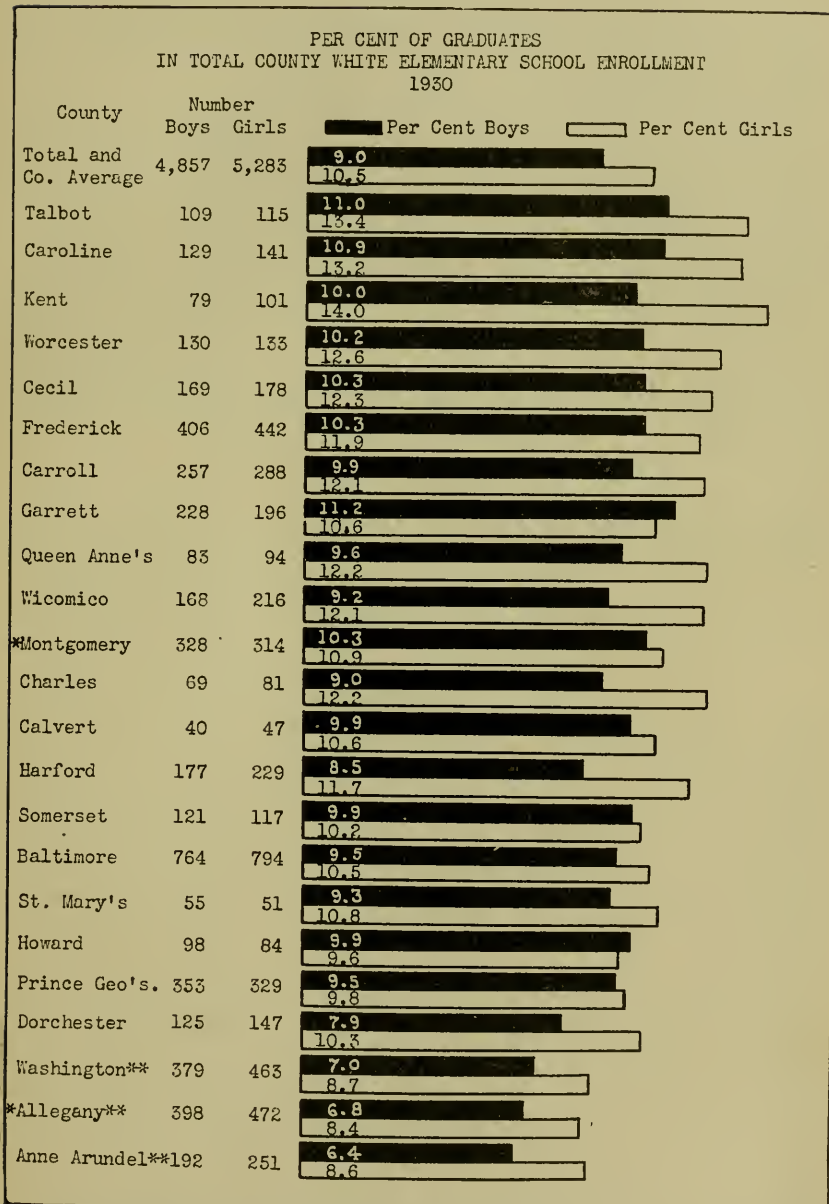
TABLE 29

White County Elementary School Graduates

Year	NUMBER			PER CENT		
	Boys	Girls	Total	Boys	Girls	Total
1923.....	3,200	4,136	7,336	6.1	8.5	7.2
1924.....	3,360	4,210	7,570	6.4	8.7	7.5
1925.....	3,705	4,549	8,254	7.0	9.4	8.1
1926.....	4,054	4,599	8,653	7.7	9.4	8.5
1927.....	*4,290	*5,059	*9,349	*8.1	*10.2	*9.1
1928.....	*4,329	*5,029	*9,358	*8.1	*10.1	*9.1
1929.....	*4,742	*5,186	*9,928	*8.8	*10.4	*9.6
1930.....	*4,857	*5,283	*10,140	*9.0	*10.5	*9.7

* Includes eighth grade promotions in junior high schools.

CHART 2



* Includes eighth grade promotions in junior high school.
 ** County has eight grades in elementary school course.

all who entered the first grade completed a grade a year and remained to graduate from elementary school, the maximum per cent of graduates possible in a seven grade system would be 14.3 per cent and in a county having eight grades in the elementary school course 12.5 per cent. (See *Table 29*.)

In the individual counties having seven grades in the elementary school course, the per cent of boy graduates in the elementary school enrollment varied from 7.9 in Dorchester to 11.2 per cent in Garrett. For girls the extreme percentages were 9.6 in Howard and 14 per cent in Kent. In six counties, Garrett, Howard, Montgomery, St. Mary's, Somerset and Prince George's, the boy graduates outnumbered the girl graduates. (See *Chart 2*.)

In the counties having eight grades in the elementary school course the percentage of boy graduates in the elementary school enrollment was 6.4 in Anne Arundel, 6.8 in Allegany, and 7 per cent in Washington. For the elementary girls enrolled, Allegany had the lowest percentage of graduates, 8.4, Anne Arundel had 8.6, and Washington 8.7 per cent. (See *Chart 2*.)

TABLE 30
Number of County White Elementary School Graduates in 1930 by Types of Schools.

COUNTY	Number of White Elementary School Graduates in 1930						Per Cent of White Elementary School Graduates in 1930					
	One-Teacher Schools		Two-Teacher Schools		Graded Schools		One-Teacher Schools		Two-Teacher Schools		Graded Schools	
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
Total and Average.....	661	716	628	695	3,568	3,872	7.5	9.1	8.9	10.7	9.4	10.8
Talbot.....	12	14	2	4	95	97	5.8	10.6	8.3	14.8	12.4	13.9
Caroline.....	10	6	16	18	103	117	7.2	5.8	9.5	13.0	11.8	14.2
Kent.....	22	32	18	16	39	53	10.1	14.7	8.9	10.3	10.5	15.1
Worcester.....	16	14	7	12	107	107	5.1	5.5	5.6	10.1	12.8	15.6
Cecil.....	48	48	29	39	92	91	9.9	11.3	9.8	14.1	10.8	12.1
Frederick.....	65	75	92	95	249	272	9.8	12.6	17.3	19.3	9.1	10.4
Carroll.....	25	20	35	34	197	234	3.5	3.1	10.8	11.7	12.7	16.4
Garrett.....	112	118	38	12	78	66	10.5	12.5	12.2	4.3	11.8	10.6
Queen Anne's.....	24	13	17	31	42	50	11.0	8.0	8.7	17.2	9.3	11.7
Wicomico.....	40	41	6	15	122	160	7.9	9.1	4.7	9.5	10.3	13.5
Montgomery.....	22	39	55	50	*251	*225	7.0	13.4	9.3	10.2	*11.1	*10.8
Charles.....	21	21	8	19	40	41	11.5	13.7	7.0	15.8	8.5	10.4
Calvert.....	19	22	12	16	9	9	9.0	10.5	9.8	12.0	12.7	8.8
Harford.....	30	49	28	53	119	127	6.2	11.3	6.1	12.8	10.4	11.4
Somerset.....	28	26	7	7	86	84	11.6	11.0	5.1	6.0	10.2	10.5
Baltimore.....	37	47	105	100	622	647	8.3	10.4	10.9	11.9	9.3	10.4
St. Mary's.....	21	14	26	29	8	8	9.9	8.8	8.9	12.6	9.0	9.8
Howard.....	28	28	20	14	50	42	9.2	11.2	11.2	8.4	9.8	9.1
Prince George's.....	27	18	42	37	284	274	8.5	6.2	10.4	10.5	9.5	10.1
Dorchester.....	16	16	16	20	93	111	4.4	5.0	8.3	11.2	9.0	11.9
Washington.....	25	34	34	47	320	382	3.1	4.4	5.9	7.8	7.9	9.7
Allegany.....	13	21	4	10	*381	*441	3.4	6.3	.9	2.0	*7.7	*9.2
Anne Arundel.....	.....	.....	11	17	181	234	.....	.....	4.9	7.1	6.6	8.9

* Includes pupils promoted from eighth grade in junior high schools.

All of the counties had more elementary boy and girl graduates in 1930 than in 1929 except Kent, Cecil, Frederick, Somerset, St. Mary's, Howard, and Washington. Queen Anne's and Allegany had fewer boys and Caroline, Worcester, Garrett, Montgomery, Prince George's, and Dorchester had fewer girls who graduated in 1930 than in 1929. (See *Chart 2*.)

The per cent graduating was higher in two-teacher than in one-teacher schools, and in graded than in two-teacher schools. The number and per cent of girls graduated exceeded the number and per cent of boys graduated, except in the one-teacher schools of Caroline, Carroll, Queen Anne's, Somerset, St. Mary's, and Prince George's, in the two-teacher and graded schools of Garrett and Howard, and in the graded schools of Montgomery. (See *Table 30*.)

OVER 78 PER CENT OF 1929 GRADUATES OF COUNTY PUBLIC
WHITE ELEMENTARY SCHOOLS CONTINUED HIGHER
EDUCATION IN FALL OF 1929

Of 9,479 graduates of county public white elementary schools in 1929, 7,426 or over 78 per cent, continued more advanced work in public, private, or parochial schools in the fall of 1929 for at least one school month. Nearly three-fourths of the graduates entered high schools in the same county in which the elementary schools were located, but close to 3 per cent went to public high schools in adjoining counties or in Washington or Baltimore. (See *Chart 3*.)

Prince George's and Montgomery County sent a large proportion of their graduates to high schools in Washington, while many from Anne Arundel came to Baltimore City. From the counties as a group, slightly over 1 per cent went to private or parochial schools for advanced work. Seven counties had no entrants to private and parochial schools, while at the other extreme, 18 per cent of the St. Mary's County graduates went to private or parochial schools. St. Mary's Seminary and Charlotte Hall, semi-public institutions, are included as private schools in St. Mary's County.

In Somerset, Talbot, Charles, and Worcester Counties only 8 per cent of the graduates did not continue further education beyond the elementary school. At the opposite extreme from 25 to 51 per cent of the 1929 elementary school graduates of Washington, Baltimore, Frederick, Carroll, and Garrett Counties did not enter high schools in the fall of 1929. (See *Chart 3*.)

NON-PROMOTIONS DECREASE

There were fewer pupils not promoted in 1930 than in any previous year. Of 14,333 county elementary white pupils not promoted, 8,962 were boys and 5,371 girls. These numbers rep-

CHART 3

NUMBER AND PER CENT OF 1929 GRADUATES OF COUNTY PUBLIC WHITE ELEMENTARY SCHOOLS NOT CONTINUING HIGHER EDUCATION IN FALL OF 1929

County	1929 White Elementary Pub. School Graduates	Number and Per Cent Not Continuing Higher Education in Fall of 1929		Per Cent	
		Number	Per Cent	% Boys	% Girls
Total and Average	9479	2053	21.7	22.5 20.9	
Somerset	256	20	7.8	8.1 7.5	
Talbot	180	15	8.3	6.1 9.6	
Charles	131	11	8.4	6.5 10.1	
Worcester	252	22	8.7	9.4 8.2	
Montgomery	573	61	10.6	13.3 8.1	
Allegany	682	96	10.9	9.9 11.8	
Wicomico	208	25	12.0	9.0 14.8	
Pr. George's	672	89	13.2	14.0 12.5	
Harford	360	48	13.3	16.0 11.3	
Anne Arund.	406	55	13.5	15.3 12.0	
Dorchester	281	41	14.6	12.2 16.3	
Kent	173	28	16.2	16.3 16.1	
Q. Anne's	180	31	17.2	22.6 11.5	
Caroline	267	47	17.6	20.3 15.4	
Cecil	368	70	18.0	15.6 20.2	
Howard	194	35	18.0	14.3 22.5	
St. Mary's	121	24	19.8	17.0 22.6	
Calvert	72	17	23.6	21.6 25.7	
Washington	877	217	24.7	20.7 27.9	
Baltimore	1356	419	30.9	33.5 28.0	
Frederick	966	353	36.5	38.4 34.7	
Carroll	244	103	42.2	44.1 40.9	
Garrett	440	226	51.4	55.0 47.8	

resented 13.7 per cent of the total white elementary enrollment, exclusive of withdrawals for removal, transfer, and death. For the boys, the percentage of failure was 16.6, while for the girls

TABLE 31

Number and Per Cent of Non-Promotions in County White Elementary Schools

Year	NUMBER			PER CENT		
	Boys	Girls	Total	Boys	Girls	Total
1923.....	13,435	8,586	22,021	25.6	17.5	21.7
1924.....	11,999	7,193	19,192	22.7	14.8	18.9
1925.....	10,673	6,336	17,009	20.2	13.0	16.8
1926.....	10,392	6,140	16,532	19.7	12.5	16.3
1927.....	9,954	6,134	16,088	18.7	12.4	15.6
1928.....	10,346	6,109	16,455	19.4	12.3	15.9
1929.....	9,147	5,609	14,756	17.1	11.3	14.3
1930.....	8,962	5,371	14,333	16.6	10.7	13.7

it was only 10.7 per cent. The reduction in non-promotions since 1923, the first year figures were available, is very striking. While 25.6 per cent of the boys failed of promotion in 1923, this was true of but 16.6 per cent in 1930. For girls the reduction was equally great, from 17.5 per cent in 1923 to 10.7 per cent in 1930. (See *Table 31*.)

There will always be failures for pupils absent for long periods during the year for illness and other causes and for exceptional pupils who can succeed only if special classes are organized to meet their needs. Thus far this has not been possible in the counties.

In the individual counties the percentage of white boys who failed ranged between less than 11 per cent in Cecil and Allegany and 25 per cent in Dorchester. Three counties, Allegany, Cecil, and Caroline, failed less than 7 per cent of their white girls while in Dorchester 15 per cent did not win promotion. (See *Chart 4*.)

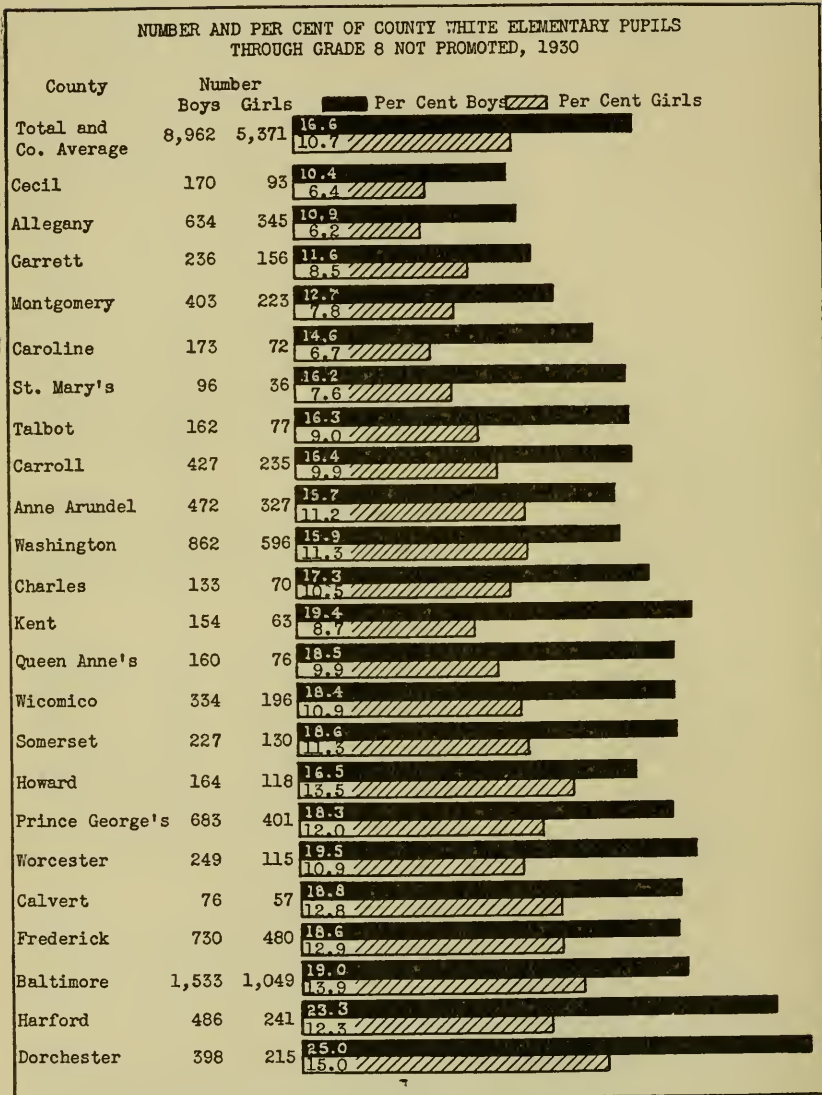
In every county a larger number and proportion of boys than of girls were not considered ready to undertake the work of a higher grade the following year. The girls still have a better chance than the boys have of accomplishing the school work offered in the Maryland counties. (See *Chart 4*.)

The percentage of non-promotion for county boys was highest in the one-teacher schools and lowest in the graded schools. The two-teacher and graded schools each had failures for 10.5 per cent of the girls while the one-teacher schools had 11.6 per cent not promoted. (See *Table 32*.)

In the one-teacher schools the per cent of boys who failed was as low as 9.9 in Garrett and as high as 29 per cent in Dorchester. For girls in one-teacher schools the corresponding extremes were 3.8 per cent in St. Mary's and 21.3 per cent in Dorchester.

In two-teacher schools the minimum per cent of non-promotion for boys was 10.7 in Caroline, and the maximum 27.6 per cent in Wicomico. Similar figures for girls showed 3.7 not promoted

CHART 4



in the two-teacher schools of Talbot, while 17.1 per cent failed of promotion in Somerset and Wicomico Counties. (See *Table 32.*)

The lowest percentage of failure for boys in graded schools occurred in Cecil County, which had failures for 9 per cent. On

Number and Per Cent of Boys and Girls Not Promoted in County White Elementary Schools,
Year Ending July 31, 1930

COUNTY	NUMBER OF WHITE ELEMENTARY SCHOOL BOYS AND GIRLS NOT PROMOTED						PER CENT OF WHITE ELEMENTARY SCHOOL BOYS AND GIRLS NOT PROMOTED					
	One Teacher Schools		Two Teacher Schools		Graded Schools		One Teacher Schools		Two Teacher Schools		Graded Schools	
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
Total and Average.....	1,596	917	1,244	683	6,122	3,771	18.0	11.6	17.7	10.5	16.1	10.5
Allegany.....	56	32	51	33	527	280	14.8	9.6	10.9	6.5	10.6	5.9
Anne Arundel.....	6	8	24	24	426	295	10.7	13.6	17.7	10.0	15.6	11.2
Baltimore.....	108	74	186	74	1,239	901	24.2	16.3	19.3	8.8	18.6	14.4
Calvert.....	39	27	25	17	12	13	18.5	12.9	20.5	12.8	16.9	12.7
Caroline.....	31	9	18	17	124	46	22.3	8.7	10.7	12.3	14.2	5.6
Carroll.....	127	74	60	24	240	137	17.5	11.3	18.5	8.2	15.5	9.6
Cecil.....	60	31	33	20	77	42	12.3	7.3	11.1	7.2	9.0	5.6
Charles.....	29	21	28	16	76	33	15.9	13.7	24.5	13.3	16.1	8.4
Dorchester.....	105	68	47	26	246	121	29.0	21.3	24.4	14.6	23.7	13.0
Frederick.....	143	83	101	52	486	345	21.5	13.9	19.0	10.5	17.8	13.2
Garrett.....	106	64	36	33	94	59	9.9	6.8	11.5	11.8	14.2	9.5
Harford.....	134	62	102	52	250	127	27.8	14.3	22.3	12.5	21.8	11.4
Howard.....	49	27	33	26	82	65	16.0	10.8	18.5	15.7	16.1	14.1
Kent.....	48	24	44	14	62	25	22.1	11.0	21.7	9.0	16.7	7.1
Montgomery.....	55	28	94	47	254	148	17.5	9.6	15.9	9.6	11.2	7.1
Prince George's.....	54	28	60	40	569	333	17.0	9.7	14.8	11.3	19.0	12.3
Queen Anne's.....	39	19	28	16	93	41	11.7	11.7	14.3	8.9	20.5	9.6
St. Mary's.....	28	6	51	20	17	10	13.2	3.8	17.5	8.7	19.1	12.2
Somerset.....	31	16	19	20	177	94	12.9	6.8	13.8	17.1	21.0	11.8
Talbot.....	27	10	3	1	132	66	13.1	7.6	12.5	3.7	17.3	9.5
Washington.....	167	121	122	69	573	406	20.4	15.6	21.0	11.5	14.2	10.4
Wicomico.....	86	44	35	27	213	125	17.0	9.7	27.6	17.1	18.0	10.6
Worcester.....	68	41	28	15	153	59	21.8	16.2	22.6	12.6	18.2	8.6

NON PROMOTIONS IN WHITE ELEMENTARY SCHOOLS

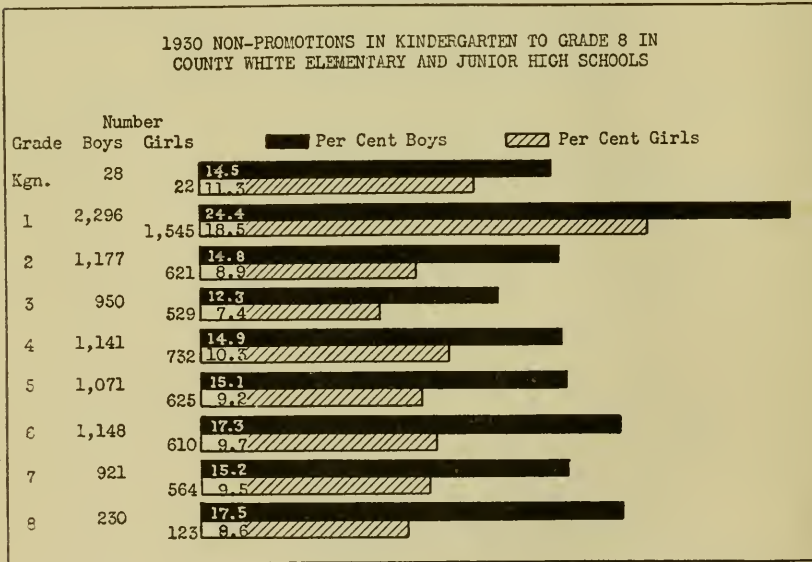
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the other hand, Dorchester failed 23.7 per cent of the boys in graded schools. Caroline and Cecil each failed 5.6 per cent of the girls, while in Baltimore County, 14.4 per cent of the girls were not promoted. (See *Table 32*.)

Failures by Grades

There were fewer failures in every grade, except for girls in grades 2 and 3, both boys and girls in grade 4, and boys in grade 5. The third grade showed the lowest percentage of failure and the second grade was next lowest. The highest per cent of failure occurred in the first grade, in which 24.4 per cent of the boys and 18.5 per cent of the girls were considered by their teachers as not ready for the work of the second grade. (See *Chart 5*.) Similar facts are shown by grades for the one-teacher, two-teacher, and graded schools in *Table 33*. For non-promotions by grades for each county, see *Table VIII*, page 338.

CHART 5



Causes of Non-Promotion

Unfortunate home conditions and lack of interest still account for nearly one-third of the non-promotions in the white elementary schools. Non-promotions for these causes affect between 4 and 5 per cent of the pupils. In every type of school teachers gave these reasons as the chief cause of failure. The increase over the year preceding in the number of failures reported as caused by unfortunate home conditions and lack of interest may

TABLE 33

Number and Per Cent of White Elementary School Boys and Girls Not Promoted, by Grades, Year Ending July 31, 1930

GRADE	NUMBER						PER CENT					
	One-Teacher Schools		Two-Teacher Schools		Graded Schools		One-Teacher Schools		Two-Teacher Schools		Graded Schools	
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
Kindergarten.....					28	22					14.5	11.3
1.....	489	314	360	247	1,438	984	27.6	21.6	28.7	20.9	22.7	17.1
2.....	202	95	174	81	801	445	15.1	8.6	15.2	8.7	14.7	9.0
3.....	186	90	91	59	673	380	13.5	7.4	9.4	6.3	12.5	7.6
4.....	207	156	192	99	742	477	16.2	13.2	18.5	10.7	13.9	9.5
5.....	170	83	159	82	742	460	14.5	7.4	16.8	9.2	14.9	9.7
6.....	191	86	149	63	808	461	18.2	9.5	17.6	8.0	17.1	10.1
7.....	133	81	100	44	688	439	16.2	9.6	13.3	5.8	15.4	10.2
8.....	18	12	10	8	202	103	29.5	17.6	16.9	9.8	16.9	8.1
Total.....	1,596	917	1,244	683	6,122	3,771	18.0	11.6	17.7	10.5	16.1	10.5

be explained by either a better understanding on the part of the teachers of the pupils' home environment or worse conditions existing in the homes resulting from the financial depression, or a combination of these two factors. (See *Table 34*.)

Mental incapacity was given as the cause of failure for 2.7 per cent of the white elementary pupils. It is unusual to find a larger proportion thus reported from the two-teacher and graded schools than from the one-teacher schools. All other causes of non-promotion showed reductions or no change. (See *Table 34*.)

Allegany, Garrett, Montgomery, and Cecil Counties reported less than 3 per cent of their white elementary pupils not promoted because of poor home conditions and lack of interest, while, according to the teachers, over 6 per cent of the pupils in Dorchester, Harford, and Baltimore Counties failed for these reasons. (See *Table 35*.)

Less than 1.5 per cent of the pupils in St. Mary's, Queen Anne's, Kent, and Harford Counties were reported as failures because of mental incapacity, whereas over 4 per cent in Prince George's, Carroll, Frederick, and Howard were not promoted for this reason.

Sickness caused the failure of over 2 per cent of the white elementary school pupils in Dorchester, Harford, Somerset, Wicomico, Kent, Talbot, Prince George's, and Caroline.

Irregular attendance not due to sickness was the factor causing the failure of nearly 4 per cent of the pupils in Charles and 2.7 per cent of the pupils in St. Mary's and Calvert.

Talbot showed the highest percentage of failures due to employment, nearly 3 per cent, and Harford and Dorchester showed

TABLE 34

Causes of Non-Promotions for White Elementary School Pupils Not Promoted for Year Ending July 31, 1930

Causes of Non-Promotion	One-Teacher Schools	Two-Teacher Schools	Graded Schools	All Elementary Schools	
				1930	1929
NUMBER					
Unfortunate Home Conditions and Lack of Interest.....	731	573	3,420	4,724	4,437
Mental Incapacity.....	427	377	2,013	2,817	2,536
Irregular Attendance not Due to Sickness	327	252	931	1,510	2,039
Personal Illness.....	320	225	1,195	1,740	1,957
Thirteen Years or Over, Employed.....	235	117	655	1,007	1,132
Transfer from Other Schools.....	163	117	583	863	836
Late Entrance other than 100-Day Pupils.....	81	84	172	337	434
Other Causes.....	229	182	924	1,335	1,385
Total.....	2,513	1,927	9,893	14,333	14,756
PER CENT					
Unfortunate Home Conditions and Lack of Interest.....	4.4	4.2	4.6	4.5	4.3
Mental Incapacity.....	2.5	2.8	2.7	2.7	2.5
Irregular Attendance Not Due to Sickness.....	1.9	1.8	1.3	1.4	2.0
Personal Illness.....	1.9	1.7	1.6	1.7	1.9
Thirteen Years or Over, Employed.....	1.4	.9	.9	1.0	1.1
Transfer from Other Schools.....	1.0	.9	.8	.8	.8
Late Entrance other than 100-Day Pupils.....	.5	.6	.2	.3	.4
Other Causes.....	1.4	1.3	1.3	1.3	1.3
Total.....	15.0	14.2	13.4	13.7	14.3

that 2 per cent of their pupils failed of promotion for this cause.

Harford, Baltimore, Calvert, Wicomico, Queen Anne's, Howard, and Kent all had over 1 per cent of the pupils reported as failures because of transfer from another school.

St. Mary's and Calvert had 1.8 per cent and 1.1 per cent of the white elementary enrollment reported as failures due to late entrance to school. These pupils were not 100 day pupils.

Miscellaneous causes explained the failure of 2 per cent or more of the pupils in Queen Anne's, Dorchester, Baltimore, Frederick, and Worcester. (See *Table 35*.)

TABLE 35
Causes of Non-Promotion of White Elementary Pupils Not Promoted for Year Ending July 31, 1930

COUNTY	Total Not Promoted	Per Cent Not Promoted										Rank in Per Cent Not Promoted for									
		All Causes	Unfortunate Home Conditions and Lack of Interest	Mental Incapacity	Irregular Attendance Not Due to Sickness	Personal Illness	13 Years or Over and Employed	Transfer from Another School	Late Entrance Other Than 100 Day Pupils	Other Causes	Unfortunate Home Conditions and Lack of Interest	Mental Incapacity	Irregular Attendance Not Due to Sickness	Personal Illness	13 Years or Over and Employed	Transfer from Another School	Late Entrance Other Than 100 Day Pupils	Other Causes			
Total and Average	14,333	13.7	4.5	2.7	1.4	1.7	1.0	.8	.3	1.3	4	10	2	3	6	4	5	10			
Cecil.....	263	8.5	2.9	1.9	.4	1.1	.6	.4	.2	1.0	1	1	2	3	4	5	10				
Allegany.....	979	8.6	2.3	2.1	1.0	1.1	1.5	.4	.2	1.2	2	13	7	19	1	4	2				
Garrett.....	332	10.1	2.5	1.6	.8	1.7	.6	.6	.9	1.4	1	5	6	4	11	21	12				
Montgomery.....	626	10.3	2.7	2.0	1.4	1.2	.4	.5	.5	1.6	3	12	5	1	5	17	14				
Caroline.....	245	10.9	4.4	1.7	.6	2.1	1.4	.3	.3	1.1	13	6	4	18	2	11	1				
St. Mary's.....	132	12.4	3.7	.6	2.7	.8	.6	.6	1.8	1.6	8	2	1	3	9	23	13				
Talbot.....	239	12.9	3.0	2.9	.4	2.2	2.8	.6	1.5	.9	5	17	3	18	12	1	7				
Carroll.....	662	13.3	3.3	3.3	1.6	1.7	.5	.4	.2	.6	6	22	13	13	2	3	18				
Anne Arundel.....	799	13.5	4.2	3.3	1.7	1.4	1.1	.7	.5	1.0	12	18	14	8	13	19	9				
Washington.....	1,458	13.6	4.1	3.4	2.1	1.2	1.1	.8	.2	.7	11	19	18	4	15	14	7				
Charles.....	203	14.1	4.0	1.9	3.8	1.7	.8	.5	.3	1.1	9	9	23	14	12	10	11				
Kent.....	217	14.3	5.8	1.1	.7	2.3	1.3	1.1	.2	1.8	19	3	5	19	17	6	16				
Queen Anne's.....	256	14.4	5.4	1.6	1.8	1.5	1.7	1.2	.4	2.8	15	1	17	10	10	18	13				
Wicomico.....	530	14.7	5.6	2.3	.1	2.4	1.1	1.3	.1	1.8	16	16	1	22	16	20	15				
Somerset.....	357	15.0	5.8	2.0	1.2	2.4	1.8	.5	.4	.9	20	11	10	20	6	15	8				
Howard.....	282	15.1	4.1	1.7	1.2	1.3	.5	1.2	.6	1.9	10	20	11	7	11	19	20				
Prince George's.....	1,084	15.3	5.6	3.7	1.1	2.1	.7	1.0	.3	.8	7	23	9	16	9	16	9				
Worcester.....	364	15.0	5.4	2.3	2.4	1.7	.8	.6	.4	2.0	14	15	20	12	13	8	16				
Calvert.....	133	15.7	5.7	2.1	2.7	1.3	.7	1.4	1.1	.6	18	14	21	6	14	21	22				
Frederick.....	1,210	15.8	5.6	4.2	1.1	1.5	.7	.6	.1	2.0	17	21	8	9	10	3	20				
Baltimore.....	2,582	16.5	6.7	1.8	1.7	2.0	.6	1.5	.2	2.0	22	7	16	5	22	8	19				
Hanford.....	727	18.0	6.6	1.3	1.7	2.4	2.0	1.7	.4	1.9	21	4	15	21	23	14	8				
Dorchester.....	613	20.3	8.0	1.8	2.4	2.5	2.0	1.0	.4	2.2	23	8	19	22	15	12	22				

TESTS IN WHITE ELEMENTARY SCHOOLS

A review of the reports of the 53 supervisors of white elementary schools revealed the fact that county wide testing in one or more subjects and grades was reported for all of the counties, except Caroline and Cecil.

**Standard Tests Given in White Elementary Schools of Maryland Counties
September, 1929 to June, 1930**

County	Time of Testing	Grades Tested	Tests Given
Allegany.....	May.....	1-3	Williams' Primary Reading Test.
	May.....	4-7	Monroe Reading Test.
	June.....	4-7	Compass Survey Tests in Arithmetic.
Anne Arundel....	May.....	8	Otis-Orleans Standard Graduation Examination.
Baltimore.....	November.....	5-7	Geography Tests Prepared by Md. State Dept. of Education.
	December.....	6-7	Monroe Standardized Silent Reading Test.
	December.....	6-7	Reavis' and Breslich's Diagnostic Tests in the Fundamental Operations of Arithmetic and in Problem Solving.
Calvert.....	October.....	4-7	New Stanford Achievement Test.
	October.....	7	Sixth Grade History Tests Prepared by State Dept. of Education.
	June.....	6-7	Md. History Tests Prepared by State Dept. of Education.
Carroll.....	January.....	7	Md. History Tests Prepared by State Dept. of Education.
	May.....	6-7	Pressey Diagnostic Tests in Grammar and Sentence Structure.
	October.....	5-7	Illinois General Intelligence Test.
	December.....	7	Md. History Tests Prepared by State Dept. of Education.
	May.....	1	Pressey Word Test.
Charles.....	May.....	2-3	Pressey Attainment Scale in Reading.
	May.....	4-7	Public School Achievement Test in Reading.
	January.....	7	Md. History Tests Prepared by State Dept. of Education.
Dorchester.....	December.....	7	Pressey Diagnostic Tests in English Composition.
	January.....	7	Stone Narrative Reading Test, Form I.
	May.....	7	Sangren-Woody Reading Test, Form B.
	May.....	7	Clapp-Young English Test, Form A.
	May.....	7	Geography Tests Prepared by Md. State Dept. of Education.
Frederick.....	September.....	1	Detroit First Grade Intelligence Test.
	January.....	7	Md. History Tests Prepared by State Department of Education.
	May.....	4-7	New Stanford Tests in Reading, Form W.
Garrett.....	January and May....	1-3	Williams' Primary Reading Test, Forms A and B.
	January and May....	2-3	New Stanford Arithmetic Tests in Computation and Reasoning, Forms V and W.
Harford.....	March.....	4-7	New Stanford Arithmetic Test, Form W.
	March.....	7	Pressey Diagnostic Tests in English Composition.
Howard.....	November.....	7	Md. History Tests Prepared by State Dept. of Education.
	May.....	1-3	Williams' Primary Reading Test.
	May.....	4-7	New Stanford Reading Test.
	June.....	7	Clapp-Young English Test, Form A.
Kent.....	September.....	1	Detroit Intelligence Test.
	September.....	7	Terman Intelligence Test.
	May.....	2-7	New Stanford Achievement Tests in Reading, Spelling, Arithmetic, History, Geography, and Physiology.
Montgomery.....	January.....	2-7	New Stanford Achievement Tests, Form W.
Prince George's....	April.....	7	Md. History Tests Prepared by State Department of Education.
	June.....	1-3	Williams' Primary Reading Test, Form A.
	June.....	2-3	New Stanford Achievement Tests, Form W.
	June.....	4-6	Los Angeles Diagnostic Test in Language, Form II.
	June.....	7	Otis and Orleans Standard Graduation Examination, Form A.
Queen Anne's....	November.....	7	Md. History Tests Prepared by State Dept. of Education.
St. Mary's.....	November.....	7	Md. History Tests Prepared by State Dept. of Education.

County	Time of Testing	Grades Tested	Tests Given
Somerset	November and May	2-3	Williams' Primary Reading Test, Forms A and B.
	November	4	New Stanford Achievement Tests, Form V.
	November	5-6	Spencer Diagnostic Arithmetic Test.
	November	7	Md. History Tests Prepared by State Dept. of Education.
	May	3	Wisconsin Inventory Test in Arithmetic.
Talbot	May	1	Williams' Primary Reading Test, Form A.
Washington	October	3-8	Orleans' Tests in Arithmetic Computation, History and Geography
	November	7	Md. History Tests Prepared by State Dept. of Education.
	December	8	Pressey Diagnostic Tests in English Composition.
	January	2	Gates' Reading Test, Following Directions.
	May	2-8	New Stanford Achievement Tests, Form W.
Wicomico	October	2-7	New Stanford Achievement Tests in Geography and History.
	October	4-7	Geography Tests Prepared by Md. State Dept. of Education.
	November	7	Md. History Tests Prepared by State Dept. of Education.
Worcester	October and May	3-7	Orleans' Tests in Arithmetic, Reading, and Language, Forms I and II.
	November	7	Md. History Tests Prepared by State Dept. of Education.

Maryland History and Geography Tests

The test most widely used was that in Maryland History for the Seventh Grade, prepared by Miss I. Jewell Simpson, *Assistant State Superintendent of Schools in Charge of Elementary School Instruction*, and made available to the counties by the State Department of Education. This was reported on by supervisors in thirteen counties—Baltimore, Calvert, Carroll, Charles, Frederick, Howard, Prince George's, Queen Anne's, St. Mary's, Somerset, Washington, Wicomico and Worcester. Calvert County gave the Sixth Grade History Test prepared by the State Department of Education to grades 6 and 7 in June, 1930.

The Maryland Geography Tests prepared by Miss M. Theresa Wiedefeld, *State Supervisor of Elementary Schools*, and Mr. E. Curt Walther, *Instructor of Geography*, State Normal School at Towson, were given in Baltimore and Wicomico County upper grades and in the seventh grade of Dorchester County.

Other history and geography tests given were the Orleans Tests in grades 3 to 8 of Washington County and the New Stanford Achievement Test in grades 4-7 in Wicomico in October, 1929. Calvert, Kent, Montgomery and Washington, which gave the complete New Stanford Achievement Test, also tested history and geography in the upper grades.

Many Tests in Reading Used

Six counties reported the use of the Williams Primary Reading Test in one or more of the first three grades. Allegany, Howard, Prince George's and Talbot used this test at the end of the year, while Garrett and Somerset gave the two forms of the test early and late in the year.

Alligany and Baltimore Counties used the Monroe Revised Silent Reading Test, in the upper grades; Dorchester gave the Stone Narrative Reading Test and the Sangren Woody Reading Test in January and May, respectively, to the seventh grade; Carroll tested with the Pressey First and Second Grade Attain-

ment Scales in Reading; Carroll used the Public School Achievement Test in Reading and Worcester the Orleans Reading Test; Frederick and Howard gave the New Stanford Test in Reading to the upper grades; the reading test was a part of the general New Stanford Achievement Test reported on for all grades above the first in Kent, Montgomery, and Washington, for grades 2 and 3 in Prince George's, for grade 4 in Somerset, and for grades 4-7 in Calvert; Washington gave the Gates' Reading Test in following directions to the second grade.

Arithmetic Tested

Allegheny used the Compass Survey Tests in the upper grades; Baltimore gave the Reavis and Breslich Diagnostic Tests in the Fundamental Operations of Arithmetic and in Problem Solving to grades 6 and 7; Somerset used the Spencer Diagnostic Arithmetic Test in grades 5 and 6 and the Wisconsin Inventory Test in Grade 3; the Orleans Test in Arithmetic was given in Washington and Worcester; and the New Stanford Tests in Arithmetic Computation and Reasoning were used in the primary grades of Garrett and the upper grades in Harford, and as a part of a general testing in Kent, Montgomery, Washington, Prince George's primary grades, Somerset's fourth grade, and Calvert's upper grades.

Tests in English Widely Used

The highest elementary grade of Dorchester, Harford and Washington was tested with the Pressey Diagnostic Test in English Composition. The sixth and seventh grades in Baltimore County had the Pressey Diagnostic Tests in Grammar and Sentence Structure in May. Dorchester and Howard Counties used the Clapp Young English Test for the seventh grade at the end of the year; Prince George's tested grades 4 to 6, inclusive, with the Los Angeles Diagnostic Test in Language; and Worcester tested grades 3 to 7, inclusive, with the Orleans Language Test. The counties which used the complete New Stanford Achievement Test for the upper grades also had a test in Language Usage.

Survey Tests

Anne Arundel and Prince George's tested their highest elementary grade with the Otis-Orleans Standard Graduation Examination, while Kent, Montgomery and Washington used the complete New Stanford Achievement Test for all grades above the first, and Prince George's tested grades 2 and 3, Somerset grade 4, and Calvert grades 4-7 with the New Stanford Achievement Test.

Intelligence Tests

Kent gave the Terman Intelligence Test to the seventh grade and the Detroit First Grade Intelligence Test to grade 1 early in the year. The latter test was also used in Frederick. Carroll tested grades 5-7 in October with the Illinois General Intelligence Test.

SPECIAL CLASSES

For the semester ending in June, 1930, Baltimore City had 107 special classes for white pupils, an increase of 5 over the preceding year. The classes added were for subnormal pupils and for those in need of sight conservation and Americanization. The 65 classes for subnormal white pupils provided for nearly 60 per cent of the 2,518 pupils enrolled in special classes. For white pupils there were also 16 open air classes having 413 pupils enrolled, 12 classes for 283 crippled children, 4 for Americanization of 100 pupils, 3 each for 115 pupils in need of discipline and for 37 in need of sight conservation, and for 48 deaf pupils. There was one class for 20 children suffering from cardiac difficulties. (See *Table 36*.)

TABLE 36

Baltimore City Special Classes for Semester Ending June 30, 1930

KIND OF CLASS	No. of Classes	Total Admitted	No. Returned to Regular Classes	Average Net Roll	Per Cent of Attendance	Making Satisfactory Improvement	
						No.	*Per Cent.
WHITE SCHOOLS							
Subnormal.....	65	1,502	30	1,179	88	939	76.8
Open Air.....	16	413	46	330	89	260	78.1
Crippled.....	12	283	15	229	93	188	87.0
Americanization.....	4	100	14	69	93	75	97.4
Disciplinary.....	3	115	20	67	98	50	65.8
Deaf.....	3	37	...	34	91	33	97.1
Sight Conservation...	3	48	3	41	85	39	88.6
Cardiac.....	1	20	...	19	70	12	60.0
Total White.....	107	2,518	128	1,968	89	1,596	78.9
COLORED SCHOOLS							
Subnormal.....	6	103	...	91	74	57	62.6
Crippled.....	3	61	1	58	84	47	81.0
Disciplinary.....	2	41	17	35	100	21	63.6
Open Air.....	1	21	...	19	88	17	85.0
Sight Conservation...	1	21	1	17	88	16	80.0
Total Colored.....	13	247	19	220	83	158	71.2

* Per cent of number admitted, exclusive of pupils returned to regular classes or withdrawn in other ways.

The 13 special classes for 247 colored pupils included 6 for 103 subnormal pupils, 3 for 61 crippled children, 2 for 41 disciplinary cases, 1 open air class for 21 pupils, and 1 for 21 pupils in need of sight conservation. This is the first year there has been a class for colored children in need of sight conservation.

The last two columns in the table show the number and per cent of pupils in special classes making satisfactory improvement. For the white pupils, 79 per cent made satisfactory improvement, although for the cardiac cases the improvement registered as low as 60 per cent and for the disciplinary cases 66

per cent. The Americanization classes and those for the deaf brought about satisfactory progress for 97 per cent of their white pupils, while those for children crippled and in need of sight conservation caused satisfactory improvement for 87 and 89 per cent of the pupils, respectively.

For the colored pupils in special classes, 71 per cent on the average made satisfactory improvement. For the subnormal and disciplinary classes, desirable progress was evident for 63 and 64 per cent, respectively, while for the open air class, the crippled classes, and the class in need of sight conservation from 80 to 85 per cent registered satisfactory gains. (See *Table 36.*)

REGULAR FIRST GRADE CERTIFICATES HELD BY 2,831 WHITE ELEMENTARY TEACHERS

Of the county staffs including just under 3,000 in service in October, 1930, there were 2,831 white elementary teachers holding regular first grade and elementary principals' certificates. This number represents 94.5 per cent of the county staffs, or 1.2 more than 93.3 per cent for October, 1929. Comparison with October, 1921, when the number and per cent holding first grade certificates were 1,228 and 40.4, respectively, means a gain in the number holding first grade certificates of 1,603 and in per cent of 54.1. (See *Table 37.*)

TABLE 37

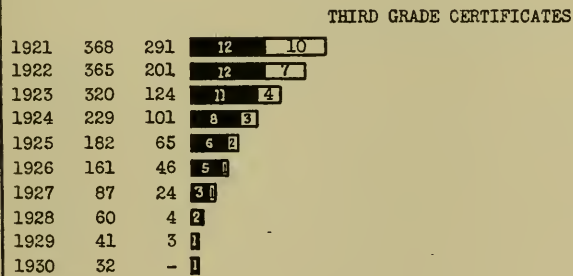
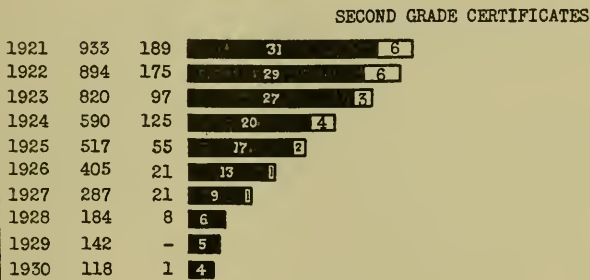
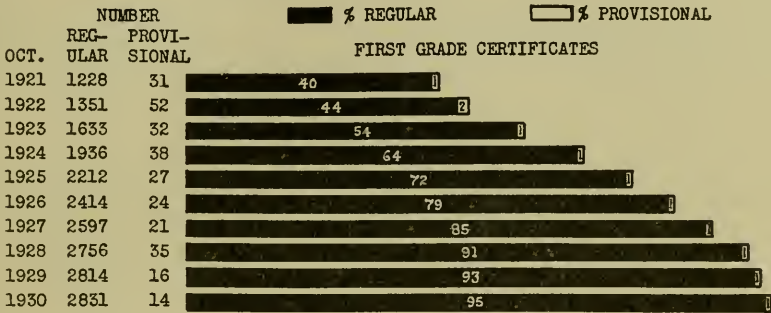
Increase in Teachers Holding Regular First Grade Certificates, 1921-1930

FALL OF	Total Number White Elementary Teachers	White Elementary Teachers Holding Regular First Grade and Elementary Principals' Certificates	
		Number	Per Cent
1921	3,040	1,228	40.4
1922	3,038	1,351	44.5
1923	3,026	1,633	54.0
1924	3,019	1,936	64.1
1925	3,058	2,212	72.4
1926	3,071	2,414	78.6
1927	3,037	2,597	85.5
1928	3,047	2,756	90.5
1929	3,016	2,814	93.3
1930	2,996	2,831	94.5

The holder of a first grade certificate has completed satisfactorily at least a two-year normal school course or the equivalent, and to keep it valid for renewal, has attended summer school at least once in every successive period of four years after the certificate has been granted. The holder of an elementary princi-

CHART 6

TRAINING OF MARYLAND COUNTY WHITE ELEMENTARY TEACHERS



pal's certificate has completed at least half a year's work in addition to that required for a first grade certificate. Second and third grade certificates are no longer issued to new applicants.

Those who hold these certificates may keep them valid only by attending summer school every year.

The facts regarding the increase in teachers holding first grade certificates and the decrease in those holding second and third grade certificates are shown graphically in *Chart 6*.

In the graded schools of the counties 97 per cent of the teachers hold elementary principals' or first grade certificates. In the one-teacher schools 91 per cent and in the two-teacher schools 92 per cent of the teachers have had the training considered desirable and necessary. (See *Table 38*.)

TABLE 38

Grade of Certificate Held by County White Elementary Teachers in Various Types of Schools, October, 1930

CERTIFICATES	White Elementary School Teachers			
	One-Teacher Schools	Two-Teacher Schools	Graded Schools	All Schools
	NUMBER			
First Grade and El. Principal's				
Regular.....	541	367	1,923	2,831
Provisional.....		1	13	14
Second Grade				
Regular.....	34	28	56	118
Provisional.....			1	1
Third Grade				
Regular.....	19	5	8	32
Total.....	594	401	2,001	2,996
	PER CENT			
First Grade and El. Principal's				
Regular.....	91.1	91.5	96.1	94.5
Provisional.....		.3	.7	.5
Second Grade				
Regular.....	5.7	7.0	2.8	3.9
Provisional.....				
Third Grade				
Regular.....	3.2	1.2	.4	1.1
Total.....	100.0	100.0	100.0	100.0

In the individual counties the per cent of white elementary teachers holding regular elementary principals' and first grade certificates in October, 1930, varies from 100 to 81, Baltimore

and St. Mary's Counties being at the two extremes, respectively. Last year St. Mary's County had only 71 per cent of its teachers holding regular first grade certificates. Charles County had 37 principals and teachers holding regular principals' and first grade certificates in both years, but through consolidation of schools the total number of teachers decreased, making the percentage 93 in October, 1930, when it was only 79 in October, 1929. (See *Table 39.*)

TABLE 39

Number and Per Cent of White Elementary Teachers Holding Regular First Grade Certificates in October, 1930, Compared with 1929 and 1921

County	1930		1930 Increase Over			
			1929		1921	
	Number	Per Cent	Number	Per Cent	Number	Per Cent
Total Average.....	2,831	95	17	2	1,603	55
Baltimore.....	387	100	14	.....	126	11
†Garrett.....	143	99	*6	.....	131	92
†Montgomery.....	183	99	15	4	97	31
Prince George's.....	197	98	7	1	141	62
†Kent.....	49	98	*1	.....	29	68
†Allegany.....	324	98	.....	1	117	27
†Caroline.....	59	97	*9	*2	37	71
†Calvert.....	27	96	1	3	11	54
†Anne Arundel.....	150	96	8	2	74	37
†Queen Anne's.....	48	96	*2	2	13	47
Talbot.....	48	94	*2	.....	14	37
Howard.....	55	93	*1	*4	39	68
†Wicomico.....	92	93	*3	.....	68	72
Frederick.....	191	93	*8	1	100	56
†Charles.....	37	93	.....	14	27	78
†Carroll.....	141	92	*5	.....	94	65
Harford.....	115	92	*1	*2	69	54
Washington.....	279	90	7	2	206	63
†Dorchester.....	79	89	3	3	57	71
†Worcester.....	62	89	*4	.....	46	72
†Somerset.....	61	86	2	4	42	64
Cecil.....	75	82	.....	3	46	55
†St. Mary's.....	29	81	2	10	19	65

*Decrease.

† Received Equalization Fund in 1929-30.

All counties, except Caroline, Howard, and Harford, showed an increase or no change in percentage of teachers holding elementary principals' or first grade certificates. In these three counties the decrease in percentages were 2 and 4, respectively.

All except five counties, St. Mary's, Cecil, Somerset, Worcester, and Dorchester, have 90 per cent or more of their elementary teachers who hold principals' and first grade certificates. (See Table 39.)

For number and per cent of teachers in all elementary, one-teacher and two-teacher schools holding various grades of certificates, see Tables X to XII, pages 340 to 342.

MORE TEACHERS ATTEND SUMMER SCHOOL

There were 866 county white elementary principals and teachers and 19 county supervisors in service in October, 1930, reported by their superintendents as attendants at summer schools in 1930. The per cent of the teaching staff that attended summer school was 28.9, an increase of 1.5 per cent over last year. The counties varied in the per cent of summer school attendants from

TABLE 40

**County White Elementary Teachers in Service in October, 1930
Reported by County Superintendents as Summer School Attendants in 1930**

County	Teachers Employed Oct., 1930, Who Attended Summer School in 1930		Summer Schools Attended	Number of White Elementary School Teachers
	Number	Per Cent		
Total.....	††866	28.9	Total.....	†866
Garrett.....	**59	41.0	Johns Hopkins University.....	‡324
Allegany.....	*120	36.1	University of Maryland.....	278
Kent.....	18	36.0	Frostburg Normal School.....	81
Baltimore.....	**136	35.1	University of Virginia.....	37
Washington.....	103	33.2	Columbia University.....	‡32
Somerset.....	23	32.4	Harrisonburg State Teachers' College.....	17
Prince George's.....	*65	32.3	University of Delaware.....	13
Cecil.....	27	29.3	Shepherd State Teachers' College.....	11
Carroll.....	**43	28.1	University of Asheville, North Carolina.....	10
Worcester.....	*18	25.7	George Washington University.....	6
Frederick.....	*53	25.7	Shippensburg State Teachers' College.....	6
Howard.....	*15	25.4	Gettysburg College.....	5
Anne Arundel.....	35	22.4	Potomac State Junior College.....	5
St. Mary's.....	*8	22.2	University of Pittsburgh.....	4
Harford.....	*27	21.6	Fredericksburg Teachers' College.....	4
Dorchester.....	19	21.3	University of California.....	3
Montgomery.....	***39	21.0	Maryland Institute.....	3
Charles.....	*8	20.0	All others.....	27
Caroline.....	12	19.7		
Talbot.....	*10	19.6		
Calvert.....	*5	17.9		
Wicomico.....	17	17.2		
Queen Anne's.....	6	12.0		

‡ Excludes twelve supervising or helping teachers.

† Excludes seven supervising or helping teachers.

* Each asterisk represents one supervising or helping teacher excluded.

12 in Queen Anne's to 41 in Garrett. Seven counties, Garrett, Allegany, Kent, Baltimore, Washington, Somerset, and Prince George's, had over 32 per cent of their staff this fall in summer school the preceding summer. (See *Table 40.*)

The largest number, 324 or three-eighths of the teachers and principals, studied at Johns Hopkins University. The University of Maryland taught 278 or 32 per cent of the county teachers who went to summer school. Frostburg Normal School had 81 summer school students who were county teachers in October, 1930. The University of Virginia instructed 37 and Columbia University 32 of the county teachers. Twelve of the supervisors were students at Johns Hopkins University and 7 were at Columbia. Johns Hopkins, Frostburg, and Harrisonburg Teachers College were the only summer schools which registered more county elementary teachers in 1930 than they did in 1929. (See *Table 40.*)

EXTENSION COURSES

The superintendents and teachers in two counties, Allegany and Washington, arranged for extension courses in 1929-30. Some of these courses met the requirements set up by the State for reimbursement. The enrollment and the State-aid allowed are indicated in *Table 41.* The courses offered in 1929-30 included economics, German 1 and 2, French 1 to 6 inclusive, and English Composition.

TABLE 41
Extension Courses for White Teachers

County	Total Enrollment			Total Number for Whom Reimbursement Was Allowed			Total Reimbursement		
	1927-28	1928-29	1929-30	1927-28	1928-29	1929-30	1927-28	1928-29	1929-30
Allegany.....	16	†48	13	7	†17	7	\$122.50	\$755*	\$105
Carroll.....	2								
Washington.....	66	34	76	39	25	28	570.00	375	495
Totals.....	84	†82	89	46	†42	35	\$692.50	\$1,130	\$600

† Excludes teachers doing extension course of study work in connection with Teachers' College, Columbia.

* Includes \$500 for partial reimbursement to county for course of study work.

FEWER COUNTY TEACHERS RESIGN FROM COUNTY WHITE ELEMENTARY SCHOOLS

There were 390 county white elementary teachers who gave up their positions between October, 1928; and October, 1929. This number does not include 31 who took leave of absence, 45 who transferred from one county to another, and 9 who left elementary for high school teaching. There were fewer resignations

TABLE 42

Estimated Causes of Resignation of White Elementary School Teachers from Maryland County Schools at End of or During 1925-26, 1926-27, 1927-28, 1928-29

Cause of Resignation	1925-26	1926-27	1927-28	1928-1929	
				No.	Per Cent
Marriage.....	158	168	150	166	42.6
Work Other than Teaching.....	34	42	44	37	9.5
Dropped for Low Certificate Grade or Non-Attendance at Summer School.....	58	42	37	12	3.1
Dropped for Inefficiency.....	55	56	33	27	6.9
Teaching in Baltimore, Normal or High School or Acting as Supervisor or Attendance Officer.....	76	61	30	23	5.9
Teaching in Another State or in Private School.....						25	49	12.6
Illness.....	19	18	24	15	3.8
Retirement.....	16	39	14	27	6.9
Death.....	5	10	10	8	2.1
Moved Away.....	18	20	10	8	2.0
Other and Unknown.....	27	26	27	18	4.6
Total.....	466	482	404	390	100.0
Leave of Absence.....	56	52	44	31	
To Other Counties.....	43	53	53	†46	
To County High Schools.....	?	?	?	9	

† Includes a teacher who left a graded school in Anne Arundel to teach in a high school in Montgomery.

by 14 and 92, respectively, than were found in the two preceding years, indicating greater stability in the better trained teaching staff. (See *Table 42*.)

Of the 390 teachers who resigned, 166 or 43 per cent did so because they married, 49 or 13 per cent took teaching positions in other states or in private schools, 37 or 9 per cent went into work other than teaching, 27 or 7 per cent were dropped for inefficiency, and 7 per cent more retired from teaching service because of age or disability. (See *Table 42*.) For similar data by counties, see *Table 43*.

The distribution of the teachers who left county elementary school positions by years of experience shows that 71, the largest number, had taught but two years. Some of these no doubt dropped out after fulfilling their pledge to the normal school to give service for two years in the elementary schools of the State. Others were probably asked to resign before their teaching certificates were made permanent after the two-year probationary period. The next greatest losses were found after the third, fourth and first years of experience. (See *Table 44*.)

TABLE 43

Estimated Causes of Resignations of Teachers from Maryland County White Elementary Schools, Year Ending June, 1929

County	Total*	Marriage	Work Other than Teaching	Dropped for Low Certificate or Failure to Attend Summer School	Dropped for Inefficiency	Teaching in Baltimore City or other school positions in State	Teaching in Another State or Private School	Illness	Retirement	Death	Moved Away	Other and Unknown	To teach in High Schools	Leave of absence	To Another County
Total.....	390	166	37	12	27	23	49	15	27	8	8	18	9	31	46
Allegany.....	33	18	3	1	.....	3	1	3	2	2	.....	2	3	3	3
Anne Arundel...	20	3	4	3	.....	4	3	1	3	.....	.....	2	.....	2	2
Baltimore.....	40	17	.....	.....	7	6	2	.....	3	1	.....	.....	2	1	2
Calvert.....	6	2	1	.....	.....	2	.....	.....	.....	.....	1	.....	.....	.....	4
Caroline.....	10	3	.....	.....	.....	.....	5	1	.....	.....	1	.....	.....	1	1
Carroll.....	33	17	2	.....	4	2	2	.....	6	.....	.....	.....	1	2	1
Cecil.....	11	4	.....	.....	1	.....	4	.....	2	.....	.....	.....	.....	2	2
Charles.....	7	3	.....	.....	.....	.....	.....	1	1	.....	.....	.....	1	.....	.....
Dorchester.....	15	7	.....	4	.....	.....	1	.....	1	.....	.....	2	.....	2	.....
Frederick.....	31	8	4	.....	1	3	8	2	2	2	.....	1	.....	2	.....
Garrett.....	28	10	4	2	1	1	2	1	.....	1	.....	6	.....	5	14
Harford.....	13	10	1	.....	1	.....	1	.....	.....	.....	.....	.....	1	.....	3
Howard.....	7	1	1	.....	.....	.....	2	2	.....	1	.....	.....	.....	.....	2
Kent.....	3	1	.....	.....	1	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Montgomery.....	17	4	.....	.....	2	.....	6	.....	1	.....	4	1	1	4	.....
Prince George's.	29	8	8	.....	1	1	4	2	1	.....	1	3	1	2	3
Queen Anne's...	11	8	1	.....	.....	1	.....	1	.....	.....	.....	.....	.....	.....	.....
St. Mary's.....	9	4	.....	.....	.....	.....	3	.....	1	.....	.....	1	.....	.....	.....
Somerset.....	5	3	1	.....	.....	.....	.....	.....	.....	.....	.....	1	.....	.....	3
Talbot.....	8	5	1	.....	.....	.....	.....	.....	2	.....	.....	.....	.....	.....	.....
Washington.....	28	13	3	2	3	.....	4	2	.....	.....	.....	1	.....	5	5
Wicomico.....	14	8	.....	.....	1	1	1	.....	1	1	1	.....	.....	1	.....
Worcester.....	12	9	1	.....	.....	.....	2	.....	.....	.....	.....	.....	.....	1	1

* Total excludes teachers who left to teach in county high schools, who were on leave of absence, and who transferred to another county.

† Includes one teacher doing some substitute work.

‡ Includes a teacher who left a graded school to teach in a high school in Montgomery County.

TABLE 44

Years of Service for Teachers Who Resigned from Maryland County White Elementary Schools from October, 1928 to October, 1929

Years of Service	Number of Teacher Resignations	Years of Service	Number of Teacher Resignations
Total	390		
1	35	9-12	50
2	71	13-15	22
3	50	17-20	5
4	40	21-24	5
5	30	25-28	13
6	30	29-32	1
7	16	33-36	2
8	7	37+	13

TURNOVER OF ELEMENTARY TEACHERS REDUCED

Since there were 31 fewer positions in the county white elementary schools, and fewer resignations than in years preceding, it naturally follows that there were fewer positions to be filled at the beginning of the school year, 1929-30, than in preceding years.

The teachers new to the county white elementary schools have been reduced from over 600, or 20 per cent of the entire county staff at the beginning of the school year 1925-26, to 400 or 13 per cent at the beginning of the school year 1929-30. (See *Table 45.*)

TABLE 45

October	New to Maryland County Elementary Schools		Change in No. of Teaching Positions	Number New to County Elementary Schools Who Were	
	No.	Per Cent		Inexperienced	Experienced But Not in Maryland Counties Preceding Year
1925.....	601	19.7	+39	411	190
1926.....	564	18.4	+13	390	174
1927.....	481	15.8	-34	380	101
1928.....	451	14.8	+10	326	125
1929.....	400	13.3	-31	270	*130

* Includes one who taught in Maryland High School.

In addition to these 400 teachers new to the counties of the State there were 45 teachers who changed from one county to another. This latter group of teachers was, of course, new to the teaching staff of the county to which the transfer was made. Including these 45 teachers, the turnover in the county teaching staff was 14.6 per cent compared with 16.5 in the preceding school year. (See *Table 46.*)

The counties varied from Kent, which had a turnover of less than 4 per cent, and Anne Arundel, Cecil, Somerset and Allegany, which had less than 10 per cent of change, to Calvert with changes for 32 per cent of its white elementary school staff, Carroll for 25 per cent, and Garrett for 23 per cent.

While because of consolidation of schools Garrett showed a loss of 15, Anne Arundel of 9, Frederick and Dorchester of 6 each, and Cecil of 5 white elementary teaching positions, Baltimore County exhibited a gain of 12, Montgomery of 7, and Washington of 4 elementary teachers. (See *Table 46.*)

TABLE 46

Number and Per Cent of White Elementary School Teachers, New to Maryland Counties, in October, 1929, Showing Those Experienced, and from Other Counties

County	New to County		Change in No. of Teaching Positions Oct., 1928 to 1929	Number New to County Oct., 1929 who were				
	No.	Per Cent		Inexperienced	Experienced but New to State	Experienced in Counties but not Teaching 1928-1929	From Another County	From High School
Total and Average.....	445	14.6	-31	270	60	69	45	*1
Kent.....	2	3.9	.....	2	.....	.....	.....	.....
Anne Arundel..	14	9.3	- 9	11	.....	3	.....	.....
Cecil.....	9	9.5	- 5	6	1	2	.....	.....
Somerset.....	7	9.7	- 1	5	.....	1	1	.....
Allegany.....	38	10.2	- 1	†17	†8	4	8	*1
Frederick.....	26	12.0	- 6	12	2	9	3	.....
Dorchester....	11	12.5	- 6	6	3	1	1	.....
Wicomico.....	13	12.7	- 2	7	1	1	4	.....
Harford.....	17	13.8	.....	13	3	1	.....	.....
Washington...	43	13.9	+ 4	26	4	11	2	.....
Baltimore.....	55	14.7	+12	44	3	4	4	.....
Charles.....	7	14.9	- 1	4	2	1	.....	.....
Queen Anne's..	8	15.1	- 3	5	.....	1	2	.....
Talbot.....	8	15.1	.....	6	2	.....	.....	.....
Howard.....	9	15.5	.....	6	.....	2	1	.....
Montgomery..	29	16.5	+ 7	7	15	6	1	.....
Prince George's	33	16.8	- 4	12	6	5	10	.....
Worcester.....	13	17.6	- 1	8	1	1	3	.....
St. Mary's....	7	18.4	- 2	3	1	2	1	.....
Caroline.....	13	18.8	+ 2	7	2	3	1	.....
Garrett.....	35	23.3	-15	26	3	6	.....	.....
Carroll.....	39	24.7	+ 1	29	2	5	3	.....
Calvert.....	9	32.1	- 1	8	1	.....	.....	.....

†Includes 2 teachers in Greene St. Junior High School.

*A teacher changed from H. S. to the seventh grade in the same school.

There were 270 inexperienced teachers in service in the Maryland county white elementary schools in October, 1929, 60 new to Maryland who had probably had experience in other states, and 69 who had had previous teaching experience in Maryland, but who were not teaching in the counties in the school year, 1928-29.

Training of Inexperienced Teachers

Of the 270 inexperienced teachers in service in October, 1929, 258 received their training in Maryland State normal schools, and 3 in other Maryland schools or colleges. Of the 60 teachers who had probably taught in other states before coming to Maryland, 23 had been trained in Maryland normal schools. Montgomery, Prince George's and Washington were the only counties which employed more than two teachers of experience who had received their training in states other than Maryland. (See *Table 47.*)

Turnover During School Year Reduced

During the school year 1929-30 it was necessary to employ 87 additional white elementary teachers in order to keep positions filled. This represented 2.9 per cent of the white elementary teaching positions. These figures represent a reduction of 24 in number and of .7 in per cent under figures for the preceding year. Four counties, Charles, Kent, Queen Anne's, and Wicomico, lost no teachers during the year and, in the other counties, the turnover or replacement during the year varied in number from 1 to 10 and in percentage of teaching positions from .9 in Allegany to 5.3 per cent in St. Mary's and Anne Arundel. (See *Table 48.*)

TABLE 48

Number and Per Cent of White Elementary School Teachers Employed in Excess of the Number of Teaching Positions in Order That Positions Be Kept Filled During the School Year Ending July 31, 1930

County	REPLACEMENTS		County	REPLACEMENTS	
	Number	Per Cent		Number	Per Cent
Total and Average.....	87	2.9	Howard.....	2	3.4
Charles.....	..	..	Calvert.....	1	3.6
Kent.....	..	..	Talbot.....	2	3.8
Queen Anne's.....	..	..	Carroll.....	6	3.8
Wicomico.....	..	..	Worcester.....	3	4.1
Allegany.....	3	.9	Montgomery.....	8	4.1
Cecil.....	1	1.1	Caroline.....	3	4.3
Washington.....	4	1.3	Dorchester.....	4	4.5
Baltimore.....	10	2.7	Garrett.....	7	4.7
Somerset.....	2	2.8	Prince George's.....	10	5.1
Frederick.....	7	3.2	St. Mary's.....	2	5.3
Harford.....	4	3.3	Anne Arundel.....	8	5.3

Changes Within County Involving Different Types of School

In addition to changes in the county staffs due to the employment of new teachers, there are changes in assignment which occur within the county which mean a new teaching situation for the teachers involved. Between October, 1928, and October, 1929, changes from one type of school to another type occurred as shown in *Table 49.* The changes enumerated do not include those when a teacher changed her school without involving a change in type of school.

TABLE 49
Number of White Elementary Teachers

Type of Change	Changing Schools	In Schools Which Changed in Type of Organization
One-teacher to two-teacher.....	34	6
One-teacher to graded.....	59	..
Two-teacher to one-teacher.....	9	1
Two-teacher to graded.....	35	9
Graded to one-teacher.....	13	..
Graded to two-teacher.....	14	3
Total.....	164	19

Of the 164 movements of teachers from one type of school to another in the same county, 128 meant that the teachers went from smaller to larger schools and but 36 were movements in the other direction, i. e., from larger to smaller schools. A few schools, 19, changed their status merely because of growth or decline in enrollment. (See *Table 49*.)

EXPERIENCE OF WHITE COUNTY ELEMENTARY TEACHERS

The median teaching experience in Maryland county white elementary schools as of October, 1930, is 6.3 years, an increase of .3 over the preceding year. All counties, except Charles, Frederick, Kent, Prince George's and Talbot, share in the increase. The counties vary in the median experience of teachers from 3.8 years in Garrett and 4 years in Carroll and Howard to 10 years or more in Kent, Somerset and Wicomico. (See *Table 50*.)

The number of teachers with two years of experience (288) is larger than that for any other year of experience, one year coming next with 276 teachers, three years next with 247 teachers, and no experience being lowest for this group with 239 teachers. The number with four years and five years of experience is practically the same, slightly over 200.

In 594 one-teacher schools, one-half of the county teachers have had less than 3 years of experience. The median experience is 3.2 years, .1 more than for October, 1929. The counties vary from Charles with two inexperienced teachers in one-room schools, Anne Arundel with a median experience of one year for the 6 one-teacher schools, Allegany with 1.6 years, Carroll and Talbot with 2 years, to 9 years in Montgomery, 10 in St. Mary's and 10.5 in Prince George's. The group of 103 teachers with one year of experience was larger than any other group, those inexperienced following next in line with 99 teachers. The number of teachers with each added year of experience from two years on, shows a constantly decreasing number from 84 with two years to 16 with seven years of experience. (See *Table 50*.)

TABLE 50
Years of Teaching Experience of Maryland County Teachers in White Elementary Schools, in Service, October, 1930

Years of Experience	ALL ELEMENTARY SCHOOLS														Total Counties										
	Allegany	Anne Arundel	Baltimore	Calvert	Caroline	Carroll	Cecil	Charles	Dorchester	Frederick	Garrett	Harford	Howard	Kent		Montgomery	Prince Georges	Queen Anne's	St. Mary's	Somerset	Talbot	Washington	Wicomico	Worcester	
0.....	14	26	34	3	2	19	8	3	13	10	10	12	5	4	8	12	1	8	6	4	31	4	2		
1.....	276	19 11 49	7 1 31	7	7	25	7	3	8	15	13	16	7	2	14	11	6	2	5	4	28	11	7		
2.....	288	24 15 31	1 1 31	1	9	18	8	3	12	33	22	13	8	2	16	17	2	1	6	5	32	4	8		
3.....	247	33 5 31	1 1 31	1	3	15	6	4	6	19	12	10	10	1	22	14	3	1	5	20	5	6	3		
4.....	204	22 9 32	2 1 11 9 32	2	7	9	5	4	10	12	8	3	8	1	22	22	2	1	5	25	3	3	9		
5.....	203	20 7 32	1 1 11 9 32	1	11	9	2	6	10	8	10	6	8	3	14	20	3	2	3	18	5	9	3		
6.....	164	16 5 18	.....	.....	8	7	.....	.....	7	15	9	5	7	2	14	10	4	1	3	20	4	5	3
7.....	146	18 9 21	.....	.....	5	4	.....	.....	4	12	7	2	2	3	12	18	4	1	2	8	1	4	4
0-3.....	1,050	57 145	12 25	77	26	17	39	73	76	50	30	12	11	18	54	12	11	18	11	24	23	23	70		
4-7.....	717	76 30 103	3 18 30	21	10	19	39	41	33	16	9	12	7	12	70	12	5	12	9	71	19	19	8		
8-11.....	315	45 19 29	3 4 10	9	7	8	17	15	7	2	8	33	30	4	7	10	3	27	10	3	27	10	5		
12-15.....	303	36 17 32	5 4 10	11	3	6	22	2	17	2	5	24	27	7	5	7	5	8	5	5	35	19	8		
16-19.....	171	22 11 17	.....	.....	6	5	8	1	6	13	2	8	1	4	9	5	2	5	6	17	8	6	2
20-23.....	125	12 12 14	.....	.....	2	6	3	1	4	15	2	4	2	2	9	4	3	6	17	8	6	2	7
24 or more.....	315	51 10 47	3 2	15	14	1	7	27	6	6	6	10	9	7	7	7	6	6	13	8	40	13	7		
Total.....	2,996	332 156 387	28 61 153	92 40 89	206 144 125	59 50 186	201 50 36	71 51 310	10.2 7.3 6.1	10.2 7.3 6.1	10.2 7.3 6.1	10.2 7.3 6.1	10.2 7.3 6.1	10.2 7.3 6.1	10.2 7.3 6.1	10.2 7.3 6.1	10.2 7.3 6.1	10.2 7.3 6.1	10.2 7.3 6.1	10.2 7.3 6.1	10.2 7.3 6.1	10.2 7.3 6.1	10.2 7.3 6.1	10.2 7.3 6.1	
Median.....	6.3	8.0 7.0 5.5	5.0 4.8 4.0	7.8 4.8 5.6	6.7 3.8 5.5	4.0 10.0 7.3	6.5 9.0 9.1	9.1 10.2 7.3	6.1 10.6 6.0	6.3	6.3	6.3	6.3	6.3	6.3	6.3	6.3	6.3	6.3	6.3	6.3	6.3	6.3	6.3	6.3

Years of Experience	ONE-TEACHER SCHOOLS													
	Allegany	Anne Arundel	Baltimore	Calvert	Caroline	Carroll	Cecil	Charles	Dorchester	Frederick	Garrett	Harford	Howard	Kent
0.....	10	3	3	1	2	15	6	2	5	4	10	5	4	4
1.....	103	7 1 5	2 1 5	1 1 5	1 1 5	11 1 5	3 3 3	18 14 8	7 8 5	4 4 4	18 14 8	4 4 4	2 2 2	2 2 2
2.....	84	2 1 2	1 1 2	1 1 2	1 1 2	4 1 2	1 1 2	1 1 2	3 3 3	9 2 1	6 5 3	3 3 3	2 2 2	2 2 2
3.....	47	4 1 1	1 1 1	1 1 1	1 1 1	1 1 1	1 1 1	1 1 1	2 2 2	3 3 3	2 2 2	2 2 2	2 2 2	2 2 2
4.....	37	3 1 1	1 1 1	1 1 1	1 1 1	1 1 1	1 1 1	1 1 1	1 1 1	1 1 1	1 1 1	1 1 1	1 1 1	1 1 1
5.....	24	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
6.....	18	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
7.....	16	1	1	1	1	1	1	1	1	1	1	1	1	1
0-3.....	333	23 4 11	7 5 32	13 2 15	17 52	21 14 12	5 5 3	2 2 2	1 1 1	5 5 5	8 8 8	34 16 15	15	15
4-7.....	95	4 1 4	7 2 1	4 4 4	2 25	3 1 5	2 2 2	1 1 1	2 2 2	1 1 1	6 8 3	16 8 3	15	15
8-11.....	49	1 1 2	1 1 2	1 1 2	3 3 3	2 2 2	2 2 2	2 2 2	2 2 2	2 2 2	2 2 2	2 2 2	2 2 2	2 2 2
12-15.....	40	1 1 1	1 1 1	1 1 1	2 6	1 1 1	1 1 1	1 1 1	1 1 1	1 1 1	1 1 1	1 1 1	1 1 1	1 1 1
16-19.....	21	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
20-23.....	18	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
24 or more.....	38	1 1 1	1 1 1	1 1 1	2 1 2	4 4 4	1 2 1	1 1 1	1 1 1	1 1 1	1 1 1	1 1 1	1 1 1	1 1 1
Total.....	594	29 6 27	16 8 51	33 2 26	24 88	33 21 21	22 21 15	16 16 10	10.5 2.8 10.0	2.7 2.0 2.9	3.8 2.7 3.8	3.8 2.7 3.8	3.8 2.7 3.8	3.8 2.7 3.8
Median.....	3.2	1.6 1.0 4.6	5.0 3.0 2.0	7.5 0.5 2.7	2.8 3.2 2.8	2.8 3.2 2.8	2.8 3.2 2.8	2.8 3.2 2.8	2.8 3.2 2.8	2.8 3.2 2.8	2.8 3.2 2.8	2.8 3.2 2.8	2.8 3.2 2.8	2.8 3.2 2.8

TABLE 51
Years of Experience of Maryland County Teachers in White Elementary Schools, in Service, October, 1930

Years of Experience	TWO-TEACHER SCHOOLS																	GRADED SCHOOLS																
	Total Counties	Allegany	Anne Arundel	Baltimore	Calvert	Caroline	Carroll	Cecil	Charles	Dorchester	Frederick	Garrett	Harford	Howard	Kent	Montgomery	Prince Georges	Queen Anne's	St. Mary's	Somerset	Talbot	Washington	Wicomico	Worcester										
0.....	29	1	4	6	2	3	5	1	1	1	1	4	0	4	1	2	3	1	2	2	2	5	2	1										
1.....	44	1	4	6	1	2	1	2	1	4	1	0	0	1	1	1	1	1	1	1	1	1	1	1										
2.....	39	2	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1										
3.....	32	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1										
4.....	28	2	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1										
5.....	24	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1										
6.....	24	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1										
7.....	17	3	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1										
8-11.....	144	6	8	17	3	6	10	4	1	8	4	9	16	1	8	12	9	3	4	1	11	3	1	3										
12-15.....	91	5	4	12	4	1	3	6	1	2	5	7	5	3	11	2	3	5	2	1	9	1	5	1										
16-19.....	50	4	4	4	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1										
20-23.....	41	4	2	4	2	1	2	3	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1										
24 or more.....	17	1	2	1	1	2	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1										
Total.....	44	9	4	4	1	2	1	1	1	3	3	3	2	3	3	3	3	3	3	3	3	3	3	2										
Total.....	401	39	12	42	8	10	18	18	6	12	26	22	28	13	10	30	426	10	16	14	2	34	10	4										
Median.....	6.3	12.0	2.5	5.3	12.0	3.5	3.5	7.0	9.3	2.5	14.0	6.0	3.3	3.8	16.0	6.7	4.3	8.0	10.4	10.0	4.5	5.5	12.0	5.0										
0.....	111	3	19	31	2	3	9	2	1	1	6	3	3	3	3	5	9	2	2	3	2	17	1	1										
1.....	129	10	9	38	2	5	5	5	1	1	12	15	13	2	2	3	7	1	1	1	1	18	2	3										
2.....	165	21	13	24	1	6	16	16	3	3	22	25	26	4	4	17	10	2	2	2	1	3	18	3										
3.....	168	27	4	24	1	7	16	15	4	5	12	15	14	5	5	17	11	2	1	1	1	3	13	2										
4.....	189	19	9	25	1	6	7	3	4	2	15	25	23	4	4	8	17	2	2	2	1	19	3	1										
5.....	155	18	7	25	1	1	7	5	2	4	10	15	7	4	4	11	19	2	1	1	2	4	13	3										
6.....	129	16	5	14	1	8	6	3	3	3	13	2	7	4	10	19	3	1	1	1	4	13	3											
7.....	108	14	9	20	1	2	3	3	3	3	4	4	5	2	7	15	3	2	2	2	1	19	4	2										
8-11.....	573	61	45	117	2	14	35	9	14	16	52	15	13	9	37	37	2	3	5	9	66	5	7											
12-15.....	531	67	30	84	1	17	23	11	9	12	32	9	23	12	3	36	7	1	8	7	56	10	13											
16-19.....	216	40	19	24	1	3	7	3	4	3	23	4	4	3	23	22	2	2	1	5	3	17	7											
20-23.....	222	32	16	24	1	4	6	2	3	4	16	2	10	3	19	21	3	3	3	3	28	16	4											
24 or more.....	133	21	9	16	1	3	4	5	1	4	9	1	7	1	1	7	8	4	4	4	3	6	14											
Total.....	93	11	10	11	1	3	6	2	1	2	11	3	5	2	7	5	3	2	2	2	6	7	6											
Median.....	233	41	9	42	1	2	6	9	2	6	22	2	2	2	7	5	3	5	3	6	8	33	10											
Total.....	2,001	273	138	318	4	43	84	41	32	51	156	34	61	25	19	134	154	25	4	41	39	221	58											
Median.....	7.0	8.9	7.3	5.7	3.0	6.1	5.0	8.7	4.5	7.2	6.9	5.0	7.2	5.6	18.0	7.1	6.4	14.0	1.5	14.0	12.6	6.7	13.8											

Excludes two vacancies.

The median years of experience for 401 county white elementary teachers employed in two-teacher schools in October, 1930, was 6.3 years, .5 higher than for the preceding October. In Harford, Carroll, Caroline, Dorchester, Anne Arundel and Howard, the median experience was three years or less, while in Kent, Somerset, Allegany, Wicomico, Frederick, St. Mary's and Calvert it was 10 years or more. The group of teachers with one year of experience, 44, was largest. Thereafter there were fewer teachers for each year of experience up to six years, when the number was 17. The inexperienced group of 29 was exceeded by those teachers with one, two and three years of experience. (See *Table 51.*)

For the 2,001 teachers in graded schools the median experience of 7 years was the same as for the year preceding. Only St. Mary's, Calvert, Charles, Garrett and Carroll had a median experience for teachers in graded schools of 5 years or less. At the other extreme, five Eastern Shore counties, Kent, Queen Anne's, Somerset, Wicomico and Talbot, had teaching staffs in graded schools whose median experience ranged from 12.6 to 18 years. The experience group with the maximum number of graded school teachers was that with three years, which included 168 teachers, the two year group being next with 165 teachers, the five year group next with 155 teachers, the four year group following with 139 teachers, and the one year and six year group each having 129 teachers. The number of inexperienced teachers in graded schools was 111. (See *Table 51.*)

SIZE OF CLASS IN ELEMENTARY SCHOOLS LARGER

The average number of pupils per teacher in white elementary schools, 33.6 in 1930, was larger by .7 than for the year preceding. The range in pupils per teacher varied from 40.3 in Baltimore County to 24.7 in Garrett. All of the counties except six, Caroline, Washington, Calvert, Somerset, Howard, and Queen Anne's, increased the ratio of pupils to teachers from 1929 to 1930. (See *Chart 7.*)

The largest increases in ratio of pupils to teachers were found in Anne Arundel, which, up to the present time, has grown in population without the corresponding necessary construction of buildings, in Garrett in which the consolidation program has been proceeding rapidly, in Cecil, Prince George's, Allegany, Dorchester, and Montgomery.

There are three counties, Baltimore, Anne Arundel, and Prince George's, with an average of 35 or more pupils per teacher, while, at the other extreme, there are four counties, Garrett, St. Mary's, Calvert, and Kent, with fewer than 30 pupils per teacher. These latter counties still have a large number of small rural schools. (See *Chart 7.*)

CHART 7

AVERAGE NUMBER BELONGING PER TEACHER IN WHITE ELEMENTARY SCHOOLS			
County	1928	1929	1930
Co. Average	32.8	32.9	33.6
Baltimore	40.1	40.2	40.3
Anne Arundel	34.9	35.1	37.6
Pr. George's	32.8	33.9	35.0
Frederick	33.5	34.0	34.9
Allegany	33.9	33.5	34.6
Washington	35.3	34.7	34.0
Talbot	34.3	33.7	33.9
Wicomico	33.6	33.3	33.8
Dorchester	31.2	31.2	33.3
Cecil	31.4	31.0	32.5
Caroline	33.8	33.6	32.3
Somerset	31.9	32.5	32.1
Harford	32.1	31.5	32.0
Howard	31.5	31.3	31.2
Queen Anne's	29.7	31.1	31.1
Carroll	29.5	30.4	30.6
Montgomery	32.2	29.4	30.4
Worcester	30.3	29.7	30.2
Charles	28.4	29.4	30.0
Kent	26.5	29.0	29.0
Calvert	28.2	28.9	28.3
St. Mary's	24.5	26.4	27.0
Garrett	22.5	22.8	24.7
Baltimore City	32.3	32.9	32.1
State	32.7	32.9	33.0

For counties arranged alphabetically, see Table XIV, page 344.

On the average in 1930 there were 24.7 pupils belonging per teacher in one-teacher schools, no change from the year preceding. The counties ranged from Garrett with 20.1 to Baltimore with 31.4 pupils per one-teacher school. Just over one-half of the counties registered a gain in size of one-teacher schools while the remainder had smaller one-teacher schools or no change from the preceding year. (See *Table 52.*)

TABLE 52

Average Number of Pupils Belonging Per Teacher in County White Elementary Schools for Year Ending July 31, 1930

County	Schools Having One Teacher	County	Schools Having Two Teachers	County	Schools Having Three or More Teachers
County Average . . .	24.7	County Average . . .	29.5	County Average . . .	37.5
Baltimore	31.4	Baltimore	33.5	Baltimore	42.3
Frederick	29.3	Allegany	32.5	Calvert	41.8
Caroline	27.7	Washington	31.9	St. Mary's	41.5
Wicomico	27.6	Cecil	31.8	Dorchester	39.8
Harford	27.2	Queen Anne's	30.3	Howard	39.2
Anne Arundel	27.0	Dorchester	30.2	Anne Arundel	39.0
Cecil	26.4	Frederick	29.7	Wicomico	38.7
Montgomery	26.2	Carroll	29.6	Prince George's	37.9
Somerset	25.8	Worcester	29.3	Frederick	37.8
Prince George's	25.8	Kent	29.2	Cecil	37.8
Howard	25.5	Calvert	29.0	Talbot	37.3
Talbot	25.0	Charles	28.8	Washington	37.1
Calvert	24.9	Anne Arundel	28.6	Kent	37.1
Queen Anne's	24.7	Garrett	28.6	Harford	36.6
Washington	24.6	Harford	28.1	Worcester	36.4
Carroll	24.5	St. Mary's	27.9	Somerset	36.3
Dorchester	23.7	Montgomery	27.8	Allegany	36.0
Allegany	23.5	Wicomico	27.1	Charles	35.6
St. Mary's	22.3	Prince George's	26.8	Queen Anne's	35.6
Charles	21.6	Howard	25.5	Garrett	35.2
Kent	21.4	Talbot	25.5	Caroline	35.1
Worcester	20.8	Somerset	25.1	Carroll	34.8
Garrett	20.1	Caroline	24.5	Montgomery	31.8

For counties arranged alphabetically see Table XIV, page 344.

The average two-teacher school in the counties in 1930 had 29.5 pupils per teacher, a reduction of .3 under 1929. The range in size of class was from 33.5 in Baltimore to 24.5 in Caroline. The eleven counties having the lowest average class size in two-teacher schools all had smaller classes in 1930 than they had in 1929. The counties having the largest two-teacher schools, with the exception of Baltimore, Queen Anne's, Carroll, and Frederick, had larger schools on the average in 1930 than in 1929. (See Table 52.)

The average class in graded schools in the counties in 1930 had 37.5 pupils, .7 more than in the preceding year. The range in average size of class was from 42.3 in Baltimore County to 31.8 in Montgomery. It is good to note a reduction in the size of the very large classes in Baltimore, Calvert, and St. Mary's, the three counties at the top of the list with an average enrollment of over 41 per teacher. Washington, Kent, Queen Anne's, and Caroline also had fewer pupils per teacher than the year before. The greatest increase in ratio of pupils to teachers in graded schools was found in Garrett, Anne Arundel, Dorchester, Montgomery, and Howard. (See *Table 52*.)

INCREASED AVERAGE SALARY IN WHITE ELEMENTARY SCHOOLS

The average salary per white elementary teacher and principal in 1930—\$1,199, was \$15 higher than in 1929. The increase was smaller than at any time since 1919. Since such a large proportion of the teaching staff now holds first grade certificates, the increases necessary in former years, when trained teachers were replacing the untrained, are no longer required. For the average salary from 1917 to 1930, see *Table 53*.

TABLE 53
Average Annual Salary Per County White Elementary School Teacher,
1917-1930

Year Ending June 30	Average Salary White Elementary School Teachers	Year Ending June 30	Average Salary White Elementary School Teachers
1917.....	\$491	1924.....	\$1,030
1918.....	542	1925.....	1,057
1919.....	521	1926.....	1,103
1920.....	631	1927.....	1,126
1921.....	881	1928.....	1,155
1922.....	937	1929.....	1,184
1923.....	990	1930.....	1,199

Salaries in the individual counties ranged from \$1,505 in Baltimore to \$1,015 in St. Mary's. Only five counties had decreases in average salary—Baltimore, Kent, Talbot, Calvert, and Worcester. As the schools increase in size with a constantly decreasing ratio of principals, the average salary will naturally decrease. The following seven counties had increases ranging from \$23 to \$57: Montgomery, Caroline, Harford, Cecil, St. Mary's, Dorchester, and Queen Anne's. (See *Chart 8*.)

CHART 8

POWER 1

AVERAGE SALARY PER TEACHER IN WHITE ELEMENTARY SCHOOLS

County	1927	1928	1929	1930
Co. Average	\$1126	\$1155	\$1184	\$1199
Baltimore	1507	1499	1518	1505
Montgomery	1158	1191	1228	1285
Allegany	1256	1268	1262	1265
Anne Arundel	1113	1148	1192	1209
Pr. George's	1163	1170	1194	1204
Cecil	1102	1135	1170	1197
Queen Anne's	1118	1134	1151	1174
Washington	1104	1109	1155	1165
Kent	1042	1092	1155	1151
Wicomico	1090	1101	1114	1124
Harford	1024	1036	1071	1108
Caroline	1027	1062	1061	1101
Frederick	1042	1071	1083	1099
Talbot	1100	1105	1121	1092
Howard	1051	1051	1074	1091
Somerset	980	1062	1081	1088
Garrett	932	1016	1067	1084
Carroll	982	1035	1064	1082
Calvert	1086	1111	1119	1070
Worcester	1016	1052	1073	1069
Dorchester	989	1025	1042	1065
Charles	954	995	1024	1033
St. Mary's	820	901	991	1015
Balto. City*	1646	1698	1822	1811
State	1352	1397	1463	1474

* Includes \$1759 for elementary, \$1977 for junior high, and \$2035 for vocational teachers in 1930.

For counties arranged alphabetically see Table XV, page 345.

No county had an average salary under \$1,000 in 1930. In 2 counties the average salary was between \$1,001 and \$1,050, in 9 counties between \$1,051 and \$1,100, in 3 counties between \$1,101 and \$1,150, in 4 counties between \$1,151 and \$1,200, in 2 counties between \$1,201 and \$1,250, in 2 counties between \$1,251 and \$1,300, and in 1 county over \$1,500. (See Chart 8.)

TABLE 54
1930 Average Salary Per Teacher in County White
Elementary Schools Having

One Teacher		Two Teachers		Three or More Teachers	
County	Average Salary	County	Average Salary	County	Average Salary
County Average	\$1,119	County Average	\$1,178	County Average	\$1,231
Baltimore.....	1,579	Baltimore.....	1,511	Baltimore.....	1,497
Montgomery....	1,286	Allegany.....	1,274	Montgomery....	1,292
Prince George's..	1,221	Montgomery....	1,256	Allegany.....	1,279
Cecil.....	1,172	Cecil.....	1,195	Queen Anne's...	1,225
Allegany.....	1,132	Kent.....	1,194	Cecil.....	1,217
Anne Arundel...	1,127	Prince George's..	1,186	Anne Arundel...	1,215
Kent.....	1,124	Anne Arundel...	1,181	Prince George's..	1,205
Queen Anne's...	1,113	Washington....	1,156	Washington....	1,186
Calvert.....	1,105	Queen Anne's...	1,148	Kent.....	1,152
Washington....	1,100	Worcester.....	1,125	Wicomico.....	1,145
Harford.....	1,098	Wicomico.....	1,122	Harford.....	1,131
Garrett.....	1,095	Garrett.....	1,086	Howard.....	1,120
Somerset.....	1,093	Frederick.....	1,085	Caroline.....	1,111
Talbot.....	1,093	Talbot.....	1,084	Carroll.....	1,108
Wicomico.....	1,091	Caroline.....	1,076	Dorchester....	1,108
Caroline.....	1,088	Harford.....	1,071	Frederick.....	1,106
Frederick.....	1,085	Carroll.....	1,066	Somerset.....	1,095
Howard.....	1,083	St. Mary's.....	1,059	Talbot.....	1,093
Worcester....	1,053	Howard.....	1,053	Charles.....	1,074
Carroll.....	1,047	Somerset.....	1,051	Worcester....	1,068
Dorchester....	1,024	Calvert.....	1,029	Garrett.....	1,054
Charles.....	1,012	Dorchester....	986	Calvert.....	1,004
St. Mary's.....	976	Charles.....	948	St. Mary's.....	976

For counties arranged alphabetically see Table XV, page 345.

Salary by Types of Schools

In one-teacher schools the average salary was \$1,119, in two-teacher schools \$1,178, and in graded schools \$1,231. In all types of schools the highest salary was found in Baltimore County, and the lowest for one-teacher and graded schools was found in St. Mary's, and for two-teacher schools in Charles. Only three counties, Baltimore, Garrett, and Calvert, gave the highest salary to teachers in the one-teacher schools and the lowest to teachers in the graded schools. For the reverse situation there were eight counties, Allegany, Queen Anne's, Cecil, Anne Arundel, Washington, Wicomico, Carroll, and Frederick, paying the lowest salaries to teachers in the one-teacher schools and the highest to those in the graded schools. In the remaining coun-

ties, salaries were highest in two-teacher schools in Kent, Worcester, and St. Mary's, and lowest in the two-teacher schools in Montgomery, Prince George's, Talbot, Caroline, Harford, Howard, Somerset, Dorchester, and Charles. (See *Table 54*.)

In one-teacher schools salaries ranged from \$976 in St. Mary's to \$1,579 in Baltimore. There were increased salaries from 1929 to 1930 in one-teacher schools of all counties, except Baltimore, Prince George's, Kent, Calvert, Somerset, Talbot, Wicomico, and Worcester. The decreases are explained by the employment of a large proportion of inexperienced teachers.

In two-teacher schools the range in salaries was from \$948 in Charles to \$1,511 in Baltimore County. All counties had increases in salary, except Baltimore, Allegany, Kent, Anne Arundel, Talbot, Calvert, and Charles.

In the graded schools in which the salary range was from \$976 in St. Mary's to \$1,497 in Baltimore County, only Baltimore, Washington, Talbot, Charles, Worcester, Calvert, and St. Mary's showed lower salaries. (See *Table 54*.)

Distribution of Salaries as of October, 1930

The distribution of salaries of white elementary teachers, excluding principals of graded schools, in service in October, 1930, indicates no change from October, 1929, in the median salary for teachers in one-teacher, two-teacher, and graded schools. The median salary is \$1,050 in one-teacher schools and \$1,150 in two-teacher and graded schools. Salaries range from \$650 to \$1,800 in one and two-teacher schools and to a maximum of \$2,100 in graded schools. (See *Table 55*.)

There are 72 teachers receiving salaries under \$950, the minimum required for a teacher holding a regular first grade certificate. Last year the corresponding figure was 94. No new teachers with salaries under \$950 are being employed. In one-teacher schools, the minimum salary required for a teacher holding a first grade certificate is \$1,050 and there were 45 teachers receiving less than this amount in October, 1930, compared with 64 the year preceding. In two-teacher schools 16 teachers, the same number as last year, were receiving under \$950, the minimum salary for a normal school graduate. In graded schools in October, 1930, there were 25 teachers receiving less than \$950, while in the preceding year the corresponding figure was 31. (See *Table 55*.)

For principals of schools having three or more teachers in service in October, 1930, the range in salary was from \$1,100 to \$3,060, the median being \$1,700, an increase of \$50 over the year preceding. (See *Table 55*.)

TABLE 55

Distribution of Salaries of White Elementary School Teachers in Service
in Maryland Counties, October 1930

SALARY	TEACHERS IN WHITE ELEMENTARY SCHOOLS				SALARY	Principals of Graded Schools
	Having One Teacher	Having Two Teachers	Graded Schools Excluding Principals	All Teachers Excluding Principals of Graded Schools		
\$ 650.....	8	1	2	11	\$1,100.....	2
700.....					1,150.....	1
750.....	2		1	3	1,200.....	1
800.....	1			1	1,250.....	3
850.....	18	13	16	47	1,300.....	7
900.....	2	2	6	10	1,350.....	23
950.....	10	41	178	229	1,400.....	6
1,000.....	4	11	64	79	1,450.....	11
1,050.....	259	64	202	525	1,500.....	5
1,100.....	22	30	188	240	1,550.....	17
1,150.....	70	50	277	397	1,600.....	3
1,200.....	51	20	181	252	1,650.....	7
1,250.....	67	76	244	387	1,700.....	9
1,300.....	19	21	150	190	1,750.....	10
1,350.....	15	15	100	130	1,800.....	9
1,400.....	13	19	47	79	1,850.....	8
1,450.....	14	7	31	52	1,900.....	9
1,500.....	3	4	21	28	1,950.....	1
1,550.....	3	4	24	31	2,000.....	13
1,600.....	2	11	69	82	2,050.....	1
1,650.....	2	3	13	18	2,100.....	4
1,700.....	1	3	8	12	2,150.....	2
1,750.....					2,200.....	2
1,800+.....	8	6	a3	17	2,250.....	2
					2,300.....	9
					2,400.....	3
					2,500.....	b7
					and over	
Total.....	594	401	1,825	2,820	Total.....	175
Median.....	\$1,050	\$1,150	\$1,150	\$1,150	Median.....	\$1,700

a Includes one each at \$2,100 and \$1,932.

b Includes one each at \$3,060 and \$2,880.

FEWER THAN 200 MEN IN WHITE ELEMENTARY SCHOOLS

The number and per cent of men principals and teachers in white elementary schools for 1930 were lower than for any previous year. The 195 men in service represented 6.4 per cent of the white elementary school teaching staff. (See Table 56.)

Only two counties, Calvert and Queen Anne's, had no men on the white elementary school teaching staff. In the other counties the number employed varied from 1 in Wicomico, Caroline,

TABLE 56

Number and Per Cent of Men Teaching in County White Elementary Schools

Year	Number	Per Cent	Year	Number	Per Cent
1923.....	287	9.4	1927.....	218	7.1
1924.....	253	8.3	1928.....	204	6.6
1925.....	233	7.6	1929.....	208	6.8
1926.....	224	7.3	1930.....	195	6.4

Howard, Kent, and St. Mary's, to 29 in Frederick, 37 in Baltimore, and 41 in Washington County. The men represented 10 per cent of the white elementary teaching staff in Baltimore County, and between 12.6 and 13.5 per cent in Carroll, Washington, and Frederick. In most counties the men act as principals of the larger elementary schools and give instruction in the upper elementary grades. (See *Table 57*.)

TABLE 57

Number and Per Cent of Men Teachers Employed in County White Elementary Schools for Year Ending July 31, 1930

COUNTY	MEN TEACHING		COUNTY	MEN TEACHING	
	Number	Per Cent		Number	Per Cent
Total and Average.....	194.6	6.4	Dorchester.....	3	3.4
Calvert.....			Anne Arundel.....	6.1	3.9
Queen Anne's.....			Allegany.....	13	3.9
Wicomico.....	1	1.0	Somerset.....	3	4.2
Caroline.....	1	1.5	Cecil.....	4	4.2
Harford.....	2	1.6	Talbot.....	3	5.6
Howard.....	1	1.7	Charles.....	3	6.4
Kent.....	1	2.0	Garrett.....	13	8.5
Prince George's.....	4.2	2.1	Baltimore.....	37.1	9.8
St. Mary's.....	1	2.6	Carroll.....	20	12.6
Worcester.....	2	2.7	Washington.....	41	13.1
Montgomery.....	6	3.1	Frederick.....	29.2	13.5

COST PER WHITE ELEMENTARY PUPIL \$50

Excluding expenditures for general control and fixed charges, the cost of educating the average pupil belonging in the county white elementary schools was slightly under \$50, a gain of but 29 cents per pupil over costs for the year preceding. Expenditures per pupil belonging varied from \$44 in Washington, Frederick, and Wicomico Counties to \$61 in Montgomery. It is interesting to find that 12 counties showed decreases in cost per pupil, while 11 had increases. The counties having the largest increases are Charles, Carroll, Harford, Caroline, Washington, Queen Anne's, St. Mary's, and Frederick. (See *Chart 9*.)

CHART 9

COST PER PUPIL BELONGING IN WHITE ELEMENTARY SCHOOLS FOR CURRENT EXPENSES EXCLUDING GENERAL CONTROL			
County	1928	1929	1930
Co. Average	\$ 48	\$ 50	\$ 50
Montgomery	56	60	61
Garrett	57	60	59
Calvert	57	58	58
Queen Anne's	55	56	57
Charles	50	50	57
Kent	60	58	57
Garroll	49	50	53
Anne Arundel	52	54	53
St. Mary's	50	51	53
Cecil	48	52	51
Allegany	50	51	51
Worcester	48	52	49
Baltimore	49	50	49
Howard	47	49	49
Caroline	47	47	49
Talbot	47	50	48
Dorchester	46	49	48
Prince George's	50	48	47
Harford	41	43	46
Somerset	45	47	46
Wicomico	44	45	44
Frederick	41	43	44
Washington	39	42	44
Baltimore City	73	77	78*
State	59	61	62

* Includes elementary schools, \$74; junior high schools, \$91; vocational schools, \$209.
For counties arranged alphabetically see Table 58, page 80.

Salary Cost per Pupil \$36

The largest single item in the cost of instructing a white elementary pupil is of course the salary of the teacher. Salary per pupil is dependent on the size of the class, the training and experience of the teacher and on whether the county pays salaries in excess of the minimum prescribed in the State school law.

Consolidation of schools has increased the size of class in many of the counties, thus decreasing the average salary cost per pupil by 35 cents from 1929 to 1930. Caroline, Carroll, Harford, Howard, Montgomery, Queen Anne's, St. Mary's, Somerset, and Washington show an increase in salary cost per pupil. The range in average salary cost per pupil is from \$43.89 in Garrett, in which the average size of class is smallest, to \$31.52 in Frederick, in which consolidation has proceeded very rapidly in the past few years. (See *Table 58*, page 80.)

Supervision Cost \$1.49 on the Average Per Pupil

The per pupil cost of bringing about improvement in instruction through supervision, \$1.49 in 1930, was higher by two cents than in 1929. Expenditures per pupil ranged from less than \$1 per pupil in Caroline, Prince George's, and Washington Counties, all of which were short of the number of supervisors needed, to close to \$3 per pupil in Calvert and Garrett. Because of the small size of the county, the ratio of pupils to supervisor is smaller in Calvert than in any other county. In Garrett the average size of class is smaller than in any other county, the county is more mountainous and has a greater area than any other county. (See *Table 58*.)

All of the counties, except Somerset and Baltimore, which spent less than the average county for supervision, viz., Caroline, Prince George's, Washington, Allegany, and Anne Arundel, were entitled to receive State aid for more supervisors than the number actually employed. Caroline and Anne Arundel have the full quota of supervisors for the year 1930-31.

Books, Materials, and Other Costs of Instruction

The expenditure per pupil for books, materials, and other costs of instruction (\$2.15) was four cents lower in 1930 than in 1929. The counties ranged in expenditure per pupil for these purposes from \$3.17 in Allegany to \$1.23 in Frederick County. For the purchase of books and materials there is available \$250,000 from State funds. With 259,464 pupils belonging in 1930, the average State appropriation per pupil was 96 cents. In the counties receiving the Equalization Fund additional State aid was distributed which was available for the purpose of providing books and materials. (See *Table 58*.)

Ten counties, Baltimore, Calvert, Carroll, Charles, Garrett, Harford, Howard, Kent, Prince George's, and Washington, spent more per pupil for books and materials in 1930 than they spent in 1929. In Baltimore, Charles, Harford, Howard, and Prince George's, the amount spent per pupil in both years was less than the expenditure per pupil in the average county. Garrett and Kent spent more per pupil than the average county both years. Especially in Garrett the lack of books in the schools made these expenditures very necessary. Calvert, Carroll, and Washington

TABLE 58
 Cost Per Pupil in White Elementary Schools for the Main Subdivisions of Expenditures, Exclusive of General Control,
 for Year Ending July 31, 1930

COUNTY	1930 Cost per White Elementary School Pupil Belonging for							Rank in 1930 Cost per Pupil Belonging for								
	Supervision	Salaries	Text Books and Other Costs of Instruction	Operation	Maintenance	Auxiliary Agencies	Total Current Expenses	Capital Outlay	Supervision	Salaries	Textbooks and Other Costs of Instruction	Operation	Maintenance	Auxiliary Agencies	Total Current Expenses	Capital Outlay
County Average.....	\$1.49	\$35.72	\$2.15	\$3.84	\$1.89	\$4.69	\$49.78	\$13.95	.....	.....	.....	.....	.....	.....	.....	.....
Allegany.....	1.22	36.60	3.17	4.10	1.84	3.66	50.59	2.35	19	9	1	6	8	17	11	13
Anne Arundel.....	1.29	32.11	2.32	4.17	3.46	9.62	52.97	.89	18	21	7	5	3	4	8	17
Baltimore.....	1.43	37.37	1.93	4.53	1.24	2.64	49.14	40.48	17	7	14	4	15	21	13	2
Calvert.....	3.04	37.75	2.87	2.45	.60	11.33	58.04	.....	1	4	2	22	22	1	3	23
Caroline.....	.26	34.14	1.29	3.80	.94	8.54	48.97	1.28	23	17	21	8	20	5	15	16
Carroll.....	2.03	35.40	2.48	2.83	2.63	7.75	53.12	.61	6	10	6	19	5	7	7	18
Cecil.....	2.16	36.79	2.21	3.75	2.32	3.54	50.77	.11	5	8	10	9	6	18	10	20
Charles.....	1.62	34.46	1.81	2.85	4.99	11.12	56.85	7.48	11	14	16	18	1	2	15	10
Dorchester.....	1.96	31.92	1.96	2.83	2.00	7.61	48.28	.01	8	22	13	21	7	8	17	22
Frederick.....	1.67	31.52	1.23	3.20	1.07	5.42	44.11	15.40	9	23	23	15	18	13	22	4
Garrett.....	2.99	43.89	2.82	3.03	1.83	4.31	58.87	1.29	2	1	3	16	9	16	2	15
Harford.....	1.52	34.56	1.70	3.27	1.69	2.93	45.67	.44	14	13	18	14	11	19	19	19
Howard.....	1.62	34.94	2.07	3.50	.83	6.04	49.00	1.37	12	12	11	11	21	10	14	14
Kent.....	2.20	39.63	2.63	5.83	1.26	4.96	56.51	8.65	4	3	4	2	14	14	6	9
Montgomery.....	1.50	42.29	2.53	6.63	3.66	4.38	60.99	41.52	15	2	5	1	2	15	1	1
Prince George's.....	.90	34.42	2.04	4.08	3.16	2.76	47.36	14.18	22	15	12	7	4	20	18	5
Queen Anne's.....	2.25	37.71	2.24	3.41	1.17	10.40	57.27	.05	3	5	8	12	17	3	4	21
St. Mary's.....	2.03	37.64	1.34	1.98	8.22	5.29	52.59	5.43	7	6	20	23	12	6	9	11
Somerset.....	1.09	33.88	1.29	2.98	.54	5.75	45.53	4.21	20	18	22	17	23	12	20	12
Talbot.....	1.49	32.25	1.70	5.19	1.06	7.12	48.81	9.65	16	20	17	3	19	9	16	8
Washington.....	.92	34.31	2.23	2.83	1.29	2.10	43.68	13.90	21	16	9	20	13	23	23	6
Wicomico.....	1.65	33.26	1.85	3.41	1.71	2.30	44.18	12.74	10	19	15	13	10	22	21	7
Worcester.....	1.59	35.40	1.65	3.55	1.21	5.93	49.33	24.31	13	11	19	10	16	11	12	3
Baltimore City.....	2.01	58.86	3.17	7.41	4.45	2.49	78.39	13.46	.....	.....	.....	.....	.....	.....	.....	.....
Elementary.....	2.16	54.76	2.70	7.02	4.65	2.74	74.03	16.36	.....	.....	.....	.....	.....	.....	.....	.....
Junior High.....	1.00	72.42	4.56	7.99	2.95	1.58	90.50	1.60	.....	.....	.....	.....	.....	.....	.....	.....
Vocational.....	9.29	135.87	15.87	29.73	18.38	.20	209.34	8.39	.....	.....	.....	.....	.....	.....	.....	.....
State.....	1.71	45.64	2.59	5.37	2.98	3.75	62.04	13.74	.....	.....	.....	.....	.....	.....	.....	.....

For disbursements in white elementary schools, see Table XXVIII, page 358.

spent less than the county average in 1929 but more than the county average in 1930 for books, materials, and cost of instruction other than teachers' salaries and supervision. The evidences of these expenditures have been gratifying to the county and State supervisors of elementary instruction. (See *Table 58*.)

**Operation Costs Per White Elementary Pupil Lower,
Maintenance Costs Higher in 1930 than in 1929**

It cost \$3.84 to heat and clean school buildings for the use of the average white elementary pupil belonging in 1930. The range in cost was from \$6.63 per pupil in Montgomery to \$1.98 per pupil in St. Mary's. Expenditure per pupil of \$1.89 for repair and upkeep of buildings and equipment showed variations from an amount of less than \$1 per pupil in Somerset, Calvert, Howard, and Caroline to over \$3 per pupil in Prince George's, Anne Arundel, Montgomery, and Charles. The figures for Charles County include expenditures by the Federal Government at Indian Head and the Anne Arundel figures include the repairs resulting from the fire in the Annapolis school. (See *Table 58*.)

Auxiliary Agencies Cost Per Elementary Pupil Greater

The cost of transportation, health, and libraries per white elementary school pupil (\$4.69) is an increase of 56 cents over the 1929 cost per pupil. Only three counties, Calvert and Anne Arundel, which spent the largest amounts per pupil in 1929, and Talbot, show a reduction in expenditure per pupil for these purposes from 1929 to 1930. Expenditures ranged from \$11.33 per white elementary pupil in Calvert, \$11.12 in Charles, and \$10.49 in Queen Anne's, to less than \$3 in Washington, Wicomico, Baltimore, Prince George's, and Harford Counties. (See *Table 58*.)

TRANSPORTATION COSTS GREATER

The total expenditures for transporting pupils to white elementary schools increased by \$57,000 from 1929 to 1930, the 1930 amount being \$435,033. The number of pupils transported was 16,670, an increase of 2,647 over 1929. There was a reduction in cost per pupil transported from \$26.97 to \$26.10 in the year ending in June, 1930. (See *Table 59*.)

The largest increases in transportation costs and in pupils transported occurred in Frederick, Allegany, Carroll, Dorchester, and Harford Counties, the cost per pupil transported being lower in 1930 than in 1929 in the two counties listed first and higher in the three last named counties.

The number of white elementary pupils transported was 325 or less and the costs under \$11,000 in Kent, Calvert, Howard, Wicomico, Harford, Cecil, and St. Mary's, as against over 1,000 pupils transported and costs \$33,000 up to \$49,000 in Carroll, Allegany, Frederick, Baltimore, and Anne Arundel Counties. The cost per white elementary pupil transported was between \$35 and \$44 in Calvert, Howard, Kent, Harford, and Garrett, and from \$17 to under \$24 in Baltimore, Anne Arundel, Montgomery, and

Wicomico Counties. Baltimore and Montgomery Counties own a large proportion of the buses used in transporting pupils. The remaining counties had costs per pupil transported varying between \$24 and \$32. (See *Table 59*.)

TABLE 59
Expenditures and Cost Per Pupil for Auxiliary Agencies in Maryland
County White Elementary Schools—Year Ending July 31, 1930

COUNTY	TRANSPORTATION			LIBRARIES			HEALTH	
	Pupils Transported at County Expense	Amount Spent	Cost per Pupil Transported	Total Expenditures for Libraries	Amount per		Total Expenditures for Health	Amount per Pupil
					School	Teacher		
Total and Average . . .	16,670	\$435,033.01	\$26.10	\$15,048.41	\$12.74	\$4.93	\$19,426.66	\$.19
Calvert	206	9,192.50	44.62	99.87	4.54	3.44	2.00	
Charles	496	15,587.54	31.43	75.41	3.14	1.60		
Queen Anne's	541	15,458.66	28.57	794.18	29.41	15.57	406.80	.26
Anne Arundel	†2,328	49,415.42	21.23	668.15	20.25	4.31	2,694.07	.46
Caroline	764	18,343.00	24.01	251.12	10.04	3.69	125.50	.06
St. Mary's	325	7,968.22	24.52	160.01	6.15	4.21		
Carroll	1,076	33,757.79	31.37	833.23	10.29	5.23	2,544.00	.52
Dorchester	857	22,085.61	25.77	184.61	4.29	2.10		
Talbot	446	12,778.20	28.65	46.70	2.22	.86		
Howard	258	10,850.00	42.05	185.00	5.61	3.15		
Worcester	529	12,952.51	24.48	146.21	4.06	1.96		
Somerset	525	12,833.93	24.45	420.00	14.00	5.83		
Frederick	1,614	39,968.30	24.76	290.00	3.54	1.34		
Kent	180	7,021.63	39.01	218.10	7.27	4.28	4.00	
Montgomery	879	19,779.97	22.50	2,798.55	47.43	14.36	3,325.27	.56
Garrett	*419	14,739.43	35.18	1,163.71	10.21	7.62	21.12	.01
Allegany	1,184	35,977.88	30.39	1,063.00	13.99	3.22	1,515.48	.13
Cecil	324	10,220.37	31.54	491.58	10.03	5.22		
Harford	298	10,539.27	35.37	446.86	7.57	3.60	5.80	
Prince George's	684	17,079.00	24.97	493.00	7.70	2.46	1,710.44	.24
Baltimore	1,863	32,932.10	17.68	2,155.00	23.42	5.70	4,752.08	.31
Wicomico	282	6,709.41	23.79	931.85	18.64	9.18		
Washington	592	18,842.27	31.83	1,132.27	10.78	3.63	2,320.10	.22

† Includes 29 children transported to the elementary schools of Prince George's County.

* Includes 7 children transported to the elementary schools of Allegany County.

LIBRARY EXPENDITURES GREATER

For libraries in white elementary schools the counties spent \$15,048 in 1930, an increase of \$4,408 over 1929. The county expenditure for libraries per elementary school was \$12.74 and per elementary teacher \$4.93. Large increases in expenditures for libraries were made in Montgomery, Garrett, Queen Anne's, St. Mary's, Somerset, Washington, Wicomico, Calvert, and Carroll. The expenditure per teacher was \$15.57 in Queen Anne's, \$14.36 in Montgomery, \$9.18 in Wicomico, \$7.62 in Garrett, and between \$5 and \$6 in Somerset, Baltimore, Carroll, and Cecil. The smallest county expenditures for libraries were reported for Talbot, Frederick, Charles, Worcester, Dorchester, and Prince George's Counties, the amount spent per teacher varying from 86 cents to \$2.46. (See *Table 59*.)

Statistics furnished by the Maryland Public Library Advisory Commission indicate that the county white elementary schools were supplied directly with 9,490 volumes in 291 traveling libraries and 902 volumes in 185 package libraries, a total of 10,392 volumes. For the first time it was possible for the Commission to fill all requests which came from the schools. (See Table 60.)

TABLE 60

Service of Maryland Library Commission to County White Elementary Schools, School Year, 1929-1930

County	Total No. of Volumes Supplied	Traveling Libraries (30 to 35 Books in Each)			Package Libraries		
		Number of			Number of		
		Schools Supplied	Teachers Supplied	Traveling Libraries Supplied	Schools Supplied	Teachers Supplied	Package Libraries Supplied
Total	abc10,392	abcgh132	abcdefgh180	abch291	bch55	bch92	bch185
Allegany	a285	a	a	a8	1	1	3
Anne Arundel	bc142	bc2	bc2	bc4	bc2	bc4	bc3
Baltimore	930	14	d17	27	4	5	8
Calvert	35	1	1	1			
Caroline	259	6	6	7	1	2	5
Carroll	1,335	19	36	42			
Cecil	975	11	e18	30	2	3	5
Charles	c97	c1	cf1	c3	c2	c2	e2
Dorchester	c487	c4	c4	c4	c15	c34	c64
Frederick	bc745	bc14	bc17	bc22	bc1	bc1	bc1
Garrett	568	9	12	16	4	4	14
Harford	c544	c9	c9	c13	c5	c6	c32
Howard	268	5	6	8	1	1	1
Kent	1	—	—	—	1	1	1
Montgomery	126	3	3	4	1	1	1
Prince George's	1,672	11	e17	48	4	8	19
Queen Anne's	18	—	—	—	1	1	2
St. Mary's	242	6	6	8	2	2	2
Somerset	253	5	7	8	2	2	4
Talbot	420	g	g	12			
Washington	h	h	h	h	h	h	h
Wicomico	bc285	bc6	bc6	bc9	bc2	bc2	bc2
Worcester	705	6	12	17	4	12	16

a The Cumberland Library supplied the Cumberland Schools with their own collection in addition to books borrowed from the Commission.
 b Limited library service given to schools by County Library.
 c Library privileges extended to any who can conveniently go to county seat on days when libraries are open.
 d Includes two librarians and one teacher who distributed books to other teachers in the school.
 e Includes two teachers who distributed books to other teachers in the school.
 f Includes one teacher who distributed books to other teachers in the school.
 g Talbot County Library in order to supplement its collection borrows books from the Commission and recirculates to all schools in the County requesting service.
 h Washington's county-wide library service takes care of the book needs of the county without outside help.

Only a limited number of schools took advantage of the library facilities which the State puts at their disposal through the Library Commission. The largest number of white elementary schools from any county requesting books was 19 and in a few counties only 1 school sent in a request for books. Prince

George's and Carroll Counties circulated the largest number of books, 1,672 and 1,335, respectively, while Cecil, Baltimore, Frederick, and Worcester used from 700 to 930 books.

Until the counties have developed their own county libraries to function effectively in meeting the library needs of the schools and adults, the supervisors, principals, teachers, and pupils will do well to use to the full the library of the Commission to supplement material available in the schools and homes.

HEALTH EXPENDITURES INCREASE

Expenditures for health activities of white elementary pupils made by County Boards of Education from county funds were nearly \$2,000 more in 1930 than in 1929, making the expenditure per pupil 19 instead of 17 cents. (See *Table 59*, page 82.)

The only County Boards of Education which in 1930 reported expenditures from county funds for health activities of \$100 or more were Baltimore, Montgomery, Anne Arundel, Carroll, Washington, Prince George's, Allegany, Queen Anne's, and Caroline. In some counties these amounts which varied from \$125 to \$4,752, paid for the service of one or more nurses, as in Montgomery, Anne Arundel, Carroll, Washington, and Prince George's, or in other counties for medical, referee, and coach service and regular instruction furnished by workers from the Playground Athletic League. The expenditure per white elementary pupil was 56 cents in Montgomery, which spent the largest amount per pupil. (See *Table 59*, page 82.)

SCHOOL ACTIVITIES OF THE MARYLAND STATE DEPARTMENT OF HEALTH*

Increase in Full Time Health Service

The number of counties having full time service to June 30, 1930, was increased to twelve, through the appointment of a full time health officer for Kent County. The population of these counties is 532,292, or 64.6 per cent of the total outside of Baltimore City. Eight of the remaining counties, with a total population of 191,532, or 23.2 per cent of the population outside of Baltimore City, are organized into sanitary districts, each consisting of two counties, and each under the charge of a full time deputy State health officer. Three, with a population of 99,714, have part time service. The latter constitute 12.1 per cent of total population outside of Baltimore.

Washington and Anne Arundel Counties began the service of full time health officers before the close of the year 1930. (See *Table 61*.)

* Prepared through the courtesy of Dr. Robert H. Riley, Director, Maryland State Department of Health.

TABLE 61

Full Time County Health Departments in the State of Maryland, 1929-30

COUNTY	Year Started	NUMBER OF		Total Budget	RECEIPTS FROM		
		Nurses	Clerks		County	State	Other Agencies
Allegany	1922	7	1	\$29,547	†\$14,620	\$14,927	.....
Montgomery	1923	4	1	12,578	7,750	3,928	900
Frederick	1924	†3	1	11,034	4,700	3,734	2,600
Baltimore	1924	7	*1	32,596	19,800	5,296	7,500
Calvert	1924	2	1	8,381	1,900	5,221	1,260
Carroll	1924	2	*1	15,161	5,700	8,111	†1,350
Prince George's	1927	2	1	10,509	4,500	6,009	.....
Talbot	1927	1	1	10,878	2,500	8,378	.....
Harford	1928	2	1	13,738	5,200	6,438	†2,100
Cecil	1929	1	1	12,657	3,200	9,457	.....
Wicomico	1929	3	1	18,106	4,000	10,006	†4,100
Kent	1930	2	1	14,350	3,200	10,850	300
Washington	1930	3	1	11,740	7,800	3,940	.....
Anne Arundel	1930	2	1	11,648	5,000	6,648	.....

* Excludes medical officers: Baltimore, 15; Carroll, 14.

† Includes receipts from towns: Allegany, \$6,300; Frederick, \$100.

‡ Includes receipts from Red Cross: Carroll, \$600; Harford, \$1,500; Wicomico, \$600.

† Includes one nurse who does no work in the schools.

Medical Examination of School Children

Medical examination of school children on invitation of the school authorities and control of communicable diseases in the schools are a part of the regular duties of the State health officers. The number of pupils examined during the year ending July 31, 1930, was 61,153. Allegany led with 10,661; Carroll came next with 6,080; Frederick was third with 4,493; Washington was fourth with 4,412, and Cecil fifth with 3,561. (See *Table 62*, page 86.)

Visits of Nurses to Schools

Forty-six nurses were engaged in public health work in the counties. Every county had one or more. Eleven had one nurse each; six had two; four had three; one had four; and one, Allegany, had seven. The nurses assisted the health officers in the medical examination of school children and also paid visits of inspection under the direction of the health officers, in connection with the control of communicable diseases. Allegany, with 614 visits, led in this particular also. Montgomery came next with 507 visits; Wicomico was third with 411 visits; Frederick was fourth with 378, and Queen Anne's was fifth with 283 visits to schools. (See *Table 62*.)

Examination of Preschool Children

Special conferences for the examination of preschool children in preparation for their admission to school were held during the spring and summer months, in order that handicapping conditions which would interfere with the health and success of

TABLE 62
School Activities of the Maryland State Department of Health, 1929-30

COUNTY	No. of Public Health Nurses Working in Counties	No. of Visits to Schools by Nurses	No. of Pupils Examined	PRESCHOOL CHILDREN EXAMINED IN SPRING AND SUMMER, 1929				PER CENT EXAMINED Requiring Vaccination	
				NUMBER		PER CENT†			
				White	Colored	White	Colored	White	Colored
Total.....	46	3,988	61,153	3,050	492	20.5	12.6	45.3	60.0
Allegany.....	7	614	10,661	957	1	60.1	2.6	20.3	100.0
Anne Arundel.....	1	204	3,067	141	54	17.1	12.6	58.2	66.7
Baltimore.....	4	8	552	40	11	1.8	4.1	70.0	63.6
Calvert.....	2	224	2,695	15	14	12.0	8.3	26.7	21.4
Caroline.....	1	47	1,867	141	40	42.5	29.4	57.4	85.0
Carroll.....	2	121	6,080	52	.....	7.4	.....	73.1	.....
Cecil.....	1	110	3,561	35	20	7.8	29.9	25.7	55.0
Charles.....	1	56	2,458	20	29	9.3	12.0	95.0	100.0
Dorchester.....	1	18	156	3	6	.6	2.6	66.7	100.0
Frederick.....	3	378	4,493	210	1	19.2	.8	91.0	.....
Garrett.....	1	150	2,456	165	.....	30.6	.....	69.1	.....
Harford.....	2	38	2,215	279	34	47.2	32.1	41.9	41.2
Howard.....	2	36	.....	47	12	16.4	15.6	72.3	100.0
Kent.....	2	99	1,718	88	132	40.6	98.5	85.2	75.8
Montgomery.....	3	507	3,039	137	36	16.3	14.3	6.6	5.6
Prince George's.....	2	231	2,822	278	54	26.8	12.9	29.1	3.7
Queen Anne's.....	1	283	898	71	12	29.7	9.1	85.9	100.0
St. Mary's.....	1	36	709	9	20	5.7	11.7	100.0	100.0
Somerset.....	1	69	780	4	.....	1.1	.....	50.0	.....
Talbot.....	1	72	286	14	16	5.0	10.2	57.1	37.5
Washington.....	3	183	4,412	344	.....	24.1	.....	65.4	.....
Wicomico.....	3	411	2,793	.....	.....	.....	.....	.....	.....
Worcester.....	1	93	3,435	.....	.....	.....	.....	.....	.....

† Based on the estimate of the number entering elementary schools.

the children in school could be pointed out to the parents and corrections made before the children started to school. Through the courtesy of the county school authorities many of the examinations were held in the school buildings.

Of the estimated entrants into the first grade of the white schools, 3,050 or approximately one-fifth were examined. Wicomico and Worcester were the only counties in which no examinations were made, and in Dorchester, Somerset, and Baltimore Counties, less than 5 per cent of the estimated entrants to white schools were examined. Allegany profited most from the conferences, 60 per cent of its children having the examinations. Harford came next with 47 per cent, Caroline with 42 per cent, Kent with 41, Garrett with 31, Queen Anne's with 30, Prince George's with 27, and Washington with 24 per cent. (See Table 62.)

For the colored children the number and per cent examined, 492 and 12.6, respectively, showed an increase over corresponding figures for the preceding year. No examinations of colored children were reported for Carroll, Somerset, Washington, Wicomico, and Worcester, and in Frederick and Allegany, only one colored child was examined. Kent led the counties with over 98

per cent of the colored children estimated to enter the first grade examined, Harford came next with 32 per cent, Cecil next with 30 per cent, and then Caroline with 29 per cent. (See *Table 62.*)

Particular attention was given by the examining physicians to weight, posture, the heart, lungs, nose, throat, teeth, vision and hearing, because of their important bearing upon the general health of the children and their freedom from, and susceptibility to, disease. A report of each examination was sent to the family physician, and parents were urged to have conditions requiring correction attended to before the children were enrolled in school. Of the white children examined, 1,383, or 45 per cent, had not been vaccinated against smallpox. The counties varied in the percentage of white children found not vaccinated from 7 in Montgomery to 100 per cent in St. Mary's. Of the 492 colored children examined, 295, or 60 per cent, required vaccination. The parents of all of these children were notified of the requirements of the State law. (See *Table 62.*)

The preliminary report regarding 2,911 white children examined who were to be admitted to school in September, 1930, indicated that 62 per cent needed dental attention, 48 per cent had unfavorable throat conditions resulting from enlarged or infected tonsils, 11 per cent had adenoids, and 5 per cent were mouth breathers, 39 per cent were under weight, nearly 4 per cent had unfavorable heart and lung conditions, and another 4 per cent had defective vision and hearing. Over 6 per cent had faulty posture and .6 per cent were mentally retarded.

Of the 446 colored children examined, 55 per cent needed dental care, 35 per cent had enlarged or infected tonsils, 9 per cent had adenoids, 4 per cent were mouth breathers, 22 per cent were under weight, 5 per cent had unfavorable heart and lung conditions, nearly 2 per cent had defective vision and hearing, nearly 3 per cent had faulty posture and .9 per cent were mentally retarded.

Dental Clinics

Extension of the dental work that has been carried on in a number of the counties for school children and preschool children was made possible by the establishment of a Division of Oral Hygiene in the State Department of Health in November, 1929. The purpose of the division is three-fold: first, to educate regarding the importance of mouth health and the ways by which it may be maintained; second, to secure an annual dental examination of all children in the grades; third, to provide correctional treatment for those children otherwise unable to obtain reparative work.

School dental clinics were extended or were established during the year in fifteen counties. These vary greatly in scope as the following outline indicates:

Allegany—a full time program with a clinician devoting all of his time to clinic work.

Talbot and Frederick—half time programs with two local dental practitioners devoting one-half of their time to clinic work.

Kent, Queen Anne's, and Caroline—a three county unit employing the services of a full time clinician.

Calvert, Charles, and St. Mary's—regular monthly clinics averaging two clinic days per month.

Anne Arundel—community clinics with paid clinicians in ten different schools.

Prince George's and Montgomery—numerous clinics in various schools manned either by volunteer dental service of local dentists or by paid clinicians.

Garrett—a fairly comprehensive program for the Kitzmiller district inaugurated late in 1930 with a paid clinician conducting the work.

Washington—weekly half-day clinics conducted through volunteer services of local dentists.

Harford—occasional clinics arranged by county nurse.

A detailed report of the number of children examined and treated is impossible due to the failure of many of the clinics to furnish statistical material.

Immunization Against Diphtheria in Maryland

Diphtheria anti-toxin came into general use in Maryland in 1907. Immunization of school children and of preschool children with toxin-anti-toxin was started in 1924. The effect of these measures of control is strikingly indicated in the records of cases and deaths.

In 1900 there were 468 deaths from diphtheria, giving a death rate of 39.3 per hundred thousand of the population. In 1910, three years after the use of diphtheria anti-toxin had become State-wide, the death rate dropped to 13.2. That year 600 cases were reported, with 171 deaths. During the next ten years the death rate remained practically stationary. There were 1,013 cases and 192 deaths in 1920, the death rate of 13.2 continuing. In 1929, five years after permanent immunization was begun, the number of cases reported in the State was 511, with 72 deaths, giving a death rate of 4.5 per hundred thousand of the population.

Clinics for the immunization of children against diphtheria were held in 11 counties and 6,379 children were protected against this disease in 1930.

The use of toxoid for immunization against diphtheria is recommended by the State Department of Health in the December, 1930, Bulletin from which the following extracts are made.

The preference for *toxoid* over toxin-antitoxin as an immunizing agent against diphtheria has increased to such an extent that it is now recommended for general use by many health departments.

The use of toxin-antitoxin for immunization against diphtheria in human beings marked a new era in the control of this disease. Physical and chemical methods of modifying the toxin have been sought for and in 1921-1923 Glenn and his collaborators in England proposed that toxin, treated with formalin be used for the purpose of human active immunization. Ramon of the Pasteur Institute, Paris, prepared formalinized toxin which was completely atoxic, and established its value by the successful immunization of children. The name "anatoxin" has been given by Ramon to his product. The English speaking workers use the term *toxoid* for the product.

Diphtheria Toxoid. It is important to note the essential difference between toxin-antitoxin mixtures and toxoid. Diphtheria toxoid contains no antitoxin (serum), therefore there is no possibility of sensitizing an individual to horse or other animal serum, by injections of toxoid. *It is accordingly to be preferred to toxin anti-toxin.*

Use of Toxoid. The method employed for human active immunization with toxoid consists in the administration of two or three doses by subcutaneous injection, with an interval between the doses of from two to four weeks. *The use of two injections of 1 c. c. at intervals of four weeks seems to be given the preference at this time.*

The Reaction Test. In 25,000 inoculations among the primary school population in Canada, it was observed that one out of thirty had a reaction which kept them out of school for one or two days. In older children and adults the action was observed to be more severe. Widespread use of toxoid has shown that *children under six years seldom, if ever, give any evidence of a reaction.*

The opinion of the investigators is that the reaction in the primary school population following immunization with toxoid is not sufficiently frequent to warrant preliminary testing for possible "reactors." In view, however, of the occurrence of marked reactions in older children and in adults, it is urged that the reaction test be performed before toxoid is given to such persons.

Immunization of Reactors. The immunization of persons who give a positive "reaction test" may be undertaken without fear of reaction, providing much smaller doses are given.

The use of diphtheria toxoid is warranted because the immunizing value of the product has been proved by laboratory and clinical trial, because the product is atoxic and stable, and because of the absence of serum, there is no possibility of sensitizing the person injected to any serum.

Sanitary Inspections

Examination of the water supply and sewerage facilities available in municipal and rural schools, to the extent normally of from 200 to 300 schools each year, are made by the Bureau of Sanitary Engineering in the State Department of Health. The inspections are usually restricted to the water supply and sewerage facilities, but as occasion has arisen they have included lighting and ventilation where complaint regarding them has been made. As a result of the inspections, it has been found that many of the schools are being operated without any water supply facilities and without minimum sanitary equipment.

Inspections of the more recently constructed buildings have disclosed the fact that many of the new buildings are being constructed without reference to their needs in these particulars. Some co-operative plan is desirable whereby the new school sites could be passed upon from a sanitary viewpoint before the sites are purchased and the buildings constructed.

COST OF INSTRUCTING PUPIL IN ONE-TEACHER SCHOOLS HIGHER THAN IN TWO-TEACHER AND GRADED SCHOOLS

Excluding supervision, general control, and fixed charges, it cost on the average \$53.07 to teach a white pupil in one-teacher county schools, \$51.14 for a pupil in two-teacher schools and \$46.70 for a pupil in graded schools. These amounts were increases over 1929 of 54 cents per pupil for one-teacher schools, \$1.35 per pupil for two-teacher schools, and \$.20 per pupil in graded schools. (See *Table 63.*)

TABLE 63

Cost Per Pupil Belonging in White One-Teacher, Two-Teacher and Graded Schools for Year Ending July 31, 1930, exclusive of Expenditures for General Control, Supervision and Fixed Charges

County	One-Teacher Schools	County	Two-Teacher Schools	County	Graded Schools
County Average..	\$53.07	County Average..	\$51.14	County Average..	\$46.70
Garrett.....	63.63	Caroline.....	62.02	Calvert.....	62.36
Kent.....	61.16	Montgomery....	59.50	Charles.....	60.17
Montgomery....	60.41	Anne Arundel...	59.26	Montgomery....	59.36
Allegany.....	58.08	Kent.....	58.86	Queen Anne's...	57.24
Worcester.....	57.97	Talbot.....	57.97	St. Mary's.....	54.68
Baltimore.....	57.92	Baltimore.....	56.67	Carroll.....	51.73
Prince George's..	56.60	Prince George's..	56.61	Anne Arundel...	51.05
Cecil.....	54.04	Wicomico.....	56.48	Allegany.....	48.94
Queen Anne's...	53.93	Calvert.....	53.66	Kent.....	47.90
Charles.....	53.27	Howard.....	53.15	Caroline.....	46.80
Calvert.....	52.83	Cecil.....	51.74	Garrett.....	46.47
Carroll.....	51.09	Queen Anne's...	50.94	Talbot.....	46.29
Dorchester.....	51.01	Garrett.....	50.12	Baltimore.....	45.74
Washington.....	50.82	St. Mary's.....	50.04	Dorchester.....	45.23
Howard.....	50.70	Carroll.....	47.94	Cecil.....	44.43
Anne Arundel...	50.40	Allegany.....	47.27	Worcester.....	44.42
Talbot.....	50.23	Somerset.....	46.76	Prince George's...	44.07
St. Mary's.....	49.37	Worcester.....	45.01	Howard.....	43.51
Somerset.....	48.47	Harford.....	44.56	Harford.....	43.21
Harford.....	46.12	Frederick.....	44.19	Somerset.....	42.90
Wicomico.....	45.71	Washington....	43.81	Frederick.....	42.18
Caroline.....	45.66	Dorchester.....	43.47	Washington....	41.03
Frederick.....	42.13	Charles.....	39.61	Wicomico.....	39.49

For expenditures by types of schools, see Tables XXIX-XXXI, pages 359 to 361.

In the one-teacher schools costs varied from \$42.13 per pupil in Frederick to \$63.63 per pupil in Garrett, which had the smallest number of pupils per teacher in one-teacher schools. Garrett, Kent, Worcester, Prince George's, Anne Arundel, St. Mary's, Wicomico, and Frederick had lower costs in 1930 than in 1929. (See *Table 63*.)

In the two-teacher schools the cost per pupil ranged from \$39.61 in Charles to \$62.02 in Caroline. Kent, Baltimore, Wicomico, Calvert, Howard, Cecil, Queen Anne's, Allegany, Worcester, and Dorchester had lower costs in 1930 than they had in 1929. (See *Table 63*.)

In the graded schools costs per pupil ranged from \$39.49 in Wicomico to \$62.36 in Calvert. Charles, Montgomery, Queen Anne's, St. Mary's, Carroll, Kent, Caroline, Harford, Frederick, and Washington had higher costs in 1930 than in 1929. (See *Table 63*.)

Costs per pupil were highest in one-teacher schools and lowest in graded schools in Garrett, Kent, Montgomery, Worcester, Baltimore, Cecil, Washington, Somerset, and Harford. The reverse, highest costs per pupil in graded schools and lowest in one-teacher schools, were found in Calvert and St. Mary's. In Queen Anne's, Charles, and Carroll, the cost per pupil was highest in graded schools and lowest in two-teacher schools, while in Allegany and Dorchester the highest cost per pupil was found in the one-teacher schools and the lowest in the two-teacher schools. The cost per pupil in two-teacher schools was most expensive in Prince George's, Howard, Talbot, Wicomico, Anne Arundel, Caroline, and Frederick and least expensive in graded schools in the first four counties listed and least expensive in one-teacher schools in the last three counties named. (See *Table 63.*)

CAPITAL OUTLAY PER WHITE ELEMENTARY PUPIL NEARLY \$14

The capital outlay per county white elementary pupil of \$13.95 varied from less than \$1 per pupil in Calvert, Queen Anne's, Cecil, Harford, Carroll, and Anne Arundel to over \$40 per pupil in Montgomery and Baltimore Counties. Capital outlay in Worcester, Washington, Wicomico, Frederick, Prince George's, Charles, and Kent provided facilities badly needed for growth in population or to replace buildings unfit for use. (See *Table 58*, page 80.)

A table showing the capital outlay for white elementary schools by years from 1920 to 1930 and summarized for the period shows what the counties have accomplished in the way of improving the housing of white elementary school pupils. (See *Table 64*, page 92.)

FEWER WHITE ELEMENTARY SCHOOLS

The number of county white elementary schools decreased from 1,262 in 1929 to 1,180 in 1930, a reduction of 82 schools. There were 80 fewer one-teacher schools, the number being lowered from 741 to 661 in 1930. That the size of school is being increased is evident from the reduction in the number of schools having seven teachers or fewer from 1,178 to 1,084, and the increase in the number of schools having over 7 teachers from 84 to 96 between 1929 and 1930. (See *Table 65*, page 93.)

Every county had some one-teacher schools. Only three counties—Allegany, Baltimore, and Washington—had elementary schools with over 20 teachers. The largest school in Washington County had over 31 teachers.

Garrett and Washington had the largest number of white elementary schools, 114 and 105, respectively. The number in Garrett was 17 fewer than the number the preceding year. Frederick with 82 schools had 14 fewer in 1930 than in 1929. Carroll, Charles, and Allegany reduced the number of schools in the year by 8, 7, and 6, respectively. Only three counties—Calvert,

TABLE 64
Expenditures for Capital Outlay in Maryland White Elementary Schools, 1920-1930

COUNTY	1920	1921	1922	1923	1924	1925	1926	1927	1928	1929	1930	Total
Total Counties	\$347,997	\$369,925	\$659,225	\$803,615	\$505,492	\$1,197,127	\$1,242,382	\$564,965	\$953,782	\$813,016	\$1,427,919	\$8,945,445
Allegany	21,780	9,256	298,858	233,017	110,391	185,770	28,261	1,138	65,724	125,422	26,837	1,016,454
Anne Arundel	26,537	8,717	5,062	157,033	8,746	171,788	57,511	41,066	38,695	28,398	5,196	549,149
Baltimore	105,032	904	189,327	89,971	158,363	200,961	672,564	265,999	192,813	92,282	617,089	2,645,975
Calvert	40	784	.....	115	424	16,532	14,331	4,421	.....	505	.....	37,158
Caroline	136	1,844	2,705	3,712	684	721	2,924	2,170	5,092	3,230	2,819	26,037
Cecil	410	10,700	14,961	8,542	18,954	186	11,010	7,661	1,844	1,511	2,981	77,676
Chesapeake	197	3,679	3,393	3,900	5,050	43,428	11,665	5,538	8,556	1,731	10,536	99,706
Charles	873	2,775	2,211	3,203	12,704	709	2,855	32,539	31,770	11,837	17	22,447
Dorchester	17	309	1,432	.....	.....	.....	3,890	3,990	3,890	11,837	17	22,447
Dorchester	6,364	13,985	68,282	15,367	38,797	39,778	46,676	75,090	75,090	58,081	115,920	522,823
Frederick	6,623	9,735	9,475	2,475	20,452	17,637	4,622	3,622	25,023	4,852	101,127	163,671
Harford	3,907	28,188	14,277	5,343	22,951	1,870	2,300	22,982	6,496	1,751	163,671	163,671
Howard	911	4,888	402	8,490	4,821	6,413	3,843	815	4,121	1,757	2,317	39,014
Kent	587	257	5	191	463	641	284	.....	.....	.....	.....	36,518
Montgomery	3,034	40,210	5,739	47,825	141,663	182,204	73,862	263,756	206,855	245,863	1,370,499	3,063,352
Prince George's	38,464	62,021	82,048	118,398	71,552	51,580	149,468	11,002	190,416	58,162	99,676	863,352
Queen Anne's	3,793	1,143	.....	15,866	19,687	19,687	11,655	2,348	.....	.....	.....	51,909
St. Mary's	6,655	847	11,111	2,843	.....	.....	9,394	17,558	17,558	28,577	5,658	57,909
Somerset	5,737	3,164	10,573	117	1,092	908	9,096	9,096	47,587	28,577	9,798	82,327
Talbot	927	69	5,026	31,384	7,000	2,148	308	22,309	47,561	8,823	17,428	143,450
Washington	116,971	162,385	8,114	39,501	28,883	175,123	2,279	17,218	31,912	31,201	*147,257	760,934
Wicomico	4,203	13,972	5,320	3,637	3,790	16,368	4,963	4,963	2,741	11,495	43,707	114,790
Worcester	3,931	73	11,918	.....	.....	15,859	2,565	.....	.....	1,346	54,772	90,493
Baltimore City	†	†	1,200,000	2,169,638	3,435,524	2,535,799	3,111,018	1,444,839	352,413	161,765	1,033,815	.....
Total State	†	†	\$1,859,225	\$2,973,253	\$4,001,010	\$3,732,926	\$4,353,400	\$2,009,804	\$1,306,195	\$974,781	\$2,461,734	.....

† Figures for Baltimore City for 1920 and 1921 were not available.
* Includes \$47,254 for Junior High School.
† Data not available.

Kent, and Worcester—had the same number of schools both years. All other counties reduced the number by from 1 school to 17 schools.

There were 10 counties which had fewer than 35 schools for white elementary pupils. Talbot had 21, Calvert 22, Charles 24, Caroline 25, St. Mary's 26, Queen Anne's 27, Somerset and Kent 30, Howard and Anne Arundel 33 each. (See Table 65.)

TABLE 65
Number of White Elementary Schools Having Following Number of Teachers, School Year 1929-1930

COUNTY	WHITE ELEMENTARY SCHOOLS HAVING FOLLOWING NUMBER OF TEACHERS																			Total		
	1 or Less	1,1-2	2,1-3	3,1-4	4,1-5	5,1-6	6,1-7	7,1-8	8,1-9	9,1-10	10,1-11	11,1-12	12,1-13	13,1-14	14,1-15	15,1-16	16,1-17	17,1-18	18,1-19		19,1-20	Over 20
Total.....	661	224	73	52	31	17	26	24	18	13	11	5	2	3	6	1	2	3	1	2	5	1,180
Allegany.....	30	15	1	1	2	4	9	...	3	2	4	...	...	...	...	...	...	...	...	...	1	175
Anne Arundel.....	*6	7	5	5	2	...	2	...	1	1	1	1	...	...	...	...	...	...	...	...	...	33
Baltimore.....	26	27	12	3	3	...	3	4	2	3	3	1	...	...	...	...	...	...	...	...	...	92
Calvert.....	17	4	...	1	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	22
Caroline.....	9	6	5	...	...	...	1	1	...	...	...	...	...	...	...	...	...	...	...	...	...	25
Carroll.....	55	10	3	3	3	1	2	3	1	...	...	...	...	...	...	...	...	...	...	...	...	81
Cecil.....	34	9	...	1	1	...	2	1	...	...	...	1	...	...	...	...	...	...	...	...	...	49
Charles.....	15	4	1	1	2	...	1	...	...	...	...	...	...	...	...	...	...	...	...	...	...	24
Dorchester.....	28	6	2	1	3	...	...	1	1	...	...	...	...	...	...	...	...	...	...	...	...	43
Frederick.....	42	17	4	10	...	2	...	2	2	1	...	1	...	1	1	...	...	...	...	...	...	82
Garrett.....	94	12	1	3	3	...	...	1	1	...	...	1	...	1	...	...	...	...	...	...	...	114
Harford.....	33	15	4	3	1	...	...	1	1	...	...	...	...	...	...	...	...	...	...	...	...	59
Howard.....	22	4	3	1	...	2	...	...	1	1	...	...	...	...	1	...	...	...	...	...	...	33
Kent.....	20	6	2	...	1	...	1	...	1	...	...	...	...	...	...	...	...	...	...	...	...	30
Montgomery.....	22	18	2	2	3	2	1	1	3	1	1	1	...	1	1	...	...	...	...	...	...	59
Prince George's.....	23	16	10	3	1	2	1	2	1	2	2	...	...	1	...	...	...	...	...	...	...	64
Queen Anne's.....	15	6	4	1	...	...	...	1	...	...	...	...	...	...	...	...	...	...	...	...	...	27
St. Mary's.....	16	9	...	1	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	26
Somerset.....	18	5	3	1	1	...	...	1	...	...	...	...	...	...	...	...	...	...	...	...	...	30
Talbot.....	13	1	1	3	2	...	...	...	...	...	...	...	...	...	1	...	...	1	...	...	...	21
Washington.....	63	18	5	5	...	2	3	2	1	1	...	...	1	1	...	...	1	...	...	...	...	105
Wicomico.....	34	5	4	2	...	1	2	1	...	1	...	...	...	...	...	...	...	...	...	...	...	50
Worcester.....	26	4	1	1	...	1	...	2	...	...	...	1	...	...	...	...	...	...	...	...	...	36

† Excludes Greene St. Junior High School.
* Includes 2 one-room schools with two-teacher organization.
† Includes 2 two-room schools with a graded organization.

Fewer Teachers in One-Teacher Schools

The number of teachers working in one-teacher schools has been reduced from 1,171 in 1920 to 663 in 1930, a reduction of over 500. The percentage of county teachers working with seven grades which included 39.1 per cent of the county teaching staff in 1920 has been lowered to 21.7 in 1930. (See Table 66.)

Garrett still has the largest number and per cent of white elementary teachers in one-teacher schools—97 teachers including 63.5 per cent of the staff. Other counties which had over

TABLE 66
Decrease in White One-Teacher Schools, 1920-1930

School Year Ending June 30	County White Elementary Teachers		
	Total	In One-Teacher Schools	
		Number	Per Cent
1920.....	2,992	1,171	39.1
1921.....	3,037	1,149	37.8
1922.....	3,054	1,124	36.8
1923.....	3,063	1,093	35.7
1924.....	3,065	1,055	34.4
1925.....	3,047	1,005	33.0
1926.....	3,067	956	31.2
1927.....	3,088	898	29.1
1928.....	3,070	823	26.8
1929.....	3,078	739	24.0
1930.....	3,050	663	21.7

one-third of their teachers working in a one-teacher organization are Calvert, St. Mary's, Kent, Cecil, Howard, Worcester, Carroll, and Wicomico. Anne Arundel has only 4 schools in which the teacher is responsible for all of the work of the elementary grades and this is true of less than 10 per cent of the teachers in Baltimore and Allegany Counties. (See *Table 67.*)

Only two counties, Calvert and Garrett, have over one-half of the white elementary pupils in one-teacher schools, while St. Mary's has just over one-third of its pupils in this type of organization. (See *Table 67.*)

TABLE 67
Number and Per Cent of Teachers and Pupils in White One-Teacher Elementary Schools in Maryland Counties, Year Ending July 31, 1930

County	Teachers in One-Teacher Schools		Pupils in One-Teacher Schools		County	Teachers in One-Teacher Schools		Pupils in One-Teacher Schools	
	Number	Per Cent	Number	Per Cent		Number	Per Cent	Number	Per Cent
Total and Aver.....	663	21.7	16,341	15.9					
Anne Arundel....	4	2.6	108	1.8	Queen Anne's....	15	29.4	370	23.3
Baltimore.....	28	7.4	871	5.6	Dorchester.....	28	31.9	664	22.7
Allegany.....	30	9.1	705	6.2	Charles.....	15	31.9	324	23.0
Montgomery.....	22	11.3	576	9.7	Wicomico.....	34	33.5	937	26.6
Prince George's...	23	11.5	594	8.5	Carroll.....	55	34.5	1,347	27.7
Caroline.....	9	13.2	249	11.3	Worcester.....	26	34.9	542	24.1
Frederick.....	42	19.5	1,229	16.3	Howard.....	21	35.8	536	29.2
Washington.....	63	20.2	1,551	14.6	Cecil.....	34	36.1	898	29.3
Talbot.....	13	24.1	325	17.8	Kent.....	20	39.2	427	28.8
Somerset.....	18	25.0	465	20.1	St. Mary's.....	16	42.1	356	34.7
Harford.....	33	26.6	897	22.5	Calvert.....	17	58.6	423	51.5
					Garrett.....	97	63.5	1,947	51.6

Most of the counties have worked out careful plans for the consolidation of their rural schools which are accessible to roads sufficiently good so that it is possible to provide bus transportation for the children. In many of the counties such plans can not be put into effect completely until further funds are available for construction of additional building facilities at the consolidation centers.

Since the cost of instructing a pupil in one-teacher schools is higher in most counties than it is in the larger schools, the effect of the consolidation program is to decrease current expense costs. The following study made by G. Lloyd Palmer, Superintendent of Frederick County, and James C. Biehl, Assistant Superintendent, indicates an annual saving of \$20,000 to the county as a result of the consolidation of 88 schools from 1914 to 1930.

*A STUDY OF CONSOLIDATION COSTS IN FREDERICK COUNTY, MARYLAND

Some people question the wisdom of the consolidation of one and two-room rural schools into larger graded schools. Some raise doubts as to the increased efficiency credited to the consolidated school; the claims of others are largely sentimental and traditional; but many lay much stress on the added costs which must be shouldered by the taxpayers. This study is particularly intended to throw some light on the last named phase of the question.

From 1914 to 1930, both dates inclusive, there have been closed in Frederick County 88 one-room rural schools and 5 two-room rural schools.

For the year 1929-30 the average current expense for the one-room schools then in operation in Frederick County was \$1,215.20, and for the two-room schools, \$2,587.33.

Certainly, then, if these 88 one-room and 5 two-room schools had been open in 1929-30 they would have cost an amount equivalent to the product of the average current expense for that year and the number of schools.

$$\begin{array}{r} \$1,215.20 \times 88 \text{ equals } \$106,937.60 \\ \$2,587.33 \times 5 \text{ equals } \$12,936.65 \end{array}$$

Total \$119,874.25

The total for current expenses, then, of these 93 schools, had they been open in 1929-30, would have been \$119,874.25.

According to the contracts on file in the office of the Board of Education, it will cost for 1930-31 for transportation of pupils from these 93 schools to the consolidation centers the sum of \$49,612.50. Insurance on school buses will amount to \$3,625.58 for the year. Also, as a result of the increase of pupils at these

* Study furnished by the courtesy of G. Lloyd Palmer, Superintendent of Schools, and J. C. Biehl, Assistant Superintendent in Frederick County, Maryland.

consolidated centers it has been necessary to employ 38 additional teachers. A saving, therefore, of 60 teachers has been effected since 98 teachers in one and two-room schools were no longer needed. The average annual salary of these teachers is \$1,050, making the total annual cost of the 38 additional teachers \$39,900.

TABLE 68
Consolidation Costs

Annual Cost of Transportation of Pupils to Consolidated Centers	\$49,612.50	Total estimated present day annual cost of 93 white schools closed from 1914 to 1930.....	\$119,874.25
Bus Insurance.....	3,625.58	Actual present current cost after consolidation	93,138.08
Salaries of additional teachers needed at Consolidated Centers.....	39,900.00		
	<hr/>		
Actual present current cost after consolidation	\$93,138.08	Net Gain through Consolidation	\$ 26,736.17

We are also conscious of the additional capital outlay made necessary in carrying out this program of consolidation, although the aggregate on account of consolidation alone is not nearly as great as the capital outlay account might at first glance indicate for several reasons.

A large number of the rural school buildings which were closed were wholly unfit for school purposes. The light was from two, three, and sometimes all four sides of the room. They were very difficult to heat to an even temperature over the entire room. To bring them into conformity with modern requirements, most of them would have had to be changed to a great extent, and due to shifting of population, a number of new buildings would have had to be erected during the period 1914 to 1930, or soon thereafter, even if no consolidation had taken place. In other words, the present worth of many of these schools was very little. Had they been continued in operation, considerable capital outlay would have been necessary for the county.

At a number of points where consolidated schools were located there were one or more vacant rooms in buildings which had been built earlier, looking to an increased school population. A total of eight such rooms were unoccupied before consolidation took place. Instead, therefore, of being required to have 38 additional rooms for the teachers added to the staff at the consolidation centers, only 30 were of new construction.

Also, while consolidation was being effected, during the period from 1914 to 1930, abandoned buildings were sold to the value of \$38,917.50. This sum was used for building purposes and aided in reducing the amount of capital necessary to complete the building program for consolidation purposes.

The 30 classrooms referred to have cost approximately \$120,000. Deducting from this amount the sum obtained from the sale of abandoned buildings (\$38,917.50) we have \$81,082.50 which it was necessary to secure for new buildings through the sale of bonds. The annual cost for interest at 5 per cent and payments of principal over a 15-year period is, therefore, approximately \$9,000.

Subtracting this \$9,000 from the gain of \$26,736.17, as shown in *Table 68*, we have as the net annual financial gain on account of consolidation over the last 16 years nearly \$18,000. When it is considered that large numbers of these buildings would have had to be rebuilt during this period, even if no consolidation had taken place, it is easily seen that the gain is still greater.

There is also a considerable economy in time and money through the reduction in mileage necessary to the visitation of these schools by school officials.

The greatest advantage lies, however, not in financial gain, but in economy of effort, increased efficiency in classroom instruction, and enrichment of the curriculum for the children. In 1914, the 93 schools which were later consolidated had an enrollment of 3,528 pupils, of whom 3,211 were instructed in one-teacher schools. These pupils represented approximately one-third of the total enrollment in Frederick County at that time.

This year, 1930-31, there are but 680 pupils attending one-room schools, 851 in two-room schools, and 7,543 in graded schools. Of this number, 2,275 attending elementary schools are being transported.

Under the consolidation regime, children from the rural sections are receiving their education in a type of school which makes their opportunities commensurate with those of the urban child. Teachers in these schools seldom have more than one or two grades to teach as against seven grades in the one-room school. There is abundant evidence from the results of tests alone to prove most conclusively that greatly improved results are to be had in graded schools over those in one-room schools; there is also opportunity for offering an enriched curriculum, and for enlarging desirable social contacts of the children.

*"The consolidated school with fewer grades for each teacher, but with larger opportunity for drill in essentials, opens an encouraging prospect for some relief from the lamentable overcrowded condition of recitations which are found in the average rural schools. Better teachers with better qualifications may be induced to stay longer and render better service when physical conditions are better, as they usually are in consolidated schools. The school work of the pupils in such schools usually is correspondingly improved."

* U. S. Office of Education, Bulletin (1930) No. 21, Fletcher B. Dresslar and Haskell Pruett.

There is little wonder that consolidation has been steadily promoted, because administratively consolidation contributes to the provision of the essential conditions—good teachers, adequate supervision and equipment, and a pupil group large enough for socialized activity.

That consolidation is still in full swing in many counties of Maryland is shown by the reduction in the number of teachers in one and two-teacher schools from October, 1929, to October, 1930. The number of teachers working in one-teacher schools, 594, is 83 fewer than the corresponding number reported in October, 1929, while the number in two-teacher schools is 41 fewer than it was the preceding year. (See *Table 69*.)

TABLE 69

Decrease in the Number of Teachers in White One- and Two-Teacher Elementary Schools in Maryland Counties, 1920-Oct. 1930

COUNTY†	Number of Teachers in One-teacher Schools			Number of Teachers in Two-teacher Schools			Decrease in Number of Teachers in One- and Two-teacher Schools
	1920	Oct., 1930	Decrease 1920-Oct., 1930	1920	Oct., 1930	Decrease 1920-Oct., 1930	
Total.....	1,171	594	577	510	401	109	686
Charles.....	44	2	42	14	6	8	50
Anne Arundel..	41	6	35	22	12	10	45
Caroline.....	38	8	30	8	10	+2	28
Talbot.....	25	10	15	20	2	18	33
Queen Anne's..	33	15	18	16	10	6	24
Calvert.....	32	16	16	4	8	+4	12
St. Mary's....	48	16	32	10	16	+6	26
Somerset.....	28	16	12	22	14	8	20
Howard.....	30	21	9	14	13	1	10
Kent.....	24	21	3	10	10	.....	3
Prince George's	42	21	21	30	26	4	25
Montgomery..	39	22	17	24	30	+6	11
Worcester.....	33	23	10	16	4	12	22
Frederick.....	111	24	87	32	26	6	93
Dorchester....	57	26	31	18	12	6	37
Baltimore.....	40	27	13	86	42	44	57
Allegany.....	51	29	22	36	30	6	28
Wicomico.....	43	31	12	16	10	6	18
Cecil.....	57	33	24	10	18	+8	16
Harford.....	51	33	18	24	28	+4	14
Carroll.....	97	51	46	24	18	6	52
Washington...	81	55	26	32	34	+2	24
Garrett.....	126	88	38	22	22	.....	38

† The counties are ranked in the order of the number of teachers in one-room schools in October 1930.

Charles County has only 2 teachers in one-teacher schools while in 1920 it had 44. Anne Arundel has 6 as against 41 in 1920. Caroline has reduced its one-teacher schools from 38 to 8. St. Mary's has lowered the number from 48 to 16. Frederick has made the greatest reduction of all from 111 to 24. Carroll which has reduced its one-teacher schools from 97 to 51 and Garrett from 126 to 88 have made notable progress in carrying out their consolidation program between 1920 and October, 1930. (See *Table 69.*)

SUPERVISION OF WHITE ELEMENTARY SCHOOLS

The Assistant State Superintendent and the State Supervisor of Elementary Schools were the professional leaders of the 52 Maryland county elementary supervisors. They spent about two-thirds of their time visiting schools with the county supervisors and attended a number of teachers' meetings conducted by the supervisors. In Maryland elementary school supervisors and helping teachers are carefully selected persons who have not only fulfilled the requirement of at least three or four years' training beyond high school, but who also have had at least four years of successful teaching experience. Most of the supervisors have had far more preparation than this.

Of the 52 supervisors in service in 1929-30, 18 did not have at least a Bachelor's Degree. These 18 had had three or four years of study of college grade, but it amounted to less than the requirements for the degree. Of the 34 who had the Bachelor's Degree, 13 had completed no work beyond that for the degree, 7 had done some graduate work, 9 held the Master's Degree, and 5 were credited with work beyond the M. A.

There were few changes in the corps of county supervisors in the fall of 1930. The supervisory staffs in Anne Arundel, Baltimore, and Frederick Counties lost four of their members, M. Clarice Bersch, E. Heighe Hill, Mary Grogan, and Virginia Harwood, to the faculty of the Towson and Salisbury Normal Schools, and Baltimore County made Nellie V. Gray supervising principal of the Catonsville elementary school. Anne Arundel added Vera E. Pickard, a specialist in primary work, and Mary E. Downs, a successful teacher, to its supervisory staff. A. May Thompson, who spent a year in study at Teachers College, Columbia, returned to supervise in Caroline County. Prince George's added Catherine Green a successful primary teacher to its supervisory staff.

In 1929-30 there was an average of one elementary supervisor for every 58 teachers in the white elementary schools. Ten counties with a staff of fewer than 80 teachers were entitled to only one supervisor. In Caroline County, the only supervisory position was vacant during 1929-30. In the four counties whose quota of supervisors should be 3, Anne Arundel employed only

2 in 1929-30 but added a third supervisor in the fall of 1930. Harford continued to employ only 2 supervisors. Garrett, with its mountainous regions, large area and large number of one-teacher schools, employed four supervising and helping teachers. Although Montgomery and Prince George's were entitled to employ four supervisors, Montgomery employed only 3 and Prince George's 3 for the first part of the year and 2 for the latter part of the year. A third helping teacher was appointed in the fall of 1930. The course of study work being done with the aid of professors from Teachers College, Columbia, probably is the equivalent of a fourth supervisor in Montgomery County. Although Allegany and Washington would employ six supervisors were their full quota in service, they had only four in 1929-30. Course of study work in co-operation with Teachers College, Columbia, was probably the equivalent of a fifth supervisor in Allegany. A shortage of two supervisors, however, probably means that supervision must be spread too thin to be entirely satisfactory. (See *Table 70* and *Chart 10*.)

TABLE 70

Number of Supervising or Helping Teachers Required and Employed in Maryland Counties for Various Numbers of Teachers, Year ending July 31, 1930

SUPERVISING OR HELPING TEACHERS			
Number of White Elementary Teachers	Number Required	Number of Counties	Name of Counties
Less than 80.....	1	10	Calvert, Caroline (0), Charles, Howard, Kent, Queen Anne's, St. Mary's, Somerset, Talbot, Worcester.
80-119.....	2	3	Cecil, Dorchester, Wicomico.
120-185.....	3	4	Anne Arundel (2), Carroll, Garrett (4), Harford (2).
186-235.....	4	3	Frederick, Montgomery (3), Prince George's (2.4).
236-285.....	5	..	
286-335.....	6	2	Allegany (4), Washington (4).
336-385.....	7	1	Baltimore.

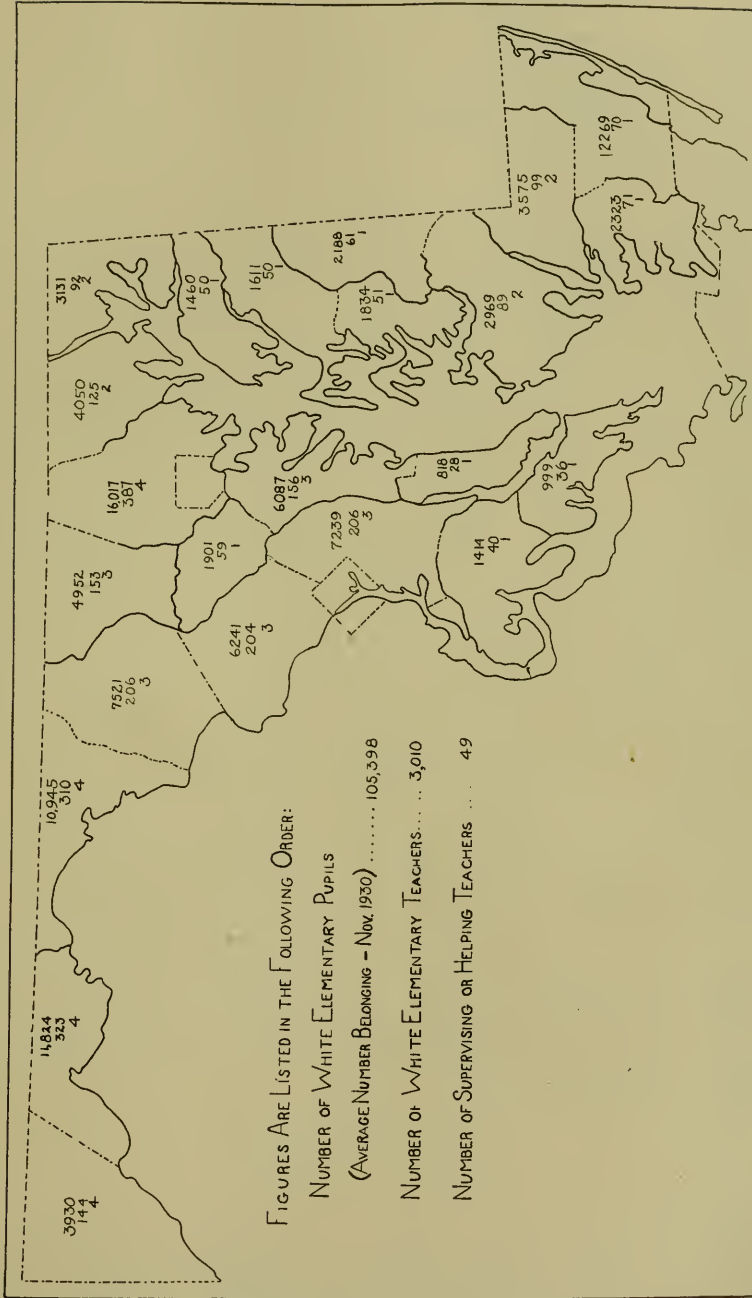
() The number of supervising or helping teachers actually employed for the year ending in July, 1930, is shown in parentheses when this number differs from the schedule.

The county superintendents are free to organize the supervision within their respective counties. The details of the several plans in use in the various counties were described in the 1928 Annual Report.

Distribution of Time of County Supervisors of White Elementary Schools

Included in the supervisors' annual report to the State Superintendent is a statement of the statistically measureable elements

CHART 10



ACTIVITIES OF COUNTY SUPERVISORS OF WHITE ELEMENTARY SCHOOLS 103

Charles Miss Bowie.....	288	499	6	10	.....	2	6	130	42	31	468	33	3	9	.....	1
Dorchester Miss Fisher.....	245	457	3.5	6	4.5	7	1	135.5	33	30	65	21	4	9.5	4.5	6
Miss Johnson.....	405	479	3.5	5	1.5	3	1	150	25.5	26	23	21	1	5.5	3	3
Frederick Mrs. Sunday.....	305	397	4.5	5	1	.....	2	129.5	28.5	26	140	24	1.5	10	10	2.5
Miss Woodley.....	221	392	3.5	4	.5	1	4	142	18	28	.....	12	3	11	4	5
Miss Ott.....	248	420	.....	6	.....	6	4	159	34	27	420	12	8	10	2	.....
Miss Harwood.....	141	192	.....	10	.....	1	2	91	66	24	54	12	.....	.....	.....	.....
Garrett Miss Shatzer.....	324	350	19.5	24	.....	.....	4	133.5	28.5	36.5	.....	.....	3.5	7	1.5	.....
Miss Bannatyne.....	303	396	17.5	23	.....	.....	3	134	47.5	35.5	199	26	11	5	4.5	.....
Miss Skidmore.....	183	243	18.5	24	2	5	12	110	47.5	33	199	42	9	10	2	c6
Miss Hamill.....	102	220	.....	18	.....	11	4	87.5	173	32	228	18	3	10	4	3
Harford Miss Naylor.....	510	604	7	12	.....	1	6	158.5	24.5	39	722	190	2	5	8	.....
Miss Grau.....	238	480	5	9	1.5	2	.....	125.5	51.5	30	106	49	3	.5	8	18.5
Howard Miss Chadwick.....	*252	476	15.5	20	4.5	7	6	108.5	59.5	32	72	.....	11	9	3	1
Kent Miss Harrison.....	180	342	6	30	7	5	2	144	30	32	180	15	4	9	7	.....
Montgomery Miss Brust.....	176	386	.....	13	.....	.....	1	108.5	199.5	30	71	20	2	12.5	3	3
Miss Nilsson.....	159	316	7.5	14	4	8	8	94	58.5	33	58	67	14	10.5	5.5	e18
Miss Meany.....	191	235	8.5	15	2.5	5	8	93.3	175.3	32	300	58	1.5	6	2.5	.....
Prince George's Miss Gibbs.....	296	418	7	7	9.5	13	3	128.5	44.5	27	232	15	4	10.5	3.5	1.5
Miss Kemp.....	215	547	8	10	2	2	3	151	22	33	246	15	8	9	4	.....
Queen Anne's Miss Dameron.....	245	417	8	12	1	2	.....	137.5	934	36	86	33	4	5	5	.....

† Excludes the report from Miss Compton who is Assistant Superintendent as well as Supervisor.
 * Excludes visits to schools and teachers for purposes other than supervision reported as follows: Miss Chadwick, 23-47; Miss Young, 27.
 † Excludes nights spent in office work reported as follows: Mrs. Higgins, 47; Miss Greene, 38; Miss McGeady, 51; Miss Hamill, 20; Miss Brust, 111; Miss Meany, 73;
 Miss Young, 86; Mr. Phipps, 86.
 ° Excludes non-school days other than Saturdays spent in office work reported as follows: Mrs. Higgins 16; Miss Greene, 16; Miss McGeady, 19; Miss Hill, 15; Miss Gray, 6; Miss Ott, 19; Miss Chadwick, 28.5; Miss Dameron, 17; Miss Young, 5.5; Mrs. Downin, 26; Miss Healy, 12; Miss Holloway, 10; Miss Brown, 40; Miss Mundy, 9.
 a Excludes 28 conferences with patrons and officials.
 b Includes 19 days lost for other reasons.
 c Includes 6 days lost for other reasons.
 d Includes Saturdays.
 e Time off for other reasons.

TABLE 71—(Continued)
 Statistical Summary of Activities of County Supervisors of White Elementary Schools Who Reported for the Year Ending July, 31 1930

COUNTY	Visits to Schools for Supervision	Visits to Teachers for Supervision	TEACHERS' MEETINGS			P. T. A.'s and Patrons' Meetings		Days in Field Work Including Testing	Days in the Office		Conference with		Visits to Outside Schools	Days in Travel Outside of County and in Conferences at State	Days in Attendance at Extra Curricular Activities	Days Lost in Illness
			Conducted and Addressed		Attended		Addressed		Attended	School Days	Saturdays	Principals and Teachers					Superintendents and Supervisors
			Days	Meetings	Days	Meetings		Days					Meetings			
							Days		Meetings	Days	Meetings					
St. Mary's Miss Young.....	*196	260	5	5	.....	.....	.....	97.5	†63	30	50	33	10	8	.....	33
Somerset Miss Wilson.....	223	378	4.5	8	.5	1	3	153	20	31	8	4	2	2	1	1
Talbot Mr. Phipps.....	221	361	6.5	6	1	1	4	132	†27	24	341	20	3	8	6.5	15
Washington Mrs. Downin.....	154	326	6	12	3	6	.....	125	931	32	162	52	6	5.5	9.5	.....
Miss Healy.....	140	547	6.5	68	.....	3	1	136	929	33	173	488	1	3	3	.....
Miss Richardson.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Miss Saville.....	194	230	.....	25	.....	6	1	149	43	35	210	9	5	8	4	3
Wisconsin Miss Holloway.....	200	480	4.5	9	.....	15	.....	.....	921	29.5	18	3	1	.....	2	24.5
Miss Brown.....	340	367	7	13	7	13	1	144	930	33	30	20	4	.....	2	74
Worcester Miss Mundy.....	243	454	4	20	2.5	5	1	146.5	921	19.5	22	21	4	5.5	4.5	2
Total.....	12,222	20,858	329.5	641	128.5	252	156	154	6,248.8	1,827.8	1,315	6,308	1,318	330	204.5	195.5
Average for Those Reporting	249.4	425.7	7.8	13.1	3.8	6.0	4.5	4.1	130.2	38.1	27.4	.....	.....	7.2	4.6	4.0

* Excludes visits to schools and teachers for purposes other than supervision reported as follows: Miss Chadwick, 23-47; Miss Young, 27.
 † Excludes nights spent in office work reported as follows: Mrs. Higgins, 47; Miss Greene, 38; Miss McGeady, 19; Miss Hamill, 20; Miss Brust, 111; Miss Meany, 73; Miss Young, 86; Mr. Phipps, 86.
 ‡ Excludes one night (day) other than Saturdays spent in office work reported as follows: Mrs. Higgins, 16; Miss Greene, 16; Miss McGeady, 19; Miss Hill, 15; Miss Gray, 67; Miss Ott, 19; Miss Chadwick, 285; Miss Chadwick, 285; Miss Dameron, 17; Miss Young, 55; Mrs. Downin, 26; Miss Healy, 12; Miss Holloway, 10; Miss Brown, 40; Miss Mundy, 9.
 § of these 8 held in August.
 ¶ Excludes one held in August.
 † Excludes one held in August.
 † Miss Richardson on leave in light of absence one-half year—no report required.
 † Includes 9 scoring meetings conducted and attended.
 † Excludes 17 nights spent in conducting group meetings.
 † Includes 2 days lost for other reasons.

of the year's work. These have been summarized, and when considered as a whole, show at least the framework of the county supervisory work in Maryland. On the average, a supervisor in 1929-30 spent 130 days in field work visiting 426 teachers in 249 schools. This means that a typical day in the "field" included visits to 2 schools and 3 or 4 teachers. With a total of 20,858 visits, the 3,050 elementary teachers were each visited about seven times during the year for purposes of supervision. The typical supervisor conducted and addressed 13 teachers' meetings and attended 6 more. P. T. A.'s and patrons' meetings likewise demanded the supervisor's time and service, with an average of 4 or 5 meetings addressed and 4 more attended. Office work, including preparation for teachers' meetings, summarizing and studying the results of tests, preparation of letters and mimeographed material for teachers, conferences with teachers, principals, and superintendents on the average required about 38 school days and 27 Saturdays during the regular school year. (See *Table 71.*)

During the year 1929-30, the following supervisory bulletins were prepared:

Supplement to List of Books for the Elementary School Library, annotated list including titles pertaining to the social studies graded, and recreational books graded, October, 1929.

Arithmetic Goals, Suggestions for Testing and Corrective Work, third edition, March, 1930.

PARTICIPATION OF THE MARYLAND SCHOOL PEOPLE IN THE EIGHTH YEAR-BOOK OF THE DEPARTMENT OF SUPERINTENDENCE OF THE NATIONAL EDUCATION ASSOCIATION

The State Superintendent of Schools, Albert S. Cook, was appointed chairman of the Committee which edited the Eighth Yearbook of the Department of Superintendence of the National Education Association 1930, and the Assistant State Superintendent of Schools, I. Jewell Simpson, was also a member of the Yearbook Committee. The subject of the volume, which is the annual official publication of the superintendents of the American public schools is "The Superintendent Surveys Supervision." Two members of the Maryland State Department of Education were thus selected for this piece of work from among the whole group of superintendents of the United States. Only nine states were represented on this Committee; Maryland's State Superintendent of Schools was appointed Chairman; and more than thirty per cent of the three hundred and fifty pages of the volume is devoted to Maryland practice and procedure.

In addition to individual conferences and school visitation the State Supervisors plan for the professional growth of the supervisory group through a series of carefully organized meetings of the entire staff.

The supervisors' meeting on October 24, 1929, just prior to the meeting of the State Teachers' Association was based on a series of questions suggested in the supervisors' annual reports and felt to be worthy of group discussion.

I. THE COURSE OF STUDY:

1. Are we ready to combine history and geography in grades four to seven into a social studies course?
2. What is the best content for the history course in the fourth grade?
3. Should the approach to history in the fourth and fifth grades be emotional or analytical?
4. Should the units in fourth and fifth grade history be organized around biographies or around periods of progress?
5. Should the work in history in both fourth and fifth grades be devoted to American history?
6. Could part or all of the fourth grade history be given to a study of ancient historical characters and events, including Greek, Roman and Norse Myths?

Suggested by Miss Nilsson.

Which is preferable, the one-cycle or the double-cycle plan in geography?

Suggested by Miss Chadwick.

1. With the newer type of textbook, organized on the unit plan, what shall go into a course of study in history, geography, and civics, in the upper grades (4-7)? What type of work would most help the teachers?
2. In social studies, in the primary grades, shall the course of study contain a minimum amount of material, so that the teacher must do some research, or shall it contain a maximum amount of material, to force the teacher to select?
3. How organize the revision of one subject? How long shall it take? Shall school days or Saturdays be used? Can the entire teaching force have a part? How?

Suggested by Miss Eckhardt.

To what extent should any procedure for teaching—such as the Morrison plan—be insisted upon?

Suggested by Miss Mundy.

1. With the vast amount of material available, to what extent is it necessary to give outlines and description in a course of study? Would not the better plan be to work on the application of the course, as, for example, the making of units, which would give the teachers both background and method?
2. How can teachers be made to feel the importance of attitudes and appreciations as against knowledge for its own sake?

Suggested by Miss Brown.

1. In the primary grades, where should emphasis be placed, on *knowledge* or on *appreciation*?
2. What amount and kinds of subject matter in the social studies would be considered valuable for pupils of Grade I?

Suggested by Mrs. Downin.

Are any counties trying in one-teacher schools to combine all grades in the social studies, each group contributing to the unit in proportion to its level? If so, what are the results?

Suggested by Miss Devore.

What material is necessary for a modern reading program in the elementary school?

Suggested by Mrs. Sunday.

How shall we promote better teaching of art and music in the elementary grades? By regular grade teachers? By special teachers? What is the best practice?

Suggested by Miss Harwood.

II. TEACHERS' MEETINGS:

1. Are all types of teachers' meetings of equal value, depending on the varying purposes for holding the meeting; or is any one particular type of outstanding value?
2. How can the supervisor in charge of a meeting *best* measure the success or failure of her meeting? By teacher participation? By carry-over in classrooms?

Suggested by Miss Jessop.

How many teachers' meetings should be scheduled during the school year?

Suggested by Mrs. Sunday.

III. CLASSROOM VISITS:

Is it advisable to concentrate on one thing, for example, "questioning," in a series of visits?

Suggested by Miss Devore.

Some teachers come from the normal schools, with a mistaken idea of liberty and are weak in classroom management. How can we help them when so much time often has to elapse between visits? This point assumes importance when an otherwise well-trained teacher loses out.

Suggested by Miss Brown.

IV. CLASSIFICATION AND PROMOTION:

1. Will emphasis on elimination of failures cause an acceptance of lower standards for capable children?
2. How meet the problem of the one-hundred-day pupil who withdraws before the close of school, but who might otherwise have been promoted?
3. Do we not need a classification in the State report for children who only five and a half years of age, enter school in September but are not ready for the first grade? We have eliminated the spring entrance of beginners, which helps materially, but we have children entering in the fall who are not ready for formal first grade work. Our teachers group these children and give them the work suited to their needs. As a rule, they gain much but are not ready for the second grade by June. Should they be classed as failures? On the teachers' annual report they can be classed as in the kindergarten and promoted to first grade, but no provision seems to be made for this on the State report.

Suggested by Miss Chadwick.

1. Does the admission of first grade pupils at the age of five years and six months automatically increase the proportion of failures or of low class standards in the primary grades?
2. Under average public school conditions does it pay to maintain a special reading section to try to teach that art to average non-readers of the fourth grade who have spent five years in the primary department?

Suggested by Miss Thompson.

1. What is the result of grouping all dull children in one room with one teacher? How about one bright and one dull group with same teacher?
2. What is the cause of so many failures in the first grade? What is the remedy?

Suggested by Miss Harwood.

The departmental system in the fifth, sixth and seventh grades is an administrative problem. What is being done in other counties? Are the advantages greater than the disadvantages? Would it be wise to follow a straight class program in one school and a departmental program in another?

Suggested by Miss Mundy.

1. How keep the boys in school?
2. How cut down the overageness?
3. What can be done with children who are not ready for the next grade and yet are promoted in accordance with the recommendation that only two grades should be repeated during the elementary school period?

Suggested by Miss Harrison.

1. What are the arguments that pupils in one-room schools should score equal to or as well in reading and content subjects as children in the average graded schools?
2. How can the work of the one-hundred-day pupils be made most profitable for them?

Suggested by Miss Johnson.

In view of the fact that we have no kindergartens, what are our main problems in teaching beginners?

V. MISCELLANEOUS:

1. By what standards should the work of a supervising teacher be judged? I think a discussion of the article, "Appraisal of Supervision," by Courtis, for instance, would be most advantageous.*
2. What are the advantages and the disadvantages of yearly supervisory objectives? Are there any worthwhile disadvantages?

Suggested by Miss Jessop.

What is expected of us in our three types of work—field supervision, office and conference work, and direction of local curriculum construction? It does not seem possible that a supervisor can give adequate attention to field work throughout the year and at the same time do the necessary work upon ever-continuing courses of study. I am not questioning the wisdom of doing these things, but I am anxious to know how all can be done well with best results for children.

Suggested by Miss Bersch.

It seems to me that in a county where there are several supervisors, each making a separate year's report, there is much wasted energy and time, and a great overlapping of material which could be avoided by a composite county report. This would really give a more logical and a better summarized county situation than a report sent in in sections.

Suggested by Miss Brust.

How much publicity work should a supervisor do and what kind?

Suggested by Miss Chadwick.

Is there some way in which we can help to enrich the lives of our teachers, so that they will keep up their resourcefulness and originality? How can we conserve and promote the creative powers of teachers?

Suggested by Miss Brown.

* A reprint of this article was sent by Mr. Cook last year to each supervisor. Please familiarize yourself with it.

After the fall conference of supervisors a plan for the interchange of visits among the supervisors was arranged so that every supervisor had an opportunity to visit another supervisor, and, as a corollary, every supervisor was visited by another supervisor.

PROGRAM OF INTERCHANGE OF VISITS BY COUNTY
SUPERVISORS IN MARYLAND

The following plan for the interchange of visits among the supervisors is submitted with the hope that it will be satisfactory to everyone concerned. It will be necessary to follow the program exactly because a single deviation will throw out the rest of the schedule.

In order that the visiting may be completed within the next two months, it will be well for the dates for the visits to be agreed upon before the close of the supervisors' conference. A record of these dates should be left with the State Supervisors.

Allegany:

Miss Compton to visit Miss Eckhardt (Carroll).
Mrs. Higgins to visit Miss Richardson (Washington).
Miss Greene to visit Miss Ott (Frederick).
Miss McCeady to visit Miss Hill (Baltimore).

Anne Arundel:

Miss Bersch to visit Miss Crewe (Baltimore).
Miss Parker to visit Miss Kemp (Prince George's).

Baltimore:

Miss Grace to visit Mrs. Downin (Washington).
Miss Crewe to visit Miss Healy (Washington).
Miss Jessop to visit Miss Gibbs (Prince George's).
Miss Hill to visit Miss Chadwick (Howard).
Miss Gray to visit Miss Skidmore (Garrett).
Miss Grogan to visit Miss Greene (Allegany).
Miss Boettner to visit Miss DeVore (Carroll).

Calvert:

Miss Hardesty to visit Miss Grogan (Baltimore).

Carroll:

Miss Eckhardt to visit Miss Parker (Anne Arundel).
Miss DeVore to visit Miss Jessop (Baltimore).
Miss Alder to visit Mr. Phipps (Talbot).

Cecil:

Miss Crim to visit Miss Woodley (Frederick).
Miss Reynolds to visit Miss Meany (Montgomery).

Charles:

Miss Bowie to visit Miss Reynolds (Cecil).

Dorchester:

Miss Fisher to visit Miss Harrison (Kent).
Miss Johnson to visit Miss Mundy (Worcester).

Frederick:

Miss Woodley to visit Miss Compton (Allegany).
Miss Ott to visit Miss Grace (Baltimore).
Mrs. Sunday to visit Mrs. Higgins (Allegany).
Miss Harwood to visit Miss Shatzer (Garrett).

Harford:

Miss Naylor to visit Miss Boettner (Baltimore).
Miss Grau to visit Mrs. Post (Worcester).

Howard:

Miss Chadwick to visit Miss Naylor (Harford).

Kent:

Miss Harrison to visit Miss Holloway (Wicomico).

Montgomery:

Miss Nilsson to visit Miss Gray (Baltimore).
Miss Brust to visit Miss Crim (Cecil).
Miss Meany to visit Miss Hardesty (Calvert).

Prince George's:

Miss Gibbs to visit Mrs. Sunday (Frederick).
Miss Kemp to visit Miss Grau (Harford).

Queen Anne's:

Miss Dameron to visit Miss Alder (Carroll).

St. Mary's:

Miss Young to visit Miss Bowie (Charles).

Somerset:

Miss Wilson to visit Miss Brown (Wicomico).

Talbot:

Mr. Phipps to visit Miss Bersch (Anne Arundel).

Washington:

Mrs. Downin to visit Miss Brust (Montgomery).

Miss Healy to visit Miss Nilsson (Montgomery).

Miss Richardson to visit Miss Bannatyne (Garrett).

Miss Saville to visit Miss McGeady (Allegany).

Wicomico:

Miss Holloway to visit Miss Fisher (Dorchester).

Miss Brown to visit Miss Dameron (Queen Anne's).

Worcester:

Miss Mundy to visit Miss Wilson (Somerset).

Mrs. Post to visit Miss Johnson (Dorchester).

*PROGRAM OF CONFERENCE OF SUPERVISORS ON SUPERVISION,
FRIDAY, APRIL 4, 1930

TOPIC OF CONFERENCE: RAISING SUPERVISION IN MARYLAND TO HIGHER
LEVELS.

Reference: "THE SUPERINTENDENT SURVEYS SUPERVISION."
Eighth Yearbook of the Department of Superintendence.

"Supervision has for its object the development of a group of professional workers, who, free from the control of tradition and actuated by the spirit of inquiry, attack their problems scientifically in an environment in which men and women of high professional ideals may live a vigorous, intelligent, creative life."—Page 9.

- I. Study the chart on page 143 according to directions given on page 142. Locate your own level. For the highest level, the word "science" is mentioned five times. What do you understand by scientific supervision? Can you give a concrete illustration for each reference to science?
- II. Evaluate the experimental studies outlined on pages 152-169, in the light of the following statements:

"The use of survey technics such as those described will give the supervisor much more complete and accurate information regarding instruction than can be secured by a general impression method based on vague and indefinite reaction."—Page 169.

"Many of these devices may be used directly as a part of a self-survey program by teachers."—Page 169.
- III. Do you agree with these statements:

"The evaluation of the work in any classroom under present conditions is largely determined by the personal prejudices of the observer. There is little agreement among educators as to what constitutes the most effective methods of instruction."—Page 108. Can you supplement the Minneapolis supervisory program in reading (pages 108-114) and the Hamtramck supervisory program in spelling (pages 115-118) by suggestions as to technics for making your own supervision more objective?

* The program for the joint conference of superintendents and supervisors held on Thursday, April 3, 1930 will be found on page 293.

- IV. On page 128 are listed eleven objections to supervision made by certain teachers in Oakland County, Michigan. Rank these objections, placing first the objection about which you are most concerned in your own county, and placing last the objection about which you are least concerned. Bring your list to the Conference. Is there anything in the Melby data (pages 130-133) and the Oakland, California, study (pages 133-139) which might lead you to a change of emphasis and practice?
- V. In the light of your own experience discuss the following ideas:
1. "Supervisor inaugurates a pattern program of remedial work."—Page 346.
 2. "Supervisor is available on call."—Page 143.
 3. "Supervisor is on a service basis."—Page 143.
 4. "Supervisor develops a degree of enthusiasm, a fine attitude, and a healthy morale."—Page 346.
 5. "Supervisor realizes it takes time and opportunity for a teacher to grow."—Page 345.
 6. Supervisor develops "maximum of self-control and self-direction."—Page 11.
 7. Supervisor "discovers successful performances and interprets them in relation to the philosophy of education and to scientific inquiry."—Page 11.
 8. "Great leadership is dependent upon social intelligence, professional scholarship, professional insight, and professional imagination."—Page 13.
- VI. How may supervision in Maryland be raised to higher levels?
1. Philosophy of supervision and skill in applying it might be considered from the standpoint of our present level in connection with:
 - a. Teachers' meetings.
 - b. Classroom visiting.
 - c. Curriculum construction.
 2. Achievements in supervision might be considered in the light of:
 - a. Percentage of trained teachers.
 - b. Age-grade distribution.
 - c. Improvement in school attendance.
 - d. Skill in the three R's.
 - e. Teaching the social studies.
 - f. Enrichment of primary program.
 - g. Progress in literature, music, fine and industrial arts.
 - h. Status of physical education.

**WHITE HIGH SCHOOLS
COUNTY ENROLLMENT AND ATTENDANCE**

Although for a number of years past, many have been predicting that the high school enrollment had reached the saturation point and would no longer continue to increase, the actual mounting high school enrollment is positive proof that the peak has not yet been reached. For the year ending in June, 1930, the white high school enrollment totalled 24,760, an increase of 1,389 over the year preceding. Although the increase for 1930 over 1929 is slightly lower than corresponding increases for the two years preceding, it appears that the increase for 1931 over 1930 will probably be larger than that recorded for any preceding year. The availability of fewer positions where boys and girls may find work, because of the business depression and drought, undoubtedly explains the extraordinary increase for 1931. (See *Chart 11*.)

CHART 11

GROWTH IN WHITE HIGH SCHOOL ENROLLMENT

1914-1915	6,213
1915-1916	7,000
1916-1917	7,567
1917-1918	7,936
1918-1919	8,302
1919-1920	9,392
1920-1921	10,900
1921-1922	12,815
1922-1923	14,888
1923-1924	16,026
1924-1925	17,453
1925-1926	19,003
1926-1927	20,358
1927-1928	21,811
1928-1929	23,371
1929-1930	24,760

In 1915 the white high school enrollment was 6,213. By 1920 it was 50 per cent greater, or 9,392. By 1925 the 1920 enrollment had nearly doubled, the figure being 17,453. The 1925 enrollment increased again by nearly one-half when the 1930 enrollment reached 24,760. (See *Table 72*.)

TABLE 72

Enrollment and Attendance in Approved White County High Schools of Maryland, School Years Ending June 1916 to 1930

Year Ending July 31	Enroll- ment	Average Attend- ance	Annual Increase		Per Cent of Increase	
			Enroll- ment	Attend- ance	Enroll- ment	Attend- ance
1916.....	7,000	5,804	787	528	12.6	10.0
1917.....	7,567	6,327	567	523	8.1	9.0
1918.....	7,936	6,477	369	150	4.9	2.4
1919.....	8,302	6,685	366	208	4.6	3.2
1920.....	9,392	7,798	1,090	1,113	13.1	16.7
1921.....	10,900	9,294	1,508	1,496	16.1	19.2
1922.....	12,815	11,188	1,915	1,894	17.6	20.4
1923.....	14,888	12,716	2,073	1,528	16.2	13.7
1924.....	16,026	13,696	1,138	980	7.6	7.7
1925.....	17,453	14,982	1,427	1,286	8.9	9.4
1926.....	19,003	16,218	1,550	1,236	8.9	8.2
1927.....	20,358	17,504	1,355	1,286	7.1	7.9
1928.....	21,811	19,080	1,453	1,576	7.1	9.0
1929.....	23,371	20,275	1,560	1,195	7.2	6.3
*1930.....	24,760	21,890	1,389	1,615	5.9	8.0

* For individual high schools, see Table XXXVI, pages 366-371.

Although the enrollment for 1930 over 1929 increased by 1,389, the attendance showed a gain of 1,615, which increase was exceeded in only one year since 1916. (See *Table 72*.) Every county, except Kent and Somerset, had an increase in high school enrollment, and Kent was the only one which did not have a larger high school attendance in 1930 than it had in 1929. In order that the growth in enrollment by counties may be easily available, it is given for every county for 1920, 1925, 1929 and 1930 in *Table 106* on page 160.

The enrollment in parochial and private high schools is given in summary and in detail by counties and schools making it possible to present a rather complete picture of the high school enrollment in the State. The Catholic schools doing commercial and secondary school work for white pupils enrolled 1,112 county and 2,478 city pupils. Non-Catholic private schools enrolled 1,653 pupils in the counties and 878 pupils in Baltimore City. Some of these schools probably enrolled pupils from other states. The total enrollment, therefore, in Maryland county secondary schools, both public and private, was 27,425 pupils in 1930. (See *Tables III-V*, pages 332-335.)

PERCENTAGE OF ATTENDANCE

Every county had a higher percentage of attendance in white high schools in 1930 than in 1929. All counties, except Dorchester, Talbot, and Kent, had a higher attendance percentage than at any time since 1923, at which time the percentage of attendance was first based on the average number belonging. Not only are more children entering high school but the attendance is better after they enroll than it was when a more limited group sought education above the elementary school. (See *Table 73*.)

TABLE 73
Per Cent of Attendance in White High Schools, School Years Ending in
June 1923, 1928, 1929 and 1930

County	1923	1928	1929	1930	County	1923	1928	1929	1930
County Average.....	91.9	93.6	93.0	94.4	Charles.....	88.7	93.8	91.7	94.0
Wicomico.....	92.3	95.8	95.1	96.1	Worcester.....	91.7	93.9	92.7	93.9
Allegany.....	94.8	95.4	94.6	95.9	Caroline.....	91.2	93.6	92.6	93.8
Calvert.....	93.5	95.3	93.1	95.8	Howard.....	89.9	91.8	92.9	93.7
Washington.....	93.1	94.9	93.9	95.2	Somerset.....	91.4	93.1	91.9	93.5
Frederick.....	91.5	94.1	93.6	95.2	Carroll.....	88.7	91.8	90.8	93.4
Anne Arundel.....	92.1	93.1	94.1	95.0	Cecil.....	92.0	92.3	91.5	93.1
Baltimore.....	91.3	93.2	93.3	94.6	Garrett.....	90.2	92.5	90.5	92.9
Prince George's.....	91.8	93.7	93.5	94.5	St. Mary's.....	86.8	91.4	90.9	92.9
Queen Anne's.....	91.9	93.1	92.1	94.3	Harford.....	91.2	91.6	91.2	92.5
Montgomery.....	88.9	92.4	92.6	94.2	Kent.....	90.2	92.3	90.0	90.4
Dorchester.....	92.4	94.2	93.2	94.2	Baltimore City.....	91.5	92.5	92.3	93.1
Talbot.....	93.2	94.9	93.2	94.1	State Average.....	91.6	93.2	92.8	93.9

For attendance in individual high schools in 1930, see Table XXXVI, pages 366-71.

OVER THREE-FOURTHS OF ELEMENTARY SCHOOL GRADUATES ENTER HIGH SCHOOL

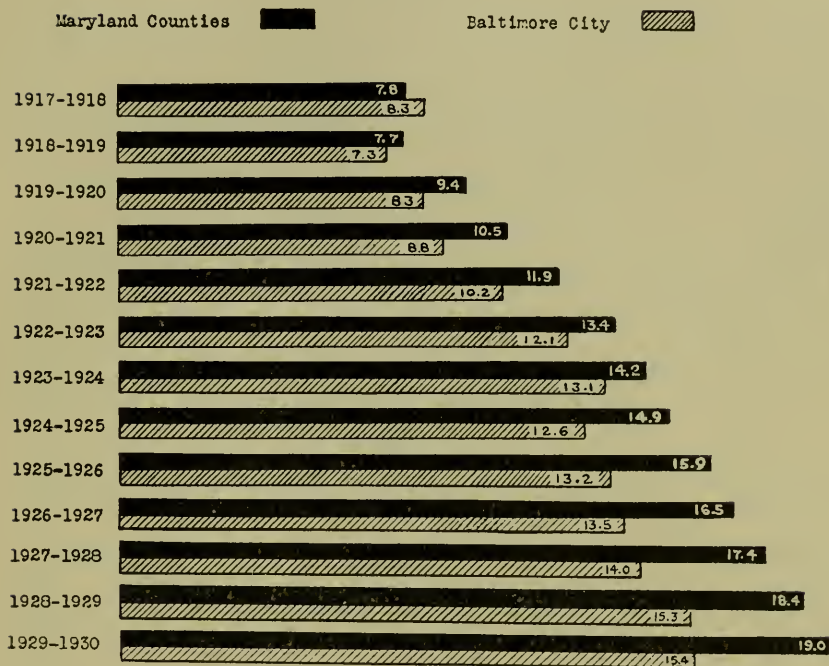
A study made at the beginning of the school year ending in June, 1930, showed that of 9,479 graduates of county public white elementary schools, 7,426, or over 78 per cent, continued more advanced work in public, private or parochial schools in the fall of 1929 for at least one school month. Nearly three-fourths of the public elementary school graduates entered high schools in the same county in which the elementary school was located, but nearly 3 per cent went to public high schools in adjoining counties or in Washington and Baltimore. Slightly over 1 per cent of the county public elementary school graduates entered private and parochial schools for advanced work.

For the percentage of entrants to high schools from individual counties, which showed great variation, see *Chart 3*, page 42.

Another way of measuring the increasing importance of the high school is obtained from the ratio between high school enrollment or attendance and enrollment or attendance in elementary and high schools combined. For every 100 white pupils attending county public elementary and high schools, 19 were in high school in 1930. This is an increase of .6 over the year preceding. For Baltimore City the per cent in high school has also increased from 15.3 to 15.4. (See *Chart 12*.)

CHART 12

THE NUMBER OF PUPILS ATTENDING WHITE HIGH SCHOOLS
FOR EVERY 100 WHITE PUPILS ATTENDING SCHOOLS
IN THE COUNTIES AND BALTIMORE CITY
1917 - 1929



In the individual counties the ratio of high school enrollment to combined elementary and high school enrollment has increased in every county, except Kent and Wicomico, which showed slight decreases, and Worcester, which was stationary. All of the Eastern Shore counties had over 21 per cent of their enrollment in high school, Talbot being at the top with 26.1 per cent. In Baltimore, Anne Arundel, Garrett, Washington, and St. Mary's, the percentage the white high school enrollment was of the total white enrollment varied from 15.1 to 16.2. St. Mary's County showed the greatest increase from 1929 to 1930. (See Table 74.)

In the counties having the 8-4 or 6-3-3 plan, the maximum percentage possible in the last four years of high school, with a stationary enrollment and no retardation, would be 33.3 per cent, whereas in the seven grade counties with the 7-4 plan, the corresponding percentage would be 36.4 per cent.

TABLE 74

Ratio of "Number Belonging" in White High Schools to "Number Belonging" in White Elementary and White High Schools Combined, by Counties

County	1924	1929	1930	County	1924	1929	1930
County Average.....	13.3	17.7	18.4	Carroll.....	13.7	18.8	19.3
Talbot.....	18.7	25.4	26.1	Howard.....	12.7	18.1	19.2
Kent.....	15.2	24.6	24.4	Montgomery.....	13.9	17.1	18.3
Worcester.....	18.9	23.0	23.0	Prince George's.....	11.6	17.3	18.1
Caroline.....	18.8	21.6	22.9	Allegany.....	13.5	17.3	17.6
Wicomico.....	19.9	22.6	22.5	Calvert.....	15.5	16.2	17.1
Somerset.....	15.2	21.9	22.4	St. Mary's.....	3.0	14.1	16.2
Queen Anne's.....	18.3	20.2	21.8	Washington.....	11.1	14.1	15.6
Cecil.....	14.3	20.0	21.7	Garrett.....	8.4	14.1	*15.6
Charles.....	5.5	20.0	21.1	Anne Arundel.....	10.2	14.8	15.4
Dorchester.....	16.7	20.7	21.1	Baltimore.....	11.0	14.9	15.1
Harford.....	14.8	19.6	20.3	Baltimore City.....	9.7	15.0	15.2
Frederick.....	14.9	18.3	19.5	State Average.....	11.8	16.6	17.1

* Excludes 18 boys and 25 girls attending high school in Bayard, W. Va.

TABLE 75

Number of Boys in High School for Every 100 Girls for School Years Ending in June 1922, 1924, 1926, 1928, 1929 and 1930

COUNTY	1922	1924	1926	1928	1929	1930
County Average.....	74.3	76.2	78.6	79.8	81.0	82.7
Howard.....	56.8	63.1	67.0	69.6	71.8	73.7
St. Mary's.....	.....	96.6	68.5	76.2	85.1	94.5
Baltimore.....	79.2	87.4	85.2	84.3	90.7	94.0
Charles.....	82.8	69.4	89.6	80.5	84.9	88.0
Frederick.....	85.5	84.8	89.9	84.4	83.3	85.4
Prince George's.....	74.8	77.8	80.2	81.5	86.4	85.2
Cecil.....	85.0	74.2	69.4	76.8	82.1	85.0
Washington.....	94.6	87.6	81.2	78.0	81.8	84.5
Somerset.....	82.1	86.1	74.2	80.5	80.2	84.5
Carroll.....	72.0	74.2	83.8	84.5	84.6	82.8
Anne Arundel.....	75.5	60.1	82.6	82.7	84.2	82.7
Allegany.....	61.9	67.7	75.7	71.9	75.5	82.5
Calvert.....	77.6	71.8	59.1	62.0	66.7	82.3
Wicomico.....	72.5	68.6	66.3	79.9	79.1	80.9
Montgomery.....	63.7	76.7	90.9	86.2	77.5	80.6
Garrett.....	76.5	78.5	75.7	72.4	75.3	78.2
Worcester.....	63.4	67.3	69.6	80.5	81.7	77.7
Harford.....	66.2	84.8	72.5	80.2	79.6	76.7
Caroline.....	68.0	69.4	68.2	72.5	72.1	74.5
Dorchester.....	78.6	71.7	74.7	80.4	77.0	72.9
Kent.....	68.5	75.7	69.4	76.4	70.9	70.9
Talbot.....	79.7	78.0	79.5	86.1	81.4	70.7
Queen Anne's.....	61.8	68.0	63.0	66.9	57.3	66.7

HIGH SCHOOLS ARE ATTRACTING MORE BOYS

For every 100 girls in high school there were about 83 boys, an increase of nearly 2 boys over the year preceding, a larger annual increase than has ever been recorded. The counties varied in their ratio of boys to girls from 98.7 in Howard to 66.7 in Queen Anne's. All of the counties, except Talbot, Dorchester, Harford, Worcester, Anne Arundel, Carroll, and Prince George's, shared in the increase. Calvert, St. Mary's, Queen Anne's, and Allegany showed unusually large gains in boys from 1929 to 1930, while Baltimore, Charles, Somerset, Cecil, and Montgomery had increases above the average. (See *Table 75*.)

**GRADUATES OF FOUR-YEAR COUNTY HIGH SCHOOLS
INCREASE TO 3,785**

The graduates of white high schools have increased steadily in number since 1919, the increases for the past two years being greater than for any years preceding. The number of boys graduated, 1,534, was smaller than the number of girls graduated, 2,251. The increase from 1929 to 1930 in boys graduated (195) was exactly equal to the increase in the number of girls graduated. (See *Table 76*.)

TABLE 76

Four-Year White High School Graduates in Maryland Counties, 1919 to 1930

Year	Boys	Girls	Total	Annual Increase
1919.....	323	681	1,004	.....
1920.....	378	772	1,150	146
1921.....	470	893	1,363	213
1922.....	599	1,034	1,633	270
1923.....	686	1,267	1,953	320
1924.....	813	1,405	2,218	265
1925.....	929	1,610	2,539	321
1926.....	1,045	1,574	2,619	80
1927.....	1,071	1,816	2,887	268
1928.....	1,142	1,851	2,993	106
1929.....	1,339	2,056	3,395	402
1930.....	1,534	2,251	3,785	390

For 1930 data for individual high schools, see *Table XXXVI*, pages 366-71.

The counties varied in number graduated from 432 in Allegany to 29 in St. Mary's. Every county, except Montgomery, Wicomico, Worcester, Cecil, and Charles, had more graduates in 1930 than in 1929. Worcester had fewer boys and girls graduated; Montgomery, Wicomico, Cecil, Caroline, Somerset, Howard, and Queen Anne's had fewer girls graduated in 1930 than in 1929; and this was the case for the boy graduates of Charles, Prince George's, Dorchester, and Kent. (See *Chart 13*.)

CHART 13

County	1929	1930	1930	
			Boys	Girls
Allegany	404	432	168	264
Baltimore	347	407	166	241
Washington	265	336	143	193
Frederick	272	326	139	187
Pr. George's	194	217	83	134
Anne Arundel	151	203	83	120
Montgomery	199	196	91	105
Carroll	171	190	80	110
Harford	146	162	61	101
Wicomico	144	144	58	86
Dorchester	125	138	46	92
Caroline	106	120	49	71
Talbot	85	120	46	74
Worcester	131	111	36	75
Cecil	115	110	49	61
Somerset	105	110	49	61
Garrett	98	107	40	67
Kent	93	94	36	58
Howard	69	72	35	37
Queen Anne's	61	71	29	41
Charles	64	56	26	30
Calvert	24	34	10	24
St. Mary's	26	29	11	18

48 PER CENT OF FIRST YEAR ENROLLMENT GRADUATE

A rough approximation of persistence to graduation is derived from the percentage relation of graduates to the first year enrollment four years before. The percentage obtained is lower than the actual persistence since the first year enrollment includes not only the entrants of that year, but the repeaters of the preceding year or years who did not succeed in completing sufficient work satisfactorily to be classified as second year pupils. On the other hand, the graduates may include pupils transferred to the school who were not in the first year enrollment figures four years before.

Comparable figures of this sort have been available since the 1926 report and show that the persistence is higher for the 1930 graduates than it has been for any year in the past. The average persistence is 47.9 per cent, for boys only 40.3 per cent, and for girls 55 per cent. (See *Table 77.*)

TABLE 77
Persistence to Graduation

Year	First Year Enrollment	Per Cent of Persistence to Graduation Four Years Later		
		Total	Boys	Girls
1923	5,756	45.3	38.4	51.8
1924	6,311	45.7	36.0	54.5
1925	6,772	44.2	35.6	52.0
1926	7,548	45.0	38.2	50.9
1927	7,895	47.9	40.3	55.0

Among the counties, Charles appears to have had the highest per cent of persistence to graduation for both boys and girls, partly because the La Plata High School was not in existence for the school year 1926-1927. This school replaced the former privately endowed McDonogh Institute. Talbot ranked second with 74 per cent of the girls and 51 per cent of the boys remaining to graduate. Allegany held two-thirds of its girls and over 52 per cent of its boys to completion of the high school course. Washington and Anne Arundel ranked next in the holding power of their high schools. (See *Chart 14*.)

Baltimore, Dorchester, Calvert, and Wicomico Counties had less than one-third of their boys persisting to graduation, while Montgomery, Wicomico, Somerset, and Queen Anne's had less than 46 per cent of the girls staying to graduate.

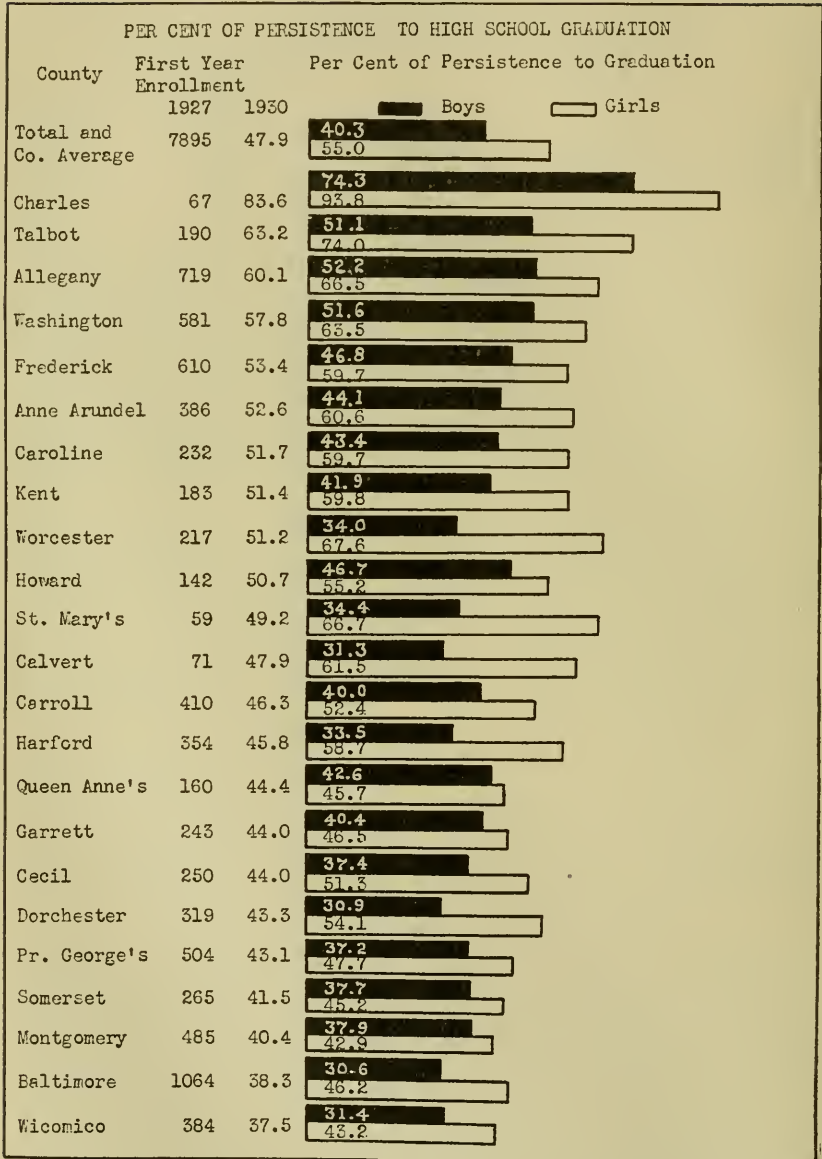
The only counties showing a decrease from 1929 to 1930 in persistence to graduation are Carroll and Somerset; Kent, Worcester, and Dorchester, especially for boys; and Montgomery, Queen Anne's, and Cecil, particularly for girls.

Every county had a higher persistence for girls than for boys. Whether this is due to the economic urge which drives boys to seek remunerative employment earlier than girls, or to a lesser interest in the high school curriculum on the part of boys, is a question which the principal and teachers of each high school must undertake to study for their own locality. (See *Chart 14*.)

FEWER ENTRANTS TO NORMAL SCHOOLS

Probably as a reflection of the smaller number of teaching positions available, but also the result of a more careful scrutiny of the high school record of each normal school entrant, the number of 1930 county girl high school graduates who entered the normal schools was lower in number and per cent than for any recent year. Of the 1930 county girls who graduated from high school, 268, or 11.9 per cent, entered the normal schools in the fall of 1930. The *number* of girls who entered varied by counties from 1 in Cecil and Charles to 38 from Allegany and 42 from Baltimore County high schools. In *per cent* of girl graduates who entered normal schools, the range was from 33

CHART 14



in Calvert to less than 2 per cent in Cecil. Baltimore, Calvert, Prince George's, St. Mary's, Garrett, and Caroline were the only

CHART 15

GIRL GRADUATES OF WHITE COUNTY HIGH SCHOOLS ENTERING MARYLAND NORMAL SCHOOLS 1929 and 1930				
County	Number		Per Cent	
	1929	1930	1929	1930
Co. Average	315	268	15.4	11.9
Calvert	1	8	5.3	33.3
Dorchester	21	19	29.2	20.7
Caroline	13	14	17.8	19.7
Garrett	10	12	15.6	17.9
Baltimore	31	42	14.4	17.4
Queen Anne's	9	7	19.6	16.7
St. Mary's	1	3	6.3	16.7
Somerset	13	10	18.6	16.4
Wicomico	19	13	21.1	15.1
Allegany	49	38	19.7	14.4
Talbot	6	9	12.8	12.2
Worcester	15	9	19.2	12.0
Howard	11	4	28.2	10.8
Anne Arundel	11	12	12.5	10.0
Harford	13	10	14.0	9.9
Montgomery	12	9	10.3	8.6
Frederick	19	16	11.5	8.6
Washington	30	16	20.0	8.3
Carroll	10	7	10.2	6.4
Pr. George's	2	6	2.1	4.5
Kent	6	2	12.0	3.4
Charles	3	1	8.6	3.3
Cecil	10	1	12.8	1.6

for 1930 data for individual high schools, see Table XXXVI, pages 366-71.

counties which had an increase in number and per cent of 1930 normal school entrants from the group of 1930 girl high school graduates over similar figures for 1929. Washington, Allegany, Cecil, Howard, Wicomico, and Worcester had the largest decreases from 1929 to 1930 in normal school entrants. There were 16 boy high school graduates of 1930 who went to Towson and Frostburg. Allegany sent 5, Frederick, Washington, and Baltimore, 3 each, and Wicomico and Prince George's, 1 each. (See *Chart 15* and *Table 78*.)

TABLE 78

**Boy Graduates from White County High Schools Entering Maryland Normal Schools,
1930**

COUNTY	Total Number White Boy Graduates	Boy Graduates Entering Maryland Normal Schools	
		Number	Per Cent
Total and County Average.....	1,534	16	1.0
Allegany.....	168	5	3.0
Frederick.....	139	3	2.2
Washington.....	143	3	2.1
Baltimore.....	166	3	1.8
Wicomico.....	58	1	1.7
Prince George's.....	83	1	1.2

For 1930 data for individual high schools, see Table XXXVI, pages 366-71.

OCCUPATIONS OF 1929 HIGH SCHOOL GRADUATES

Continuing Education Beyond High School

On the high school subject report, principals were asked to state the occupations of their 1929 graduates during 1929-30, the year following graduation. Over one-half of the girls and over 39 per cent of the boys were reported as continuing their studies in colleges, universities, schools of various kinds and in hospitals. Although the number entering colleges and universities and normal schools, 270 boys and 533 girls, was larger, the percentage going to liberal arts colleges and normal schools, 20.2 for boys and 26.0 for girls, was smaller than for the preceding year. (See *Table 79*.)

The number and per cent of boys and girls going to commercial schools were slightly lower than in the preceding year, while the number and per cent going to college preparatory schools and taking post graduate high school courses increased.

Hospitals where high school graduates took training to become nurses attracted 226 girls, or 11 per cent of all girls who graduated from county public high schools. This was an increase of 52 in number and 1.5 in percentage over figures for the preceding year.

Occupations Outside and Inside the Home

More 1929 graduates went into office work and banking than was the case for graduates of 1928, but the corresponding percentages were lower. The number and per cent of graduates taking positions as clerks in stores and as salespeople increased for both boys and girls.

TABLE 79

Occupations of 1929 Graduates as Reported by Principals of White County High Schools

OCCUPATION	Number		Per Cent	
	Boys	Girls	Boys	Girls
Continuing Education—				
Liberal Arts Colleges and Universities.	252	232	18.8	11.3
Normal Schools.	18	301	1.4	14.7
Medicine, Dentistry, Pharmacy, Law, Agriculture and Ministry.	25	.....	1.9	.....
Engineering Courses.	50	.....	3.7	.....
Art and Music Schools.	4	18	.3	.9
Physical Education, Home Economics, and Kindergarten Training Schools.	1	10	.1	.5
Army and Navy Academies.	2	.....	.1	.....
Commercial Schools.	120	214	8.9	10.4
College Preparatory Schools.	39	24	2.9	1.2
Post Graduate High School Courses.	16	26	1.2	1.3
Hospitals for Training. . . . .	.....	226	.....	11.0
Office Work and Banking.	114	261	8.5	12.7
Clerks in Stores, Salesmen and Saleswomen, Business.	162	109	12.1	5.3
Staying at Home.	50	232	3.7	11.3
Working in Own or Others' Home.	75	128	5.6	6.2
Farming, Fishing, Forestry, Nurserymen, Surveyor.	127	4	9.5	.2
Married. . . . .	.....	95	.....	4.6
Manufacturing, Mechanical (Garage), Building, Mining.	108	22	8.1	1.1
Transportation, Railroad, Chauffeur.	36	1	2.7	.....
Communication, Newspaper, Telephone and Telegraph Operators.	10	31	.7	1.5
Teaching and Library Work.	1	1	.1	.....
Army, Navy, Aviation.	11	.....	.8	.....
Miscellaneous and Unknown.	120	119	8.9	5.8
Total.	1,341	2,054	100.0	100.0

More boys and girls were reported as staying at home, more girls but fewer boys as working in their own or others' homes, a larger number and per cent were farming, fishing, doing forestry or nursery work or surveying, but a smaller number and per cent of girls had their occupation given as being married.

Manufacturing, mechanical work, including garages, building and mining, occupied a larger number of boys and girls as did transportation and communication services, except for girls.

The miscellaneous and unknown group was definitely larger than for the year preceding. (See *Table 79*.)

Continuing Education Beyond High Schools for Individual Counties

In the individual counties the per cent of boys who went to colleges or universities, 24.5 per cent for the counties as a group, varied from 10 per cent in Howard, 11 in Cecil, and 12 in Garrett and Caroline, to 40 in Calvert and 46.7 per cent in Queen Anne's. Charles, Dorchester, Frederick, Queen Anne's, St. Mary's, Talbot, Washington, and Allegany all showed increases in the percentage who went to college over corresponding figures for the preceding year. Only 11 per cent of the girls went to colleges or universities, a slight decrease from the preceding year. None went from St. Mary's, only 3 per cent from Charles, 4 per cent from Dorchester and 5 from Worcester, Washington, and Wicomico, whereas 20 per cent of the girls from Caroline, 25 from Carroll, and 28 from Kent entered colleges. Perhaps the location of Western Maryland and Washington Colleges within the borders of the last named counties explains the high percentage going to college. (See *Table 80*.)

Since the normal school entrants for a year later than the figures included in *Table 80* have been given on pages 119-22, no further comment on these figures is given here.

None of the graduates from Howard County were reported as entering commercial schools after graduation, and this was the case for boys in Calvert and Charles. The largest high schools in Howard and Charles Counties offered work in commercial courses. Large percentages of boys graduated from Caroline, Worcester, Cecil, Harford, Somerset, and Queen Anne's entered commercial schools, and this was the case for a large proportion of the girls graduated from St. Mary's, Charles, Montgomery, Cecil, Harford, Kent, Caroline, and Talbot. Since neither Queen Anne's nor St. Mary's Counties offered commercial work in the county high schools, it is to be expected that those graduates who wished to work in the commercial field should require preparation in special schools. In the other counties, commercial work was available in the largest high schools only, so that graduates from the smaller schools could only obtain such work by attending special commercial schools. (See *Table 80*.)

No girls from Calvert and St. Mary's entered hospitals for training as nurses, and this was the case for but 3 per cent of the Prince George's County girls and 5 per cent of those in Montgomery and Harford. On the other hand, over one-fourth of the Queen Anne's County graduates went into nursing, 19 per cent of those graduated in Wicomico and Frederick, 18 per cent of those in Dorchester, and nearly 15 per cent of those from Allegany County.

College preparatory schools were entered by considerably more than the average proportion of the graduates from Wicomico, Garrett, Cecil, Worcester, and Queen Anne's, and by boys graduated from Howard and Anne Arundel.

TABLE 80
Per Cent of 1929 Graduates of White County High Schools Having the Following Occupations in 1929-1930

County	Total Number		College or University		Normal School and Teacher Training		Commercial Schools		Nursing		College Preparation and Post-graduate Course		Office Work and Communication		Clerks in Stores and Business		Staying at Home		Working in Own or Others' Home		Farming, Fishing and Nursery		Married		Manufacturing, Mechanics and Building		Transportation		Miscellaneous and Unknown			
	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G		
Total and Average...	1,341	2,054	24.5	11.3	1.7	16.0	8.9	10.4	11.0	4.1	2.5	9.2	14.2	12.1	5.3	3.7	11.3	5.6	6.2	9.5	2.2	4.6	8.1	1.1	1.1	2.7	9.9	5.9				
Allegheny.....	157	247	19.1	9.7	6.23	1.2	6	4.0	14.6	5.7	3.6	7.7	13.0	14.0	6.1	1.9	4.0	1.3	4.9	3.8	...	4.4	21.0	0.9	5.1	17.2	5.7					
Anne Arundel.....	63	88	30.1	18.2	...	9.1	3.2	2.3	6.8	6.4	...	4.8	9.1	12.7	2.3	...	8.0	...	1.1	3.2	...	3.4	9.5	...	1.6	28.5	39.7					
Baltimore.....	131	216	25.9	12.5	4.6	16.2	8.4	8.8	6.5	3.0	...	19.1	27.3	10.7	5.5	...	13.0	...	...	3.1	...	9	13.7	...	3.1	7.6	8.3				
Baltimore.....	5	19	40.0	15.8	...	5.3	...	5.2	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Caroline.....	33	73	12.1	20.5	1.4	11.2	2.7	7.1	9.2	1.4	1.4	3.0	11.0	6.1	2.7	9.1	5.5	6.1	6.9	15.2	...	6.8	6.1	...	3.0	...	...	...	...
Carroll.....	72	98	24.6	25.5	1.4	11.2	2.7	7.1	9.2	1.4	1.4	3.0	11.0	6.1	2.7	9.1	5.5	6.1	6.9	15.2	...	6.8	6.1	...	3.0	...	...	...	...
Cecil.....	37	78	10.9	7.7	...	11.5	18.9	20.5	6.4	8.1	5.1	...	10.3	8.1	3.8	2.7	9.0	8.1	7.7	18.9	...	10.3	16.2	...	8.6	3.4	...	...	...	...
Charles.....	29	35	24.1	2.9	...	8.6	...	22.9	11.4	
Dorchester.....	53	72	34.0	4.2	...	25.0	13.2	8.3	18.0	...	1.4	11.3	15.3	9.4	8.3	3.8	13.9	1.9	4.2	18.8	...	8.6	3.4	...	...	...	...	...	...	...
Dorchester.....	107	165	27.1	8.5	4.7	10.9	6.5	7.3	18.8	4.7	6.2	15.0	12.1	15.9	8.5	2.8	20.0	8.4	3.6	6.5	1.8	4.9	4.7	...	...	...	...	...	...	...
Fredrick.....	34	64	11.8	9.4	5.9	18.7	11.8	12.5	11.0	8.8	
Garret.....	53	83	17.0	7.5	1.9	12.9	15.1	18.3	5.4	3.8	6.2	
Howard.....	43	59	10.0	7.7	3.3	30.7	...	8.6	
Kent.....	40	50	34.9	28.0	...	14.0	11.6	18.0	12.0	...	2.0	7.0	8.0	7.0	
Montgomery.....	83	116	20.5	14.7	13.8	10.9	21.5	2.9	1.1	4.8	2.0	13.3	15.5	13.3	9.1	1.2	4.3	12.0	11.2	12.0	...	4.0	9.3	...	2.3	2.3	...	...	...	...
Prince George's.....	90	104	38.9	16.4	4.8	6.7	12.5	2.9	1.1	4.8	2.0	13.3	15.5	13.3	9.1	1.2	4.3	12.0	11.2	12.0	...	4.0	9.3	...	2.3	2.3	...	...	...	...
Queen Anne's.....	15	46	46.7	15.2	19.6	13.3	4.4	26.1	6.7	4.3	4.3	
St. Mary's.....	10	16	20.0	0.7	...	15.7	10.9	31.2	8.5	5.7	1.4	2.9	15.7	14.3	4.3	8.6	24.3	17.1	4.4	5.7	...	4.3	5.7	...	11.0	10.0	...	...	...	...
Talbot.....	35	70	14.3	7.2	10.7	5.3	14.9	12.8	2.6	2.1	1.4	7.1	32.0	16.5	6.1	4.3	9.0	10.4	7.3	3.3	...	4.3	5.7	...	2.6	18.4	6.4	...	...	...
Towson.....	115	150	26.9	5.3	4.4	22.7	6.1	10.0	12.7	3.5	7.1	3.2	0.6	11.5	6.0	4.3	9.0	10.4	7.3	3.3	...	4.3	5.7	...	2.6	18.4	6.4	...	...	...
Washington.....	54	90	20.4	5.6	1.9	17.8	11.1	6.7	18.9	7.4	16.7	14.8	14.4	6.1	4.4	11.1	10.0	7.4	1.1	5.6	...	4.3	5.7	...	2.6	18.4	6.4	...	...	...
Worcester.....	53	78	26.4	5.1	20.5	24.5	7.7	10.3	7.5	7.7	5.7	7.7	7.7	5.7	3.9	5.7	11.5	7.5	21.8	...	4.3	5.7	...	2.6	18.4	6.4	...	...	...	...

Occupations Inside and Outside the Home for Individual Counties.

Commercial courses in high schools seem to be justified by the large proportion of graduates going into office work. One-fifth of the boys and over one-fourth of the girls graduated from Baltimore County went into office work and the field of communication. Over one-fourth of the Talbot County girls and one-fifth of those from Howard and Washington entered this field of work. (See *Table 80*.)

Clerical work and salesmanship took from 16 to 20 per cent of the boy graduates in Frederick, Talbot, Harford, and Howard, and 11 and 19 per cent of the graduates from Carroll and St. Mary's, respectively.

The report on the percentage of boys staying at home showed variations from none in Anne Arundel, Baltimore, Calvert, Queen Anne's, and St. Mary's to 9 and 11 per cent in Caroline and Wicomico, respectively. For the girls staying at home the percentages varied from 4 in Allegany and Montgomery to 20 per cent in Frederick, 24 per cent in Somerset and 44 per cent in St. Mary's. St. Mary's still offers no work in home economics to prepare these girls for a better adjustment in their home life.

The percentage of boys reported as working in their own or others' homes varied from 0 in several counties to 17 per cent in Somerset and for girls from 0 in two counties to 22 per cent in Worcester.

Farming, fishing, forestry, surveying and nursery work engaged the services of none of the boys graduated from Calvert while, at the opposite extreme, 50 per cent of those from St. Mary's entered this field of service. In Dorchester, Cecil, Queen Anne's, Kent, and Howard from 18 to 23 per cent went into these activities. (See *Table 80*.)

The percentage of girls whose occupation after graduation was reported as marriage varied from 0 in Dorchester, Howard, and St. Mary's to over 10 per cent in Calvert and Cecil. Probably principals of some high schools reported girls who were married as staying or working at home.

The counties reporting the greatest proportion of boy graduates in manufacturing, mechanical work or building were Allegany, Cecil, Garrett, and Baltimore.

In several counties the proportion of graduates whose occupations were unknown was very high. This was especially true in Calvert, Anne Arundel, and Charles. It would probably be desirable if those principals who fail to follow up their graduates, would become conscious of the value in planning their curricula of knowing the fields of work their graduates expect to enter, and of obtaining suggestions from graduates of ways of improving the school's offering so that it would better meet actual needs of those graduates who will come forth later.

WHAT THE HIGH SCHOOL OFFERING WAS IN 1929-30

With a larger high school enrollment, one would expect to find an increase in the enrollment for all of the subjects offered in the high schools. In the regular so-called academic subjects, except Latin for girls and French for boys and girls, these increases do appear. The enrollment taking science showed greater gains than did the enrollment in other subjects. (See *Table 81*.)

Practically the entire enrollment took courses in English. The social studies enrolled 82.5 per cent of the high school students, mathematics 80 per cent of the boys and 71 per cent of the girls, science 74 per cent of the boys and two-thirds of the girls.

Just over 21 per cent of the boys and nearly 26 per cent of the girls were taking Latin offered in 94 schools, while 14 per cent of the boys and 20 per cent of the girls had work in French which was given in 119 schools.

Courses in industrial arts and vocational courses in industry were taken by 5,719 boys in 65 schools. Agricultural work was taken by 932 boys in 39 schools. Courses in home economics for girls paralleling the industrial arts and agriculture were given to 8,263 girls in 102 schools. The number of schools offering this special work was lower than for the year preceding, and in home economics the enrollment was smaller. The decrease in the proportion of the enrollment taking industrial arts and home economics is explained by the change in the plan of organization. Formerly, the schools offering these subjects on a non-vocational basis provided instruction for two periods a week for the entire enrollment for the four years. Under the present plan of operation, general classes in industrial arts and home economics meet from three to five clock hours a week for two years. Electives are offered in the third and fourth years for those who choose to continue advanced work in these subjects. Although this plan makes it possible to actually give more instruction in these subjects, a smaller proportion of the enrollment is taking the subject at any one time.

With 56 schools offering commercial courses to third and fourth year pupils, an increase of 2 over 1929, the per cent of the third and fourth year enrollment taking commercial courses has increased to close to 27 per cent for boys and 36 per cent for girls. The per cent of boys taking stenography has decreased slightly. (See *Table 81* and *Table XXXVIII*, pages 378-80.)

There has been a decrease to 8 in the number of schools offering junior business training with a consequent smaller enrollment. Although only 7 schools offered second year typing, the enrollment taking it increased.

The enrollment of boys taking physical education courses in 30 schools increased while there were fewer girls enrolled in

1930 than in 1929. Slightly over 28 per cent of the boys and 24 per cent of the girls enrolled had scheduled physical education classes.

TABLE 81

Distribution of Enrollment* in Maryland County White High Schools by Subjects Taken for Year Ending July 31, 1930

SUBJECT	Number Enrolled		Per Cent		High Schools Offering Subject	
	Boys	Girls	Boys	Girls	No.	Per Cent
Total.....	†11,074	†13,319	.....	.....	152	.....
English.....	a11,134	a13,258	100.0	99.5	152	100.0
Social Studies.....	b9,130	b10,987	82.4	82.5	150	98.7
Mathematics.....	8,914	9,470	80.5	71.1	152	100.0
Science.....	8,194	8,818	74.0	66.2	150	98.7
Latin.....	2,338	3,446	21.1	25.9	90	59.2
French.....	1,567	2,713	14.2	20.4	126	82.9
Spanish.....	46	57	.4	.4	3	2.0
Industrial Arts.....	c5,719	2	52.5	.....	65	42.8
Home Economics.....					102	67.1
General.....		7,766	.....	58.3	87	57.2
Vocational.....		497	.....	3.7	16	10.5
Agriculture.....					39	25.7
All Day Courses.....	865	.....	7.8	.....	33	21.7
Unit Courses.....	67	1	.6	.....	6	3.9
‡Commercial Subjects						
Stenography III-IV.....	705	1,795	6.4	13.5	56	36.8
Typing III-IV.....	1,037	1,918	9.4	14.4	56	36.8
Bookkeeping III-IV.....	1,021	1,703	9.2	12.8	55	36.2
Jr. Business Training.....	198	218	1.8	1.6	8	5.3
Commercial Arithmetic.....	477	593	4.3	4.5	20	13.2
Typing II.....	118	158	1.1	1.2	7	4.6
d Other Commercial Subjects.....	204	244	1.8	1.8	14	9.2
Physical Education.....	3,120	3,255	28.2	24.4	30	19.7
Music.....	6,742	8,285	60.9	62.2	119	78.3
Art.....	319	386	2.9	2.9	9	5.9

* Exclusive of withdrawals for removal, transfer and death.

† Excludes 4 boys and 20 girls—post-graduates.

a Excludes 25 boys and 35 girls taking dramatics.

b Includes 4 boys and 7 girls taking public speaking.

c Includes 19 boys taking auto mechanics, 98 boys taking vocational courses in industry and drawing.

‡ The percentages are as follows when based on enrollment for

Commercial Subject	3rd and 4th years		Commercial Subject	2nd year	
	Boys	Girls		Boys	Girls
Stenography III-IV.....	18.5	34.1	Jr. Business Training.....	7.1	6.2
Typing III-IV.....	27.3	36.5	Commercial Arithmetic.....	17.1	16.9
Bookkeeping III-IV.....	26.8	32.4	Typing II.....	4.2	4.5
			d Other Commercial Subjects.....	7.3	7.0

d Includes commercial geography, spelling, penmanship, office practice.

For data for individual high schools, see Tables XXXVII and Table XXXVIII, pages 372-380.

Music showed greater gains than any other subject in the number of schools offering the subject, and in enrollment. Nearly 61 per cent of the boys and 62 per cent of the girls in 119 schools, 78 per cent of the entire number, had work in music.

The enrollment in art grew so that nearly 3 per cent had work in the subject which was offered in 9 high schools. (See *Table 81.*)

Subject Offerings in Individual Counties

In the individual counties there is considerable variation in the per cent of pupils taking various subjects. In some cases this is due to choice on the part of the students, but the factor which, more than any other, controls the offering is the size of the school. The small schools must of necessity plan for a limited program with few electives, and, in order to complete the total number of units required for graduation, the majority of the pupils must take the entire limited offering of the school.*

Less than two-thirds of the enrollment in Carroll and Frederick and of girls in Prince George's, Allegany, Howard, and Montgomery took mathematics, while over 90 per cent of the enrollment in Calvert, Queen Anne's, Kent, and St. Mary's, and of the boys in Cecil and Washington took this subject. (See *Table 82.*)

Every pupil in Calvert, Charles, and St. Mary's was enrolled for the social studies and over 90 per cent in Cecil, Anne Arundel, and Harford, while in Queen Anne's, less than 50 per cent of the boys and only 60 per cent of the girls were enrolled for these subjects. In Garrett, Howard, and Talbot less than 75 per cent of the pupils were required or elected to take the social studies.

Calvert, Charles, and Cecil had the highest percentage of their enrollment taking science, while Washington, Queen Anne's, Talbot, Harford, Montgomery, Wicomico, Frederick, and Baltimore had less than 75 per cent taking science courses.

Latin was not offered at all in Cecil, and in Calvert it was taken by only 4 per cent of the boys. Garrett, Charles, Somerset, and Carroll had less than 10 per cent of their enrollment taking Latin. At the opposite extreme, in Queen Anne's, over half the girls and nearly two-thirds of the boys took Latin, in Baltimore County between 40 and 45 per cent, in St. Mary's over a third were enrolled for Latin, and this was the case for over one-third of the girls in Worcester, Washington, Dorchester, and Caroline. (See *Table 82.*)

French was available in every county, except St. Mary's. Queen Anne's had the largest percentage taking French as well as Latin, and the pursuit of foreign languages by so large a proportion of Queen Anne's pupils probably explains the small percentage of the enrollment taking the social studies and science.

* See State policy regarding small high schools, pages 153-4.

TABLE 82
Distribution of Enrollment in Maryland County White High Schools by Per Cent Taking Each Subject—Year Ending July 31, 1930

COUNTRY	Total Enrollment		PER CENT OF ENROLLMENT TAKING:																					
	Boys	Girls	English		Mathematics		Social Studies		Science		Latin		French		Industrial Arts		Home Economics		Voc. Agriculture		Physical Education		Music	
			Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
Total and Average.....	11,074	13,319	100.0	99.5	80.5	71.1	82.4	82.5	74.0	66.2	21.1	25.9	14.6	20.8	51.6	57.7	4.3	7.8	.6	28.2	24.4	60.9	62.2	
Allegany.....	1,179	1,432	99.2	99.0	70.0	59.0	83.4	85.5	74.6	63.2	18.9	26.1	14.2	21.1	64.3	77.1	4.2	3.3	.....	68.9	56.9	63.5	63.3
Anne Arundel.....	503	599	100.0	100.0	84.3	71.3	94.6	92.0	71.4	63.3	21.2	14.3	20.2	35.8	31.1	6.3	4.4	.....	57.3	58.6	57.3	58.6	
Baltimore.....	1,401	1,749	100.0	99.8	88.6	76.8	77.2	76.5	66.5	56.8	45.0	42.5	10.5	13.7	78.7	72.4	.....	.....	.....	98.6	91.5	77.0	75.7
Calvert.....	77	95	100.0	100.0	94.8	92.6	100.0	100.0	100.0	97.4	80.3	3.9	10.4	42.1	.....	.....	.....	.....	.....	.....	.....	46.8	49.5
Carroll.....	295	380	100.0	100.0	75.3	73.8	86.1	79.4	78.3	76.2	20.0	34.4	21.0	23.4	71.5	71.2	.....	.....	.....	.....	.....	32.2	32.4
Cecil.....	545	661	100.0	99.8	63.7	59.8	82.4	83.4	84.8	74.1	4.0	11.3	15.8	23.6	94.5	99.5	.....	5.5	.....	10.1	7.7	97.8	99.1
Charles.....	418	488	100.0	99.4	90.7	88.1	99.0	97.1	90.0	78.7	.....	.....	19.6	28.7	75.1	76.4	.....	.....	.....	.....	.....	32.1	38.6
Dorchester.....	351	473	100.0	99.4	79.8	75.5	73.8	79.1	70.1	62.4	24.5	34.5	6.6	17.5	29.6	40.4	.....	.....	.....	.....	.....	37.6	42.9
Frederick.....	885	1,029	100.0	99.8	65.5	64.6	76.3	83.1	64.8	61.4	31.4	11.5	19.0	40.2	57.8	.....	.....	.....	.....	.....	.....	68.2	70.9
Garrett.....	330	420	100.0	99.5	79.4	70.5	74.2	60.5	67.6	71.9	3.0	5.2	13.3	17.9	.....	.....	.....	.....	.....	.....	.....	73.0	80.7
Harford.....	468	599	100.0	99.2	89.1	74.6	92.9	93.0	69.2	67.9	15.4	14.3	24.9	58.5	52.6	10.2	14.3	.....	.....	.....	.....	60.0	57.3
Howard.....	227	229	100.0	100.0	75.3	63.8	69.6	72.1	81.1	77.3	12.3	14.4	9.3	16.2	.....	.....	.....	.....	.....	.....	.....	96.0	96.9
Kent.....	208	291	100.0	100.0	97.6	97.3	84.1	84.6	82.2	60.8	22.6	45.4	24.0	26.5	100.0	100.0	.....	.....	.....	.....	.....	35.1	35.7
Montgomery.....	617	768	100.0	100.0	75.4	65.4	83.5	83.2	75.7	61.6	16.7	22.8	22.5	26.0	22.5	26.8	6.9	12.8	1.3	15.4	13.2	33.2	29.2	
Prince George's.....	758	894	100.0	100.0	75.9	56.8	89.2	87.6	86.5	72.4	10.4	11.3	9.0	14.2	56.9	64.5	9.3	8.4	.....	.....	.....	50.7	57.8
Queen Anne's.....	184	272	100.0	100.0	97.3	96.3	46.2	60.7	63.6	53.3	30.5	64.0	30.4	37.5	96.7	100.0	.....	.....	.....	.....	.....	100.0	100.0
St. Mary's.....	103	107	100.0	100.0	100.0	100.0	100.0	100.0	65.0	62.3	38.3	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	50.8	47.4
Somerset.....	323	380	98.8	99.5	78.3	69.2	71.8	82.9	79.9	73.7	8.4	11.6	12.7	19.2	33.4	56.6	.....	.....	.....	.....	.....	50.8	47.4
Talbot.....	279	392	100.0	100.0	79.2	76.0	73.5	76.5	65.6	71.2	28.3	30.1	20.1	19.4	29.7	23.2	.....	.....	.....	.....	.....	30.8	36.2
Washington.....	933	1,105	100.0	99.9	95.5	74.4	84.4	85.8	60.8	58.9	29.0	39.0	15.3	20.9	38.6	57.6	.....	.....	.....	.....	.....	24.5	22.6
Wicomico.....	494	601	97.8	94.5	87.7	77.9	80.8	78.7	72.7	67.4	13.0	16.0	23.3	29.3	39.3	48.1	.....	.....	.....	.....	.....	68.8	68.9
Worcester.....	309	406	99.7	99.0	77.3	72.7	82.5	63.3	76.4	78.6	16.8	36.9	14.2	24.6	66.0	84.2	.....	.....	.....	.....	.....	8.9	10.6

For data on enrollment in individual high schools, see Table XXXVII, pages 372-377 for subjects shown above, and Table XXXVIII, pages 378-80 for commercial subjects.

Wicomico, Montgomery, Caroline, and Kent all had approximately one-fourth of their enrollment taking French.

Industrial arts courses were available to the boys in all counties except Calvert, Charles, St. Mary's, Garrett, and Howard. The two counties last named had a large enrollment for vocational agriculture which served adequately as a substitute for industrial arts. In Kent, Queen Anne's, and Carroll, practically the entire enrollment had work in industrial arts. In other counties the new plan for having the work in industrial arts offered five times a week in the first and second years and as an elective thereafter for those desiring a higher degree of specialization meant that a smaller percentage appeared as enrolled than in previous years although actually the time given to and the efficiency of the work were greatly improved. Baltimore, Cecil, Caroline, Worcester, Allegany, Harford, and Prince George's had from 57 to 79 per cent of the boys enrolled in industrial arts. (See *Table 82.*)

Montgomery County organized a unit trade preparatory course in automobile mechanics for 27 pupils at Rockville and one in carpentry for 22 pupils at Chevy Chase. At Hagerstown 112 pupils had opportunities for courses in carpentry, automobile mechanics, electricity and sheet metal. A part-time co-operative class was started at the Allegany High School for 16 boys. Each boy alternated in spending two weeks in industry and two weeks in school.

Home economics courses paralleled the courses in industrial arts. The same counties which offered no industrial arts offered no general home economics. Those which emphasized work in industrial arts also stressed courses in home economics. Garrett had vocational home economics for one-half of the girls enrolled and 28 per cent of those in Howard took vocational work in home economics. Harford, Prince George's, Montgomery, Anne Arundel, and Allegany were the only additional counties which had pupils enrolled for vocational home economics.

Fifteen counties offered work in agriculture. Baltimore, Calvert, Caroline, Cecil, Kent, St. Mary's, Talbot, and Wicomico were the only ones which did not offer work in agriculture in any high school. Garrett and Howard had the highest percentages enrolled, 44 and 26, respectively. Queen Anne's, Somerset, Harford, Frederick, Dorchester, and Worcester had over 10 per cent of the boys enrolled in agriculture. (See *Table 82.*)

Classes in physical education were reported for pupils in nine counties. Baltimore County had over 90 per cent enrolled for classes taught regularly by leaders assigned by the Playground Athletic League. Allegany County had physical education for approximately 60 per cent of the enrollment, Howard for nearly one-half, Talbot and Frederick for a third, and Washington for nearly a fourth of those enrolled.

Music was reported for every county except Queen Anne's. The counties enrolled from one-third to all of the high school pupils for music. St. Mary's, Carroll, and Howard made provision for music for practically all high school pupils. In Caroline, Charles, Montgomery, and Kent about one-third of the enrollment had courses in music. The percentage enrolled increased from 1929 to 1930 in every county, except Montgomery. A new plan was put into effect in Montgomery making classes in music entirely elective, classes in other special subjects being put on the same elective basis as music. Caroline, which in 1929 limited instruction in music to the elementary schools, brought it back into the high schools in 1930. Dorchester, St. Mary's, and Somerset exhibited a great increase in the percentage of high school pupils taking work in music. (See *Table 82*.)

FEWER WITHDRAWALS AND FAILURES IN COUNTY HIGH SCHOOLS

The percentage of boys and girls withdrawn and not promoted in the various high school subjects was with few exceptions considerably lower in 1930 than in 1929. From 12 to 13 per cent of the boys and from 7 to 8 per cent of the girls were withdrawn.

Latin had the highest percentage of failures for boys, 16 per cent, while mathematics and French showed failures averaging

TABLE 83
Number and Per Cent of Withdrawals and Failures in Maryland County
White High Schools by Subject, for Year Ending July, 1930

SUBJECT	NUMBER						Per Cent					
	Total		Boys		Girls		Total		Boys		Girls	
	Withdrawn	Not Promoted	Withdrawn	Not Promoted	Withdrawn	Not Promoted	Withdrawn	Not Promoted	Withdrawn	Not Promoted	Withdrawn	Not Promoted
English.....	2,280	1,792	1,352	1,230	928	562	9.3	7.3	12.1	11.0	7.0	4.2
Mathematics.....	1,901	1,972	1,140	1,184	761	788	10.3	10.7	12.8	13.3	8.0	8.3
Social Studies.....	1,877	1,408	1,081	806	796	602	9.3	7.0	11.8	8.8	7.2	5.5
Science.....	1,801	1,194	1,074	721	730	473	10.6	7.0	13.1	8.8	8.3	5.4
Latin.....	326	645	163	373	163	272	5.6	11.2	7.0	16.0	4.7	7.9
French and Spanish.....	253	336	139	203	114	133	5.8	7.7	8.6	12.6	4.1	4.8
Agriculture (Vocational).....	126	45	126	45			13.5	4.8	13.5	4.8		
*Commercial Subjects:												
Stenography III-IV.....	454		185		269		18.2		26.2		15.0	
Typing III-IV.....	446		199		247		15.1		19.2		12.9	
Bookkeeping III-IV.....	423		187		236		15.5		18.3		13.9	
Junior Business Training.....	72		45		27		17.3		22.7		12.4	
Commercial Arithmetic.....	191		107		84		17.9		22.4		14.2	
Typing II.....	66		32		34		23.9		27.1		21.5	
Other Commercial Subjects.....	74		51		23		16.5		25.0		9.4	

* For data on individual high schools, see *Table XXXVIII*, pages 378-380.

approximately 13 per cent. Combining withdrawals and failures, the loss from the various subjects for boys varied from 20 to 26 per cent, mathematics causing the greatest mortality. (See *Table 83*.)

For girls mathematics and Latin had failures which averaged 8 per cent. In other subjects failures averaged between 4 and 6 per cent. The combined loss of girls by withdrawal and failure varied between 9 and 16 per cent, mathematics appearing to be the most difficult of the subjects.

Among the commercial subjects stenography for boys and typing II for boys and girls had the greatest losses. (See *Table 83* and for individual high schools see *Table XXXVIII*, pages 378-380.)

Withdrawals and Non-Promotions in Individual Counties

The percentage of boys *withdrawn* in the various subjects was lowest in Calvert, Frederick, and Washington, and of boys *not promoted* was lowest in Caroline, Kent, and Washington. At the opposite extreme the high schools of Dorchester, St. Mary's, Somerset, and Wicomico lost the highest percentage of boys by withdrawal and those of Howard and Dorchester failed the largest percentage of boys in the various subjects. (See *Table 84*.)

For girls the high schools of Calvert and Caroline showed the smallest percentage of withdrawals and Calvert also showed the smallest percentage of failures. Cecil had the greatest percentage of withdrawals for girls in the various subjects and Howard showed a high percentage of failure.

English Summarizes School Conditions

The withdrawals and failures in English are probably typical of general conditions in the high schools. There were few withdrawals of boys from English from Calvert, Frederick and Washington, but in St. Mary's, Dorchester, and Wicomico from 16 to 18 per cent of the boys enrolled withdrew from school. The percentage of boys who failed was less than 8 in Caroline, Kent, Washington, and Calvert, while in Dorchester and Howard it was close to 16 per cent.

For girls as few as 4 per cent withdrew from English in Calvert, Caroline, Worcester, and Queen Anne's, while withdrawals reached close to 10 per cent in Cecil and Prince George's. Failures for girls were 1 per cent or less in Calvert, St. Mary's, and Worcester, while in Howard 14 per cent of the girls taking English were not promoted. (See *Table 84*.)

Mathematics' Withdrawals and Failures

With the addition of Anne Arundel, the counties having few withdrawals of boys for English corresponded with those having the fewest withdrawals from mathematics. The highest percentage of withdrawals of boys from mathematics were found

TABLE 84

Per Cent of White County High School Pupils Withdrawn and Not Promoted by Subject for Year Ending July 31, 1930

COUNTY	English				Mathematics				Social Studies				Science				Latin				French and Spanish				Vocational Agriculture			
	Boys		Girls		Boys		Girls		Boys		Girls		Boys		Girls		Boys		Girls		Boys		Girls		Boys		Girls	
	With- drawn	Not Promoted	With- drawn	Not Promoted	With- drawn	Not Promoted	With- drawn	Not Promoted	With- drawn	Not Promoted	With- drawn	Not Promoted	With- drawn	Not Promoted	With- drawn	Not Promoted	With- drawn	Not Promoted	With- drawn	Not Promoted	With- drawn	Not Promoted	With- drawn	Not Promoted	With- drawn	Not Promoted		
County Average..	12.1	11.0	7.0	4.2	12.8	13.3	8.0	8.3	11.8	8.8	7.2	5.5	13.1	8.8	8.3	5.4	7.0	16.0	4.7	7.9	8.6	12.6	4.1	4.8	13.5	4.8		
Allegany.....	12.1	13.1	8.2	3.6	14.1	19.6	9.9	10.9	12.9	12.5	8.2	6.5	13.1	10.0	10.5	5.2	3.6	16.6	4.5	6.7	5.4	24.0	3.6	7.9	17.9	4.8		
Anne Arundel.....	10.0	13.3	7.9	5.2	9.0	19.1	7.3	8.2	9.2	8.2	6.9	4.5	10.3	10.0	8.7	2.1	1.8	20.0	8	11.8	8.3	9.7	5.8	3.3	13.6	3.3		
Baltimore.....	10.9	11.2	6.9	5.2	11.6	13.8	8.0	10.4	10.9	9.1	7.2	5.2	12.3	8.7	8.2	7.1	10.9	13.6	6.4	4.9	8.8	8.2	2.0	7.9	2.0	7.9		
Calvert.....	5.2	7.8	3.2	...	5.5	8.2	2.3	1.1	5.2	7.8	3.2	1.1	5.3	5.3	3.7	1.2	
Caroline.....	12.0	3.7	3.9	3.6	15.3	9.5	4.9	5.9	16.1	5.5	5.8	4.5	15.2	2.2	5.9	2.9	...	16.9	3.0	11.2	6.5	4.8	1.1	2.2	...	...
Carroll.....	10.7	12.5	5.8	5.5	13.0	15.3	6.8	8.4	8.5	8.0	4.5	3.1	10.4	9.7	6.3	5.7	...	9.1	1.3	8.0	4.7	12.8	6	3.2	3.3	...		
Cecil.....	11.9	10.2	10.5	2.9	12.7	11.9	12.1	5.1	12.6	8.7	11.0	3.4	11.2	10.9	12.2	3.4	
Charles.....	15.4	9.6	5.7	2.4	15.5	8.5	4.2	4.9	15.4	6.4	4.7	9.1	14.1	4.7	5.2	3.4	14.3	14.3	...	...	...	...	...	...	...	...
Dorchester.....	17.3	15.9	7.9	4.9	19.6	17.4	13.1	16.2	15.8	11.2	6.8	9.8	17.4	14.2	6.8	9.8	17.4	24.4	11.0	16.0	17.4	4.3	2.4	6.0	7.1	16.7		
Frederick.....	8.3	10.8	7.3	5.7	10.5	9.3	9.2	5.1	7.4	7.3	7.3	5.3	9.5	7.0	10.0	4.9	5.6	11.7	4.6	4.3	5.9	8.8	3.1	2.1	10.1	5.4		
Garrett.....	15.6	12.3	8.6	3.6	18.3	16.0	9.8	6.8	13.1	10.2	5.9	3.1	18.0	5.1	9.6	5.0	...	...	...	...	...	...	...	...	...	...
Harford.....	12.6	10.9	7.7	2.0	13.2	17.0	8.7	9.0	12.4	12.2	10.1	5.7	12.7	10.8	9.8	3.7	23.3	4.3	13.0	4.5	20.9	3.4	8.1	10.4	9.0	...		
Howard.....	13.7	16.3	7.0	14.3	17.5	20.5	7.5	15.8	10.8	15.8	6.1	10.3	15.2	16.3	6.8	10.2	3.6	14.3	3.0	6.1	19.0	...	...	...	...	...
Kent.....	13.9	6.7	5.2	2.4	10.3	8.9	3.9	6.4	14.9	8.6	5.3	6.9	14.6	2.6	7.9	2.6	2.1	12.8	3.0	2.3	18.0	6.0	9.1	1.3	...	...
Montgomery.....	11.8	9.0	5.6	3.2	11.8	12.3	6.8	7.4	13.2	8.5	6.7	5.5	12.8	6.6	5.5	3.4	...	30.1	4.6	7.4	10.1	20.1	4.5	10.0	8.0	1.1		
Prince George's.....	13.6	13.7	9.4	6.1	12.5	14.1	9.3	7.9	12.3	8.1	10.0	7.7	13.4	9.8	9.1	8.0	8.9	16.5	4.0	4.0	8.8	16.2	7.1	10.2	38.5	1.6		
Queen Anne's.....	13.6	13.6	4.4	8.5	14.0	21.2	5.3	12.2	7.1	3.5	6.1	4.2	16.2	20.5	2.1	17.2	7.5	24.7	2.6	19.5	1.8	5.4	5.9	2.0	18.8	7.0		
St. Mary's.....	16.3	8.7	6.5	8.9	16.2	11.4	6.5	5.6	16.0	10.4	9.5	3.7	13.4	9.0	6.0	3.0	23.5	17.6	4.9	48.8	...	...	...	...	...	...
Somerset.....	15.4	11.6	7.4	3.4	17.0	20.2	6.8	15.6	15.9	6.9	7.9	6.7	18.6	10.5	9.6	5.4	11.1	18.5	4.5	4.5	17.1	2.4	4.1	...	3.8	5.7		
Talbot.....	14.0	9.3	6.6	7.9	16.3	9.5	10.4	12.4	14.6	13.7	9.7	8.7	16.9	9.8	13.6	6.5	13.9	15.2	9.3	5.9	16.1	21.4	6.6	5.3	...	...
Washington.....	8.4	7.2	5.5	2.7	6.4	5.5	5.8	5.4	8.0	5.1	5.2	4.4	9.2	3.4	6.6	2.9	7	12.5	3.5	6.7	5.6	6.3	2.6	2.6	15.4	3.8		
Wicomico.....	18.0	11.2	7.2	3.7	17.8	9.2	8.8	6.6	16.8	6.5	8.2	4.5	20.1	10.9	8.1	8.4	1.6	14.1	3.1	9.4	18.3	9.6	9.1	2.3	...	...
Worcester.....	15.3	8.4	4.0	1.5	18.0	8.4	6.1	6.1	14.5	8.6	4.7	2.3	16.1	10.2	3.8	1.9	3.8	7.7	4.7	2.7	11.4	...	...	2.0	1.0	26.2

For data for individual high schools on commercial subjects, see Table XXXVIII, pages 378-80.

in Dorchester, Garrett, Worcester, Wicomico, Howard, and Somerset. Less than 10 per cent of the boys failed mathematics in Washington, Calvert, Worcester, Charles, Kent, Frederick, Caroline, and Talbot, while nearly 20 per cent failed in Allegany, Somerset, Howard, and Queen Anne's.

Calvert, Kent, Charles, and Caroline showed the lowest percentage of withdrawal of girls from mathematics while Talbot, Cecil and Dorchester had the greatest loss of girls. Failures in mathematics for girls ranged from 1 per cent in Calvert to close to 16 per cent in Somerset, Howard, and Dorchester. (See *Table 84.*)

The Social Studies and Science

In the social studies the percentage of boys withdrawn varied from 5 in Calvert to 16 in Wicomico, Caroline, St. Mary's, Somerset, and Dorchester. In Queen Anne's only 3.5 per cent of the boys failed, while in Howard, Talbot, and Harford the percentage of boys who failed was three and four times as great as it was in Queen Anne's. For girls, withdrawals from the social studies ranged from 3 per cent in Calvert to 10 and 11 per cent in Cecil, Harford, and Prince George's. Failures of girls varied from 1 per cent in Calvert to 10 and 11 per cent in Howard and Dorchester.

The holding power of science was similar to that in the other subjects, Calvert, Frederick, and Washington showing the smallest percentage and Wicomico, Somerset, and Garrett having the highest percentage of withdrawals of boys. Failures of boys were below 5 per cent in Caroline, Kent, Washington, Charles, Garrett, and Calvert, and 14 per cent or more in Dorchester, Howard, and Queen Anne's. For the girls withdrawals ranged from 2 per cent in Queen Anne's, 4 per cent in Calvert and Worcester to 10 per cent or more in Talbot, Cecil, Frederick, and Allegany. Failures were 3 per cent or less in Calvert, Worcester, Anne Arundel, Kent, Caroline, and Washington, while in Howard, they were 10 per cent, and in Queen Anne's, 17 per cent. (See *Table 84.*)

Languages

Latin had heavy withdrawals for boys in St. Mary's, Dorchester, Charles, and Talbot, in contrast with none or few in Caroline, Carroll, Washington, Wicomico, Anne Arundel, and Kent. Failures in Latin included from 20 to 30 per cent of the boys taking the subject in Montgomery, Queen Anne's, Dorchester, Harford, and Anne Arundel. For girls, withdrawals from Latin were none or few in Garrett, Anne Arundel, Carroll, and Prince George's, and only in Talbot and Dorchester did they reach from 9 to 11 per cent. Less than 5 per cent of the girls were not promoted in Latin in Kent, Worcester, Prince George's, Fred-

erick, Somerset, and Baltimore, while this was the case for 16 per cent in Dorchester, for nearly 20 per cent in Queen Anne's, and for 49 per cent in St. Mary's.

French lost only 2 per cent of the boys by withdrawals from Queen Anne's, while in Talbot, Somerset, Kent, and Wicomico, 16 to 18 per cent withdrew. Non-promotions of boys in French ranged from none in Worcester and Charles to 20 per cent or more in Allegany, Talbot, Harford, and Montgomery. Withdrawals of girls from French varied from none in Howard to 8 and 9 per cent in Cecil, Kent, and Wicomico. Failures for girls varied from 2 per cent or less in Somerset, Worcester, Kent, and Queen Anne's to 10 per cent in Howard, Prince George's, and Montgomery.

Agriculture

Withdrawals from vocational agriculture varied from less than 5 per cent in Somerset and Carroll to 26 per cent in Worcester and 40 per cent in Queen Anne's. There were no failures in Allegany, Anne Arundel, Carroll, and Worcester, and less than 2 per cent in Montgomery and Prince George's. Dorchester had 16.7 per cent of the pupils failing in vocational agriculture, while this was the case with 9 per cent in Harford and 7 per cent in Queen Anne's and Garrett. (See *Table 84*.)

MORE TEACHERS OF ALL SUBJECTS EXCEPT LATIN, AGRICULTURE AND PHYSICAL EDUCATION

In the school year 1929-30 the county white high schools employed a teaching staff equivalent to the full time service of 1,076 teachers, an increase of 58 full time teachers over the corresponding figure for the preceding year. Every subject showed an increase, except Latin which lost 1.3 teachers, agriculture which lost 3.6 teachers, and physical education which had .7 fewer teachers on a full time basis. (See *Table 85*.)

The largest increase in teaching staff was required for music which needed 43 full time teachers in 1930 as compared with 27 in 1929. English and the social studies, which in 1930 used the full time service of 189 and 152 teachers, respectively, each had an increase of 11.4 teachers over the number the year before. Science's full time staff of 149 teachers was a gain of 7 over the year before. Mathematics, with the equivalent of 144 full time teachers, had 6 more than in 1929. French, with 52 teachers on a full time basis, had 1 more than the year preceding, while Latin, with 51, had a loss of 1.3 teachers on a full time basis.

Commercial subjects with 84 teachers showed a gain of 4, home economics with 70 teachers on a full time basis added over 3 to its staff. The actual number of teachers giving instruction in home economics was 85 working in 102 schools. Of the 85 teachers, 17 visited 42 different schools. Although there were

TABLE 85
Number of Teachers Distributed by High School Subjects in
White County High Schools, Year Ending July 31, 1930

SUBJECTS	Number of Teachers on Full-Time Basis Distributed by Time Devoted to Different Subjects	Number of High Schools Offering Subjects	Number of Cases Where Special Teachers Instruct in More Than One School Each Week or Term		Approximate Number of Different Teachers of Special Subjects
			Teachers	Schools	
English.....	189.1	152			
Social Studies.....	152.1	150			
Science.....	149.1	150			
Mathematics.....	143.6	152			
French and Spanish....	51.9	126			
Latin.....	51.3	90			
Commercial Subjects...	84.0	57			
Home Economics.....	69.7	102	17	42	85
Music.....	42.7	119	*b23	*57	87
Industrial Arts.....	^a 42.2	65	*15	*35	^a 49
Agriculture.....	21.3	39	10	23	26
Physical Education....	17.3	30			30
Library.....	8.8	13			
Art.....	3.5	8			8
Administration and Supervision.....	49.7				
Total.....	1,076.3	152			

* Includes 1 teacher who teaches both industrial arts and music in two schools.

^a Includes 4 Teachers of Vocational Industrial Arts.

^b Includes orchestra leader in Carroll County who instructs in 10 schools already having a regular music teacher.

only 43 music teachers on a full time basis, there were actually 87 teachers who taught music in 119 schools on either full or part time, 23 of the teachers visiting 57 different schools to give instruction in music. (See *Table 85*.)

Although there were only 42 teachers of industrial arts on a full time basis, actually 49 gave instruction in 65 schools, 15 of the teachers visiting 35 different schools. Agriculture was taught in 39 schools by 26 teachers. If the schedule for agricultural teachers had included no other subjects, only 21 would have been needed on a full time basis. Considerable of their time is given to teaching related science which is not considered here. Ten of the agricultural teachers visited 23 schools. (See *Table 85*.)

There were 30 schools which had instruction in physical education, the number of teachers employed on a full time basis aggregating 17. Thirteen schools had libraries requiring the full time service of nearly 9 teachers. Administration and supervision required the full time service of 50 principals. According

to the annual reports of the county superintendents, there were only 7 high school principals who did no class room teaching. (See *Table 85*.)

Ten of the high schools in five counties had clerks, the salaries varying from \$400 to \$900. Allegany County had clerks in five of the largest schools as did Baltimore County in the two largest high schools. Anne Arundel, Frederick, and Washington each also employed one clerk in their largest high school, the clerk being found in most cases in the same school employing a non-teaching principal.

FEWER PROVISIONALLY CERTIFICATED TEACHERS

The number and per cent of high school principals and teachers holding provisional certificates in October, 1930, 79 and 6.6 per cent, respectively, were lower than for previous years. By counties the number varied from none in Calvert to 8 in Carroll and the percentage with provisional certificates ranged from less than 5 per cent in Calvert, Frederick, Baltimore, Howard, Cecil, and Queen Anne's to 10 per cent or more in Worcester, Somerset, Caroline, St. Mary's, and Carroll. The only counties which had an increase in provisionally certificated high school teachers were Worcester, Carroll, Talbot, Kent, and Baltimore, the increases varying in number from 1 to 3. (See *Table 86*.)

TABLE 86

Number and Per Cent of Provisionally Certificated White High School Principals and Teachers

COUNTY	Number		Per Cent		COUNTY	Number		Per Cent	
	Oct. 1930	Oct. 1930	Oct. 1929	Oct. 1930		Oct. 1930	Oct. 1929		
Total and Average....	79	6.6	8.5						
Calvert.....	..	....	28.6		Wicomico.....	3	6.4	6.7	
Frederick.....	1	1.2	1.3		Allegany.....	7	6.5	10.5	
Garrett.....	1	2.6	2.8		Anne Arundel.....	4	7.0	10.0	
Baltimore.....	3	2.6	1.1		Prince George's.....	7	7.6	14.5	
Howard.....	1	3.8	7.7		Kent.....	2	8.3	4.2	
Cecil.....	2	4.2	7.0		Talbot.....	3	8.6	3.1	
Queen Anne's.....	1	4.5	9.1		Dorchester.....	4	9.8	12.5	
Charles.....	1	5.0	11.1		Carroll.....	8	10.0	9.3	
Harford.....	3	5.8	5.9		St. Mary's.....	1	10.0	27.3	
Montgomery.....	6	6.1	9.5		Caroline.....	5	12.5	12.9	
Washington.....	5	6.1	10.3		Somerset.....	4	12.9	16.7	
					Worcester.....	7	17.5	10.3	

SUMMER SCHOOL ATTENDANTS FROM COUNTY HIGH SCHOOLS INCREASE

That the high school teaching staff is continuing its training through summer school attendance year by year is evident from the following figures:

TABLE 87

Year	Summer School Attendants	
	Number	Per Cent
1924	232	31.0
1925	280	32.3
1926	281	30.7
1927	319	32.7
1928	296	28.4
1929	367	33.5
1930	410	34.3

In addition to one county supervisor of high schools, there were 410 high school principals and teachers, over one-third of the number in October, 1930, who attended summer school in 1930. The counties varied in the per cent of the staff employed who were in summer school from over 45 per cent in Calvert, Allegany, Montgomery, St. Mary's, Somerset, and Baltimore, to less than 25 per cent in Dorchester, Washington, Howard, Wicomico, Queen Anne's, Kent, and Talbot. (See *Table 88*.)

TABLE 88

County White High School Teachers in Service in October, 1930, Reported by County Superintendents as Summer School Attendants in 1930

County	Teachers Employed Oct., 1929, Who Attended Summer School in 1930		Summer Schools Attended	Number of White High School Teachers
	Number	Per Cent		
Total.....	*410	34.3	Total.....	*410
Calvert.....	5	62.5	University of Maryland.....	114½
Allegany.....	61	57.0	Johns Hopkins University.....	91
Montgomery.....	54	54.0	Columbia University.....	69
St. Mary's.....	5	50.0	University of Virginia.....	26½
Somerset.....	15	48.4	University of Chicago.....	*12
Baltimore.....	*54	46.6	Pennsylvania State College.....	9
Charles.....	7	35	George Washington University.....	8
Cecil.....	15	31.3	Cornell University.....	7
Frederick.....	25	30.9	University of West Virginia.....	5
Harford.....	16	30.8	University of Pennsylvania.....	3
Caroline.....	12	30.0	University of Vermont.....	3
Worcester.....	12	30.0	Duke University.....	3
Prince George's.....	26	28.9	University of California.....	3
Garrett.....	11	28.2	Catholic University.....	3
Anne Arundel.....	16	28.1	Bowling Green.....	3
Carroll.....	21	26.3	All Others.....	50
Dorchester.....	10	24.4		
Washington.....	20	24.4		
Howard.....	6	23.1		
Wicomico.....	9	19.1		
Queen Anne's.....	3	13.6		
Kent.....	3	12.5		
Talbot.....	4	11.8		

* Excludes one supervisor.

The University of Maryland gave courses to 115 of the teachers and Johns Hopkins to 91. The majority of those who went outside of the State took courses at Columbia University. The University of Virginia and the University of Chicago had 27 and

12 attendants, respectively. Other colleges which had 3 or more attendants are listed in *Table 88*.

RESIGNATIONS FROM COUNTY WHITE HIGH SCHOOLS TOTAL 187

There were 187 teachers who resigned their positions in the white county high schools between October, 1928, and October, 1929. This number does not include 18 teachers on leave of absence, 52 who transferred from one county to another and 1 who went into elementary school teaching. With the exception of the year 1925-26, this was a larger number of resignations than was found in any other year. There were 27 more resignations than in the year preceding, 10 more on leave of absence, and 14 more transfers from one county to another. (See *Table 89*.)

TABLE 89

Estimated Causes of Resignation of White High School Teachers from Maryland County Schools at End of or During 1925-26, 1926-27, 1927-28, 1928-29

Causes of Resignation	1925-26	1926-27	1927-28	1928-29	
				No.	Per Cent
Teaching in Baltimore City, Another State, or Private School.....	66	52	43	63	33.7
Other School Positions in State.....				11	5.9
Marriage.....	46	42	42	47	25.2
Work Other Than Teaching.....	18	23	21	21	11.2
Dropped for Inefficiency.....	20	20	21	21	11.2
Illness.....	6	5	5	3	1.6
Moved Away.....	10	6	3	3	1.6
Retirement.....	..	3	2	5	2.7
Death.....	3	1	2	..	...
Provisional Certificate or Failure to Attend Summer School.....	11	5	2	7	3.7
Other and Unknown.....	14	14	14	6	3.2
Total.....	194	171	160	187	100.0
Leave of Absence.....	7	13	8	18	9.6
Transfer to Another County.....	47	39	38	*52	27.3
To County Elementary School.....	..	..	..	†1	...

* Excludes a teacher who resigned from a graded school in Anne Arundel to teach in a high school in Montgomery.

† Excludes 3 teachers in Allegany, changing from senior high to junior high school.

The largest number, 63, or one-third of the total number of resignations, were due to taking positions in Baltimore City, in other states, or in private schools. In respect to changing positions, the high school teaching staff is much less stable than the elementary school staff. Marriage claimed 48, or just over one-fourth of all the high school teachers who resigned. Work other than teaching, and inefficiency, each, occasioned the withdrawal

TABLE 90

Causes of Resignation from Maryland County White High Schools During and at End of School Year 1928-29

COUNTY	Total Number Resignations*	Teaching in Balto. City, Another State or Private School	Marriage	Work Other Than Teaching	Dropped for Inefficiency	Illness	Other Positions in State	Moved Away	Retirement	Death	Prov. Certificate or Failure to Attend Summer School	Other and Unknown	Leave of Absence	To Another County
Total 1929.....	187	63	47	21	21	3	11	3	5	.....	7	6	18	52
Allegany.....	†16	7	3	3	.....	.....	2	.....	.....	.....	.....	1	3	1
Anne Arundel.....	4	.....	2	.....	.....	.....	1	.....	.....	.....	1	.....	2	†5
Baltimore.....	15	7	5	1	1	.....	1	.....	.....	.....	.....	.....	6	.....
Calvert.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	3
Caroline.....	5	1	3	.....	.....	.....	.....	.....	.....	.....	1	.....	.....	3
Carroll.....	16	7	4	1	2	.....	1	.....	1	.....	.....	.....	.....	3
Cecil.....	12	6	3	1	.....	.....	1	.....	.....	.....	1	.....	.....	1
Charles.....	2	1	1	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Dorchester.....	6	4	1	.....	1	.....	.....	.....	.....	.....	.....	.....	.....	1
Frederick.....	16	4	2	3	3	2	2	.....	.....	.....	.....	.....	2	1
Garrett.....	11	2	5	1	3	.....	.....	.....	.....	.....	.....	.....	.....	1
Harford.....	8	3	2	1	.....	.....	1	.....	1	.....	.....	.....	.....	3
Howard.....	4	1	.....	3	.....	.....	.....	.....	.....	.....	.....	.....	.....	1
Kent.....	5	1	.....	1	1	.....	.....	.....	.....	.....	.....	.....	.....	.....
Montgomery.....	17	5	2	.....	2	.....	1	1	1	.....	3	3	1	3
Prince George's.....	11	4	.....	3	3	.....	.....	1	.....	.....	.....	.....	2	8
Queen Anne's.....	2	1	1	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	2
St. Mary's.....	5	1	1	1	.....	.....	.....	1	.....	.....	.....	1	.....	.....
Somerset.....	6	1	2	.....	1	.....	2	.....	.....	.....	.....	.....	.....	4
Talbot.....	6	3	2	.....	.....	.....	.....	.....	.....	1	.....	.....	.....	4
Washington.....	9	1	3	2	1	1	.....	.....	1	.....	.....	.....	.....	3
Wicomico.....	4	1	2	.....	1	.....	.....	.....	.....	.....	.....	.....	1	2
Worcester.....	7	2	3	.....	2	.....	.....	.....	.....	.....	.....	.....	1	4

* Total excludes teachers on leave of absence and transfers to another county.

† Excludes three teachers changing from senior high to junior high school.

‡ Excludes 1 teacher who left a graded school in A. A. Co. to teach in a high school in Montgomery

TABLE 91

Years of Service for Teachers Who Resigned from Maryland County White High Schools from October 1928 to October, 1929

Years of Service	Number of Teacher Resignations	Years of Service	Number of Teacher Resignations
Total	187	6	12
1	36	7	6
2	36	8	8
3	31	9-12	13
4	20	13-16	8
5	8	17-20	4
		21-24	2
		25+	3

of 21, or 11 per cent of those who resigned from county high schools. Eleven, or 6 per cent of the high school teachers who resigned took other school positions of an administrative or supervisory nature in the State. Resignations by cause for each county are given in *Table 90*.

Nearly 60 per cent of the resignations occurring from the county high schools took place after one, two and three years of experience. (See *Table 91*.)

TURNOVER OF HIGH SCHOOL TEACHERS

The increase in the number of high school teaching positions, 54, was slightly lower than in the three years preceding. Of the 255 teachers new to the county high schools, over 200 of the teachers took positions vacated by teachers who resigned or who took leave of absence, while the remainder were needed for additional positions required for the growth in high school enrollment. The turnover of 23.3 per cent was higher by 1 per cent than for the year preceding. (See *Table 92*.)

TABLE 92

Turnover in White High Schools

	New to Maryland Counties		Increase in No. of Teaching Positions	Inexperienced	Number New to Counties Who Were Experienced But Not in Md. County High Schools Preceding Year
	No.	Per Cent			
October					
1926.....	260	28.4	116	166	94
1927.....	240	24.6	64	153	87
1928.....	231	22.3	61	147	84
1929.....	255	23.3	54	157	98

Including 53 teachers who went from one county to another, there were 308 teachers new to the individual counties in which they taught, during the school year 1929-30. The counties varied in the per cent of high school teachers new to the county staffs from 15.6 per cent in Wicomico to 63.6 per cent in St. Mary's. Several of the counties with a high turnover had a large increase in high school enrollment necessitating a number of additions to the staffs. This was particularly true of Montgomery and Prince George's Counties. Calvert, Cecil, Somerset, Garrett and Caroline also had a large percentage of change in staff. (See *Table 93*.)

Carroll, Montgomery, and Cecil employed 17, 16, and 12 inexperienced high school teachers, respectively. Allegany, Montgomery, Prince George's, Frederick, Worcester, Garrett, and Washington employed the largest number of experienced teachers new to the State, the numbers varying from 9 to 5. Prince

TABLE 93

Number and Per Cent of White High School Teachers New to Maryland Counties in October, 1929, Showing Those Inexperienced, Experienced and from Other Counties

County	New to County		Change in No. of Teaching Positions Oct., 1928-Oct., 1929	Number Inexperienced	New to County Oct., 1929 who were Experienced			
	No.	Per Cent			But New to State	In Counties but not in Service 1928-1929	In Elementary Schools	From other counties
Total and Average.....	308	28.2	+48	157	67	22	9	53
Wicomico.....	7	15.6	.....	5	1	.....	.....	1
Washington.....	16	20.0	+ 4	8	5	1	.....	2
Allegany.....	22	21.0	- 1	9	9	2	2	.....
Anne Arundel..	11	22.0	.....	8	2	.....	.....	1
Charles.....	4	22.2	+ 2	2	.....	1	1	.....
Baltimore.....	21	22.6	.....	8	1	2	2	8
Queen Anne's..	5	22.7	+ 1	4	.....	.....	.....	1
Howard.....	6	23.1	+ 1	4	1	.....	.....	1
Dorchester.....	10	25.6	+ 3	7	1	1	.....	1
Harford.....	14	27.5	+ 3	8	2	1	1	2
Frederick.....	21	27.6	+ 2	7	6	3	.....	5
Carroll.....	22	29.3	+ 3	17	2	1	1	1
Worcester.....	12	30.8	.....	6	5	.....	.....	1
Talbot.....	10	31.3	.....	5	2	.....	.....	3
Kent.....	8	33.3	+ 3	3	1	3	.....	1
Caroline.....	11	35.5	+ 4	5	3	.....	.....	3
Prince George's	27	36.0	+ 6	8	7	1	1	10
Garrett.....	13	36.1	+ 1	4	5	2	.....	2
Somerset.....	11	36.7	+ 1	5	2	1	.....	3
Montgomery..	31	36.9	+10	16	8	1	1	5
Cecil.....	16	37.2	+ 3	12	2	1	.....	1
Calvert.....	3	42.9	.....	2	.....	.....	.....	1
St. Mary's....	7	63.6	+ 2	4	2	1	.....	.....

George's, Baltimore, Montgomery, and Frederick gave positions to the largest number of teachers who the year before were employed in other counties. (See Table 93.)

Location of Colleges Attended by High School Teachers Newly Appointed

The distribution by location of the colleges attended by the 157 inexperienced college graduates who were employed in October, 1929, shows that 111 received their training in Maryland. Western Maryland College, located at Westminster in Carroll County, trained 49 of these teachers, of whom 15 took positions

TABLE 94

State of College Attended, and for Maryland, College Attended, by Inexperienced White High School Teachers, Also State of College Attended for Teachers With Teaching Experience in Other States Who Were Employed in Maryland Counties in October, 1929

STATE OF COLLEGE ATTENDED	Total	Allegany	Anne Arundel	Baltimore	Calvert	Caroline	Carroll	Cecil	Charles	Dorchester	Fredrick	Garrett	Harford	Howard	Kent	Montgomery	Prince George's	Queen Anne's	St. Mary's	Somerset	Talbot	Washington	Wicomico	Worcester
INEXPERIENCED TEACHERS EMPLOYED IN OCTOBER, 1929																								
Total.....	157	9	8	8	2	5	17	12	2	7	7	4	8	4	3	16	8	4	*4	5	5	8	5	†6
Maryland.....	111	1	7	6	2	3	17	4	1	5	5	4	7	3	3	10	7	4	2	3	4	6	4	3
West. Md....	49	1	1	..	..	1	15	3	..	1	..	4	6	1	..	3	5	..	..	1	1	1	3	2
Un. of Md..	16	..	..	2	1	..	1	1	..	1	1	..	..	2	..	3	1	..	..	1	..	1	1	..
Goucher....	15	..	5	2	..	..	..	..	1	1	..	..	..	..	2	3	..	..	..	..	..	..	..	1
Washington	12	..	..	..	..	..	..	..	..	1	..	..	1	..	1	..	..	4	1	1	2	1	..	..
Hood.....	8	..	..	1	..	1	..	..	..	..	..	3	..	..	..	..	..	..	..	..	..	3	..	..
Notre Dame	7	..	..	..	1	1	..	..	..	1	..	..	..	..	..	1	1	..	1	..	1	..	..	..
J. Hopkins..	2	..	..	1	..	..	1	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
St. Johns...	1	..	1	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
St. Josephs.	1	..	..	..	..	..	..	..	..	..	1	..	..	..	..	..	..	..	..	..	..	..	..	..
Pennsylvania..	9	2	..	..	..	1	..	1	1	..	1	..	..	..	..	..	..	..	1	..	1	..	..	1
Delaware.....	7	..	..	..	..	..	4	..	..	..	..	1	..	..	..	..	..	..	1	..	1	..	1	..
Virginia.....	7	1	..	..	..	1	..	..	..	1	..	..	..	..	1	1	..	..	..	..	1	..	1	..
Massachusetts	4	2	..	..	..	..	..	..	..	1	..	..	1	..	..	..	..	..	..	..	..	..	..	..
New York....	4	..	..	1	..	..	..	..	..	..	..	..	..	..	..	2	..	..	..	..	1	..	..	..
Wash., D. C..	4	1	..	..	..	..	..	..	..	..	..	..	1	..	..	3	..	..	..	..	..	..	..	..
Connecticut...	2	1	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	1	..	..	..	..
Indiana.....	2	..	..	..	..	..	2	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Ken., N. J.,	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
W. Va.....	3	1	..	1	..	..	1	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Mis. & Unk...	4	..	1	..	..	..	..	..	..	1	..	..	..	..	..	..	..	..	*1	..	..	..	..	†1
TEACHERS WITH EXPERIENCE IN OTHER STATES EMPLOYED IN OCTOBER, 1929																								
Total.....	67	9	2	1	..	3	2	2	..	1	6	5	2	1	1	8	7	..	2	†2	2	5	1	5
Maryland.....	19	2	..	..	..	1	1	..	..	..	3	1	2	..	..	3	..	..	..	..	1	2	..	3
Pa.....	8	2	1	..	..	1	1	..	..	..	1	..	..	1	..	..	..	..	..	..	..	1	..	..
Wash., D. C.	7	..	..	..	..	..	..	..	..	..	..	..	..	..	..	2	4	..	1	..	..	..	..	..
New York....	6	..	1	..	..	..	1	..	..	1	..	..	..	..	1	..	..	..	1	..	..	1	..	..
Virginia.....	6	2	..	..	1	..	..	..	..	1	..	..	..	..	..	..	..	..	..	..	1	..	1	..
N. Carolina.	3	..	..	..	..	..	..	..	..	..	..	..	..	..	2	..	..	1	..	..	..	..	..	..
W. Virginia..	3	1	..	..	..	..	..	..	..	..	..	2	..	..	..	..	..	..	..	..	..	..	..	..
Kentucky....	2	..	..	..	..	..	..	..	..	1	..	1	..	..	..	..	..	..	..	..	..	..	..	..
Nebraska....	2	..	..	1	..	..	..	..	..	..	..	..	..	..	..	1	..	..	..	..	..	..	..	..
Others.....	7	1	..	..	..	..	..	1	..	1	..	1	..	..	2	..	..	..	..	..	1	..	1	..
Mis. & Unk...	4	1	..	..	..	..	1	..	..	..	..	..	..	..	..	..	..	..	..	†1	..	1	..	..

* Includes a part-time music teacher, trained at St. Mary's Academy.
 † Includes a music teacher, trained at Peabody Institute.

in Carroll County. The University of Maryland, Goucher, and Washington College trained 16, 15, and 12, respectively, who entered teaching service in the counties for the school year 1929-30. Hood sent 8, Notre Dame 7, and Johns Hopkins University 2, who joined the county staffs in October, 1929. (See *Table 94.*)

In this connection, a comparison of the Maryland *county* students at Maryland colleges who completed in June, 1929, the education courses necessary for certification with the number of graduates who in the fall of 1929 accepted county high school positions, which latter number is not necessarily limited to county students, shows that only for Goucher College was the number accepting positions larger than the number of county graduates who completed the education courses necessary for certification. This means that Goucher graduates from Baltimore City or elsewhere took positions in the counties. For Western Maryland College, the number accepting positions, 49, was close to the number of county graduates who completed the education courses necessary for certification. (See *Table 95.*)

TABLE 95

Maryland County Students Who Completed in June, 1929, at Colleges Indicated, the Education Courses Necessary for Certification Compared with the Number of Graduates who Took Positions in the County High Schools in the Fall of 1929

College	Number of Graduates	
	From Counties Who Met Require- ments for Certification	Who Accepted County High School Positions.
Hood College	12	8
University of Maryland.....	44	16
Washington College	26	12
Western Maryland College.....	52	49
Goucher College	11	15
Saint Joseph's College.....	8	1
Notre Dame College.....	11	7
Total.....	164	108

Schools in the neighboring states of Pennsylvania, Delaware, and Virginia together trained 23 of those who had their first year of teaching in Maryland counties in 1929-30.

Of the 67 teachers with experience in other states who began teaching in Maryland in October, 1929, 19 had had their training in Maryland colleges. (See *Table 94.*)

TURNOVER DURING THE YEAR

To keep the 1,076 high school positions in the white schools filled during the entire school year it was necessary to employ 30 teachers after the beginning of the school year in September, 1929. This number represented 2.8 per cent of the entire staff.

Nine counties required no change at all, while the other counties replaced from 1 to 5 members of the staff who resigned during the year for various reasons. Since 43 replacements were required the preceding year, this was a further indication of stability in the high school teaching staff. (See *Table 96.*)

TABLE 96

Number and Per Cent of White High School Teachers Employed in Excess of the Number of Teaching Positions in Order that Positions Be Kept Filled During the School Year Ending July 31, 1930

County	REPLACEMENTS		County	REPLACEMENTS	
	Number	Per Cent		Number	Per Cent
Total and Average.....	30	2.8	Allegany.....	2	1.9
Anne Arundel.....	..	...	Harford.....	1	2.0
Calvert.....	..	...	Cecil.....	1	2.3
Charles.....	..	...	Frederick.....	2	2.6
Dorchester.....	..	...	Talbot.....	1	3.1
Garrett.....	..	...	Howard.....	1	3.8
Queen Anne's.....	..	...	Prince George's.....	4	5.3
Somerset.....	..	...	Baltimore.....	5	5.4
Wicomico.....	..	...	Caroline.....	2	6.5
Worcester.....	..	...	Montgomery.....	5	7.1
Washington.....	1	1.3	Kent.....	2	8.3
Carroll.....	1	1.3	St. Mary's.....	2	18.2

EXPERIENCE OF WHITE HIGH SCHOOL TEACHERS

For 1,194 white high school teachers reported by county superintendents as in service in October, 1930, the median experience was 4.5 years, the same as for the year preceding. The counties varied in median experience of teachers from less than 3 years in St. Mary's and Garrett to 7 years or more in Kent and Queen Anne's Counties. Fewer inexperienced teachers than in October, 1929, were added to the staff in Calvert, Dorchester, Harford, Montgomery, Queen Anne's, St. Mary's, and Somerset, making the median experience for teachers in all of these counties, except Montgomery and Queen Anne's, higher than it was in the preceding year. (See *Table 97.*)

The inexperienced group for the counties as a whole included the maximum number of teachers—191. This is to be expected with a staff growing by approximately 60 teachers a year. There were 138 with one year of experience, 126 with two years, 98 with three years, 87 with four years, and 66 with five years of experience. The groups with six and seven years of experience, 70 and 73, respectively, it will be noted, were larger than the group with but 5 years of experience. (See *Table 97.*)

TABLE 97
Years of Experience of Maryland County White High School Teachers in Service, October, 1930

Years of Experience	Total Counties	Allegany	Anne Arundel	Baltimore	Calvert	Caroline	Carroll	Cecil	Charles	Dorchester	Frederick	Garrett	Harford	Howard	Kent	Montgomery	Prince George's	Queen Anne's	St. Mary's	Somerset	Talbot	Washington	Wicomico	Worcester
0	191	* 11	11	51	1	7	20	13	6	5	18	11	5	5	3	10	11	3	2	3	9	12	6	3
1	138	6	9	11	2	8	13	7	1	6	12	11	7	6	3	17	11	10	1	6	3	15	4	4
2	126	10	6	9	1	3	7	2	2	5	10	6	10	3	...	14	14	3	3	2	3	10	5	5
3	98	12	6	6	2	3	7	5	2	4	8	1	15	5	...	13	6	6	...	4	2	7	6	3
4	87	10	2	10	...	2	8	2	1	5	3	2	6	...	...	4	6	3	1	3	2	9	7	1
5	66	4	4	8	1	2	2	3	...	2	3	2	1	...	...	4	5	...	...	1	1	8	...	1
6	70	5	6	5	1	4	2	3	...	1	3	3	3	2	...	6	5	...	...	1	1	7	...	1
7	73	4	7	8	...	2	4	4	1	3	4	3	3	2	...	1	6	...	...	1	1	...	5	2
0-3	553	39	24	37	6	21	47	27	11	17	39	21	27	17	7	54	41	7	6	15	14	34	21	21
4-7	297	23	19	31	2	10	17	11	4	13	13	10	13	16	6	24	26	5	3	5	10	28	12	6
8-11	140	14	16	23	...	3	9	16	3	2	8	6	8	3	4	15	9	1	1	6	3	3	7	2
12-15	71	9	2	13	...	5	2	...	...	2	6	2	...	...	...	2	9	1	...	3	3	3	1	1
16-19	47	5	3	5	...	...	1	1	...	2	4	2	...	...	1	...	1	1	...	2	2	2	3	5
20-23	30	4	2	1	...	...	1	...	...	2	3	1	...	...	...	3	1	1	...	...	1	2	3	5
24 or more	57	13	1	6	...	...	4	2	...	2	8	...	1	...	2	3	4	3	...	...	1	2	1	3
Total	1,194	107	57	116	8	40	80	48	20	41	81	39	52	26	24	99	90	22	10	31	34	82	47	40
Median	4.5	6.1	5.6	6.6	3.0	3.7	3.0	3.4	3.5	4.9	4.5	2.9	3.8	3.2	7.7	3.7	4.7	7.0	2.7	4.2	6.0	4.8	4.4	3.5

*Includes one substitute with experience unknown.

MORE MEN TEACHING IN WHITE HIGH SCHOOLS

The number of men teaching in the high schools has grown each year, the total for the school year ending in June, 1930, being 365 and including 34 per cent of the high school teaching staff. (See *Table 98*.)

TABLE 98

Number and Per Cent of Men Teachers in County White High Schools

Year	Number	Per Cent	Year	Number	Per Cent
1923.....	253	36.9	1927.....	307	33.7
1924.....	271	36.2	1928.....	333	34.3
1925.....	283	35.1	1929.....	348	34.4
1926.....	303	35.0	1930.....	365	34.0

There was considerable variation among the counties in the proportion of men teachers employed in the high schools. Anne Arundel had 7 who constituted only 15 per cent of the staff, while in Calvert, Garrett, Washington, and St. Mary's over 43 per cent of the staff were men. In the counties having small high schools with but two teachers, employing men as principals, the men are half of the staff.

The only counties with a decrease in men teachers from 1929 to 1930 were Anne Arundel, Talbot, Dorchester, Harford, Wicomico, Carroll, and Calvert. In the other counties the number remained stationary or increased. (See *Table 99*.)

TABLE 99

Number and Per Cent of Men Teachers Employed in County White High Schools for Year Ending July 31, 1930

COUNTY	MEN TEACHING		COUNTY	MEN TEACHING	
	Number	Per Cent		Number	Per Cent
Total and Average.....	365.3	34.0	Wicomico.....	16	35.9
Anne Arundel.....	7.1	14.7	Worcester.....	14	36.3
Baltimore.....	24.9	25.2	Frederick.....	27.8	36.5
Montgomery.....	19	27.4	Carroll.....	27	37.7
Talbot.....	9	28.1	Allegany.....	42.8	38.5
Prince George's.....	21.5	29.5	Charles.....	7	38.9
Cecil.....	13	30.4	Sonerset.....	13	40.0
Dorchester.....	12	30.6	Caroline.....	12	40.1
Harford.....	16	31.9	Calvert.....	3	42.9
Kent.....	8	33.3	Garrett.....	16	45.3
Queen Anne's.....	7.5	34.9	Washington.....	35	45.8
Howard.....	9	35.4	St. Mary's.....	4.7	47.5

NUMBER OF HIGH SCHOOLS

The number of white public approved high schools increased by 1 in 1930 over 1929, the gain being in first group schools. There were 152 schools of which 142 were of the first group. Actually there was a considerable number of changes, especially for the second group schools. (See *Table 100*.)

TABLE 100
Number of Approved High Schools in Maryland Counties, 1920-1930

YEAR	WHITE HIGH SCHOOLS			COLORED HIGH SCHOOLS		
	Total	Group †1	Group †2	Total	Group †1	Group †2
1920.....	82	*69	†13	4	.....	†4
1921.....	115	*92	†23	5	.....	†5
1922.....	127	*103	†24	6	*4	†2
1923.....	139	*117	†22	9	*7	†2
1924.....	142	*120	†22	13	*8	†5
1925.....	148	*130	†18	16	*11	†5
1926.....	150	*136	†14	16	*12	†4
1927.....	152	*137	†15	19	*13	†6
1928.....	153	141	12	21	14	7
1929.....	\$151	141	\$10	24	14	10
1930.....	152	142	10	25	17	8
Increase over 1920.....	70	73	-3	21	17	4

† First group schools have as a minimum an enrollment of 30, an attendance of 25, and two teachers. They give a four-year course.

Second group schools have as a minimum an enrollment of 15, an attendance of 12, and one teacher. They give a two-year course. Schools in Baltimore County giving a one-year course are classified as second group schools, as is also the Greene Street Junior High School, which has grades 7 to 9, inclusive.

* Includes the schools classified as group 1 and group 2 prior to 1928.

† Classified as group 3 prior to 1928.

§ Excludes one school approved for its work but not given State aid because of low enrollment. For group of individual high schools, see Table XXXVI, pages 366-71.

Although offering only three years of work, Old Post Road High School in Harford was ranked as a first group school, since it was in the process of becoming a four-year school. Formerly it had been ranked as a second group school. Nanjemoy school in Charles and Eldorado in Dorchester were run as second group schools in 1930, and Montgomery had two junior high schools at Germantown and Glen Echo-Cabin John. Baltimore City also started its Southern Junior-Senior School which will have a four-year course in 1932. The Adamstown School in Frederick and the Essex and Parkville schools in Baltimore County, which were open in 1929, were discontinued in 1930. (See *Table 101*.)

Carroll, Montgomery, and Allegany each had 11 approved high schools for white pupils, Harford and Prince George's each had

TABLE 101

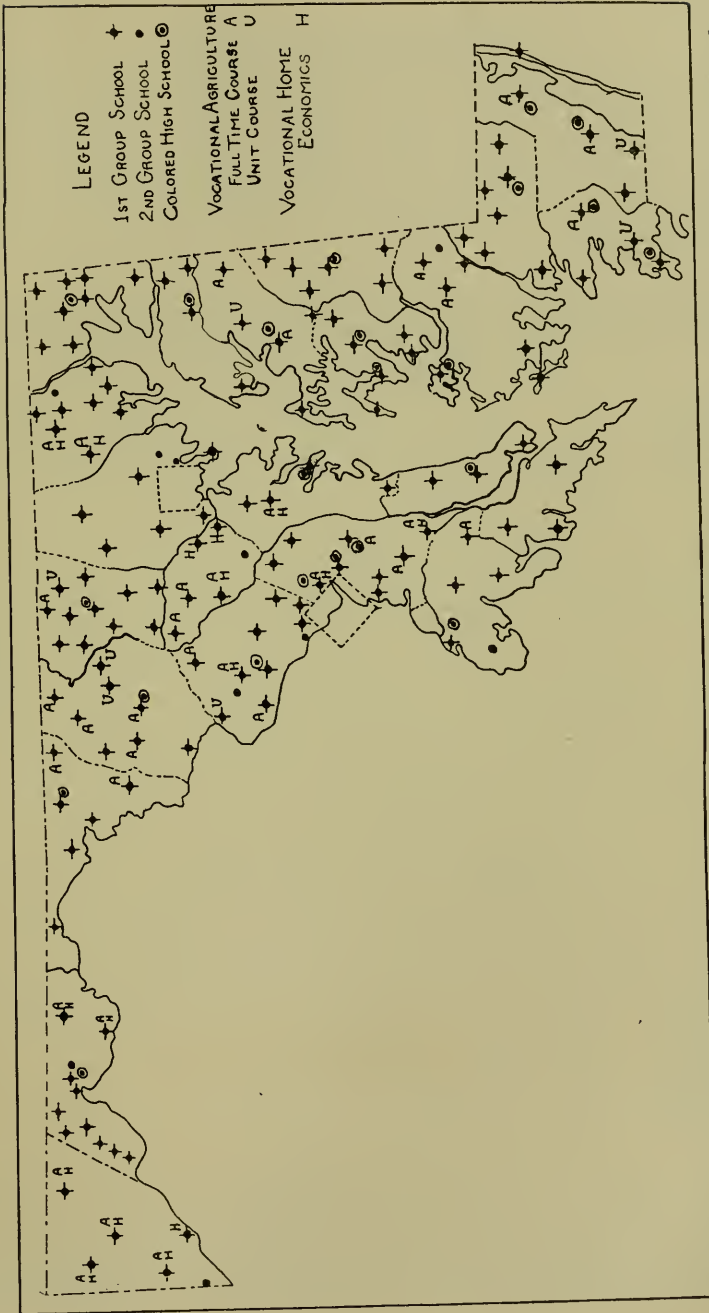
Number of Approved High Schools, Year Ending July 31, 1930

County	Number of Approved High Schools					
	White			Colored		
	Total	Group		Total	Group	
		1	2		1	2
Total Counties.....	152	142	10	25	17	8
Allegany.....	11	10	*1	1	1	.....
Anne Arundel.....	4	4	.....	1	1	.....
Baltimore.....	8	6	2	.....	.....	.....
Calvert.....	3	3	.....	1	.....	1
Caroline.....	6	6	.....	1	1	.....
Carroll.....	11	11	.....	1	.....	1
Cecil.....	8	8	.....	1	1	.....
Charles.....	5	4	1	1	1	.....
Dorchester.....	7	6	1	1	1	.....
Frederick.....	8	8	.....	1	1	.....
Garrett.....	6	5	1	.....	.....	.....
Harford.....	9	8	1	.....	.....	.....
Howard.....	6	5	1	.....	.....	.....
Kent.....	4	4	.....	1	1	.....
Montgomery.....	11	9	*2	1	1	.....
Prince George's.....	9	9	.....	3	3	.....
Queen Anne's.....	5	5	.....	1	.....	1
St. Mary's.....	3	3	.....	.....	.....	.....
Somerset.....	4	4	.....	2	2	.....
Talbot.....	6	6	.....	2	1	1
Washington.....	6	6	.....	1	1	.....
Wicomico.....	7	7	.....	2	1	1
Worcester.....	5	5	.....	3	.....	3
Baltimore City.....	6	5	*1	1	1	.....
State.....	158	147	11	26	18	8

* Junior High School.

9, while Frederick, Cecil, and Baltimore Counties each had 8 high school centers. St. Mary's and Calvert each had 3 high schools, while Somerset, Kent, and Anne Arundel had 4 each. (See *Table 101* and *Chart 16*.)

CHART 16



Map Showing Location, Group, and Opportunity for Vocational Education of Each Approved High School in Maryland Counties for School Year Ending in June, 1930

RELATION OF ENROLLMENT AND TEACHING STAFF IN WHITE COUNTY HIGH SCHOOLS

The median high school in the Maryland counties enrolled 82 pupils and had a staff of 5.5 teachers. The schools varied in size from 2 having 15 or fewer pupils with two teachers to 9 with over 500 pupils and 22 teachers. When the size of the 9 largest schools is analyzed it is evident that the largest school had 45 teachers for over 1,250 pupils belonging on the average. (See *Table 102.*)

TABLE 102

Relation of Teaching Staff and Size of Enrollment (Average Number Belonging) in Maryland County High Schools for Year Ending July 31, 1930

Average Number Belonging	Number of Teachers Employed in White Approved High Schools																						Total No. Schools
	*1	*2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22+	
15 or less	2																						2
16-25	5																						5
26-40		5	5																				10
41-50		7	4																				11
51-75		1	11	17	6																		35
76-100			2	6	7	3	2																20
101-125				4	7	6																	17
126-150					3	3	2	1															6
151-175						1	4	3	2	1	1												10
176-200							2	1	2	1	1	1											6
201-225								1	1	2													3
226-250									1	1	1												3
251-275									1	1	2												3
276-300												1	1										2
301-325												1	1				1						3
326-350													2				1						3
351-375																1							1
376-400																							
401-425												1	1					1					3
426-450																							
451-475																							
476-500																							
Over 500																						†9	9
Total	7	13	22	27	20	13	8	6	4	6	3	3	5	2	2	1	1	1	1	1	1	1	152

* Represents mid-point of interval.

† Includes grades 7, 8 and 9 of Greene St. Junior High School. Details as follows for the nine schools:

No. Belonging	Total	25	26	27	28	29	30	31	32	33	34	...	45
576-600	1				1								
601-625	2	1			1								
701-725	1			1									
726-750	1						1						
776-800	1		1										
901-925	1										1		
1026-1050	1								1				
1251-1275	1												1
Total	1	1	1	1	2		1		1		1		1

The 20 schools with an average enrollment of between 76 and 100 pupils had from 3 to 7 teachers. Undoubtedly the curriculum offered in the school with 7 teachers provided more work in vocational and special subjects than was possible with the limited

offering which could be given by the school employing 3 teachers. There were 2 schools with 14 teachers. One had an average enrollment between 226 and 250 and the other an enrollment between 401 and 425. The size of sections and the opportunities for special work obviously must have differed widely in the two schools. (See *Table 102.*)

In line with the tendency toward the elimination of small high schools by transportation of pupils to larger schools offering a more enriched program and opportunities for improved instruction in the regular subjects, the following *State policies concerning small high schools* were set up by the State Superintendent of Schools in a letter to the county superintendents and county boards of education as of October 7, 1930:

During the past ten years we have experimented with all types of small high schools on the Eastern Shore as well as in other sections of the State, and we have become more and more convinced that it is absolutely impossible to give the children a real high school education in a small high school. Therefore, the policy was announced in letters to the high school supervisors, and in meetings with the county superintendents, that no new high school would receive State approval unless application for it were made in writing to the State Superintendent of Schools before any steps were taken to establish such a school; and, furthermore, the policy was definitely stated that no such request would be approved unless the high school were in an unusually isolated community that had not been given high school facilities through transportation or that could not be furnished high school facilities through transportation.

We have proved beyond a doubt that the small two-year or four-year high schools are even more inefficient than the one-teacher elementary schools that have been rapidly disappearing in most of the counties through consolidation. During the past year in only ten of the counties the parents of the children have been paying all or part of the cost of transportation to high school. There is a growing belief among the school people of the State that high schools should be as free to the people of Maryland as are the elementary schools, and that therefore transportation of pupils to both high schools and elementary schools, when necessary, should be at public expense. The State Department of Education has recognized this principle by including 100% of the expenditures made by the county for transportation of pupils to both elementary and high schools in calculating the cost of the minimum program, because in the long run consolidation reduces the cost and increases the efficiency of a county school system.

We see no reason, however, why the State should continue indefinitely to spend large sums of money for transportation of pupils and for teachers' salaries in order to maintain an expensive and inefficient kind of high school and to take up two or more years of the life of the children in attending a school that is merely pretending to be giving a high school education, when, by spending somewhat more for transportation and somewhat less for teachers' salaries, practically all the children of the State might be placed in high schools where, in addition to the academic subjects, children will have access to courses in commercial subjects, manual training or industrial arts, vocational agriculture, home economics, physical education and either music or the fine arts or both.

I am suggesting, therefore, that each county superintendent work out a tentative plan for eventually grouping the high school work of the county into as small a number of large high schools as possible, so that future building programs and consolidation programs for both elementary and high schools may grow hand in hand in such a way as to eventually con-

siderably reduce the number of high schools (as well as the per capita cost), while at the same time they enormously increase their efficiency.

I shall be very glad to go over such tentative plans with you from time to time while visiting schools with you or while visiting in your offices.

BASIS OF ALLOWANCE OF STATE HIGH SCHOOL AID

TABLE 103

State Aid to High Schools—Section 197 of School Law

Number of Pupils Enrolled	Average Daily Attendance	Number of Academic Teachers Including Principal	Number of Special Teachers	MAXIMUM AMOUNT OF STATE AID FOR	
				Academic Teachers	Special Teachers
FIRST GROUP SCHOOLS					
30— 54	25— 47	2	.4	\$1,500	\$180
55— 89	48— 79	3	1	2,100	450
90— 124	80—109	4	2	2,550	900
125— 159	110—143	5	2½	2,700	975
160— 194	144—174	6	3	2,850	1,050
195— 229	175—206	7	3½	3,000	1,125
230— 264	207—237	8	4	3,150	1,200
265— 299	238—269	9	4¼	3,300	1,237.50
300— 334	270—300	10	4½	3,450	1,275
335— 369	301—332	11	4¾	3,600	1,312.50
370— 404	333—363	12	5	\$5,000	
405— 439	364—395	13	5¼	5,000	
440— 474	396—426	14	5½	5,000	
475— 509	427—458	15	5¾	5,000	
510— 544	459—489	16	6	5,000	
545— 579	490—521	17	6¼	5,000	
580— 614	522—553	18	6½	5,000	
615— 649	554—584	19	6¾	5,000	
650— 684	585—616	20	7	5,000	
685— 719	617—647	21	7¼	5,000	
720— 754	648—679	22	7½	5,000	
755— 789	680—710	23	7¾	5,000	
790— 824	711—742	24	8	5,000	
825— 859	743—773	25	8¼	5,000	
860— 894	774—805	26	8½	5,000	
895— 929	806—836	27	8¾	5,000	
930— 964	837—868	28	9	5,000	
965— 999	869—899	29	9¼	5,000	
1,000—1,035	900—932	30	9½	5,000	
Baltimore City Senior High Schools.....				6,000	
SECOND GROUP SCHOOLS					
15	12	1	...	650	

The size of the enrollment and attendance and the number of academic and special teachers employed determine the allotment of State aid to high schools. The maximum allowance possible, provided the salaries paid are at least double the amount available for State aid, viz., \$900 for the principal, \$600 for each of the first two academic teachers, \$450 for each of the first two special teachers and for the third academic teacher and \$150 for each additional teacher, up to a maximum of \$5,000, are shown in *Table 103*.

RATIO OF WHITE HIGH SCHOOL PUPILS TO TEACHERS
SLIGHTLY HIGHER

CHART 17

AVERAGE NUMBER BELONGING PER TEACHER IN WHITE HIGH SCHOOLS			
County	1928	1929	1930
Co. Average	21.0	21.5	21.6
Baltimore	26.0	27.0	27.9
Washington	25.1	23.9	25.6
Calvert	21.4	22.4	24.3
Frederick	22.6	23.0	24.0
Wicomico	21.2	23.1	22.9
Somerset	23.1	23.0	22.4
Anne Arundel	22.9	21.0	22.0
Allegany	20.5	21.5	21.9
Pr. George's	19.9	20.9	21.3
Charles	25.2	22.1	20.9
Queen Anne's	18.3	19.8	20.6
Harford	21.9	21.4	20.3
Talbot	19.3	19.6	20.2
Caroline	19.1	21.7	20.0
St. Mary's	20.3	21.4	20.0
Kent	21.8	22.4	20.0
Dorchester	19.9	21.3	19.9
Cecil	19.3	19.5	19.9
Garrett	19.1	18.0	19.7
Montgomery	22.0	20.7	19.1
Worcester	18.2	17.5	17.5
Howard	14.5	17.1	17.2
Carroll	15.3	16.6	16.2
Baltimore City	24.0	25.8	24.9
State	21.8	22.7	22.5

For counties arranged alphabetically, see *Table XIV*, page 344.

The average number of white high school pupils belonging per teacher, 21.6, was .1 higher in 1930 than in 1929. The counties ranged from 16.2 pupils per teacher in Carroll to 27.9 pupils per teacher in Baltimore County. All of the counties, except Kent, Caroline, Montgomery, St. Mary's, Dorchester, Charles, Harford, Somerset, Carroll, and Wicomico, had more pupils per teacher in 1930 than in 1929. (See *Chart 17.*)

Carroll provides teachers of all of the special subjects, viz.: music, physical education, industrial arts, and home economics for *all* pupils, and commercial work was offered in 5 of the 11 high schools. A consolidation program possible with an adequate building program will increase the ratio of pupils to teachers in Carroll high schools considerably. In Howard County there are a number of small high schools and opportunity for work in music and for vocational work in agriculture and home economics is given in a number of the small schools. Worcester also offered vocational agriculture and work in home economics, industrial arts and music in most of its schools. Its new buildings put into use this September, 1930, should make it possible to have larger classes which will increase the ratio of pupils to teachers.

Baltimore County has larger classes than any other county in the State which explains its position at the top of the list. Work in the special subjects, except for vocational courses, was available in all except the one-year high schools. In Washington County the classes are large and, outside of Hagerstown, the time for work in home economics and music is so limited and the number of pupils taking these subjects is so large that it has not been possible to do satisfactory work. Calvert offers no work in the special subjects which explains the high ratio of pupils to teachers. (See *Chart 17.*)

AVERAGE SALARY PER HIGH SCHOOL TEACHER LESS

TABLE 104
Average Salary Per County White High School Teacher, 1917-1930

Year Ending June 30	Average Salary White High School Teachers	Year Ending June 30	Average Salary White High School Teachers
1917.....	\$ 798	1924.....	\$1,477
1918.....	841	1925.....	1,485
1919.....	908	1926.....	1,517
1920.....	1,017	1927.....	1,534
1921.....	1,289	1928.....	1,544
1922.....	1,345	1929.....	1,557
1923.....	1,436	1930.....	1,550

CHART 18

AVERAGE SALARY PER TEACHER IN WHITE HIGH SCHOOLS

County	1927	1928	1929	1930
Co. Average	\$1554	\$1544	\$1557	\$1550
Baltimore	1842	1867	1887	1765
Allegheny	1656	1629	1655	1683
Anne Arundel	1496	1598	1640	1611
Washington	1545	1602	1552	1601
Frederick	1593	1579	1592	1595
Queen Anne's	1557	1590	1598	1585
Montgomery	1553	1567	1619	1541
Charles	1508	1546	1544	1534
Harford	1495	1524	1517	1534
Garrett	1525	1467	1486	1527
Talbot	1460	1476	1484	1506
Caroline	1447	1478	1475	1497
Carroll	1477	1507	1498	1492
Cecil	1416	1384	1446	1493
Calvert	1469	1481	1467	1480
Howard	1395	1408	1478	1459
Pr. George's	1458	1449	1453	1455
Somerset	1398	1419	1424	1450
Dorchester	1434	1454	1446	1425
Worcester	1452	1422	1432	1422
St. Mary's	1407	1427	1464	1412
Kent	1344	1392	1456	1412
Wicomico	1338	1378	1378	1381
Balto. City	2572	2580	2579	2553
State	1809	1816	1827	1817

For counties arranged alphabetically, see Table XV, page 345.

The average salary per white high school principal and teacher showed no increase from 1929 to 1930, which is the first time this has been the case since starting the record in 1917. The average salary in 1930 was \$1,550, a decrease of \$7 under 1929. (See Table 104.)

In the individual counties the average salaries ranged from \$1,381 in Wicomico to \$1,765 in Baltimore County. Eleven counties, Baltimore, Montgomery, St. Mary's, Kent, Anne Arun-

del, Dorchester, Howard, Queen Anne's, Charles, Worcester, and Carroll, showed decreases in average salary varying from \$122 to \$6. In most of the counties the high school teaching staff is growing rapidly by enlarging the staffs of the existing consolidated schools. As a result, the proportion of teachers to principals is increased and the proportion of inexperienced teachers is greater, tending to decrease the average salary. The regular salary schedule was, of course, in effect in every county. (See *Chart 18.*)

The salaries of 1,044 teachers in service in county white high schools in October, 1930, indicated that the median salary was \$1,350, the same as for October, 1929. The maximum salary paid was \$3,000. The salaries of teachers of vocational agriculture include an allowance for the expense of travelling between schools. Most of the high salaries are for those teachers of vocational agriculture who travel between schools. The largest groups of teachers were found receiving salaries from \$1,200 to \$1,300. The maximum salary, according to the State schedule, is \$1,350. (See *Table 105.*)

TABLE 105
Distribution of Salaries of White High School Teachers in Service
October, 1930

ASSISTANT TEACHERS				PRINCIPALS			
Salary	No. of Teachers	Salary	No. of Teachers	Salary	No. of Principals	Salary	No. of Principals
\$950		\$1,900	16	\$1,500	†3	\$2,450	1
or less	*13	1,950	3	1,550	2	2,500	15
1,000	5	2,000	46	1,600	1	2,550	.....
1,050	3	2,050	4	1,650	1	2,600	3
1,100	1	2,100	4	1,700	2	2,650	1
1,150	34	2,150	.....	1,750	6	2,700	8
1,200	168	2,200	6	1,800	2	2,750	1
1,250	127	2,250	.....	1,850	3	2,800	4
1,300	111	2,300	3	1,900	8	2,850	.....
1,350	91	2,350	1	1,950	13	2,900	2
1,400	92	2,400	4	2,000	15	2,950	.....
1,450	32	2,450	.....	2,050	3	3,000	8
1,500	89	2,500	3	2,100	4	3,050	2
1,550	24	2,550	1	2,150	2	.....	.....
1,600	36	2,600	1	2,200	9	3,200	2
1,650	2	2,650	1	2,250	4	3,350	1
1,700	48	2,700	.....	2,300	4	3,500	4
1,750	17	2,800	2	2,350	2	3,600	2
1,800	47	2,900	1	2,400	12	3,700	1
1,850	7	3,000	1				
Total	.....		1,044	Total	.....		151
Median	.....	\$1,350		Median	.....	\$2,250	

* All part-time teachers receiving salaries under \$950.

† Includes one principal at \$1,350.

For 151 principals, the median salary was \$2,250, an increase of \$50 over October, 1929. Salaries, which vary according to size of school, ranged from \$1,350 to \$3,700. Large numbers of principals (from 12 to 15) were found concentrated around salaries of \$1,950, \$2,000, \$2,400 and \$2,500. The maximum according to the State schedule is \$2,350.

There are 491 assistant teachers, 47 per cent of all high school teachers employed and 67 principals, 44 per cent of the principals in service who received salaries in excess of \$1,350 and \$2,350, respectively. (See *Table 105*.)

GROWTH IN HIGH SCHOOL ENROLLMENT, TEACHING STAFF AND SALARIES

A comparison for 1920, 1925, 1929, and 1930 of white high school enrollment, teaching staff and salaries shows the enormous development which has taken place in every county in the State. The county enrollment of 9,333 in 1920 grew to 24,760 in 1930. The 482 teachers of 1920 augmented their numbers to 1,075 by 1930. Teachers' salaries increased from \$490,000 in 1920 to \$1,674,000 in 1930. (See *Table 106*.)

From 1929 to 1930 the increase in white high school enrollment was 1,389, in teachers 64, and in salaries \$96,300.

COST PER WHITE HIGH SCHOOL PUPIL

The education of the average county white high school pupil, excluding costs of State supervision, general control, fixed charges, debt service and capital outlay, was \$98 in 1930, an increase of \$2 over 1929. Costs ranged from less than \$90 in Washington, Frederick, Wicomico and Prince George's, to \$110 or more in Garrett, Charles, Carroll, Montgomery, and Anne Arundel. Garrett with the highest cost per pupil had the largest vocational education program among the counties and was reimbursed from federal funds for one-half of the salaries paid vocational teachers. Had these federal funds been eliminated, Garrett's rank in cost per pupil would have been third. (See *Chart 19, Table 107, page 162, and Table 108, page 164*.)

All except 8 counties, Queen Anne's, Calvert, Somerset, Allegany, Frederick, Prince George's, Cecil and Washington, showed higher costs in 1930 than in 1929. The largest increases were found in Charles which spent \$26 more for each white high school pupil in 1930 than in 1929, St. Mary's which spent \$21 more, and Caroline which spent \$16 more. The payment by these counties of the entire cost of high school transportation is the chief explanation of their increased costs, the total cost per pupil in St. Mary's and Caroline being close to the county average, despite these increases. The larger expenditures by the federal government at Indian Head also explain the increase in Charles. (See *Chart 19*.)

TABLE 106
Enrollment, Number of Teachers, and Expenditures for Teachers' Salaries in Maryland County White High Schools, 1920-1930

County	Enrollment				Number of Teachers				Expenditures for Salaries			
	1920	1925	1929	1930	1920	1925	1929	1930	1920	1925	1929	1930
Total.....	9,333	†17,453	†23,371	†24,760	482	805	1,011	1,075	\$490,386	\$1,192,707	\$1,577,440	\$1,673,725
Allegany.....	1,097	1,892	2,550	2,649	49	86	109	111	49,143	141,057	180,712	190,514
Anne Arundel.....	326	660	1,041	1,142	15	30	47	48	14,867	44,874	76,422	77,826
Baltimore.....	954	1,842	2,839	2,957	42	65	92	99	55,763	120,031	176,291	177,208
Calvert.....	175	175	164	175	7	7	7	7	9,370	9,370	10,272	10,361
Caroline.....	341	601	664	710	20	30	29	32	15,894	37,377	42,028	48,646
Carroll.....	571	1,047	1,219	1,240	27	64	68	72	24,400	88,472	102,611	106,800
Cecil.....	329	614	832	925	21	34	40	43	17,378	47,335	57,342	63,313
Charles.....	.....	175	375	404	.....	5	16	18	8,224	24,711	24,711	27,618
Dorchester.....	342	659	813	832	16	32	36	39	13,852	42,588	51,780	55,859
Frederick.....	899	1,465	1,824	1,932	42	63	74	76	46,382	95,967	117,682	121,403
Garrett.....	298	527	687	767	12	26	34	35	11,237	37,415	50,968	53,019
Harford.....	117	837	1,053	1,103	24	38	45	50	26,673	55,220	68,429	75,386
Howard.....	155	335	441	470	10	18	24	25	9,078	24,315	33,173	37,064
Kent.....	203	342	509	504	12	21	22	24	12,329	29,239	31,310	33,884
Montgomery.....	305	848	1,240	1,421	18	37	55	69	18,267	57,616	89,335	106,819
Prince George's.....	421	925	1,540	1,680	30	43	68	73	29,664	58,058	98,823	106,073
Queen Anne's.....	264	418	451	477	18	23	21	22	16,385	33,084	33,548	34,079
St. Mary's.....	.....	113	187	212	.....	2	8	10	9,760	27,700	41,861	43,979
Somerset.....	297	581	719	712	14	27	30	30	12,826	35,731	41,303	43,362
Talbot.....	287	511	656	691	17	27	31	32	15,861	40,470	46,586	48,176
Washington.....	753	1,397	1,859	2,060	37	48	73	76	44,053	74,626	113,284	123,383
Wicomico.....	577	946	1,084	1,093	27	42	45	45	25,350	56,020	61,454	61,883
Worcester.....	497	647	720	730	31	36	38	39	28,775	49,956	55,115	54,870

† Excludes duplicates among the counties.

CHART 19

COST PER WHITE HIGH SCHOOL PUPIL BELONGING
FOR CURRENT EXPENSES EXCLUDING GENERAL CONTROL

County	1927	1928	1929	1930
Co. Average	\$ 98	\$ 96	\$ 96	\$ 98
Garrett	115	105	116	124
Cherles	78	79	91	117
Carroll	128	125	110	115
Montgomery	94	97	111	111
Anne Arundel	75	88	100	110
Worcester	106	107	112	109
Howard	101	116	107	107
Dorchester	99	98	99	104
St. Mary's	83	88	83	104
Queen Anne's	112	112	110	104
Kent	96	95	94	102
Calvert	104	88	108	102
Allegany	128	108	104	101
Talbot	107	102	99	101
Caroline	99	97	84	100
Cecil	97	97	99	98
Harford	86	82	86	95
Baltimore	96	94	93	93
Somerset	90	87	97	92
Pr. George's	105	93	91	89
Wicomico	89	91	83	83
Frederick	87	85	84	81
Washington	76	77	81	80
Balto. City	137	137	127	130
State	110	108	105	107

An analysis of the elements which make up the current expense of educating a county white high school pupil indicates that \$72.19 out of the total of \$97.60 provides for the salary per pupil of teachers and county high school supervisors.* Salaries, therefore, represent 74 per cent of the cost of high school current expense. This amount was a decrease of 27 cents under the 1929

* Two counties, Allegany and Baltimore, had a full-time county high school supervisor, and a third county, Anne Arundel, had a part-time county high school supervisor.

TABLE 107
Cost, Excluding General Control, Per Pupil Belonging in White High Schools for Year Ending July 31, 1930

COUNTY	1930 Cost per White Day High School Pupil Belonging for						Rank in 1930 Cost per White Day High School Pupil for							
	Salaries	Other Costs of Instruction	Operation	Maintenance	Auxiliary Agencies	Total Current Expenses	Capital Outlay	Salaries	Other Costs of Instruction	Operation	Maintenance	Auxiliary Agencies	Total Current Expenses	Capital Outlay
County Average.....	*\$72.19	*\$6.42	\$6.80	\$4.19	\$8.00	\$97.60	\$40.71	.....	.....	.....	.....	.....	.....	.....
Allegany.....	*78.31	*8.96	7.10	3.87	3.15	101.39	6.01	5	1	10	9	19	13	14
Anne Arundel.....	*73.14	*6.60	5.68	11.23	13.13	109.78	2.50	13	8	19	1	9	5	18
Baltimore.....	*64.30	*8.21	6.81	1.63	11.63	92.58	81.84	20	4	12	20	12	18	3
Calvert.....	60.95	2.99	9.11	1.83	26.91	101.79	2.24	22	23	2	18	1	12	19
Caroline.....	74.84	5.54	6.67	1.47	11.07	99.59	1.77	9	11	14	21	13	15	20
Carroll.....	91.99	7.98	5.99	8.84	.63	115.43	10.32	1	5	18	4	22	3	13
Cecil.....	74.57	7.12	5.88	3.54	4.08	97.89	14.85	11	6	4	11	17	16	12
Charles.....	73.45	5.27	7.77	9.33	21.08	116.90	130.58	12	13	8	3	3	2	2
Dorchester.....	71.43	5.90	8.33	4.46	13.82	103.94	78.49	14	10	5	7	7	8	4
Frederick.....	66.45	4.09	5.05	1.64	3.87	81.10	3.12	18	21	20	19	18	22	16
Garrett.....	77.58	8.24	8.00	9.46	20.35	123.63	50.19	6	3	6	2	4	1	8
Harford.....	75.70	6.28	6.93	5.46	.62	94.99	2.51	8	9	11	6	23	17	17
Howard.....	85.01	5.14	8.67	1.18	6.88	106.88	27.16	2	14	3	23	15	7	9
Kent.....	70.74	6.63	7.28	3.16	14.02	101.83	3.63	15	7	9	13	6	11	15
Montgomery.....	80.62	8.93	11.96	4.41	5.45	111.37	22.44	4	2	1	8	16	4	11
Prince George's.....	68.26	4.67	6.27	7.38	2.49	89.07	59.67	17	18	17	5	21	20	6
Queen Anne's.....	77.10	4.32	7.90	1.67	13.10	103.79	1.66	7	20	7	22	10	10	22
St. Mary's.....	70.60	3.05	4.63	2.69	22.94	103.91	1.59	16	22	22	14	2	9	23
Somerset.....	64.81	4.76	4.65	1.98	16.21	92.41	1.73	19	16	21	17	5	19	21
Talbot.....	74.58	4.92	6.28	3.16	11.99	100.93	75.73	10	15	16	12	11	14	5
Washington.....	62.88	5.48	4.43	3.71	3.07	79.57	55.10	21	12	23	10	20	23	7
Wicomico.....	60.32	4.34	6.50	2.15	9.88	83.19	23.07	23	19	15	15	14	21	10
Worcester.....	81.41	4.74	6.75	2.02	13.82	108.74	300.32	3	17	13	16	8	6	1
Baltimore City Senior High Schools.....	*102.77	*7.44	13.61	4.99	1.38	130.19	23.16	.....	.....	.....	.....	.....	.....	.....
State.....	*81.22	*6.72	8.82	4.43	6.04	107.23	35.52	.....	.....	.....	.....	.....	.....	.....

*Includes expenditures for high school supervision.
For expenditures in white high schools, see Table XXXIII, page 363.

cost. Instruction other than salaries, including books, materials, summer school allowances, etc., cost \$6.42 per pupil, an increase of 7 cents over 1929. The operation cost per pupil, \$6.80, was 32 cents lower than in 1929, while the 1930 maintenance cost, partly due to replacements resulting from the fire in Annapolis, were \$4.19 per pupil, an increase of \$1.05 over the 1929 cost per white high school pupil. The expenditure for auxiliary agencies per pupil amounting to \$8.00 was an increase of \$1.07 over the corresponding figure in 1929. The increase in the number of counties supporting at county expense the entire cost of high school transportation is the chief cause of this latter increase. (See *Table 107.*)

Salary Cost Per Pupil

The salary cost per pupil depends on three factors, size of class, salaries of teachers, and number of electives and special subjects offered in the curriculum. Salaries are dependent on experience, the schedule set up, and, for principals, also on size of school. Salary costs per pupil varied from \$92 in Carroll, \$85 in Howard, and \$81 in Worcester and Montgomery, all of which counties offered many special subjects and had small classes, and Montgomery having salaries above the minimum State schedule, to the opposite extreme of \$60 in Wicomico, \$61 in Calvert, \$63 in Washington, \$64 in Baltimore, and \$65 in Somerset. The last named counties were among the six having the largest number belonging per teacher. (See *Chart 17*, page 155.) Wicomico and Calvert also fall in this group because they offered few special subjects, while the provision of special teachers of home economics outside of Hagerstown in Washington County was unsatisfactory.

In Caroline, Harford, Dorchester, and Charles Counties, salary costs increased by from \$3 to \$7 per pupil as a result of a reduction in the number of pupils per teacher after the appointment of additional teachers of the special subjects. On the other hand, the cost per pupil for salaries decreased by from \$3 to \$5 in Anne Arundel, Garrett, Calvert, Baltimore and Queen Anne's Counties, as a result of increasing the average number of pupils per teacher. (See *Table 107.*)

EFFECT OF VOCATIONAL WORK ON PER PUPIL COST

In fifteen counties, reimbursement for one-half of the salaries spent for vocational work was made by the Federal Government. If these reimbursements for day school work in vocational education are shown separately, the salary aid per pupil from Federal funds becomes available. In the fifteen counties offering vocational work, exclusive of Garrett and Howard, only a small portion of the county high school enrollment is in a position to

TABLE 108

Comparison of 1930 Salary Cost per White High School Pupil, inclusive and exclusive of Federal Aid for Counties Providing Vocational Education

County	1930 Salary Cost per White High School Pupil				
	Including Federal Aid	Excluding Federal Aid	Rank among 23 counties		Federal Aid Per Pupil
			Including Federal Aid	Excluding Federal Aid	
Average for 23 Counties	\$72.19	\$70.31	..	..	\$1.88
Carroll.....	91.99	91.13	1	1	.86
Worcester.....	81.41	79.26	3	2	2.15
Montgomery.....	80.62	78.12	4	3	2.50
Allegany.....	78.31	76.77	5	4	1.54
Howard.....	85.01	76.36	2	5	8.65
Queen Anne's.....	77.10	74.27	7	9	2.83
Harford.....	75.70	72.07	8	10	3.63
Charles.....	73.45	71.52	12	11	1.93
Anne Arundel.....	73.14	71.39	13	12	1.75
Dorchester.....	71.43	70.22	14	15	1.21
Garrett.....	77.58	66.85	6	16	10.73
Prince George's.....	68.26	66.30	17	17	1.96
Frederick.....	66.45	64.30	18	18	2.15
Somerset.....	64.81	63.29	19	20	1.52
Washington.....	62.88	59.69	21	23	3.19

take advantage of the vocational work offered. The federal aid per pupil in most of these counties ranged between \$1.52 and \$3.63. In Howard and Garrett it amounted to \$8.65 and \$10.73, respectively. (See *Table 108*.)

The five counties having the highest salary cost per pupil are highest whether federal aid is excluded or included. Without its vocational aid, Washington would rank lowest among the 23 counties in salary cost per pupil. The greatest change in rank would appear in Garrett County, which would stand 16th in salary cost per pupil without federal aid, while it is 6th when the federal aid is included. Likewise Howard would rank 5th instead of 2nd in salary cost per pupil, if federal aid were excluded. (See *Table 108*.)

The expenditure for salaries of teachers of vocational agriculture, home economics and industrial work are made from three sources, county, State and federal funds. The federal and State vocational funds represent specific aid paid toward the salaries of vocational teachers. The amounts shown as county funds and other State aid make up the difference between these amounts and the total salaries. In each case a certain amount from high school aid is included and in the equalization fund counties, ad-

TABLE 109
Salary Cost of Vocational Education in Maryland Counties
for Year Ending July 31, 1930

COUNTY	Expenditures for Salaries of County Vocational Teachers from				Enrollment
	County Funds and Other State Aid	State Vocational Funds	Federal Funds	Total	
AGRICULTURE					
Garrett.....	\$ 3,206.60	\$ 801.66	\$ 4,008.26	\$ 8,016.52	147
Frederick.....	2,854.98	713.75	3,568.73	7,137.46	133
Harford.....	1,960.00	490.00	2,450.00	4,900.00	66
Washington.....	1,679.96	420.00	2,099.97	4,199.93	80
Howard.....	1,541.96	385.48	1,927.44	3,854.88	60
Montgomery.....	1,536.00	384.00	1,920.00	3,840.00	87
Prince George's ^o	1,523.99	381.00	1,905.00	3,809.99	96
Allegany.....	1,416.00	354.00	1,770.00	3,540.00	40
Worcester.....	1,160.00	290.00	1,450.00	2,900.00	32
Queen Anne's.....	1,000.00	250.00	1,250.00	2,500.00	28
Anne Arundel.....	960.00	240.00	1,200.00	2,400.00	23
Somerset.....	816.00	204.00	1,020.00	2,040.00	26
Carroll*.....	794.44	198.60	993.04	1,986.08	31
Dorchester.....	760.00	190.00	950.00	1,900.00	35
Charles.....	580.80	145.20	726.00	1,452.00	13
Total.....	\$21,790.73	\$ 5,447.69	\$27,238.44	\$ 54,476.86	897
HOME ECONOMICS					
Garrett.....	\$ 2,760.00	\$ 690.00	\$ 3,450.00	\$ 6,900.00	201
Howard.....	1,476.00	369.00	1,845.00	3,690.00	63
Prince George's.....	1,060.00	265.00	1,325.00	2,650.00	78
Harford.....	994.00	248.50	1,242.50	2,485.00	60
Allegany.....	974.40	243.60	1,218.00	2,436.00	56
Anne Arundel.....	533.33	133.33	666.67	1,333.33	39
Montgomery.....	474.80	118.70	593.50	1,187.00	46
Frederick*.....	50.00	12.50	62.50	125.00	*
Total.....	\$ 8,322.53	\$ 2,080.63	\$10,403.17	\$ 20,806.33	543
INDUSTRIES					
All Day Classes					
Washington.....	\$ 3,341.28	\$ 835.31	\$ 4,176.60	\$ 8,353.19	112
Montgomery.....	640.00	160.00	800.00	1,600.00	49
Allegany.....	586.66	146.67	733.33	1,466.66	16
Frederick.....	240.00	60.00	300.00	600.00	24
Total Day.....	\$ 4,807.94	\$ 1,201.98	\$ 6,009.93	\$ 12,019.85	201
Evening Classes					
Allegany.....	\$ 1,189.60	\$ 297.40	\$ 1,487.00	\$ 2,974.00	243
†Allegany and Garrett.....	**1,500.00	†1,920.00	3,420.00	6,840.00	†214
Washington.....	440.00	110.00	550.00	1,100.00	93
αAnne Arundel (Col.).....	296.20	74.05	370.25	740.50	85
Prince George's.....	136.80	34.20	171.00	342.00	7
Total Evening....	\$ 3,562.60	\$ 2,435.65	\$ 5,998.25	\$ 11,996.50	642
Grand Total.....	\$38,483.80	\$11,165.95	\$49,649.79	\$ 99,299.54	2,283

^o Includes following for Marlboro Colored High School: County, \$155.99; State, \$39.00; Federal, \$195.00; Enrollment, 23.

* Discontinued before the end of the school year.

† Excludes \$1,500 from Federal and \$1,500 from County Funds which have been included opposite "Allegany and Garrett"

‡ Mining classes conducted by an instructor from the Bureau of Mines, University of Maryland and paid for through University of Maryland and Allegany County. Of those enrolled, 87 are from Garrett.

** Paid by Allegany. † Paid by University of Maryland. α Part-time continuation classes.

ditional State funds must be considered as helping to pay the salaries of vocational teachers. The counties are ranked according to the total salary expenditure for each type of work. Garrett County has vocational agriculture in all first group schools and vocational home economics in all except one. Frederick had the next largest program in vocational agriculture. (See *Table 109.*)

The greatest change in the vocational education program between 1929 and 1930 came about from the introduction of day classes in industrial work into Montgomery, Allegany, and Frederick County high schools and the extension of the day work in industries in Hagerstown. There was also an extension of the agricultural program in Allegany and Washington and of the vocational home economics offering in Howard and Harford Counties. Carroll discontinued its work in vocational agriculture and Frederick cut down its offering of vocational home economics.

Cost Per Pupil for Books and Materials Increases

Although the average expenditure per county high school pupil for books, materials and instruction costs other than salaries (\$6.42) increased by only seven cents from 1929 to 1930, the increases and decreases in some of the counties were quite large. Necessity for changing an entire set of textbooks sometimes requires a larger expenditure in one year than in another. The variety of the program of special subjects offered also determines somewhat the necessity of expenditures for aids to instruction. For example, Calvert and St. Mary's, which offer very little instruction in the special subjects, spent only three dollars per high school pupil for costs of instruction other than salaries, while Cecil, Carroll, Baltimore, Garrett, Montgomery, and Allegany, with plans for special work for every pupil, spent between seven and nine dollars per high school pupil. St. Mary's, Allegany, Somerset, Garrett, Howard, and Worcester had decreases of over one dollar per pupil from 1929 to 1930, while Anne Arundel, Caroline, Queen Anne's, Baltimore, Charles, Kent, and Washington had increases of over one dollar per high school pupil for the same period. (See *Table 107.*)

Operation Costs Decrease

The average cost per county high school pupil of heating and cleaning buildings decreased by 32 cents from 1929 to 1930. All of the counties had decreased costs, except Anne Arundel, Carroll, Charles, Garrett, Harford, Howard, Kent, Montgomery, and Talbot. In Charles the increases were due to additional expenditures at Indian Head by the federal government. Anne Arundel, Carroll, and Talbot were spending less than the average county for operation costs. (See *Table 107.*)

Repair and Replacement Cost Per Pupil Increased

The maintenance cost per high school pupil (\$4.19) was \$1.05 more in 1930 than in 1929. Repair of the damage to the Annapolis High School from the fire probably explains a large part of this increase. Maintenance costs per high school pupil were under two dollars in Howard, Queen Anne's, Caroline, Baltimore, Frederick, Calvert, and Somerset, but were over seven dollars per pupil in Prince George's, Carroll, Charles, Garrett, and Anne Arundel. Federal funds spent at Indian Head explain most of the increase for Charles County. Counties like Carroll and Garrett, which cannot secure funds for construction from bond issues and which are required to continue in use old, inadequate, insanitary buildings, probably must spend more money on maintenance than is required in counties with more adequate modern buildings. If these counties would provide adequate modern housing facilities, they could probably decrease their budget for maintenance considerably. (See *Table 107*.)

Cost Per Pupil for Auxiliary Agencies Increased

For the average county high school pupil eight dollars was required for transportation, health, libraries, and other auxiliary activities. This was an increase of \$1.07 per pupil over 1929. Every county except six, Allegany, Calvert, Montgomery, Prince George's, Queen Anne's, and Washington, spent more in 1930 than in 1929 for auxiliary agencies. Cost per pupil ranged from 62 and 63 cents in Harford and Carroll, respectively, which provided no transportation at county expense for high school pupils, to over twenty dollars per pupil in Calvert, St. Mary's, Charles, and Garrett, all of which latter counties paid the *entire* cost of high school transportation for the first time in 1930. The largest increases from 1929 to 1930 occurred in St. Mary's, Garrett, Charles, and Caroline, which changed from a policy of having high school pupils pay part or all of the cost of high school transportation to a policy of having the county assume the entire cost. (See *Table 107*.)

Transportation Provided for 5,660 High School Pupils

In 1930 there were 5,660 white high school pupils transported at a cost to the counties of \$159,440. These figures mean that 1,025 more white high school pupils were transported at county expense in 1930 than in 1929, the increased expense being \$31,105, and the cost per pupil transported being \$28, the same amount as the preceding year. All of the counties, except Carroll, Harford, Montgomery, and Worcester, transported more high school pupils at county expense in 1930 than in 1929. The largest increases of from 40 to 158 pupils were found in St. Mary's, Garrett, Caroline, Baltimore, Charles, Cecil, and Anne

Arundel. All of these counties, except Cecil, increased their costs in amounts varying between \$3,700 and \$5,900. (See *Table 110*.)

The number of pupils transported varied from less than 200 in Cecil, Howard, Calvert, St. Mary's, Frederick, and Allegany to over 300 in Somerset, Montgomery, Worcester, Wicomico, Garrett, Dorchester, Anne Arundel, and over 800 in Baltimore County. Costs varied from less than \$5,000 in Howard, Cecil, Prince George's, St. Mary's, and Calvert to over \$10,000 in Dorchester, Somerset, Anne Arundel, Garrett, and Baltimore.

Cost per high school pupil transported showed considerably less variation than was evident in 1929. Montgomery and Prince George's with costs per pupil of \$16 and \$17, respectively, were lowest, while Charles, Allegany, and Garrett were highest with costs of \$37 and \$36, respectively. (See *Table 110*.)

TABLE 110

Expenditures for Auxiliary Agencies in White High Schools for School Year Ending July 31, 1930

County	Transportation			Libraries			Health	
	Pupils Transported at County Expense	Amount Spent by County	Cost per Pupil Transported	Total Expenditures	Amount per		Total Expenditures	Amount per Pupil
					School	Teacher		
Total and Average	5,660	\$159,440	\$28	\$8,181	\$54	\$7.61	\$11,138	\$.48
Calvert	†138	4,564	33	95	32	9.59		
St. Mary's	158	4,309	27	137	27	7.63		
Charles	213	7,783	37	428	71	12.14	18	.03
Garrett	349	12,729	36	320	80	10.70		
Somerset	325	10,513	32	29	7	1.20	5	.01
Kent	206	6,584	32	433	62	11.04		
Dorchester	356	10,282	29	62	12	1.61		
Worcester	337	9,004	27	947	237	19.61		
Anne Arundel	364	12,129	33	236	47	10.97	111	.25
Queen Anne's	232	5,437	23	244	41	7.61		
Talbot	228	7,047	31	880	110	8.92	9,070	3.29
Baltimore	821	22,067	27	166	28	5.12	121	.19
Caroline	288	6,877	24	703	100	15.75		
Wicomico	345	8,560	25	35	6	1.38		
Howard	111	2,924	26	1,073	98	15.49	743	.56
Montgomery	334	5,406	16	44	5	1.03		
Cecil	111	3,272	29	580	73	7.62		
Frederick	160	5,086	32	437	40	3.93	304	.12
Allegany	165	5,884	36	358	60	4.67	60	.03
Washington	213	5,566	26	228	25	3.12	100	.06
Prince George's	206	3,417	17	117	11	1.64	606	.52
Carroll				629	70	12.53		
Harford								

† Includes 10 children transported to high school in Anne Arundel County.

County Expenditures for High School Libraries Increase

The expenditure from county funds for high school libraries, \$8,181 in 1930, was an increase of \$2,823 over 1929. For each high school, the average county expenditure was \$54, and for each teacher \$7.61. Calvert was the only county in the State which for the third consecutive year since these tables have been made up made no investment in high school library books. In other counties expenditures ranged from less than \$100 in Kent, Howard, Cecil, Worcester, and St. Mary's to over \$600 in Harford, Wicomico, Baltimore, Anne Arundel, and Montgomery. (See *Table 110*.)

The counties which spent less than \$3 per teacher for library books were Cecil, Kent, Howard, Worcester, and Carroll. At the opposite extreme were counties like Somerset, Queen Anne's, Dorchester, Garrett, Harford, Montgomery, Wicomico, and Anne Arundel, which spent from \$10 to \$20 per teacher for library books. Modern methods of teaching, according to the Morrison plan, cannot be put into actual practice until there is a satisfactory working library in the school, especially for work in English, the social studies, science, home economics and agriculture.

COOPERATION FROM THE MARYLAND PUBLIC LIBRARY ADVISORY COMMISSION

In addition to advice to those responsible for high school libraries and a survey of facilities available, the service of the Maryland Public Library Advisory Commission to the white high schools included sending out 2,661 volumes in 68 travelling libraries and 105 package libraries. Only 37 teachers in 30 high schools requested one or more travelling libraries, and 47 teachers in 37 high schools received one or more package libraries. (See *Table 111*.)

Travelling school libraries are collections of books loaned for a period of four months, at the end of which time they may be returned and exchanged for another collection, or renewed for four more months. Thirty books are included in cases sent by parcel post; thirty-five in those sent by express. A dollar must be sent to cover part of the cost of transportation, and guarantee of reimbursement for lost or damaged books is required.

The package libraries of from one to ten books are made up to meet special requirements for school essays, debates, individual needs or professional reading of teachers. These are loaned to anyone living in Maryland who is without access to a public library.

TABLE 111
Service of Maryland Library Commission to White High Schools,
School Year, 1929-1930

County	Total No. of Volumes Supplied	Traveling Libraries (30 to 35 Books in Each)			Package Libraries		
		Number of			Number of		
		Schools Supplied	Teachers Supplied	Traveling Libraries Supplied	Schools Supplied	Teachers Supplied	Package Libraries Supplied
Total.....	abcef2,661	abcef30	abcdef37	abcef68	abcef37	abcef47	abcef105
Allegany.....	a18	a	a	a	a4	a5	a6
Anne Arundel...	bc43	bc	bc	bc	bc3	bc5	bc9
Baltimore.....	957	6	d8	27	5	6	6
Calvert.....							
Caroline.....	24				1	2	9
Carroll.....	196	4	5	6	1	1	1
Cecil.....	441	4	5	9	7	10	39
Charles.....	c94	c1	c1	c3	c1	c1	c1
Dorchester.....	c30	c1	c1	c1	c	c	c
Frederick.....	bc108	bc2	bc3	bc3	bc1	bc1	bc1
Garrett.....	65	2	2	2	1	1	5
Harford.....	c261	c3	c4	c8	c3	c3	c5
Howard.....	48	1	1	3	3	3	4
Kent.....	51	1	1	1	1	1	2
Montgomery.....							
Prince George's..	180	3	4	5	2	2	2
Queen Anne's...	8				1	1	1
St. Mary's.....	30	1	1	1			
Somerset.....	1						
Talbot.....	e	e	e	e	e	e	e
Washington.....	f	f	f	f	f	f	f
Wicomico.....	bc	bc	bc	bc	bc	bc	bc
Worcester.....	106	1	1	1	2	4	13

a The Cumberland Library supplies books to the high schools in Cumberland.

b Limited library service given to schools by county library.

c Library privileges extended to any who can conveniently go to the county seat on the days when the library is open.

d Includes two librarians who distributed books to other teachers in the school.

e Talbot County Library in order to supplement its collection borrows books from the Commission and recirculates to all schools in the county requesting service.

f Washington's county-wide library service takes care of the book needs of the county without outside help.

High School Expenditures for Health and Physical Education Over \$11,000

A total of \$11,138, or 48 cents per pupil, was spent in ten counties in 1930 for health or physical education activities. This was an increase of \$454 over 1929. Over 80 per cent of this amount, \$9,070, was used to pay for the leadership furnished by the workers of the Playground Athletic League, who took care of the physical education program in all of the Baltimore County high schools. This amounted to \$3.29 per pupil belonging in Baltimore County. Montgomery spent \$743 or 56 cents per pupil, Carroll \$606 or 52 cents per pupil, and Queen Anne's \$111 or 25 cents per pupil. Caroline, Allegany, and Prince George's were the only other counties which spent over 5 cents per pupil. Washington, Garrett, and Kent also spent very small amounts. The remaining counties reported no expenditures at all for this purpose. (See Table 110.)

TABLE 112
Capital Outlay in Maryland White High Schools, 1920-1930

COUNTY	1920	1921	1922	1923	1924	1925	1926	1927	1928	1929	1930	Total
Total Counties.	\$92,872	\$74,511	\$347,299	\$521,428	\$326,517	\$1,214,438	\$1,272,461	\$363,332	\$444,300	\$896,750	\$943,799	\$6,497,707
Allerany.....	7,624	10,911	154,302	182,442	128,188	85,280	347,670	53,240	69,092	63,426	14,614	1,116,789
Anne Arundel.....	2,676	4,927	4,040	4,040	2,630	921	2,987	3,318	5,093	14,566	12,661	50,653
Baltimore.....	8,068	4,473	54,597	101,084	3,913	397,770	16,357	158,370	7,351	5,248	225,339	1,132,614
Calvert.....	.....	2,202	2,304	3,257	1,660	6,574	16,553	2,255	4,570	1,506	381	53,377
Caroline.....	796	1,251	577	6,991	1,441	33,434	7,364	1,273	4,578	1,681	1,138	128,908
Carrroll.....	6,526	2,579	12,493	12,998	4,757	17,880	26,845	20,273	7,518	3,067	12,880	181,736
Cecil.....	322	1,056	322	3,404	1,791	86,733	18,584	1,131	9,187	45,061	12,000	187,902
Charles.....	.....	1,607	397	461	4,431	14,121	18,592	53	23,148	13,146	49,000	277,597
Dorchester.....	22	.....	.....	144	4,431	15,480	292	.....	23,740	18,040	61,378	471,093
Frederick.....	1,453	997	55,712	125,383	41,607	12,520	44,685	26,687	66,052	92,325	7,762	474,023
Garnett.....	3,559	313	373	18,184	9,432	8,568	12,786	841	11,000	22,187	3,880	114,123
Harford.....	575	1,061	8,350	3,945	55,753	104,811	20,492	191	11,000	0,239	2,532	215,153
Howard.....	304	6,517	44,703	2,856	2,248	183,551	5,102	2,515	8,142	1,374	11,810	269,149
Kent.....	666	5,872	.....	482	637	730	251	706	3,395	1,824	1,737	12,350
Montgomery.....	9,599	21,394	.....	17,316	11,985	66,444	31,211	17,944	132,464	267,142	20,739	607,335
Prince George's.....	1,415	.....	549	6,316	1,388	79,303	154,821	17,134	38,505	6,525	92,734	382,680
Queen Anne's.....	1,192	2,432	1,070	2,407	1,756	1,278	1,800	2,403	1,986	6,275	734	15,333
St. Mary's.....	.....	.....	609	609	.....	592	8,340	3,736	1,454	218	316	15,270
Somerset.....	652	1,292	.....	661	2,101	36,000	5,208	2,866	18,955	6,111	1,154	76,075
Talbot.....	916	.....	4,911	10,734	3,727	889	261	19,019	22,678	92,133	48,918	204,194
Washington.....	857	240	100	1,995	43,330	55,016	288,315	37,162	22,958	52,901	108,100	590,974
Wicomico.....	44,644	11,379	1,951	15,551	1,782	6,554	21,815	3,537	2,897	5,501	23,558	137,169
Worcester.....	1,006	.....	296	158	.....	.....	20,866	4,543	3,015	1,370	202,414	233,668
Baltimore City.	†	†	\$141,757	\$883,482	\$834,695	\$224,291	\$208,014	\$2,476,281	\$1,449,346	\$197,561	\$225,202	.....
Total State....	†	†	\$489,056	\$1,404,910	\$1,161,212	\$1,438,729	\$1,480,475	\$2,839,613	\$1,893,646	\$1,094,311	\$1,169,001	.....

† Data for Baltimore City for 1920 and 1921 are not available.

CAPITAL OUTLAY FOR COUNTY WHITE HIGH SCHOOLS 1920 TO 1930 AGGREGATES \$6,500,000

With the exception of each of the years 1925 and 1926, when capital outlay for county white high schools amounted to close to a million and a quarter dollars, the capital outlay in 1930, totalling \$944,000 was larger than for any year preceding. A survey for the eleven year period from 1920 to 1930 shows the total capital outlay for county white high schools to be close to \$6,500,000. Only through such an outlay has it been possible to provide for the tremendous growth in high school enrollment shown in *Table 106*, page 160.

Baltimore and Allegany Counties in the eleven-year period have each invested over \$1,100,000 in high school grounds, buildings, and equipment; Montgomery's and Washington's total is close to \$600,000; Frederick's total is \$474,000; Prince George's \$383,000; Dorchester's and Howard's totals each aggregate close to \$270,000; and Worcester, Harford, and Talbot have each spent more than \$200,000 during the eleven-year period. (See *Table 112*.)

The 1930 county total capital outlay of \$944,000 is \$46,000 more than the year before. Baltimore, Worcester, Washington, and Prince George's Counties spent the largest amounts, ranging downward from \$226,000 to \$93,000. Only in St. Mary's, Calvert, Queen Anne's, Caroline, Somerset, Kent, Harford, and Anne Arundel was the capital outlay for white high schools under \$5,000 in 1930. (See *Table 112*.)

The 1930 capital outlay per county high school pupil (\$40.71) was 42 cents lower than in 1929. The largest capital outlay per white high school pupil was found in Worcester, where it was \$300. Charles with \$131, Baltimore with \$82, Dorchester with \$78, Talbot with \$76, and Prince George's with \$60 follow with decreasing amounts spent for capital outlay per white high school pupil. All of the counties, except Allegany, Anne Arundel, Caroline, Cecil, Dorchester, Frederick, Harford, Montgomery, Somerset, and Talbot, made a greater capital outlay in 1930 than in 1929. (See *Table 107*, page 162.)

SUPERVISION OF HIGH SCHOOLS

For the purposes of high school supervision the State is divided into three sections—Western, Central, and Eastern—each under the supervision of a specialist in high school administration and instruction on the staff of the State Department of Education. The high school supervisors work directly with the 787 academic high school teachers and to a limited extent with the 290 teachers of the special subjects. There are, in addition, State supervisors of music, agriculture, home economics, and industrial arts,

TABLE 113
Supervision of High Schools

Section	Number of Counties	Number of Public High Schools	Number of Teachers	
			Academic	Special
Western.....	5	42	257.4	110.9
Central.....	8	54	261.6	93.1
Eastern.....	10	56	267.8	85.5

who work intensively with the respective teachers of these subjects. (See *Table 113*.)

The State high school supervisors spend the major portion of their time in the field visiting individual teachers or holding group meetings on professional subjects. At the most, the supervisor is able to visit each teacher only three or four times a year. This is not often enough to provide the guidance and assistance needed by weak or inexperienced teachers.

To meet these needs and augment the work of the State high school supervisors, four of the largest counties, Baltimore, Allegany, Montgomery, and Anne Arundel, have appointed a full or part-time county high school supervisor. Baltimore and Allegany have had full-time county high school supervisors for several years, but this is the case in Montgomery for the first time in the fall of 1930. In Anne Arundel the county high school supervision is on a part-time basis. Where county supervision is not provided, the high school principals, who are prepared, must supply whatever guidance and leadership their teachers need through constructive classroom visitation and conference and well organized faculty meetings.

In order to bring the high school principals of the State to a realization of their key position in professional leadership and to familiarize them with the best that modern education offers, annual regional conferences are planned by the State high school supervisors. The program of the 1930 spring conference was based on certain issues, formulated by Dr. Thomas H. Briggs, of Columbia University, and set forth in Chapter X of the *Seventh Yearbook of the Department of Superintendence of the National Education Association*. These issues are among the most weighty of the contemporary problems in Secondary Education, and the six selected for discussion at the principals' conferences were deemed especially adaptable to certain aspects of our Maryland situation.

Discussion on each topic was led by a selected principal. The program was as follows:

1. Shall Secondary Education be provided at public expense for all normal adolescents or only for a limited number?
2. Shall Secondary Education be concerned only with the welfare and progress of the individual or only with these as they promise a profitable contribution to the supporting social and political organization—in school, district, county, or state?
3. Shall Secondary Education provide a common curriculum for all or differentiated offerings?
4. Shall Secondary Education primarily have in mind preparation for advanced studies or be primarily concerned with the value of its own courses regardless of a student's future academic career?
5. Shall Secondary Education consist of unit courses, usually of one year or of one semester in length, or of interwoven courses covering cumulative interrelated knowledge?
6. Shall Secondary Education present merely organized knowledge or also assume definite responsibility for attitudes and ideals?

CERTIFICATION OF TEACHERS

New Requirements for High School Teachers' Certificates

By-law 30, which deals with the Education courses necessary for Maryland high school teachers' certificates, was revised in the spring and summer of 1930 by a committee of Maryland college and State Department representatives and was passed in its revised form by the State Board. It is expected that the new regulations will become practically effective in the colleges for the 1932 graduates and that many of the necessary adjustments will be made in time to enable the 1931 graduates virtually to meet the new requirements. The by-law reads as follows:

BY-LAW 30

1. Colleges the graduates of which shall be considered to meet the school-credit part of the requirement for Maryland high school teachers' certificates without examination shall make provision for the following required courses and for at least six semester hours from among the elective courses.

Required Courses.....	10 semester hours
Educational Psychology.....	3 semester hours
Principles of High School Teaching.....	3 semester hours
Special Methods, Observation, and Practice	
Teaching	4 semester hours

Elective Courses.....6 semester hours required

- | | |
|-----------------------------|---------------------------------------|
| 1. The High School | 5. Educational Sociology |
| 2. Educational Measurements | 6. Advanced Educational Psychology |
| 3. History of Education | 7. Rural Life and Education |
| 4. Principles of Education | 8. Other Recognized Education Courses |

It is recommended that every student present credit for at least 18 semester hours in Education, although only 16 are required.

2. *Definition of Courses.*

Educational Psychology—This course shall include at least the following topics: definition, scope, and presuppositions of educational psychology; learning—types of learning, the ways in which learning takes place, the laws of learning, specific conditions affecting the rate of progress in learning, the curve of learning, the curve of for-

getting, transfer of training, mental efficiency in learning; individual differences—nature and significance, mental tests and meaning of intelligence, character and temperament, distribution, causes; mental and physical growth of the child.

Principles of High School Teaching—This course shall include at least the following topics: outcomes of teaching; questioning; assignments; planning the instruction; appreciation teaching; problem and project teaching; organization and procedure; drill lessons; visual aids; socialized class procedure; directed study; measuring the results of teaching, including objectives; marks and marking; classroom routine. It is desirable to have observations of high school classes in connection with this course.

Special Methods, Observation, and Practice Teaching—This course shall include at least the following topics: present status and trends; contribution of the subject to the cardinal objectives of secondary education; fundamental principles, and the psychology of the learning process applicable to the special subject; reorganization of subject-matter; methods applicable to the subject; equipment, magazines, charts, etc.; examination and evaluation of texts and reference books; bibliography; administrative problems; lesson plans worked out in detail for typical units; professional growth. Part of the observation and practice teaching should be done and supervised in connection with the course in special methods. Further regulations about this will be found in Sections 12-17 of the by-law.

3. The instruction shall be given in at least full semester courses, each of not less than two recitation hours per week.
4. The number of recitation hours in each course shall be officially certified by the college to the State Superintendent of Schools.
5. The courses in Education shall be taken as a regular part of the undergraduate work; or, if done subsequently thereto, they shall be pursued under similar regular academic conditions.
6. Students who have decided to prepare for high school teaching, shall be under the guidance of the head of the Department of Education in the selection of their college courses.
7. Two years of college work shall be required for entrance to professional courses in Education.
8. Only those students who rank academically in the upper four-fifths of the class shall be admitted to the courses in Education in the junior year.
9. Only such graduates as rank academically in the upper four-fifths of the class and who make a grade of "C" or better in practice teaching shall be issued Maryland State Teachers' certificates.
10. The head of the Department of Education shall devote his full time as a member of the faculty to the work of his department and shall not engage in the work of any other department. He shall possess a Ph. D. degree from an institution of recognized standing or possess equivalent training in the field of Education.

There must be at least one full-time assistant in the Department of Education. If a large number of students is registered for the Education courses, the teaching staff will necessarily be larger. The minimum scholastic training for these instructors shall be graduation from a college of recognized standing and at least one year of advanced work in the field of Education in a graduate school of good standing.

No teacher shall conduct special methods courses in more than two subjects. Teachers in the other departments who may conduct special methods classes in their subject matter fields must have had the year of graduate work in Education which is required for teachers of Education.

Successful high school teachers who meet the requirements which will be described, may be employed as critic teachers to help with the student teaching. These teachers will be required to file data as to their preparation with the State Department of Education and be approved as critic teachers. For the present, a half year of graduate work in Education and in the special subject to be taught may be considered sufficient preparation for the work of a critic teacher. At least three years' successful experience also will be required. A critic teacher may act in this capacity only in the field in which she is certificated by the State to teach or in which she has specialized in college. She may, of course, have charge of observation groups only if another teacher is conducting the lesson.

11. It is recommended that every student meet the subject matter requirements in at least two subjects or, in some cases, in three subjects, if this can be conveniently done. The subject matter requirements are as follows:

English	24 semester hours
Social Studies.....	24 semester hours
Distributed as follows:	
History, including American History.....	18 semester hours
Economics or Sociology.....	6 semester hours
Mathematics	18 semester hours
Including, preferably, college algebra, trigonometry, solid geometry, analytics.	
If any one or more of the first three subjects mentioned have been completed in high school, the college credit required may be correspondingly reduced, provided, however, that the mathematics courses pursued in college total at least 12 semester hours.	
Latin	18 semester hours
Based preferably on four years of high school Latin.	
French	18 semester hours
Based preferably on four years of high school French.	
Chemistry*	18 semester hours
Biology*	18 semester hours
Physics*	18 semester hours
High School Science.....	24 semester hours
Six semester hours of each of chemistry, physics, and biology, and at least twelve semester hours in one of these three sciences.	
Special Subjects (general home economics, physical training, music, fine and applied arts, manual or industrial training, or commercial subjects)	
	30 semester hours (approximately)

* If this subject has been studied in high school, twelve hours' college credit in the subject, plus six semester hours in any other natural science, will be considered to meet the requirement, although eighteen hours are urged.

12. Twenty observation periods will be required. *Not fewer than ten* shall be devoted to *group observation* with a member of the college Department of Education present. The student will, of course, have had some instruction as to the features of the lesson which he shall observe with special attention. The teacher will conduct group discussions of what has been observed.
13. Students who are most successful in their practice teaching must teach at least ten class periods. Students who are less successful must teach from fifteen to twenty class periods, in accordance with their comparative needs, unless their practice teaching grade will evidently be below "C", which is the standard for certification.

14. All the practice teaching must be done under the supervision of one or more members of the college Department of Education or under the co-operative supervision of a high school critic teacher and the college director of practice teaching or other members of the Department of Education (not a high school critic teacher). If the plan of having critic teachers is chosen, the critic teacher may be given charge of four-fifths of the ten or more practice periods required. Each practice period must be preceded by careful lesson planning, the plan being approved by the critic teacher before the lesson is taught. Constructive criticism must follow the teaching of each lesson. No credits shall be allowed for practice teaching unless there has been adequate preparation both as to mode of procedure and knowledge of content. Each student teacher shall be held for the equivalent of one hour per week of individual conference with the critic teacher and one hour per week for group conference with other student teachers, the critic teacher, and a college teacher of Education. (The critic teacher will, of course, not participate in this conference, if all the practice teaching is supervised by college teachers.) The college teacher must observe each student during at least two full periods and must keep in close touch with the work of the critic teachers and student teachers.
15. At least one complete lesson unit of the usual length and content shall be taught by each student teacher during this practice period.
16. The practice teaching shall be done in the senior year and in the student's major or minor subject. The student should have had or should be having instruction in the teaching of the subject. No credit shall ordinarily be given for teaching experience and *no student shall be entirely excused from the practice teaching or methods courses on account of experience.*
17. Critic teachers, under whom some of the practice teaching may be done, shall be under the direct supervision of the head of the Department of Education, director of teacher training, or some other individual designated for supervisory work. This supervisor shall direct the whole program of practice teaching. He shall visit all of the student teachers as often as possible and shall try to rate their probable teaching success. The critic teachers also shall be required to rate the probable success of student teachers. The conclusions of both supervisors and critic teachers regarding student teachers shall be made a matter of record to be filed with the other credentials of students at the institution.
18. While courses in general psychology, logic, ethics, aesthetics, philosophy, history of philosophy, sociology, and the like, may properly make up a part of the student's college course, none of these courses or any other course not lying strictly within the field of Education shall be accepted as meeting any part of the requirement in Education. It is recommended that students preparing for high school teaching take, if possible, the college course in ethics and general psychology.
19. For the use of students in Education, an adequate supply of good reference books, covering courses outlined in the foregoing, shall be provided in the college library, and shall be easily accessible to the students taking the courses.

COLORED SCHOOLS
ENROLLMENT AND ATTENDANCE IN COLORED SCHOOLS

The Maryland county colored elementary and high schools enrolled 28,712 children in the year ending July 31, 1930. The colored population in the counties of the State is decreasing slightly due to a general negro migration to the cities, and, as would be expected, the total county school enrollment was lower in 1930 than in 1929. The decrease was only 225 for the past year, but when the 1930 enrollment of 28,712 is compared with the 30,174 enrolled in 1920, the influence of this shift in population can be more fully realized. Despite the lower enrollment, the average number of colored children belonging to and attending the schools of the State with totals of 26,004 and 22,128, respectively, showed increases over 1929 and preceding years. The fact that more colored children were actually in school when the total colored school population was less, reflects a significant increase in the efficiency of the schools, and a greater regularity in school attendance brought about by more effective enforcement of the compulsory attendance law. (See *Table 114*.)

TABLE 114

Enrollment, Average Number Belonging, and Average Number Attending in County Colored Schools for Year Ending July 31, 1930

County	Total Enrollment	Average Number		County	Total Enrollment	Average Number	
		Belonging	Attending			Belonging	Attending
Total Counties, 1930	*28,712	26,004	22,128	Calvert	1,204	1,048	760
Total Counties, 1929	*28,937	25,915	21,582	St. Mary's	1,149	1,059	862
Total Counties, 1920	30,174	†	17,795	Frederick	1,028	950	854
Prince George's	3,006	2,733	2,341	Kent	1,009	894	769
Anne Arundel	2,935	2,681	2,301	Caroline	988	848	727
Baltimore	2,078	1,877	1,612	Queen Anne's	839	725	605
Somerset	1,993	1,765	1,558	Harford	763	685	584
Montgomery	1,887	1,697	1,476	Howard	604	528	425
Worcester	1,709	1,467	1,269	Cecil	495	454	384
Wicomico	1,678	1,519	1,386	Washington	384	349	312
Dorchester	1,651	1,459	1,214	Carroll	361	326	250
Charles	1,645	1,471	1,123	Allegany	334	315	284
Talbot	1,264	1,154	1,032	Baltimore City	*22,978	21,076	18,509
				State	*51,690	47,080	40,637

* Excludes duplicates.

† Data not available until 1923.

For data arranged alphabetically see Tables II, VI and VII, pages 331, 336 and 337.

More colored children were enrolled in Baltimore City than formerly, and this increase more than offset the lowered county figures. In the entire State the total enrollment of colored children in public schools was 51,690, the average enrollment or number belonging was 47,080, and the average daily attendance 39,129.

Just as the colored population is moving from counties to Baltimore City, so, with a few exceptions, the changes within the counties themselves, indicated a movement toward the more densely populated centers. Baltimore, Montgomery, Calvert, Frederick, Carroll, and Allegany Counties showed increases in enrollment, number belonging and attending, while in Anne Arundel and Caroline the enrollment and attendance figures were higher than in 1929.

In four counties, Cecil, Charles, Talbot, and Harford, the average number in attendance at school in 1930 failed to reach the corresponding figures for the preceding year. In Talbot County this lower attendance was accompanied by an increased enrollment. (See *Table 114.*)

In addition to the public school enrollment, there were 754 colored children enrolled in 11 private and parochial schools in eight of the counties, and 1,413 colored children were enrolled in 10 schools in Baltimore City. The total colored enrollment in Maryland was, therefore, 53,857, of whom 29,466 were in the counties and 24,391 in Baltimore City. (See *Tables III to V, pages 333-5.*)

LENGTH OF SCHOOL YEAR IN 1929-30

A teachers' meeting held immediately preceding the opening of the school year may become an effective factor in formulating the goals and objectives for the coming session and in establishing certain standards for records and reports. This initial teachers' meeting is of great value, especially to all inexperienced teachers and new members of the system. In all except two counties, Baltimore and Talbot, such meetings were held for the colored teaching staff. In Caroline, Carroll, and Washington two days were given to the meeting preliminary to the opening of school. (See *Table 115.*)

The session of the colored elementary schools is being gradually lengthened. In no county in the State in 1930 were the colored elementary schools as a whole open fewer than the legal requirement of 160 days. In four counties, Baltimore, Allegany, Washington, and Cecil, the colored schools were open more than 180 days, the legal minimum for white schools. The average for the colored elementary schools of the counties as a whole was 167.5 days, for Baltimore City, 185 days, and for the entire State, 179.4 days. (See *Table 115.*)

The decrease in the number of individual schools which did not meet the requirement of 160 days shows great improvement. Of the 535 county colored elementary schools, 494 were open at least 160 days. In 1930, only 41 colored schools were in session less than 160 days, and only 3 of these had sessions under 140 days. The corresponding figures for 1929 were 53 and 4, respectively. The number of schools with short sessions was materially reduced in Calvert, Howard, Dorchester, and Montgom-

TABLE 115
Length of Session in Colored Schools, Year Ending July 31, 1930

County	School Year, 1929-30			Average Days in Session		
	Number of Days of Opening Meeting	First Day of School	Last Day of School	County	Colored High Schools	Colored Elementary Schools
				County Average.....	172.8	167.5
Allegany.....	1	9/3	6/20	Baltimore.....	195.2	195.2
Anne Arundel.....	1	9/9	5/6	Allegany.....	193.5	194.0
Baltimore.....	1	9/3	6/27	Washington.....	185.2	184.4
Calvert.....	1	9/9	5/14	Cecil.....	186.8	184.1
Caroline.....	2	9/23	5/28	Carroll.....	178.1	177.7
Carroll.....	2	9/2	6/6	Prince George's.....	173.0	172.3
Cecil.....	1	9/5	6/13	Harford.....	168.4	168.4
Charles.....	1	9/23	5/30	Frederick.....	185.0	164.8
Dorchester.....	1	9/23	5/30	Dorchester.....	170.0	164.4
Frederick.....	1	9/3	5/9	Caroline.....	166.1	163.8
Harford.....	1	9/16	5/30	Talbot.....	181.2	163.6
Howard.....	1	9/30	6/3	Howard.....	163.5	163.5
Kent.....	1	10/1	*5/30	Montgomery.....	164.0	163.2
Montgomery.....	1	9/10	5/16	Queen Anne's.....	164.8	162.9
Prince George's.....	1	9/9	5/30	Anne Arundel.....	182.3	162.9
Queen Anne's.....	1	9/24	5/31	Calvert.....	161.8	162.5
St. Mary's.....	1	10/1	6/6	Wicomico.....	162.1	162.2
Somerset.....	1	9/16	5/16	Worcester.....	161.7	161.9
Talbot.....	1	†9/30	6/6	Somerset.....	162.0	161.6
Washington.....	2	9/3	6/6	St. Mary's.....	161.1	161.1
Wicomico.....	1	9/11	5/15	Charles.....	180.0	160.5
Worcester.....	1	9/16	5/16	Kent.....	176.3	160.0
Baltimore City.....		9/10	6/25	Baltimore City.....	190.0	185.0
				State Average.....	177.6	179.4

† High School 9/14. * High School 6/6.
 For data for counties in alphabetical order, see Table VII, page 337.

TABLE 116
Number of Maryland County Colored Schools in Session Less Than the Number of Days Required by Law, Year Ending July 31, 1930

County	COLORED SCHOOLS OPEN LESS THAN		County	COLORED SCHOOLS OPEN LESS THAN	
	160 Days	140 Days		160 Days	140 Days
Total.....	1930 38	3	Somerset.....	2	.....
.....	1929 49	4	Wicomico.....	2	.....
.....	1928 41	10	Dorchester.....	2	1
Harford.....	1	.....	Caroline.....	3	.....
Howard.....	1	.....	Kent.....	4	.....
Worcester.....	1	.....	Anne Arundel.....	6	.....
Calvert.....	2	.....	Montgomery.....	6	1
Charles.....	2	.....	St. Mary's.....	6	1

ery, although these counties still had schools which failed to make the legal minimum. In Anne Arundel there were six, and in Montgomery and St. Mary's seven schools which were open less than 160 days. In St. Mary's this is 5 more than were below this level in 1929. (See Table 116.)

PER CENT OF ATTENDANCE IMPROVES

The regularity with which children attend school is a significant measure of one phase of the efficiency of a school system. The fact that the average per cent of attendance in the county elementary schools increased from 82.7 in 1929 to 84.5 in 1930 is most gratifying. In 14 of the 22 counties which have colored schools, the per cent of attendance was 85.0 or higher, and in only 3 counties, Calvert, Charles, and Carroll, was the per cent of attendance lower than 80.0. In 1929 seven counties were in this latter group. Calvert, although lowest in the State, increased its per cent of attendance by 5.4, and in Worcester, Cecil, and Dorchester the per cent of attendance was about 4.0 higher in 1930 than in 1929. The range in per cent of attendance was from 72 in Calvert to nearly 91 in Wicomico. (See *Table 117.*)

TABLE 117

Per Cent of Attendance in Colored Elementary Schools, for School Years Ending in June 1923, 1928, 1929 and 1930

County	1923	1928	1929	1930	County	1923	1928	1929	1930
County Average.....	76.2	82.6	82.7	84.5	Kent.....	73.4	85.2	82.3	85.1
Wicomico.....	84.8	89.9	88.1	90.8	Prince George's.....	76.4	83.8	83.0	85.0
Frederick.....	84.6	89.9	90.3	89.3	Cecil.....	74.4	80.6	79.4	83.8
Allegany.....	87.4	89.8	86.0	89.1	Queen Anne's.....	73.1	81.7	80.1	83.3
Washington.....	81.7	92.0	89.6	89.0	Dorchester.....	74.2	77.9	78.6	82.2
Talbot.....	84.3	91.2	90.5	88.8	St. Mary's.....	62.9	72.7	78.0	81.4
Somerset.....	80.5	85.0	84.7	87.9	Howard.....	71.0	78.3	79.3	80.5
Montgomery.....	80.8	85.1	84.4	86.9	Carroll.....	72.0	76.5	76.6	76.2
Worcester.....	80.1	83.5	82.1	86.0	Charles.....	66.8	72.9	76.7	75.5
Baltimore.....	75.4	84.8	84.8	85.9	Calvert.....	65.3	69.6	66.6	72.0
Harford.....	79.9	85.9	86.0	85.3	Baltimore City.....	87.0	87.4	87.6	87.4
Anne Arundel.....	71.2	81.8	84.8	85.3	State Average.....	79.9	84.6	84.8	85.8
Caroline.....	76.4	85.4	84.4	85.2					

For counties arranged alphabetically, see *Table VI*, page 336.

The per cent of attendance in the colored elementary schools shows a wide monthly variation, the range being from 92.9 in September, when many colored children have not yet been enrolled in school, to 76.6 in January, when the maximum enrollment is in school and the combined effect of bad weather, bad roads, colds, and other contagious diseases bring about the greatest absence from school. (See *Table 118.*)

In the high schools similar variations can be seen. The maximum enrollment is found in November and December. During December and January the low point in per cent of attendance is reached, while in September and June, when few are enrolled, attendance reaches as high as 94.7 and 95.5 per cent. During the intermediate months, an average of about 93.5 is consistently maintained. (See *Table 118.*)

TABLE 118

Number Belonging and Per Cent of Attendance in Maryland County Colored Schools, by Months, for School Year Ending in June, 1930

MONTH	Average No. Belonging		Per Cent of Attendance	
	Elementary	High	Elementary	High
September.....	15,968	1,346	92.9	94.7
October.....	22,900	1,783	87.4	93.7
November.....	24,746	1,856	86.1	93.3
December.....	24,935	1,843	80.5	91.4
January.....	25,328	1,787	76.6	90.4
February.....	25,314	1,753	83.9	93.6
March.....	25,057	1,725	86.2	93.9
April.....	24,555	1,664	84.9	93.5
May.....	24,134	1,632	86.0	93.7
June.....	*2,791	*752	89.6	95.5
Average for Year.....	24,279	1,725	84.5	93.3

* Schools in most of the counties were not open in June.

FEWER PUPILS ATTEND LESS THAN 100 AND 120 DAYS

For the first time more than four-fifths of the children in colored elementary schools were present at least 100 days, and nearly 70 per cent attended school for 120 days or more. The number of children attending less than 100 and 120 days is gradually being reduced. In 1930, 4,937 colored children were in school fewer than 100 days. This is 1,050 fewer than the corresponding figure for 1929, and the 7,842 who attended under 120 days is a reduction of more than 1,200 since 1929. (See *Table 119*.)

In Allegany, Washington, Baltimore, Frederick, Wicomico, and Cecil, fewer than 20 per cent of the colored elementary children failed to attend school for 120 days. At the opposite extreme, from 41 to 59 per cent of the colored elementary pupils were present less than six months of the eight-month school year in Calvert, Charles, St. Mary's, and Howard. Despite the fact that 40 per cent of the Calvert County colored elementary pupils were present less than 5 months and nearly 60 per cent attended less than 6 months, this is a considerable improvement over conditions the year preceding. (See *Table 119*.)

Attendance for less than 100 or 120 days may be explained by either irregular attendance reflected in the per cent of attendance, or late entrance, or withdrawal before the end of the year. The first of these has been considered and is shown in *Table 117*.

TABLE 119

Number and Per Cent of County Colored Elementary Pupils Present Under 100 and 120 Days, Year Ending July 31, 1930

County	NUMBER PRESENT		PER CENT PRESENT	
	Under 100 Days	Under 120 Days	Under 100 Days	Under 120 Days
Total and Average:				
1930.....	4,937	7,842	19.3	30.6
1929.....	5,987	9,045	22.9	34.6
1928.....	6,610	9,563	24.8	35.9
1927.....	7,643	10,836	29.0	41.1
1926.....	8,078	11,295	29.5	41.3
1925.....	9,463	13,195	33.2	46.3
Allegany.....	14	24	5.3	9.1
Washington.....	26	38	8.3	12.1
Baltimore.....	203	293	10.6	15.3
Frederick.....	86	165	9.8	18.8
Wicomico.....	131	266	9.5	19.4
Cecil.....	59	84	13.8	19.7
Prince George's.....	348	635	13.2	24.1
Talbot.....	153	256	14.7	24.6
Somerset.....	275	453	16.2	26.8
Harford.....	106	189	15.0	26.8
Montgomery.....	303	451	18.1	26.9
Anne Arundel.....	513	831	19.3	31.3
Caroline.....	173	271	20.8	32.6
Kent.....	190	284	21.8	32.6
Carroll.....	83	115	25.6	35.5
Worcester.....	348	547	23.4	36.7
Dorchester.....	375	544	25.8	37.4
Queen Anne's.....	171	302	22.0	38.9
Howard.....	145	230	25.8	41.0
St. Mary's.....	295	467	26.0	41.1
Charles.....	478	723	32.3	48.9
Calvert.....	462	674	40.6	59.2

LATE ENTRANCES DECREASE

A consideration of the second factor shows that because of employment, indifference, or neglect, there were 3,148 late entrants to the colored elementary schools in 1930 and these amounted to 11.4 per cent of the total enrollment. More than half of the cases of late entrance were attributed to negligence or indifference on the part of pupils and parents, and the proportion assigned to this cause was greater than in 1929. The late entrance due to employment of children both over and under 13 years of age decreased during 1930. (See *Table 120.*)

In Allegany, Washington, Baltimore, and Carroll, less than 5 per cent of the children entered school late for these causes, but

TABLE 120

Number and Per Cent of County Colored Elementary School Pupils Entering School after the First Month, Because of Employment, Indifference or Neglect, for School Year Ending July 31, 1930

County	Number and Per Cent Entering School After First Month for Following Reasons:					Rank in Per Cent Entering After First Month for Following Reasons:		
	Total Number	Total Per Cent	13 Years or More, Employed	Negligence or Indifference	Under 13 Years, Illegally Employed	13 Years or More, Employed	Negligence or Indifference	Under 13 Years, Illegally Employed
County Average								
1930	3,148	11.4	4.5	5.8	1.1			
1929	3,280	11.6	5.1	5.3	1.2			
1928	4,739	16.5	6.5	7.8	2.2			
1927	5,204	17.8	7.9	7.5	2.4			
1926	5,393	18.1	8.3	6.9	2.9			
Allegany	1	.4		.4		1	1	1
Washington	12	3.6	.9	2.7		2	9	6
Baltimore	77	3.6	2.0	1.6		4	4	2
Carroll	15	4.2	3.1	1.1		9	3	3
Somerset	96	5.2	3.0	1.8	.4	8	6	11
Wicomico	93	6.4	2.3	4.1		6	12	7
Prince George's	202	7.0	2.0	4.0	1.0	5	11	17
Caroline	68	7.3	4.5	2.1	.7	14	8	13
Kent	77	8.4	7.2	.8	.4	18	2	10
Howard	53	8.7	3.9	4.8		12	13	4
Frederick	83	8.7	4.7	3.6	.4	15	10	9
St. Mary's	109	9.2	2.9	6.3		7	17	5
Talbot	122	10.5	7.9	2.1	.5	20	7	12
Montgomery	194	10.6	4.3	5.6	.7	13	16	14
Queen Anne's	110	13.0	8.9	1.8	2.3	21	5	20
Worcester	209	13.1	6.1	4.9	2.1	17	14	18
Harford	108	13.9	7.9	5.1	.9	19	15	16
Anne Arundel	414	14.7	3.9	10.0	.8	11	18	15
Cecil	71	15.6	2.0	13.4	.2	3	20	8
Charles	325	20.1	3.8	13.5	2.8	10	21	21
Calvert	298	24.3	5.3	16.7	2.3	16	22	19
Dorchester	411	26.3	11.6	10.7	4.0	22	19	22

in Dorchester, Calvert, and Charles the late entrants included more than a fifth of the enrollment. Late entrance by children over 13 years old because of employment was exceptionally high in Dorchester, Queen Anne's, Talbot, Harford, and Kent. Late entrance to school by children under 13 years because of employment is strictly illegal, but over 2 per cent of the children in Dorchester, Charles, Queen Anne's, Calvert, and Worcester entered late because they were illegally employed. Indifference and neglect explained the late entrance of over 10 per cent of the children in Calvert, Charles, Cecil, Dorchester, and Anne Arundel. A marked reduction in late entrants for employment, indifference and neglect appeared in Carroll, Howard, and Prince George's, but in Charles, Cecil, Washington, and Talbot the percentage of late entrants was considerably higher than in 1929. (See Table 120.)

WITHDRAWALS DECREASE

TABLE 121

Withdrawals by Cause from Maryland County Colored Elementary Schools for Year Ending July 31, 1930

County	Withdrawals for Removal, Transfer or Death		WITHDRAWALS FOR FOLLOWING CAUSES						
			Total Number	Total Per Cent	PER CENT WITHDRAWING FOR				
	Number	Per Cent			Employment	Mental and Physical Incapacity	Over or Under Compulsory Attendance Age	Poverty	Other Causes
Total and Av.									
1930.....	2,100	7.6	1,717	6.2	2.9	1.0	.8	1.2	.3
1929.....	2,109	7.5	2,171	7.6	3.7	1.1	.9	1.5	.4
1928.....	2,130	7.4	2,231	7.8	4.1	1.0	1.1	1.2	.4
1927.....	2,340	8.0	2,489	8.5	4.3	1.2	1.2	1.5	.4
1926.....	2,446	8.2	2,697	9.9	4.9	1.0	1.5	1.9	.6
1925.....	2,459	8.6	3,515	12.3	6.4	1.1	1.7	2.6	.5
Allegany.....	15	5.4	7	2.5	.4	.4	.3	1.4	.....
Frederick.....	71	7.5	25	2.6	1.0	.9	.4	.2	.1
Carroll.....	32	9.0	11	3.1	.6	.8	.3	.8	.6
Prince George's	242	8.4	90	3.1	1.4	.7	.5	.2	.3
Talbot.....	116	10.0	47	4.1	2.9	.2	.3	.1	.6
Anne Arundel.	163	5.8	121	4.3	1.7	.8	1.0	.4	.4
Baltimore.....	202	9.5	96	4.5	1.3	1.0	.9	1.0	.3
Wicomico.....	87	6.0	68	4.7	1.3	1.6	.4	1.2	.2
Montgomery..	144	7.9	94	5.2	2.4	.8	.5	1.3	.2
Charles.....	139	8.6	90	5.6	2.6	1.0	.4	1.5	.1
Somerset.....	145	7.9	105	5.7	2.6	.7	1.2	1.1	.1
Washington....	22	6.5	20	6.0	1.5	1.8	1.5	.6	.6
Harford.....	71	9.1	48	6.2	3.0	.6	.5	1.3	.8
Calvert.....	87	7.1	79	6.4	3.7	.7	.7	1.1	.2
St. Mary's....	51	4.3	77	6.5	2.3	1.2	1.3	1.6	.1
Cecil.....	31	6.8	32	7.0	1.8	2.4	.9	1.3	.6
Caroline.....	103	11.0	66	7.1	3.5	.6	1.8	.4	.8
Worcester....	104	6.5	155	9.7	4.3	1.1	.9	3.0	.4
Queen Anne's.	67	7.9	85	10.1	7.6	.4	.2	1.7	.2
Kent.....	54	5.9	94	10.2	7.4	1.0	.6	1.1	.1
Howard.....	50	8.2	65	10.6	4.7	3.6	1.0	1.0	.3
Dorchester....	104	6.7	242	15.5	7.7	1.7	1.6	4.2	.3

Withdrawals from school divide themselves into two distinct groups. First there are those cases where withdrawal is entirely legitimate from the point of view of the school organization. Such withdrawals are due to removal, transfer, or death. In the counties of the State this group comprised about 7.6 per cent of the total enrollment and exceeded the number and per cent withdrawn for all other causes. Withdrawals for removal, transfer, or death form a fairly constant portion of the enrollment, and although there has been in the main, a reduction in such withdrawals since 1925, the range in the past six years is only from 8.6 per cent to 7.4. The individual counties likewise do not exhibit a very marked difference in the per cent withdrawing for

these causes. St. Mary's and Allegany had the smallest, and Caroline and Talbot the largest groups leaving school because of removal, transfer, or death, with a range of 4.3 to 11.0 per cent. (See *Table 121*.)

The withdrawals that are due in part to some lack of efficiency, quality, or holding power of either the school or local community are being materially reduced. For the first time, the number and per cent of withdrawals for these causes were less than the withdrawals for removal, transfer, and death, and since 1925, they have been reduced from 12.3 to 6.2 per cent of the total enrollment. This means that 1,798 fewer pupils withdrew for employment, mental or physical incapacity, or poverty in 1930 than in 1925, and this reduction more than equals the number that withdrew in 1930.

In eight counties, Allegany, Frederick, Carroll, Prince George's, Talbot, Anne Arundel, Baltimore, and Wicomico, less than 5 per cent of the pupils were withdrawn for causes other than removal, transfer, and death and in only four counties, Dorchester, Howard, Kent, and Queen Anne's, did more than 10 per cent leave for these reasons. In the preceding year only five counties had fewer than 5 per cent withdrawn for "other causes," while seven counties had more than 10 per cent so withdrawn. (See *Table 121*.)

Dorchester, Queen Anne's, and Kent had a high percentage of withdrawals for employment, i. e., over 7 per cent. In Howard and Cecil the percentage of withdrawals for mental or physical incapacity were considerably in excess of those in other counties, perhaps because advantage may have been taken of the opportunity for the examination of retarded children.

Dorchester and Worcester reported the highest percentage of colored elementary pupils withdrawn because of poverty. (See *Table 121*.)

HOLDING POWER THROUGH THE GRADES

Of equal if not greater importance than the regularity and length of school attendance within any one year is the holding power of the schools over a period of years. One way of showing this is to assume that the average of the enrollment in grades 2, 3, and 4 represents in a fair measure the number of children entering school, and to divide the actual enrollment in each grade by this estimate of the number of entrants. If each child that entered school received promotion at the end of each year and remained in school until completing high school, the ratio of enrollment in each grade to the number of entrants would then be 100. Since such conditions obviously do not exist, we find a very different distribution. With 146 per cent in the first grade, almost one-third of the first grade pupils are repeaters, while only 57 per cent of those entering school reached the seventh grade. Although this retardation in the early grades and loss

from the upper grades is rather great, improvement over preceding years is very marked. The first year high school enrollment in 1930 included 24 per cent of the estimated county entrants to the first grade in a given year, and represented double the corresponding number for 1925. (See *Table 122.*)

TABLE 122

Enrollment by Grades in Maryland County Colored Schools, School Year Ending in June, 1930

GRADE	Number in Each Grade, 1930			Per Cent in Each Grade Based on Average in Grades 2, 3 and 4			
	Boys	Girls	Total	1930	1929	1927	1925
1	2,959	2,759	5,718	146	148	166	187
2	2,129	1,902	4,031	103	107	104	102
3	2,049	1,886	3,935	101	99	100	102
4	1,954	1,812	3,766	96	95	95	96
5	1,568	1,631	3,199	82	82	78	74
6	1,305	1,390	2,695	69	67	60	51
7	1,042	1,199	2,241	57	57	45	37
8	22	35	57	2	1	5	3
I	377	551	928	24	20	13	11
II	218	306	524	13	10	7	5
III	107	176	283	7	6	4	3
IV	68	113	181	5	3	3	1
Grand Total . . .	13,798	13,760	27,558	.....	.....	.....	.....

Actual numbers show that 5,718 pupils were enrolled in the first grade, 4,031 in the second grade, 3,935 in the third grade, and only 2,241 in the seventh. The high school enrollment decreased from 928 in the first year to only 181 in the fourth. The total number of boys and girls enrolled in the colored schools is very similar, but in grades one to four the boys exceed the girls, while in all the higher grades the girls outnumber the boys. (See *Table 122.*)

COLORED ELEMENTARY SCHOOL GRADUATES

Graduates from the county colored elementary schools comprised 6.7 per cent of the total enrollment. The 1,721 boys and girls who completed the elementary school course formed a slightly smaller proportion of the enrollment in 1930 than in 1929, but the increase over 1928 was still gratifyingly large. The graduates included 728 boys and 993 girls. The former is a reduction of 5 under the 1929 graduates, whereas the latter is lower by 84 than in the preceding year. The 728 boys who graduated represented 5.6 per cent of all boys enrolled, .1 more than in 1929. (See *Table 123.*)

TABLE 123
Colored County Elementary School Graduates*

Year	NUMBER			PER CENT		
	Boys	Girls	Total	Boys	Girls	Total
1923.....	350	637	987	2.3	4.3	3.3
1924.....	427	706	1,133	2.9	4.9	3.9
1925.....	487	705	1,192	3.4	5.0	4.2
1926.....	483	820	1,303	3.5	6.1	4.8
1927.....	542	909	1,451	4.0	6.8	5.4
1928.....	542	984	1,526	4.0	7.5	5.7
1929.....	733	1,077	1,810	5.5	8.4	6.9
1930.....	728	993	1,721	5.6	7.9	6.7

* Exclusive of withdrawals for removal, transfer and death.

Dorchester, Allegany, Cecil, Frederick, and Somerset had the highest proportion of graduates in their elementary school enrollments, while in Calvert, St. Mary's, Anne Arundel, Montgomery, and Harford the smallest percentage of colored boys and girls completed the elementary school course. In 1930, Dorchester, Allegany, Frederick, Prince George's, Queen Anne's, Charles, Baltimore, and Anne Arundel held more of their colored enrollment to graduation from the elementary school than in the preceding year, but the boy and girl graduates for St. Mary's, Harford, Wicomico, Caroline, Talbot, Worcester, Calvert, and Carroll were considerably under those of the earlier year. There was also a considerable decrease in girl graduates for Cecil, Kent, Howard, and Montgomery. In every county except Allegany and Howard there were more girls than boys graduated, while in Frederick the number of boys and girls graduated was the same. (See *Chart 20*.)

FAILURES OF BOYS INCREASE

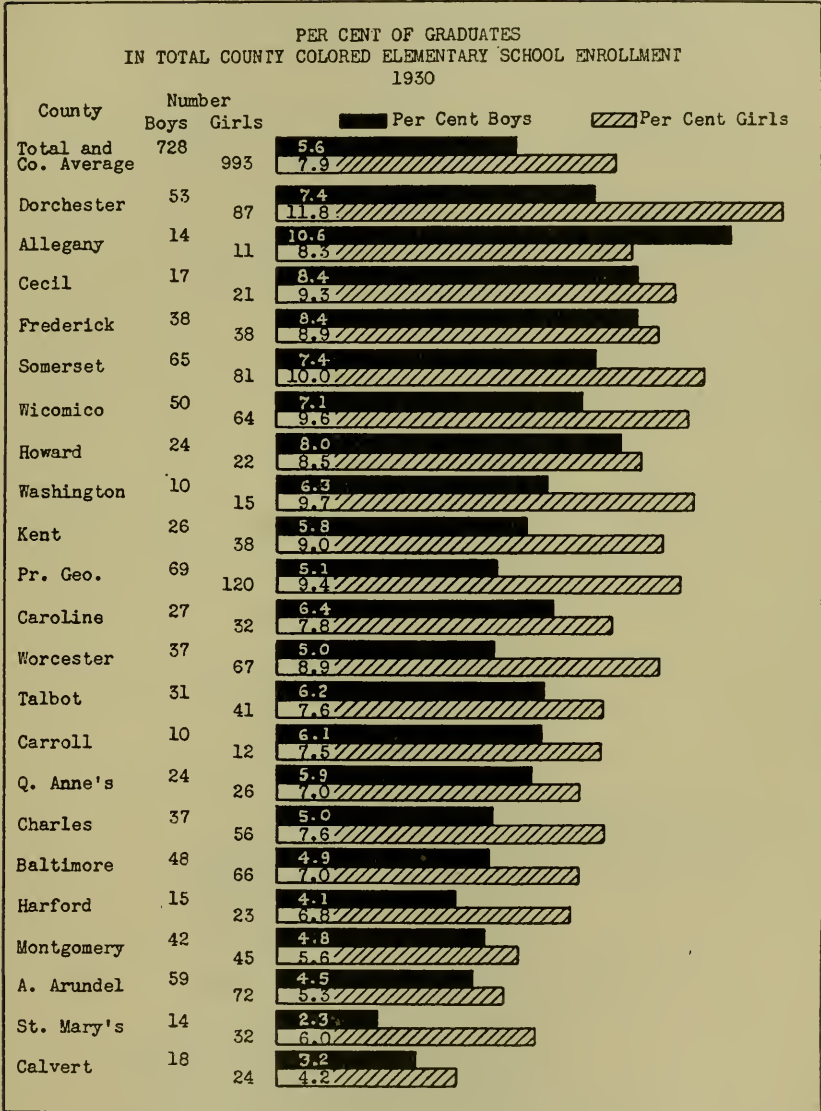
TABLE 124

Number and Per Cent of Non-Promotions in County Colored Elementary Schools*

Year Ending in June	NUMBER			PER CENT		
	Boys	Girls	Total	Boys	Girls	Total
1923.....	5,722	4,616	10,338	38.3	31.1	34.7
1924.....	5,173	4,104	9,277	35.5	28.5	32.0
1925.....	4,800	3,700	8,500	33.2	26.3	29.8
1926.....	4,359	3,334	7,693	31.5	24.6	28.1
1927.....	4,015	3,091	7,106	29.5	23.3	26.4
1928.....	3,647	2,657	6,304	27.1	20.2	23.7
1929.....	3,230	2,361	5,591	24.2	18.5	21.4
1930.....	3,311	2,343	5,654	25.4	18.6	22.0

* Exclusive of withdrawals for removal, transfer and death.

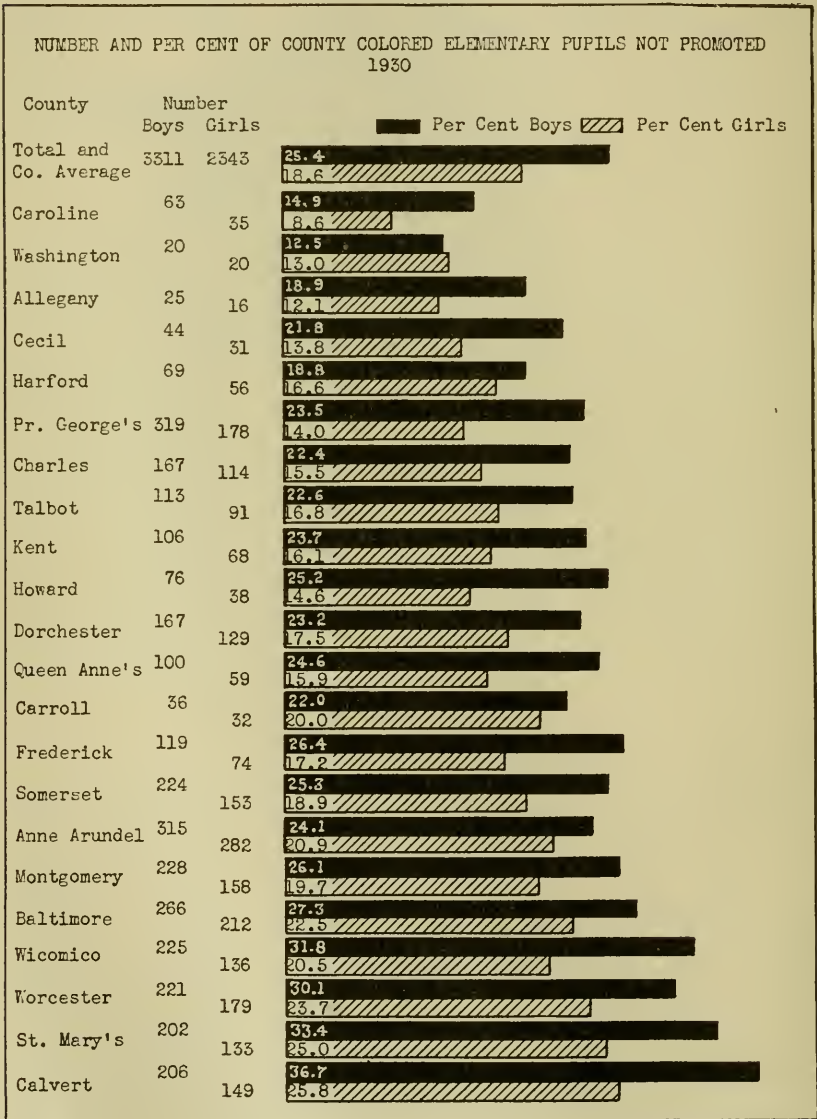
CHART 20



A few more colored boys in 1930 than in 1929 failed to measure up to the standards required for promotion to a higher grade. The 5,654 non-promotions comprised 22.0 per cent of the total elementary school enrollment. There were 3,311 boys, or 25.4

per cent, and 2,343 girls, or 18.6 per cent, retarded in 1930. The reduction in failures since 1923 is impressive when considered with the higher standards required in the fundamental subjects. (See *Table 124.*)

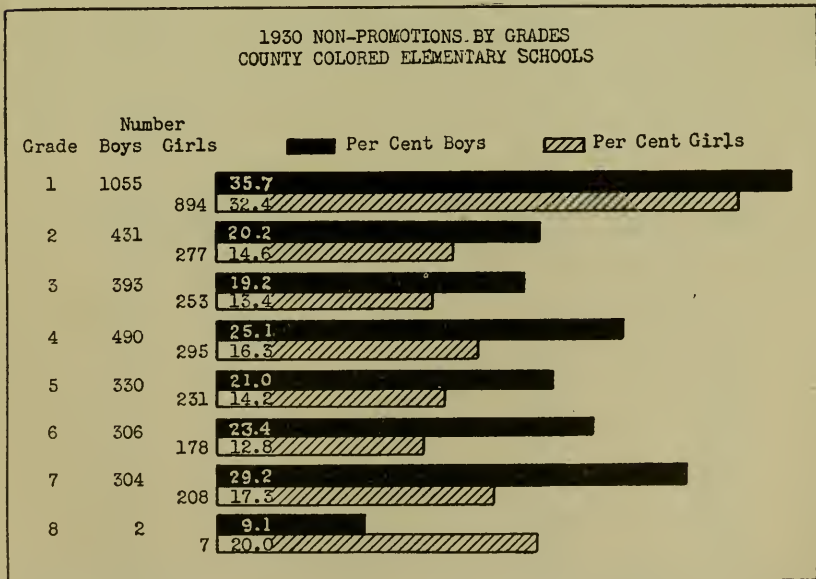
CHART 21



In Washington, Caroline, Harford, and Allegany, less than a fifth of the boys were retarded, but in Calvert, St. Mary's, Wicomico, and Worcester, more than 30 per cent were not ready for promotion to the grade above. The very poor attendance undoubtedly accounts for the lack of satisfactory accomplishment by so large a proportion of the pupils, especially in Calvert, which is at the bottom of the list. In every county except Washington, where the number of boys and girls who failed was the same, the per cent of boys not promoted exceeded the per cent of girls falling short of promotion. In Caroline, Allegany, Washington, Cecil, Prince George's, and Howard, teachers reported that upon their return the following year, less than 15 per cent of the girls would be required to repeat the work of the preceding year. At the other extreme were Calvert, St. Mary's, Worcester, Baltimore, Anne Arundel, and Wicomico where the girls retarded comprised more than a fifth of the enrollment. Increases in non-promotions of both boys and girls were found in St. Mary's, Carroll, Wicomico, Talbot, Somerset, and Worcester, and for girls in Prince George's. On the other hand, decreases in the number of non-promotions were reported in Washington, Caroline, Cecil, Kent, Harford, Dorchester, Frederick, Queen Anne's, and Calvert, and for girls in Howard County. (See Chart 21.)

A consideration of non-promotions by grade shows that the

CHART 22



largest number and per cent occur in the first grade where attendance is probably poorest because of sickness, bad weather, distance from school, etc. Non-promotions include over one-third of the boys and nearly a third of the girls enrolled in the first grade. (See *Chart 22*.)

The per cent of failures is also high in grade 7, including 29 per cent of the boys and 17 per cent of the girls enrolled, and in grade 4 in which 25 per cent of the boys were failures as against 16 per cent of the girls. In every grade from the first to the seventh, the non-promotions of boys greatly exceeded those for girls, although the enrollment of girls exceeds that of boys in grades 5 to 7.

GROWTH IN COLORED HIGH SCHOOLS

The colored high schools of the State are showing splendid growth. In 1930 there were 25 colored high schools in the counties, 17 of the first group and 8 of the second group. The change from 1929 shows an increase of 3 first group schools and a decrease of 2 second group schools. Calvert County for the first time provided high school advantages for its colored elementary school graduates, and another year of high school work was added to two schools in Prince George's and to one in Worcester. Prince George's and Worcester each had three high schools and Somerset, Talbot, and Wicomico each had two high schools for colored pupils. There were no colored high schools in 1930 in Baltimore, Harford, Howard, or St. Mary's, but Baltimore County paid tuition to Baltimore City for 33 pupils in junior high schools and 55 pupils in senior high schools. Since a colored high school was established in Harford in the fall of 1930, St. Mary's and Howard are the only counties where no high school opportunities are provided for the colored children. (See *Table 100*, page 149.)

TABLE 125

Enrollment, Attendance, Average Number Belonging and Graduates in Approved Colored County High Schools of Maryland, School Years Ending in June 1921 to 1930 Inclusive

Year Ending July 31	Enrollment	Average Number Belonging	Average Attendance	Four-Year High School Graduates
1921	251	*	189	...
1922	368	*	292	5
1923	447	400	357	30
1924	620	541	480	30
1925	862	741	662	32
1926	974	850	769	58
1927	1,157	1,000	907	97
1928	1,332	1,137	1,046	117
1929	1,610	1,451	1,344	121
1930	1,953	1,725	1,609	169

* Average number belonging not available before 1923.
For individual high schools, see *Table XXXVI*, pages 366-371.

TABLE 126
Enrollment, Number of Teachers, and Expenditure for Teachers' Salaries in Maryland County Colored High Schools, 1920-1930

	Enrollment					Number of Teachers					Expenditures for Salaries				
	1920	1925	1929	1930	1920	1925	1929	1930	1920	1925	1929	1930			
Total	*187	†862	†1,610	†1,953	13	43.4	62.7	69.1	\$9,610	\$33,587	\$55,114	\$60,391			
Allegany	36	41	50	61	3	4	3.7	3.1	2,281	5,914	5,496	4,589			
Anne Arundel	41	97	185	186	3	5	7.2	7.2	4,523	4,570	7,214	7,429			
Calvert	28	30	30	28	1	1	1.0	1.0	1,000	1,000	1,000	793			
Caroline	59	59	56	90	2	2.2	3.2	3.4	1,440	1,440	2,550	2,700			
Carroll	16	17	17	17	1	1.2	1.5	1.4	737	737	1,217	1,078			
Cecil	18	18	36	46	1	1.2	2.2	2	675	675	1,808	1,964			
Charles	37	37	70	84	2	2.5	3	3	1,613	1,613	2,483	2,540			
Dorchester	39	116	104	129	4	4.6	3.4	3.4	*1,200	2,341	2,418	2,709			
Frederick	75	100	100	109	4	4	3.4	3.4	3,630	3,630	3,218	3,308			
Kent	40	40	89	99	3	3.2	3.1	3.4	1,342	1,342	2,478	2,870			
Montgomery	83	102	83	102	2	2.4	2.4	4	2,004	2,004	2,004	3,121			
Prince George's	60	183	214	214	8	2.4	8	10	2,070	2,070	6,072	8,586			
Queen Anne's	21	19	19	27	1	1.4	1.2	1.2	1,870	1,870	1,057	3,900			
Somerset	40	40	153	194	2	2	2.5	5	1,000	1,000	3,427	3,606			
Talbot	53	53	140	157	2	2.7	5.2	5	1,893	1,893	4,448	3,907			
Washington	42	42	42	49	2	2	2	2	2,985	2,985	2,985	2,302			
Wicomico	71	120	195	232	3	4	5	6	1,606	3,077	4,076	5,190			
Worcester	77	77	109	139	3	3	3	3.5	1,995	1,995	2,395	2,700			

† Excludes duplicates among the counties.

* Estimated.

The four-year high school course was completed by 169 graduates. The number of graduates was comparatively small because a number of the colored schools offered less than a four-year program. (See *Table 125*.)

A comparison of the high school enrollment, teaching staff, and salary expenditures for 1930 with the corresponding figures of a decade ago, reveals the great development in the opportunities for secondary education now available for Maryland county colored children. In 1920 only 4 counties had high schools, the enrollment was about 187, only 13 teachers were employed, and salary expenditures amounted to less than \$10,000. By 1925, 15 counties had established high schools; the enrollment was 862, 44 teachers were employed and \$33,587 was needed for their salaries. By 1930, the 1925 enrollment had more than doubled, practically 70 teachers gave their time to high school teaching and the 1930 salary cost was \$60,391. In the past ten years the enrollment has increased more than ten-fold, the teaching staff is more than five times as large, and the salary expenditures are six times as great. (For similar data for each county see *Table 126*.)

The ratio between the number belonging in high school and those enrolled in high and elementary schools combined is a valuable measure of the growing importance of the high school in the program of education. The ratio for the Maryland counties is 6.6 per cent, 1 per cent more than for the preceding year and 4.6 per cent more than in 1924. These figures are incomplete for the counties in that they exclude the Baltimore County pupils attending Baltimore City high schools, while the Baltimore City figure is slightly higher than it would be were the Baltimore County pupils excluded. (See *Table 127*.)

TABLE 127

Ratio of Average Number Belonging in Colored High Schools to Number Belonging in Colored Elementary and High Schools Combined for School Years Ending in June 1924, 1927, 1929 and 1930

County	1924	1927	1929	1930	County	1924	1927	1929	1930
County Average	2.0	3.9	5.6	6.6	Dorchester	4.7	4.6	5.9	7.7
Allegany	11.9	15.6	13.9	17.8	Prince George's	1.5	2.9	5.9	6.9
Wicomico	6.0	7.2	11.9	13.3	Anne Arundel	2.5	4.6	6.4	6.3
Talbot	3.0	6.2	11.1	12.6	Montgomery . . . . .	.....	.....	4.0	5.4
Washington . . . . .	.....	7.2	10.9	12.0	Charles	1.8	3.2	4.1	5.0
Frederick	6.7	7.8	9.8	10.4	Carroll	4.0	5.8	4.2	4.9
Somerset	1.6	6.3	8.1	9.9	Queen Anne's	2.0	3.1	1.9	3.4
Kent	3.0	4.8	8.5	9.3	Calvert . . . . .	.....	.....	.....	2.4
Cecil . . . . .	.....	8.6	7.2	8.8	Baltimore City	9.2	10.0	*10.2	*10.0
Worcester . . . . .	.....	5.2	6.3	8.0	State Average	4.7	6.1	7.6	8.2
Caroline	2.3	5.6	5.6	7.8					

* Includes Baltimore County pupils attending high school in Baltimore City, whose tuition is paid by the Baltimore County Board of Education.

In Allegany, Wicomico, Talbot, Washington, and Frederick, more than 10 per cent of the total colored enrollment was in high school in 1930, but in Harford, Howard, St. Mary's, Calvert, Queen Anne's, and Carroll this proportion was under 5 per cent. Every county having high schools, except Anne Arundel, had a higher percentage in high school in 1930 than in 1929, and even in Anne Arundel the decrease was insignificant. With 10.0 per cent of the Baltimore City colored enrollment in high school, the average for the State as a whole is 8.2 per cent, a gain of .6 over 1929. (See *Table 127*.)

The per cent of attendance in the county colored high schools was exceptionally high during 1930 with the average for the counties as a whole at 93.3. Every county except Dorchester, Washington, Talbot, Somerset, Montgomery, and Queen Anne's had a higher percentage in 1930 than in 1929. The improvement in Kent, Anne Arundel, Prince George's, Cecil, and Caroline was most marked. In Allegany and Kent the per cent of attendance was higher than 95, and in only Carroll, Queen Anne's, and Montgomery did the average fall below 90 per cent. (See *Table 128*.)

TABLE 128

Per Cent of Attendance in County Colored High Schools, for School Years Ending in June 1923, 1928, 1929 and 1930

County	1923	1928	1929	1930	County	1923	1928	1929	1930
County Average	89.3	92.0	92.6	93.3	Worcester	95.1	91.4	93.3	
Allegany	93.5	91.7	94.5	95.6	Caroline	85.6	90.0	87.3	92.2
Kent	86.3	90.0	91.2	95.5	Charles	88.4	87.4	89.2	91.9
Anne Arundel	88.9	84.9	91.5	91.7	Somerset		94.2	94.6	91.3
Dorchester	87.4	92.4	94.8	94.6	Calvert				90.7
Prince George's		86.2	90.3	94.4	Montgomery		91.8	93.5	88.4
Washington		97.2	97.4	94.2	Queen Anne's		88.3	92.1	87.2
Wicomico	90.5	97.0	93.9	94.1	Carroll		87.8	85.9	86.1
Frederick	90.5	93.1	93.6	94.0	Baltimore City	88.8	90.0	90.3	91.3
Cecil		91.2	90.9	94.0	State Average	88.9	90.8	91.3	92.0
Talbot	87.3	92.9	94.7	93.8					

For counties arranged in alphabetical order, see *Table VI*, page 336.

MORE HIGH SCHOOL GRADUATES

That 63 boys and 106 girls graduated from the county four-year high schools in 1930 meant a considerable increase over the corresponding figures for 1929, which were 50 boys and 71 girls. Anne Arundel and Wicomico had by far the largest number of graduates, 40 and 24, respectively, and these figures were increases of 29 and 8, respectively, over the number of graduates in 1929. Increases of as much as 9 and 11 occurred in Frederick and Kent. Charles had fewer graduates than in 1929 and in Carroll no colored children in 1930 completed the four-year high school course. These figures, of course, do not include the Baltimore County high school pupils who graduated from Baltimore City high schools. (See *Table 129*.)

TABLE 129

1930 Colored County Four-Year High School Graduates and Those Who Entered
Bowie Normal School in September, 1930

COUNTY	1930 Four-Year Graduates		Junior Enrollment Bowie Normal School 1930	
	Boys	Girls	Boys	Girls
Prince George's.....	7	3	..	..
Frederick.....	3	14	1	6
Kent.....	8	7	1	4
Cecil.....	5	2	1	1
Anne Arundel.....	10	30	2	8
Charles.....	5	3	1	1
Dorchester.....	3	9	..	3
Somerset.....	5	3	1	1
Washington.....	3	2	..	1
Caroline.....	4	8	..	2
Talbot.....	5	7	1	1
Wicomico.....	11	13	..	..
Allegany.....	1	1	..	..
Total.....	63	106	8	31
Per Cent.....	..	..	12.7	29.2
Baltimore City.....	..	..	..	4
Princess Anne Academy.....	..	..	..	1
St. Frances De Sales.....	..	..	..	1
Graduates of previous years:				
Counties.....	..	..	1	2
Baltimore City.....	..	..	..	1
Hampton Summer School.....	..	..	..	1
Completing Jr. Work First Quarter.....	..	..	..	5
Grand Total.....	..	..	9	46

SUBJECTS OFFERED IN COLORED HIGH SCHOOLS

The academic course, which is distinguished from the general course by the inclusion of a foreign language, Latin or French, was given in 17 of the 25 colored high schools. The 8 high schools which offered only the general course were those in Calvert, Kent, Queen Anne's, Talbot, and Worcester Counties. (See *Tables XXXVI and XXXVII*, pages 366-377 for data on individual high schools.)

Every high school pupil was enrolled in an English course, 99 per cent had classes in mathematics, and over 95 per cent did work in the social studies. Courses in English and the social studies are fundamental, but the need for four years of work in mathematics in high school is questionable. With the exception of the high schools in Allegany, Cecil, Montgomery, Somerset, and one high school in Prince George's, one hundred per cent of the pupils were enrolled for these three subjects. All the high schools, except those in Worcester, had science courses in which 78 per cent of the boys and 74 per cent of the girls were

enrolled. Latin was taken by about a fifth of the boys and a fourth of the girls. For French only 3 or 4 per cent of the colored high school pupils were enrolled. (See *Table XXXVII*, pages 372-377.)

Opportunities for training and experience in the special subjects were provided for the colored children in 19 of the 25 high schools. Fifty per cent of the boys were enrolled in manual training or industrial arts courses, and 70 per cent of the girls had classes in home economics. In the Marlboro High School in Prince George's, 22 boys studied vocational agriculture. Instruction in music was given to 167 boys and 186 girls (22 and 16 per cent of the enrollment, respectively) and organized physical education was provided for 83 boys and 113 girls. (See *Table XXXVII*, pages 372-377.)

OCCUPATIONS OF 1929 HIGH SCHOOL GRADUATES

Fewer high school graduates continued studying in 1929-30 than in the preceding year. Of the 50 boys who finished the four-year high school course in 1930, 13 went to a college or university, 9 entered normal schools, and 2 returned for post-graduate work. This means that 48 per cent of the boys continued their education in the year following high school graduation. In 1928-29 this was true of 62 per cent of the boy graduates. Seventy-one girls were graduated from the county high schools in 1929 and of these, 6 went to college, 19 attended normal school, and 1 entered a hospital to study nursing. This is only 37 per cent of girl graduates and is a marked reduction under the 60 per cent of the 1928 graduates who studied in the year following their graduation. The number entering domestic service or working at home was exceptionally large, 29 girls and 6 boys.

THE BALTIMORE CITY PROGRAM FOR COLORED PUPILS

In the day schools of Baltimore City in 1930 there were 22,978 colored pupils enrolled. Of these 2,149 were in the last four years of high school which includes the last year of the junior high school and 283 were graduated from the senior high school. The senior high schools were open for 182 days but all other types of schools maintained a session of 190 days. The per cent of attendance in elementary schools was 87.4 and in high schools 91.3. In addition to the work of the regular elementary, junior, and senior high schools, special industrial and technical education was given to 190 boys and 131 girls in the vocational schools and to 49 boys and 21 girls in the prevocational school.

In addition, 246 colored children were enrolled in 13 special classes for atypical children. These classes are organized to meet the special needs of subnormal and crippled children, and for those who present disciplinary problems. In addition, there was an open air class and one for sight conservation. (See *Table 36*, page 53.)

An opportunity of further education was offered through the evening schools to those who were busy in the day time. In 1930 the colored evening schools had an enrollment of 2,928. Of these, 1,370 were in elementary classes, 425 were doing high school work, and 1,133 were taking vocational training in commercial, industrial, or home economics classes. (See *Table 162*, pages 245-6.)

The summer schools in 1930 enrolled 3,183 colored children. Of these, 2,664 completed the summer course, 2,437 having done review work and 227 advance work. (See *Table 161*, pages 243-4.)

THE TRAINING OF THE COLORED TEACHERS

The effectiveness of a school system depends in the final analysis on the fitness and preparation of the individual teachers who make up the teaching staff. It is very difficult, if not impossible, to determine whether or not certain prospective teachers will be successful, but it is possible to increase the probability of having successful teachers by employing only those who have been specifically, and in a measure, adequately trained for the teaching profession. The minimum requirements for such training include graduation from a normal school or two years of equivalent work and practice teaching. A teacher who meets these requirements is granted a first grade teaching certificate.

By filling vacancies with properly qualified applicants and by summer school attendance on the part of insufficiently trained teachers in service, the certification status of the Maryland county colored teachers has shown remarkable improvement. For the first time, in October, 1930, 667 teachers, or 91 per cent of the colored elementary school staff, held regular first grade certificates. This was an increase of 36 teachers and 3.3 per cent over the 1929 figures and resulted in gratifying decreases in the number and per cent holding the lower grades of certificate. In October, 1930, there were 50 teachers with second grade, and 14 with third grade certificates, reductions of 20 and 9, respectively, under the corresponding figures for 1929. (See *Table XIII*, page 343.)

In three counties, Allegany, Carroll, and Kent, every colored teacher employed held a regular first grade certificate, and in Prince George's and St. Mary's, counties with large colored populations, more than 97 per cent of the teachers held the highest grade of certificate. The per cent holding first grade certificates increased by as much as 5.0 in Dorchester, St. Mary's, Calvert, Carroll, Worcester, Talbot, Somerset, and Wicomico. (See *Table XIII*, page 343.)

Of the 81 high school teachers employed in October, 1930, all but 6 held regular certificates. Those with provisional certificates were found in Prince George's, Wicomico, and Talbot. (See *Table XIII*, page 343.)

SUMMER SCHOOL ATTENDANCE

If a teacher is to maintain a first grade regular certificate, she must attend summer school at least once in every four years. This means that on the average about 25 per cent of the teaching force should be in attendance at summer school each year. For the State as a whole in 1930 the percentage was slightly higher than this (28.2) and the percentages for the individual counties varied from 60.0 in Allegany to less than 8 in Calvert and Carroll. In five counties, Allegany, Baltimore, Washington, Cecil, and Kent, the number reported as attending summer school comprised more than 40 per cent of the entire teaching staff. (See *Table 130.*)

TABLE 130

County Colored Teachers in Service in October, 1930, Reported by County Superintendents as Summer School Attendants in 1930

County	Teachers Employed Oct., 1930, Who Attended Summer School, 1930		Summer Schools Attended	Number of County Colored Teachers
	Number	Per Cent		
Total.....	*230	*28.2	Total.....	*230
Allegany.....	6	60.0	Hampton.....	†*135
Baltimore.....	24	46.2	Morgan.....	47
Washington.....	6	46.2	Columbia.....	10
Cecil.....	7	41.2	Howard University.....	5
Kent.....	13	40.6	St. Paul Normal.....	65
Anne Arundel.....	29	38.2	University of Pennsylvania.....	64
Queen Anne's.....	8	34.8	Hunter College.....	3
Prince George's.....	28	34.1	Ball Teachers' College.....	2
St. Mary's.....	c11	c32.4	Temple University.....	2
Worcester.....	13	30.2	West Chester.....	2
Wicomico.....	13	27.1	Indiana State Teachers' College.....	2
Montgomery.....	12	25.5	Colored Normal School, Pa.....	2
Somerset.....	14	25.0	All Others.....	c11
Charles.....	a*11	25.0		
Frederick.....	7	21.2		
Harford.....	5	19.2		
Caroline.....	a*5	a18.5		
Talbot.....	b7	b17.9		
Dorchester.....	6	11.3		
Howard.....	2	10.6		
Calvert.....	*2	7.4		
Carroll.....	1	7.1		

*Excludes three supervisors.
 † Twelve took a twelve-weeks' course.
 a Two took a twelve-weeks' course.
 b Excludes one supervisor.
 c Excludes one supervisor at Wilberforce.

Eight counties had fewer than 25 per cent of their teaching staff in service in October, 1930, in attendance at summer school the preceding summer. These counties were Carroll, Calvert, Howard, Dorchester, Talbot, Caroline, Harford, and Frederick.

As in previous years, the summer sessions at Hampton Institute drew the largest number of Maryland county teachers, 135. The next largest group attended the summer session of Morgan

College, and Columbia ranked third in the summer enrollment of Maryland colored teachers. In former years a number of colored teachers attended the summer session of the Bowie Normal School. The Bowie summer course was arranged to meet the need of teachers who held second or third grade certificates, but as the number of such teachers in Maryland has decreased, the need of the summer session at Bowie has passed, and it was, therefore, discontinued after the session of 1929. (See *Table 130.*)

RESIGNATIONS AND TURNOVER FOR COUNTY COLORED SCHOOLS

Between October, 1928, and October, 1929, when the members of the teaching staffs in the county colored schools were reported to the State Department office, there were 154 resignations from the elementary schools and 13 from the high schools. These figures do not include resignations due to changes in staff which occurred between October, 1929, and June, 1930, which are shown in *Table 136*, page 204.)

The chief cause reported by superintendents for the loss of teachers was inefficiency, 64 being dropped from elementary schools and 6 from high schools for this cause. Of the remaining colored teachers who resigned, 19 left to teach in other states, 16 were dropped because of low certificates or failure to attend summer schools, and 12 gave up teaching because of illness. The distribution of resignations by county shows that the largest number of resignations were found in Talbot, Dorchester, Somerset, Worcester, and Prince George's counties. Dorchester, Kent, and Anne Arundel lost the greatest number of colored teachers because of transfer to another county. (See *Tables 131* and *132.*)

TABLE 131

Estimated Causes of Resignations from County Colored Schools Between October, 1928 and 1929

Cause	Elementary Schools	High Schools
Inefficiency.....	64	6
Teaching in another state.....	19	2
Dropped for low certificate or failure to attend summer school.....	16	1
Illness.....	12	..
Marriage.....	6	2
Retirement.....	6	..
Teaching in Baltimore City.....	6	..
Death.....	2	1
Work other than teaching.....	2	..
Other and unknown.....	21	1
Total.....	154	13
Leave of absence.....	9	..
Transfer to another county.....	28	12

TABLE 132

Causes of Resignations from Maryland County Colored Schools During and at End of School Year, 1928-29

County	Total*	Marriage	Work Other than Teaching	Dropped for Low Certificate or Failure to Attend Summer School	Dropped for Inefficiency	Teaching in Baltimore City	Teaching in Another State	Illness	Retirement	Deaths	Other and Unknown	Leave of Absence	To Another County
Total.....	e167	8	2	17	70	6	21	12	6	3	22	9	g40
Allegany.....	1				1								
Anne Arundel.....	11	1		1	2	1	2	1	1	1	1	1	f4
Baltimore.....	4	1			1	2							
Calvert.....	6				4			1			1		2
Caroline.....	9	1		2	3				1		2		1
Carroll.....	2				1					1			a1
Cecil.....	1							1					a2
Charles.....	a8	1			a6		1					2	2
Dorchester.....	b16			3	6		b5	2					b6
Frederick.....	11			2	1	2	2	1	2		1		1
Harford.....	1					1							1
Howard.....	2			1	1								1
Kent.....	a6	a1			1		2	1			1		a4
Montgomery.....	6	1			3				1				a1
Prince George's.....	c13		2	a2	b6			2			a1	1	b2
Queen Anne's.....	d5				2		1				d2		
St. Mary's.....	9	1			6			1			1	1	1
Somerset.....	a14				a9		4	1				1	a1
Talbot.....	b17	a1		4	8				1	a1	2		a3
Washington.....	2			1							1		
Wicomico.....	b10				b4		2	1			3	2	3
Worcester.....	13			1	5		2				5		3

* Excludes teachers on leave of absence and transfers to another county.

a Includes one high school teacher. b Includes two high school teachers.

c Includes four high school teachers. d Excludes one teacher temporarily in Somerset.

e Includes thirteen high school teachers. f Includes two high school teachers, one coming from an elementary school. g Includes twelve high school teachers.

Nearly three-fourths of the colored teachers who resigned had had less than four years of experience, 62 having had but one year, 40 but two years and 21 only three years of experience. (See Table 133.)

There were 166 colored elementary teachers new to the Maryland counties in October, 1929. Together with the 28 who transferred from one county to another, there were 194 colored elementary teachers or over one-fourth of the staff new to the counties in which they were teaching. The per cent of turnover varied from less than 12 per cent in Harford, Baltimore, Howard, and Montgomery Counties to over 38 per cent in Talbot, Calvert, Frederick, Worcester, Dorchester, and St. Mary's. (See Table 134.)

TABLE 133

Years of Service for Teachers Who Resigned from Maryland County Colored Schools from October, 1928 to October, 1929

Years of Service	Number of Teacher Resignations	Years of Service	Number of Teacher Resignations
Total	167	6	6
1	62	7	..
2	40	8	3
3	21	9-12	7
4	9	13-16	2
5	9	17-20	1
		21-24	2
		25+	5

TABLE 134

Number and Per Cent of Colored Elementary Teachers New to Maryland Counties in October, 1929, Showing Those Inexperienced, Experienced, and from Other Counties

County	New to County		Change in No. of Teaching Positions Oct., 1928 to Oct., 1929	New to County October, 1929 who were		
	Number	Per Cent		Inexperienced	Experienced, but not in Md. Counties 1928-1929	From Other Counties
Total and Average	194	26.6	-6	139	27	28
Harford.....	2	8.0	.....	2	.....	.....
Baltimore.....	5	9.8	.....	1	.....	4
Howard.....	2	11.1	-1	1	.....	1
Montgomery.....	5	11.9	-1	4	1	.....
Cecil.....	2	13.3	.....	2	.....	.....
Allegany.....	1	16.7	.....	.....	.....	1
Prince George's...	12	16.7	+1	10	1	1
Washington.....	2	18.2	.....	.....	.....	2
Kent.....	6	21.4	-1	5	1	.....
Anne Arundel....	15	22.4	-1	9	3	3
Carroll.....	3	25.0	.....	2	.....	1
Charles.....	10	25.0	-2	4	5	1
Queen Anne's.....	7	31.8	-1	5	2	.....
Somerset.....	16	32.7	+1	16	.....	.....
Wicomico.....	13	33.3	.....	13	.....	.....
Caroline.....	9	36.0	-1	9	.....	.....
St. Mary's.....	13	38.2	.....	7	2	4
Dorchester.....	18	39.1	-1	15	1	2
Worcester.....	15	39.5	-1	8	5	2
Frederick.....	12	40.0	.....	7	2	3
Calvert.....	11	42.3	+2	7	3	1
Talbot.....	15	46.9	.....	12	1	2

TABLE 135

Number and Per Cent of Colored High School Teachers New to Maryland Counties in October, 1929, Showing Those Inexperienced, Experienced and from Other Counties

County	New to County		Change in No. of Teaching Positions Oct., 1928 to Oct., 1929	New to County, October, 1929 who were			
	No.	Per Cent		Inexperienced	Experienced but not in Maryland Counties 1928-1929	From Other Counties	In Elementary School
Total and Average.....	36	49.3	10	17	6	12	1
Allegany.....							
Caroline.....							
Frederick.....							
Queen Anne's.....							
Washington.....							
Worcester.....	1	25.0	+1	1			
Anne Arundel.....	*2	28.6		*2			
Cecil.....	1	50.0				1	
Talbot.....	4	57.1	+1	1	2	1	
Wicomico.....	4	57.1	+2	2	1	1	
Charles.....	2	66.7		2			
Kent.....	2	66.7		2			
Prince George's.....	8	72.7	+3	3	2	3	
Montgomery.....	3	75.0	+2		1	2	
Somerset.....	4	80.0		1		2	1
Calvert.....	1	100.0	+1	1			
Carroll.....	1	100.0		1			
Dorchester.....	3	100.0		1		2	

* Includes one teacher, experience unknown.

Of the new teachers employed, 139 were inexperienced and 27 had had previous experience, but were not teaching in Maryland counties in 1928-29. Somerset, Dorchester, Wicomico, Talbot, and Prince George's employed the largest number of *inexperienced* colored elementary teachers. Worcester, Charles, Anne Arundel, and Calvert employed the largest number of *experienced* teachers. Teachers who transferred from one county to another went in largest numbers to Baltimore, St. Mary's, Anne Arundel, and Frederick Counties. (See Table 134.)

In the colored high schools, including 12 transfers from one county to another and one teacher who went into high school work after teaching previously in an elementary school, there were 36 changes or additions out of a staff of 73 teachers, or 49 per cent new to their particular counties. Five counties, Alle-

gany, Caroline, Frederick, Queen Anne's, and Washington, had the same staff in October, 1928, and 1929, but the remaining counties having colored high schools had from 1 to 8 members new to the county high school staffs, making a turnover varying from 50 to 100 per cent in Dorchester, Carroll, Calvert, Somerset, Montgomery, Prince George's, Kent, Charles, Wicomico, Talbot, and Cecil. A number of these counties had only 1 or 2 high school teachers, so that a change of 1 or both teachers meant that half or all of the staff was new. Some of these counties increased the number or size of the colored high schools which explains the apparently large turnover. (See *Table 135.*)

TURNOVER DURING THE YEAR

Changes in the teaching staff which occur during the school year have an even more disturbing effect than similar changes between successive terms. Of the October, 1929, teaching staff, 36 colored teachers, or 4.5 per cent, left their positions and had to be replaced before the end of the school year in June, 1930. There were no changes whatsoever in the colored staffs of Allegany, Caroline, Kent, Queen Anne's, and Washington, and in nine other counties only one teacher resigned during the year. Calvert and Caroline had the highest percentage of teacher withdrawals during the year, and these two counties were the only ones in which the percentage of turnover *during* the year amounted to more than ten per cent of the staff. (See *Table 136.*)

TABLE 136

Number and Per Cent of Maryland County Colored Teachers Who Began Teaching in the Fall of 1929 and Who Left Service Before the End of School Year in 1930

County	Number	Per Cent	County	Number	Per Cent
Total and Average	36	4.5	Frederick.....	1	2.9
Allegany.....	..	...	St. Mary's.....	1	2.9
Caroline.....	..	...	Harford.....	1	4.0
Kent.....	..	...	Charles.....	2	4.7
Queen Anne's.....	..	...	Prince George's...	4	4.8
Washington.....	..	...	Howard.....	1	5.6
Baltimore.....	1	2.0	Cecil.....	1	5.9
Wicomico.....	1	2.2	Dorchester.....	3	6.1
Worcester.....	1	2.4	Montgomery.....	3	6.5
Talbot.....	1	2.6	Somerset.....	5	9.3
Anne Arundel....	2	2.7	Carroll.....	2	15.4
			Calvert.....	6	22.2

EXPERIENCE OF COLORED TEACHERS

The median experience of county colored teachers employed in the fall of 1930 was 3.5 years. This is slightly higher than in 1929 and indicates a reduction in the turnover of the group. Practically the same number of inexperienced teachers were employed in 1930 as in 1929 (159) and these comprised 19.5 per cent of the total staff. (See *Table 137.*)

TABLE 137
Years of Experience of Maryland County Colored Teachers in Service, October, 1930

Years of Experience	Total Counties	Allegany	Anne Arundel	Baltimore	Calvert	Caroline	Carroll	Cecil	Charles	Dorchester	Fredrick	Harford	Howard	Kent	Montgomery	Prince George's	Queen Anne's	St. Mary's	Somerset	Talbot	Washington	Wicomico	Worcester
0.....	150	11	11	1	11	11	8	3	8	16	6	2	6	4	7	7	2	11	22	13	1	8	8
1.....	118	11	5	1	4	1	1	3	5	16	6	1	2	5	5	12	5	5	11	10	1	9	9
2.....	161	2	1	8	1	1	1	1	2	8	6	3	2	9	3	12	5	5	5	8	2	9	6
3.....	30	1	1	2	1	1	1	4	3	3	2	2	2	2	3	7	1	4	3	3	1	3	1
4.....	35	1	1	4	1	1	1	1	1	3	2	2	1	1	2	3	2	3	1	1	1	1	2
5.....	27	1	1	1	1	1	1	1	1	1	2	1	1	1	1	3	3	1	1	1	1	1	3
6.....	25	4	4	4	1	1	1	1	1	1	1	1	1	2	3	5	3	1	1	1	1	1	2
7.....	439	4	15	16	18	10	5	23	43	16	8	10	8	10	17	37	13	25	44	29	3	27	24
8-7	126	17	10	3	4	2	1	12	2	5	3	3	3	5	10	14	7	14	4	2	3	2	7
8-11	84	6	8	4	2	2	3	4	5	3	3	3	3	1	2	6	16	1	2	1	2	1	1
12-15	56	7	8	3	2	2	2	2	2	3	2	1	1	1	6	4	2	1	1	1	1	1	1
16-18	30	7	2	1	2	1	1	1	1	2	2	3	3	5	2	2	4	1	2	2	1	1	1
19-23	26	1	2	1	1	1	1	1	1	1	1	1	1	1	4	2	2	1	1	2	3	1	1
24 or more	44	3	8	1	1	1	1	2	1	2	3	3	2	1	2	4	4	1	1	2	1	1	6
Total.....	814	10	175	52	27	14	17	44	53	33	26	19	32	47	82	23	34	56	39	13	48	43	43
Median.....	3.5	6.0	5.1	8.5	1.6	1.5	0.9	4.9	3.9	1.7	4.3	10.7	2.8	2.8	5.7	5.3	2.9	2.2	1.5	1.7	9.0	3.0	2.8

* Excludes one vacancy.
† Excludes one high school teacher with experience unknown.

The individual counties vary considerably in the median experience of their colored teachers. In Harford, Washington, and Baltimore, the median years of teaching experience were 10.7, 9.0 and 8.5, respectively, but in Carroll, Caroline, Somerset, Calvert, Dorchester, and Talbot the average teacher had taught for less than two years. With a constantly changing teaching staff and with large numbers of inexperienced teachers, it is almost impossible to secure the best teaching results which come only with years of successful experience under good supervision. The effects of supervision are also lost if most of those supervised leave at the close of the year. As more counties provide a four-year high school course, thus enabling the local elementary school graduates who give promise of becoming successful teachers to prepare for normal school it will be possible for the counties to employ a larger percentage of teachers from their own communities. The employment of local teachers has already had some influence in stabilizing the colored teaching staff. (See *Table 137.*)

MEN TEACHERS

In the school year ending in 1930, there were 106 men employed as teachers in the colored schools. These included 13.2 per cent of the total teaching staff, which is a slightly higher proportion than in 1929. It is probably desirable to have some men teach the upper grades of the elementary school and high school. (See *Table 138.*)

TABLE 138
Number and Per Cent of Men Teachers in County Colored Schools

Year	Number	Per Cent	Year	Number	Per Cent
1923.....	135	18.3	1927.....	107	13.8
1924.....	129	16.9	1928.....	93	11.8
1925.....	126	16.5	1929.....	104	13.0
1926.....	108	14.0	1930.....	106	13.2

TABLE 139
Number and Per Cent of Men Teachers Employed in County Colored Schools for Year Ending July 31, 1930

COUNTY	MEN TEACHING		COUNTY	MEN TEACHING	
	Number	Per cent		Number	Per Cent
Total and Average.....	106.2	13.2	Somerset.....	7	13.0
Howard.....			Queen Anne's.....	3	13.5
Charles.....	1	2.3	Anne Arundel.....	10.2	13.7
Calvert.....	1	3.7	Kent.....	4.4	14.0
Montgomery.....	4	8.5	Washington.....	2	15.4
St. Mary's.....	3.2	9.1	Baltimore.....	8	15.7
Prince George's.....	8	9.8	Dorchester.....	8	15.9
Allegheny.....	1	10.0	Worcester.....	8	19.0
Caroline.....	3	10.6	Talbot.....	8	21.1
Cecil.....	2	11.8	Wicomico.....	10	21.8
Frederick.....	4.2	12.3	Harford.....	6.2	24.6
			Carroll.....	4	29.9

In 1930 in Howard no men taught in the colored schools, and in Charles, Calvert, Montgomery, St. Mary's, and Prince George's they were less than ten per cent of the teaching staff. In Carroll, Harford, Wicomico, and Talbot from 20 to 30 per cent of all colored teachers employed were men. (See *Table 139.*)

AVERAGE COLORED CLASS SLIGHTLY SMALLER

CHART 23

AVERAGE NUMBER BELONGING PER TEACHER IN COLORED ELEMENTARY SCHOOLS			
County	1928	1929	1930
Co. Average	33.7	33.3	33.0
Calvert	40.7	38.3	39.3
Allegany	40.8	41.4	37.5
Montgomery	37.6	36.6	37.3
Anne Arundel	37.3	36.6	36.9
Baltimore	35.5	34.6	36.8
Pr. George's	35.0	36.7	35.3
Worcester	36.6	35.8	35.1
Charles	35.7	34.9	34.9
Wicomico	34.5	34.3	33.8
Queen Anne's	36.2	34.4	33.3
Somerset	33.8	34.8	32.5
Caroline	30.4	29.9	31.5
Talbot	32.1	32.4	30.6
St. Mary's	32.7	29.9	30.1
Howard	31.2	31.2	29.3
Kent	28.2	28.5	29.0
Dorchester	31.1	29.4	28.7
Washington	27.5	29.1	27.9
Frederick	28.1	27.2	27.6
Cecil	30.3	27.7	27.6
Harford	27.5	27.4	27.2
Carroll	23.8	25.0	25.8
Balto. City	36.0	36.7	35.1
State	34.5	34.5	33.9

For counties arranged alphabetically, see *Table XIV*, page 344.

The average teacher in the county colored elementary schools had a class of 33 pupils in the school year 1929-30. In Calvert,

Allegany, Montgomery, Anne Arundel, Baltimore, Prince George's and Worcester the average elementary teacher instructed from 35 to 39 pupils. In Carroll, Harford, Cecil, Frederick, Washington, Dorchester, Kent, and Howard there was an average of more than 25 and less than 30 pupils per teacher. The most marked changes between 1929 and 1930 are found in the reductions in Allegany, Somerset, Howard, and Talbot and in the increases in children per teacher in Baltimore, Caroline, and Calvert Counties. (See *Chart 23*.)

A study of the figures for monthly attendance shows that 51 colored schools were entitled to additional teachers. With the exception of Allegany, all of the counties that ranked highest in the number of pupils per teacher were found to have from 3 to 8 schools in which an additional teacher could have been employed. There were 8 schools where the attendance warranted another teacher in both Anne Arundel and Montgomery; five in Dorchester; four in Charles; three in Baltimore, Calvert, Prince George's, Somerset, Wicomico, and Worcester; two in Howard and Talbot; and one in Caroline, Frederick, Kent, and Queen Anne's. In practically every case, however, it was because of lack of classrooms that these schools were understaffed.

The average number of pupils belonging per teacher in the county colored high schools was 25.0, an increase of 1.9 over the corresponding figure in 1929. In Somerset, Worcester, and Dorchester there were from 33 to 35 pupils per teacher, while in Carroll, Allegany, Prince George's, and Caroline the pupils per teacher ranged from 11 to 19. In ten counties the average high school class was materially increased in size from 1929 to 1930. In Queen Anne's, Allegany, Dorchester, Cecil, and Somerset the increase amounted to as much as 6 to 9 pupils per teacher. The only counties where significant decreases occurred were Wicomico, Montgomery, and Prince George's. (See *Tables XIV and XXXV*, pages 344 and 365.)

SALARIES OF COLORED TEACHERS INCREASE

TABLE 140

Average Annual Salary Per County Colored Elementary Teacher, 1917-1930

Year Ending June 30	Average Salary	Year Ending June 30	Average Salary
1917.....	\$228	1924.....	\$532
1918.....	279	1925.....	546
1919.....	283	1926.....	563
1920.....	359	1927.....	586
1921.....	442	1928.....	602
1922.....	455	1929.....	621
1923.....	513	1930.....	635

CHART 24

AVERAGE SALARY PER TEACHER IN COLORED ELEMENTARY SCHOOLS				
County	1927	1928	1929	1930
Co. Average	\$ 586	\$ 602	\$ 621	\$ 635
Allegany	1265	1063	1197	1220
Baltimore	1196	1184	1175	1181
Washington	806	792	787	817
Pr. George's	655	680	704	710
Cecil	712	699	716	697
Harford	599	616	620	651
Anne Arundel	575	586	615	637
Montgomery	545	556	573	627
Carroll	585	557	604	581
Kent	569	576	585	571
Wicomico	529	557	562	567
Howard	538	559	562	567
Frederick	555	552	554	567
Calvert	528	544	546	563
Talbot	489	534	536	544
Charles	475	518	528	543
Caroline	490	484	524	537
Queen Anne's	513	509	532	535
St. Mary's	468	474	516	533
Worcester	462	486	516	530
Dorchester	451	487	499	525
Somerset	427	472	516	517
Balto. City	1470	1510	1698	1707
State	947	985	1007	1113

For counties arranged alphabetically, see Table XV, page 345.

The salary of the average county colored elementary school teacher was \$635 during the school year 1929-30. This is \$14 higher than in 1929 and is comparable with the increases shown in former years resulting from the employment of a larger proportion of trained teachers. (See *Table 140.*)

The average salaries in the individual counties may be divided into two groups. Allegany, Baltimore, and Washington pay salaries greatly in excess of the State minimum salary schedule thus making their average salaries \$1,220, \$1,181, and \$817, re-

spectively. In Prince George's and Cecil the school year is longer than eight months and since salaries for colored teachers are paid on a monthly rather than on an annual basis, the result is a higher salary scale for these counties. The counties that follow the State salary schedule for an eight-month year do not show a greater variation than would be expected from differences in training and years of experience of the teachers employed. In Somerset, Dorchester, Worcester, and St. Mary's, the average salary is less than \$535. In every county, except Carroll, Cecil, and Kent, the average salary in 1930 was higher than in 1929. The high average salary in Baltimore City, \$1,707, brought the average salary for the State as a whole up to \$1,113. (See *Chart 24*.)

In 1929-30 the average salary for teachers in the county colored high schools was \$874 with a range from \$1,480 in Allegany, \$1,151 in Washington, and \$1,032 in Anne Arundel, to \$721 in Somerset. There is considerable range in the length of the school year in colored high schools as well as higher salary schedules in a few of the counties. (See *Tables XV and XXXV*, pages 345 and 365.)

TABLE 141
Distribution of Salaries of Colored Teachers in Service in Maryland,
October, 1930

ELEMENTARY SCHOOLS				HIGH SCHOOLS			
Salary	No.	Salary	No.	Salary	No.	Salary	No.
Under \$520.....	46	\$1,120.....	2	Under \$600.....	*2	\$1,240.....	1
\$ 520.....	272	1,160.....	7	\$ 640.....	9	1,280.....	2
560.....	68	1,200.....	10	680.....	4	1,320.....	...
600.....	82	1,240.....	2	720.....	12	1,360.....	1
640.....	24	1,280.....	2	760.....	10	1,400.....	...
680.....	82	1,320.....	2	800.....	8	1,440.....	...
720.....	46	1,360.....	2	840.....	3	1,480.....	...
760.....	42	1,400.....	10	880.....	4	1,520.....	1
800.....	5	.....	...	920.....	3	1,560.....	1
840.....	4	.....	...	960.....	8	.....	...
880.....	1	1,700.....	3	1,000.....	6	.....	...
920.....	9	.....	...	1,040.....	4	1,860.....	1
960.....	1	Total.....	732	1,080.....	..	.....	...
1,000.....	4	.....	...	1,120.....	..	Total.....	82
1,040.....	6	Median... \$560		1,160.....	..	.....	...
1,080.....	...	.....	...	1,200.....	2	Median... \$800	

* Includes one part-time teacher.

The distribution of salaries paid county colored teachers employed in October, 1930, gives the median salary of elementary teachers as \$560, the salary which according to the State schedule is paid to colored teachers holding a first grade certificate in the 4th or 5th year of teaching experience. An inexperienced teacher holding a first grade certificate receives \$520 for eight months of service. While in October, 1929, there were 64 teachers re-

ceiving under \$520, by October, 1930, this number was decreased by 18 to 46. The number of colored elementary teachers holding less than the first grade certificate is, therefore, being rapidly reduced. There were 50 elementary teachers and principals who received salaries ranging from \$1,000 to \$1,700.

In the high schools the median salary was \$800, the range being from \$600 to \$1,860 for teachers and principals. (See *Table 141*.)

CURRENT EXPENSE PER PUPIL

The average current expense per county colored elementary pupil belonging in 1930 was \$25. This was 71 cents more than the expense per pupil in 1929. Costs in the individual counties varied from \$18.67 in Charles and just over \$19 in Calvert and Somerset to \$41 in Baltimore. Baltimore, Allegany, Washington, Cecil, Carroll, and Harford were the only counties in which the per pupil cost exceeded \$30. In fifteen of the counties the cost per pupil was higher than in 1929; in Cecil the cost was increased by over \$3, in Prince George's by \$2.50, and in Worcester by \$1.60. Baltimore, Carroll, Frederick, Kent, Wicomico, and Calvert were the only counties where the cost was lower than in 1929. (See *Chart 25* and *Table 168*, page 259.)

The eight counties which ranked highest in the 1930 cost per pupil were all to be found, with the exception of Frederick, in the group of nine counties which had the highest average salary per teacher. Frederick ranked 13th in teachers' salaries, but the relatively small number of pupils per teacher brought the per pupil cost to seventh in the State. This shows, as in former years, that the cost per pupil is largely governed by salary of the teacher, length of school year, and size of the class.

The average current expense cost per county colored high school pupil was just under \$46, over \$3 less than in 1929. The costs in the individual counties ranged from over \$108 in Allegany to just under \$24 in Somerset. The cost per high school pupil was more than \$60 in Allegany, Carroll, Cecil, Caroline, Washington, Prince George's, and Calvert. Reductions of \$55, \$36, and \$26 per pupil were found during 1930 in Allegany, Queen Anne's, and Carroll Counties, respectively, but all of these counties are spending considerably more than the average for the counties. In Somerset, however, which was already the lowest in the State, a decrease of \$5 per pupil brought the expenditure per pupil down to less than \$24. Lack of room made it impossible to place in service the number of teachers required by the size of the Somerset enrollment. (See *Table 168*, page 259.)

Baltimore County had no colored high schools under its own administration, but the county paid \$11,385 for the tuition costs of 88 colored children of Baltimore County who attended the high schools in Baltimore City, 33 being in junior high school classes

CHART 25

COST PER PUPIL BELONGING IN COLORED ELEMENTARY SCHOOLS
FOR CURRENT EXPENSES EXCLUDING GENERAL CONTROL

County	1928	1929	1930
Co. Average	\$ 23	\$ 24	\$25
Baltimore	42	42	41
Allegany	34	38	39
Washington	34	36	37
Cecil	31	33	36
Carroll	36	35	34
Harford	28	30	31
Frederick	26	28	27
Prince George's	26	25	27
Kent	25	26	25
Talbot	22	23	24
Howard	22	23	24
Caroline	22	23	23
Anne Arundel	21	23	23
Wicomico	21	23	23
St. Mary's	19	21	22
Dorchester	19	21	22
Montgomery	19	21	22
Queen Anne's	18	20	21
Worcester	17	18	20
Somerset	17	19	19
Calvert	17	19	19
Charles	18	18	19
Baltimore City	61	66	67
State	39	43	44

For counties arranged alphabetically, see Table 168, page 259.

and 55 in senior high school classes. This is more than was spent for colored high school current expense in any other county of the State. The charge was \$150 per senior high school pupil and \$95 for each pupil attending junior high school.

MORE COLORED PUPILS TRANSPORTED TO SCHOOL

During the school year 1929-30, 310 elementary and 174 high school pupils were transported at public expense to the colored schools in 11 counties of the State. Expenditures for transporting elementary pupils totalled \$6,407.70 and high school pupils \$2,267.59. The amounts include \$1,000 and \$875 received by Calvert and Caroline Counties from the Rosenwald Fund for the stimulation of transportation of colored pupils but exclude the cost to the *State* of carrying 65 elementary pupils from Anne Arundel and Prince George's Counties to the Bowie Normal Demonstration School. The cost to the county of transporting each colored elementary pupil was \$26, exactly the same as in 1929; the cost per high school pupil was \$13, a decrease of \$1 under the preceding year. The increase over 1929 in the number of pupils transported was 214 and in expenditure \$2,768.

ROSENWALD AID HELPS PROVIDE LIBRARIES FOR
COLORED SCHOOLS

TABLE 142

Names of Schools Receiving Libraries through Aid from the Rosenwald Fund

County	Name of School and Year of Receipt of Library		
	1927-28	1928-29	1929-30
Anne Arundel		Brown's Woods	
Calvert		Prince Frederick	
Caroline	Federalsburg		
Carroll		Westminster	
Cecil		Elkton	
Charles	Pomonkey		
Frederick	Frederick		
Harford	Bel Air		
Kent	Coleman		Chestertown
Montgomery	Sandy Spring	Rockville	Takoma Park
Prince George's	Marlboro	Brentwood	
		Berwyn	
		Highland Park	
St. Mary's		Abell	Hollywood
Somerset		Princess Anne	Crisfield
Talbot	Easton		
	St. Michael's		
Wicomico	Sharptown	Nanticoke	
		Salisbury	

In order to further the establishment of libraries in the colored schools, those in charge of the Julius Rosenwald Fund arranged during the school year, 1927-28, to provide well chosen libraries of 75, 105, or 155 volumes, the expense (\$75-\$120) to be shared equally by the Rosenwald Fund, the county, and the school. In 1927-28 ten schools in nine counties took advantage of this offer. In the following year, twelve more schools received Rosenwald

TABLE 143
Capital Outlay in †Maryland Colored Schools, 1920-1930

COUNTY	1920	1921	1922	1923	1924	1925	1926	1927	1928	1929	1930	Total
Total Counties	\$36,411	\$22,392	\$91,007	\$119,518	\$58,315	\$112,362	\$85,532	\$95,065	\$129,156	\$58,283	\$72,240	\$880,881
Allegany	2,596	82	56,516	852	1,561	327	22	4,444	85	3	40	59,406
Anne Arundel	4,722	.....	29	16,953	488	25,086	7,138	4,444	14,336	7,695	503	79,350
Baltimore	.....	.....	.....	33,779	18,242	10,977	22,457	48,880	10,085	18,252	29,884	197,228
Calvert	.....	.....	116	82	874	1,615	7,112	885	4,809	.....	1,954	17,447
Caroline	.....	.....	.....	.....	360	29	982	318	852	524	130	3,195
Cecil	.....	512	230	.....	1,806	123	125	2,212	1,273	175	17	4,970
Charles	.....	1,515	3,097	5,225	800	26	4,034	2,204	1,842	3,802	1,959	29,216
Dorchester	.....	.....	2,285	1,352	.....	4,111	1,861	4,998	1,500	.....	.....	5,154
Frederick	7,238	2,546	121	14,401	13,686	185	51	197	392	247	.....	39,064
Harford	4,981	582	3,564	6,669	1,912	3,887	9,988	5,532	15	422	.....	31,636
Howard	1,079	101	30	2,488	.....	383	3,287	2,574	133	.....	.....	13,048
Kent	.....	7,393	.....	.....	300	686	.....	.....	15	.....	.....	8,943
Montgomery	1,348	.....	1,048	26,114	.....	18,560	4,489	2,553	5,320	46	67	77,160
Prince George's	.....	.....	6,892	65	3,487	9,378	13,452	14,048	44,887	394	136	140,108
Queen Anne's	.....	.....	.....	.....	20	1,886	2,093	.....	29	15	2,187	6,296
St. Mary's	415	3,187	200	109	383	.....	1,396	2,775	2,009	308	300	12,909
Somerset	585	942	4,406	294	379	.....	.....	2,210	255	.....	3,901	40,930
Talbot	413	10	2,175	1,227	6,251	30,519	4,018	3,393	60	756	700	38,581
Washington	.....	.....	11,128	3,776	2,738	4,966	2,118	.....	.....	692	30,262	51,743
Wicomico	8,122	824	.....	6,107	4,818	83	401	.....	.....	.....	.....	.....
Worcester	4,905	4,468	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Baltimore City	†	†	\$64,309	\$234,267	\$1,065,443	\$464,491	\$165,735	\$278,918	\$59,665	\$268,269	\$231,559	.....
Total State	†	†	\$155,916	\$353,785	\$1,123,758	\$576,853	\$251,267	\$373,983	\$188,821	\$326,552	\$303,799	.....

† Data for Baltimore City for 1920 and 1921 not available.

libraries, and in 1930 the service was extended to four additional county schools. Altogether 25 schools have received libraries, and the number of volumes secured in this fashion total 4,476 for the three years. (See *Table 142.*)

CAPITAL OUTLAY AND ROSENWALD AID FOR BUILDINGS IN 1930

Capital outlay in the county colored schools in 1929-30 totalled \$72,240, \$13,957 more than in 1929, but less than in any other year since 1924. Expenditures of about \$30,000 were made in Worcester and Baltimore Counties; \$3,900 was spent in Washington, and amounts of about \$2,000 were spent in Queen Anne's, Charles, and Calvert for buildings or land. Since 1920, the capital outlay for county colored schools has been \$880,881. Baltimore and Prince George's spent \$197,228 and \$140,108, respectively, and were the only counties with outlays exceeding \$80,000 during this 11-year period. At the other extreme were Caroline, Carroll, Dorchester, Queen Anne's, St. Mary's, Cecil, and Kent with total expenditures ranging from \$3,195 to \$8,993. (See *Table 143.*)

The third form of aid that the counties received from the Julius Rosenwald Fund was to defray in part the construction cost of buildings for colored school children. Eight counties shared in this fund in 1930 and their total receipts came to \$7,500. Baltimore received the largest amount, \$3,100, and Prince George's and Somerset came next with \$1,200 each. These reimbursements aided in the construction of 29 classrooms. Since the fund has been available, the Maryland counties have received \$92,200 for buildings. This amount has been instrumental in stimulating the construction of 315 classrooms or 39 per cent of those in use for the county colored schools. (See *Table 144.*)

VALUE OF PROPERTY USED BY COLORED PUPILS INCREASES

When the value of school property is divided by the average number of colored pupils belonging, the value per county pupil is \$47, an increase of \$1 over the preceding year. (See *Chart 26.*)

There is great variation among the counties, Allegany having a value per pupil of \$165, Washington and Baltimore Counties of \$117 and \$114, respectively, and the lowest counties, St. Mary's and Somerset, having values per pupil of \$19 and \$18, respectively. In only seven counties was the value per pupil over \$50, Montgomery, Wicomico, Prince George's, and Frederick being added to the three counties mentioned before.

In Somerset, St. Mary's, Queen Anne's, Kent, Caroline, and Worcester the value of school property per pupil belonging was less than \$25.

Nine counties had a higher valuation than in 1929, and in Worcester the increase was as much as \$18 per pupil. In no other county did the increase exceed \$4. Decreases of \$1 to \$7 occurred in seven counties.

TABLE 144
Number of Rooms Constructed and Rosenwald Aid Received for Colored Schools Built in Maryland from 1919 to July 31, 1930

COUNTY	Prior to 1924	1925	1926	1927	1928	1929	1930	Total
Total.....	123	45	27	49	20	22	29	315
Prince George's.....	22	5	9	8	..	15	5	64
Anne Arundel.....	7	15	..	7	2	3	1	35
Montgomery.....	2	8	3	..	15	2	..	30
Baltimore.....	8	2	..	7	..	..	10	27
Charles.....	9	..	2	4	†	2	1	18
Worcester.....	13	..	..	..	..	..	3	16
Wicomico.....	9	2	2	..	..	..	1	14
Calvert.....	5	..	3	2	†	..	..	10
Somerset.....	6	..	..	2	3	..	5	16
Talbot.....	9	..	..	4	..	..	3	16
Harford.....	5	1	3	..	..	..	..	9
Queen Anne's.....	..	4	3	..	..	..	..	7
Howard.....	2	..	1	4	..	..	..	7
Frederick.....	7	..	..	..	..	..	..	7
Kent.....	..	..	..	5	..	..	..	5
Cecil.....	..	..	..	5	..	..	..	5
Carroll.....	3	..	..	..	..	..	..	3
Caroline.....	4	..	1	1	..	..	..	6
Dorchester.....	2	..	..	..	..	..	..	2
St. Mary's.....	2	..	..	..	..	..	..	2
Allegany.....	*8	..	..	..	..	..	..	8
Washington.....	..	*8	..	..	..	..	..	8

* No Rosenwald aid was received because all the conditions could not be met.
 † One school did not fulfill all conditions and no aid was received.
 ‡ Teacher's home not included in total.

CHART 26

VALUE OF SCHOOL PROPERTY PER COLORED PUPIL BELONGING			
County	1928	1929	1930
Co. Average	\$ 42	\$ 46	\$ 47
Allegany	171	172	165
Washington	112	113	117
Baltimore	107	117	114
Montgomery	66	67	63
Wicomico	45	44	62
Pr. George's	45	58	59
Frederick	65	61	57
Harford	48	48	49
Carroll	40	42	46
Talbot	41	40	42
Cecil	37	40	40
Anne Arundel	39	39	39
Charles	32	35	38
Howard	26	27	30
Dorchester	16	26	26
Caroline	26	27	25
Worcester	24	24	24
Calvert	24	24	23
Kent	24	22	22
Queen Anne's	16	17	21
St. Mary's	19	20	19
Somerset	17	18	18
Balto. City	189	197	197
Total State	105	111	114

The value of the school property in Baltimore City was \$197 per colored pupil belonging. This made the average for the entire State \$114. (See *Chart 26*.)

The average school building used by county colored school pupils was valued at \$2,579 in 1930. This is \$109 higher than in 1929 and \$752 more than five years earlier. The value of the building would, of course, vary with its size so that counties having many one-room schools would have a low value per building and counties having large schools would have a higher value per building. (See *Chart 27*.)

CHART 27

AVERAGE VALUE PER SCHOOL BUILDING USED BY COLORED PUPILS
IN THE MARYLAND COUNTIES, 1925, 1927, 1929, AND 1930

County	1925	1927	1929	1930	
Av.	\$1,827	\$2,099	\$2,470	\$2,579	■
All.	24,000	26,000	26,000	26,000	■
Wash.	6,867	6,867	8,140	8,140	■
Balt.	3,969	4,813	6,860	7,133	■
Wico.	3,063	3,345	3,479	4,979	■
Mont.	1,394	2,031	3,672	3,588	■
P. G.	1,971	2,395	3,524	3,524	■
A. A.	2,712	2,979	2,651	2,721	■
Fred.	2,416	2,512	2,775	2,708	■
Talbot	1,943	2,280	2,248	2,314	■
Harford	1,640	1,959	1,959	1,959	■
Charles	1,307	1,686	1,821	1,908	■
Worc.	1,790	1,790	1,790	1,790	■
Carr.	1,544	1,764	1,657	1,657	■
Howard	900	1,520	1,590	1,590	■
Cecil	2,200	2,408	1,500	1,500	■
Caro.	1,042	1,179	1,205	1,265	■
Calvert	733	987	1,210	1,210	■
Somer.	1,031	1,044	1,183	1,196	■
Kent	948	974	1,045	1,045	■
Dor.	609	612	1,000	1,000	■
Q. A.	695	721	721	912	■
St. M.	613	762	730	721	■

The per building valuation in the individual counties varied from \$721 in St. Mary's and \$912 in Queen Anne's where the colored population is scattered and there are many one-teacher schools to \$26,000 in Allegany where only two schools are required to meet the needs of the colored pupils living in Cumberland and Frostburg. In five counties, Washington, Baltimore, Wicomico, Montgomery, and Prince George's, the value of the average building ranged between \$3,500 and \$8,100. In 13 counties, however, the average value was less than \$2,000. (See *Chart 27.*)

SIZE OF COLORED SCHOOLS

Of the 510 colored elementary schools in the Maryland counties in 1930, 360 had one teacher, 112 had two teachers, and 22 had three teachers. The largest colored elementary school of 11 teachers was in Annapolis. The only other colored school with a teacher to a grade was in Salisbury.

The number of colored elementary schools in each county varied from 2 and 6 in Allegany and Washington, respectively, to 40 or more in Prince George's, Dorchester, and Anne Arundel. (See *Table 145*.)

TABLE 145

Number of Colored Elementary and High Schools Having Following Number of Teachers, School Year, 1929-1930

COUNTY	COLORED ELEMENTARY SCHOOLS HAVING FOLLOWING NUMBER OF TEACHERS											Total	COLORED HIGH SCHOOLS HAVING FOLLOWING NUMBER OF TEACHERS								Total
	1 or Less	1.1-2	2.1-3	3.1-4	4.1-5	5.1-6	6.1-7	7.1-8	8.1-9	9.1-10	10.1-11		1 or Less	1.1-2	2.1-3	3.1-4	4.1-5	5.1-6	6.1-7	7.1-8	
Total.....	360	112	22	5	6	3	1	1	1	1	1	510	4	7	3	9	1	1	1	25	
Allegany.....	1					1						2								1	
Anne Arundel.....	23	15	1							1		40							1	1	
Baltimore.....	19	7										30									
Calvert.....	17	3	1									21	1							1	
Caroline.....	14	1	3									18			1					1	
Carroll.....	10	1										11		1						1	
Cecil.....	9	3										12		1						1	
Charles.....	27	5	1									33			1					1	
Dorchester.....	36	4	1									41				1				1	
Frederick.....	15	5	2									22				1				1	
Harford.....	14	3			1							18									
Howard.....	11	2	1									14									
Kent.....	19	3	1									23								1	
Montgomery.....	26	6	2									34				1				1	
Prince George's.....	21	20	2		1							44			3					3	
Queen Anne's.....	15	3										18		1						1	
St. Mary's.....	20	8										28									
Somerset.....	16	10	1		2							29		1	1					2	
Talbot.....	16	3	2		1							22	1		1					2	
Washington.....	5					1						6		1						1	
Wicomico.....	9	6	2	1				1				19		1			1			2	
Worcester.....	17	4	2	2								25	2	1						3	

One-Teacher Schools Decrease

The counties employed 733 colored elementary teachers during the school year 1929-30, and 363 of these taught in schools having only one teacher. The latter figure is a reduction of 9 under the corresponding figure for 1929, and for the first time, the teachers in one-teacher schools comprised less than half of the teaching staff. For 1930 the percentage was 49.5. From 1920 to 1930 the reduction in one-teacher schools totalled 59. (See *Table 146*.)

TABLE 146
Decrease in Colored One-Teacher Schools, 1920-1930

School Year Ending June 30	Colored Elementary Teachers		
	Total	In One-Teacher Schools	
		Number	Per Cent
1920.....	683	422	61.8
1921.....	694	408	58.8
1922.....	708	406	57.3
1923.....	712	403	56.6
1924.....	728	395	54.4
1925.....	721	397	55.1
1926.....	728	394	54.1
1927.....	725	382	52.7
1928.....	734	378	51.5
1929.....	734	372	50.7
1930.....	733	363	49.5

In Allegany, Wicomico, Prince George's, and Somerset, less than a third of the colored elementary teachers were in one-teacher schools, but in Carroll, Dorchester, Queen Anne's, Kent, and Charles more than two-thirds of the colored elementary teachers were in one-teacher schools. Nine counties had fewer teachers in one-teacher schools than in 1929. In Prince George's, Somerset, Anne Arundel, and Caroline, the decrease of teachers in one-teacher schools amounted to two teachers, but in each of the other counties a reduction of only one teacher was made. Baltimore, Worcester, Montgomery, and Queen Anne's each had one more teacher in the one-teacher schools than in the preceding year. (See *Table 147*.)

TABLE 147
Number and Per Cent of Teachers in Colored One-Teacher Elementary Schools in Maryland Counties, Year Ending July 31, 1930

County	Teachers in One-Teacher Schools		County	Teachers in One-Teacher Schools	
	Number	Per Cent		Number	Per Cent
Total and Average.....	363	49.5	Harford.....	14	55.6
Allegany.....	1	14.5	Caroline.....	14	56.5
Wicomico.....	9	23.1	St. Mary's.....	20	56.8
Prince George's.....	21	29.4	Cecil.....	9	60.0
Somerset.....	16	32.7	Howard.....	11	61.1
Anne Arundel.....	23	34.3	Montgomery.....	28	65.1
Baltimore.....	21	41.2	Calvert.....	17	65.4
Worcester.....	17	44.2	Charles.....	27	67.5
Washington.....	5	45.5	Kent.....	19	67.9
Talbot.....	16	48.5	Queen Anne's.....	15	71.4
Frederick.....	15	48.7	Dorchester.....	35	74.5
			Carroll.....	10	83.3

SIZE OF COLORED HIGH SCHOOLS

There were 25 colored high schools in the counties of the State. Seven of these had less than 2 teachers, offered less than four years of high school work, and were classified as second group schools. Four high schools had 2 teachers, nine had 3 teachers, three had 4 teachers, one at Salisbury had 5 teachers, and one at Annapolis had 7 teachers. The number of teachers employed in a high school depends in general on the number of pupils enrolled. Four schools had between 16 and 25 pupils and employed one teacher. Two of the three schools having pupils falling in the classification from 26 to 40 pupils had one teacher and the third employed a second. The five schools with 76 to 100 pupils belonging had teaching staffs varying from two to four. In two county high schools, Salisbury and Annapolis, as many as 150-175 pupils belonged on the average and 5 and 7 teachers, respectively, were employed. (See *Table 148.*)

TABLE 148

Relation of Teaching Staff in Colored High Schools and Size of Enrollment for Year Ending July 31, 1930

Average Number Belonging	Number of Teachers							Total Number High Schools
	†1	2	3	4	5	6	7	
1-15								
16-25	*4							4
26-40	*2	1						3
41-50	*1	2						3
51-75			5	1				6
76-100		1	3	1				5
101-125			1	1				2
126-150								
151-175					1		1	2
Total	*7	4	9	3	1		1	25

† Mid-point of interval.

* Second group schools.

PHYSICAL EDUCATION PROGRAM IN THE COLORED SCHOOLS

In 1930, under the auspices of the Playground Athletic League, 4,641 colored boys and 5,573 colored girls from the Maryland counties took the preliminary badge tests. Of these 29 per cent of the boys and 33 per cent of the girls successfully met the requirements of the test and won the bronze, silver, gold, or super-gold badges for which they were competing. The number entering the preliminary badge tests and the per cent winning the badges was higher than in the preceding year when 4,608 boys and 5,371 girls entered the tests and 20 per cent of the boys and

34 per cent of the girls won their badges. More boys entered and won the badge tests in 1930 than in 1929 in Caroline, Carroll, Cecil, Dorchester, Frederick, Howard, Kent, Montgomery, Talbot, and Worcester Counties. Increased numbers of girls both entering and winning the badge tests were found in Anne Arundel, Calvert, Caroline, Carroll, Cecil, Dorchester, Kent, Montgomery, Prince George's, Queen Anne's, and Wicomico. (See *Table 149* and *Table XIX*, page 349.)

TABLE 149

Number of Colored Boys and Girls Passing Preliminary
and Final Badge Tests in 1929 and 1930

COUNTY	BOYS				GIRLS			
	1930		1929		1930		1929	
	Entered	Won	Entered	Won	Entered	Won	Entered	Won
Total.....	4,641	1,328	4,608	922	5,573	1,845	5,371	1,830
Anne Arundel.....	301	118	379	72	540	233	491	217
Baltimore.....	271	92	288	125	321	125	339	157
Calvert.....	131	54	173	27	201	92	200	81
Caroline.....	233	69	209	50	233	111	217	62
Carroll.....	111	32	104	17	98	36	98	12
Cecil.....	77	24	60	10	92	24	83	21
Charles.....	320	57	322	65	395	45	364	132
Dorchester.....	251	90	167	.....	319	156	236	.....
Frederick.....	285	88	277	65	302	101	323	122
Harford.....	199	44	205	28	183	22	213	61
Howard.....	141	43	134	29	131	40	166	50
Kent.....	162	37	127	10	185	63	182	57
Montgomery.....	460	108	454	90	489	127	418	94
Prince George's.....	498	76	502	49	538	174	537	144
Queen Anne's.....	168	47	158	50	190	65	178	49
St Mary's.....	199	76	206	64	282	109	256	118
Somerset.....	165	45	190	43	193	55	232	124
Talbot.....	198	52	145	46	227	36	184	101
Wicomico.....	287	109	325	31	434	153	428	116
Worcester.....	184	67	183	51	220	78	226	112

Athletic meets for the colored school pupils were held in 20 counties in 1930. From 494 county schools there were 5,402 entrants in track and field events. Every school in nine counties had representatives in these meets, and in only one county, Baltimore, did less than three-fourths of the schools send teams. (See *Table 150*.) In 20 counties of the State, dodge ball teams were organized and in 11 counties, 16 volley ball teams were formed. Altogether there were 6,809 colored pupils playing dodge or volley ball. (See *Table XX*, page 350.)

In addition to the track and field events for boys, there were run-and-catch and flag relays for girls. In the latter 3,388 girls from 20 counties participated. Allegany and Washington, where the colored population is very small, were the only counties which did not participate in the state-wide athletic program for colored pupils.

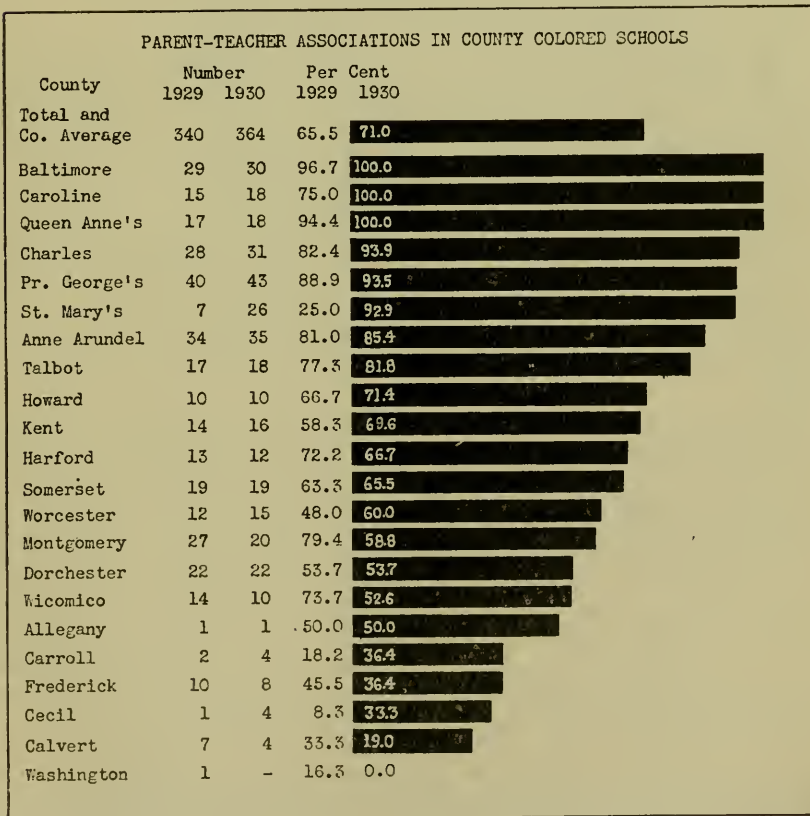
TABLE 150

Number and Per Cent of County Colored Schools Which Had Entrants in County Meets During Year 1930 and 1929

County	SCHOOLS ENTERED				SCHOOLS ENTERED				
	Number		Per Cent		Number		Per Cent		
	1930	1929	1930	1929	1930	1929	1930	1929	
Total and Average	494	438	92.3	80.8	Charles	33	30	97.0	85.7
Harford	18	18	100.0	100.0	St. Mary's	27	15	96.4	53.6
Queen Anne's	19	19	100.0	100.0	Talbot	23	16	95.8	66.7
Caroline	19	20	100.0	95.2	Calvert	21	18	95.4	85.7
Howard	14	14	100.0	93.3	Prince George's	44	46	93.6	97.9
Carroll	12	11	100.0	91.7	Worcester	26	17	92.8	60.7
Wicomico	21	18	100.0	85.7	Montgomery	32	30	91.4	85.7
Kent	24	21	100.0	84.0	Frederick	21	22	91.2	95.7
Anne Arundel	41	36	100.0	83.7	Somerset	28	28	90.3	87.5
Cecil	13	10	100.0	76.9	Dorchester	36	26	85.7	61.9
					Baltimore	22	23	73.3	76.7

PARENT TEACHER ASSOCIATIONS

CHART 28



During 1930 there were co-operative organizations of parents and teachers in 364 of the 513 county colored schools. This is 71 per cent of all colored schools, and an increase of 4.5 over the per cent of schools having Parent-Teacher Associations in 1929. In three counties, Baltimore, Caroline, and Queen Anne's, every colored school reported an active P. T. A. for 1930, and in Charles, Prince George's, and St. Mary's, more than 90 per cent of the schools had these organizations. At the other extreme were Washington, Calvert, Cecil, Frederick, and Carroll where P. T. A.'s were found in less than 50 per cent of the schools. With the exception of Harford, Montgomery, Wicomico, Frederick, Calvert, and Washington, the proportion of schools with P. T. A.'s was higher in 1930 than in 1929. In St. Mary's the increase from 25.0 to 92.9 was especially notable. The association in St. Mary's County purchased a bus for transportation of colored pupils from Leonardtown and Compton to Loveville. They also paid something toward the operation of this bus. (See *Chart 28*.)

SUPERVISION OF COLORED SCHOOLS

The general responsibility for the county colored schools was carried by the State Supervisor of Colored Schools, who spent most of his time in field work with the county supervisors of colored schools and with the high school principals and teachers. His visits to interview prospective graduates of the nearby schools at Hampton, Cheyney, Washington, D. C., and his close contacts with Bowie and Morgan College made his assistance to the county superintendents invaluable in recommending desirable candidates to fill their vacant positions. Much of his time at the office was spent in interviewing candidates for positions. The major portion of the salary and travelling expense for the State Supervisor of Colored Schools was paid by the General Education Board.

Each of sixteen counties, which employed a colored supervisor to supervise the colored elementary schools received \$750 toward the payment of the salary of the supervisor. Five of these supervisors are women and the remainder men. In one-half of these counties the colored supervisor spent some time in instruction in the high school. The supervision of colored schools was a part of the duties of the attendance officer in Cecil, Howard, and Somerset Counties. In Baltimore County the assistant superintendent had responsibility for the welfare of the colored schools, and in Allegany and Washington, which had the smallest number of colored schools, supervision was given by the county superintendent and the supervisors of the white elementary schools.

In addition to visits and conferences with each supervisor in his own county, the State Supervisor each year holds one or more meetings for the supervisors for the purpose of setting up objectives and plans for carrying them out. At the programs

of meetings held during 1929-30, the following problems were dealt with:

CONFERENCE OF MARYLAND COUNTY SUPERVISORS OF COLORED SCHOOLS
BEFORE THE OPENING OF SCHOOLS, DOUGLASS HIGH SCHOOL,
BALTIMORE, AUG. 29-30, 1929

Theme: Some supervisory procedures as an aid toward the attainment of the following objectives for 1929-30 suggested by the supervisors:

- I. Further improvement in the teaching of *reading, arithmetic, English, history, geography.*
 - II. Promotion of health education.
 - III. A well defined attempt to improve the material phases of the schools.
 - IV. An effort to effect further reduction of overageeness.
- I. Further improvement in the teaching of reading, etc.
 1. What should be the supervisor's procedure to decide with his teachers what *attainments* he hopes to accomplish in these subjects?—Miss Bernice Jones.
 2. How may the supervisor use the opportunities and materials available to assist his teachers to set up definite values realizable from these subjects?—D. S. Jenkins.
 3. Can the supervisor have modern methodology employed in the teaching of these subjects? How?—Phineas E. Gordy.
 4. Give a supervisory procedure for helping teachers to effect the unit organization in these several subjects.—Lionel Burgess.
 5. What use can the supervisor make of objective devices to stimulate rivalry among his schools in the teaching of these subjects?—Edward U. Taylor.
 6. Make statements relative to the following:
 - (a) The supervisor's opportunities for *discovering* and standards for *judging* good or poor work in these subjects.
 - (b) The supervisor's procedure for remedial teaching.
 - (c) The supervisor's procedure for having *changes* in teaching conform to the laws of habit formation.—Doswell Brooks.
 - II. Promotion of health education.
 1. What are the opportunities to fix with the teachers and the communities (a) values to be gained (b) attainments to be accomplished in health education? Offer a supervisory plan of approach to teach the subject—Herbert S. Wilson
 2. Submit a supervisory procedure for utilizing the various materials and organizations in the promotion of health education.—Miss Mae Prince.
 3. What scheme can a supervisor employ for the following:
 - (a) Checking the work in health education.
 - (b) Remedial teaching.
 - (c) Have the teaching to conform to the laws of habit formation.—Mrs. Lulu D. Ward.
 - III. Improvement of material phases of the school.
 1. How can the supervisor use the agencies, organizations, and materials at his disposal to improve his schools in a material way? Describe some objective device to stimulate rivalry among the schools for this type of improvement—John W. Bruner.
 2. As supervisor, visit mentally all schools in your county. List

improvements which may be made during one year. Present a supervisory procedure to effect these improvements.—Edward J. Henry.

3. What may be the supervisor's procedure for:
 - (a) Checking progress or lack of it in this activity?
 - (b) Remedial teaching to effect improvements?—C. W. Corbin.

IV. Reduction of over-ageness.

1. What steps may the supervisor take to:
 - (a) Stimulate the teacher's interest in this activity?
 - (b) Beget a feeling of self-responsibility on part of the teachers for the over-age condition?—Dennis W. Noble.
2. What organization in the classroom may the supervisor *make and maintain* as an aid in reduction of over-ageness?—Thomas S. Kemp.
3. Outline the teaching which the supervisor must do in order to produce results in this objective.—Mrs. L. T. K. Daniels.
4. Describe a supervisor's schemes for checking and for remedial teaching in this activity.—William Q. Bland.

V. State Report—Read carefully pages 162-201.

1. List items for your county which are encouraging and those which are discouraging from a supervisory (*not an administrative*) point of view.
2. Every supervisor will please offer suggestions for improvement of the conditions which he lists as discouraging.

VI. Administrative items.

1. Declamation contest.
2. Athletics.
3. Boarding places.
4. Grade of teachers.
5. Standard schools.
6. Turning the P. T. A. to educative account.
7. Definite study by teachers.
8. Checking on music in the schools.

References: Best we can use for this conference are both the subject matter and the supervisory bulletins of the State Department of Education.

PROGRAM FOR MID-YEAR CONFERENCE FOR SUPERVISORS OF THE EASTERN SHORE AND SUPERVISORS OF THE WESTERN SHORE

First Day—The supervisors, arranged in three groups, will visit schools of the county.

Evening of First Day—A session for the consideration of the following administrative matters:

1. Declamation Contest.
 - (a) Report of treasurers.
 - (b) Preparation.
2. Field Day—Preparation.
3. What may be done to direct teachers in taking work suitable to their needs at summer school?
4. Report any progress in improving the material surroundings of the schools.
5. What has been done to provide better boarding conditions for teachers? Enumerate the unsatisfactory living places.
6. Name the things done by the trustees to show that they are functioning as school officials.
7. What is being done to reduce overageness?
8. Are you checking on subject matter covered? How?
9. Are we providing a definite guide for the placement of pupils in the several grades in the fall? What?
10. What health habits are being formed in the schools?

Second Day—Discussion of observations made while visiting schools.

- I. Give a *general description* of each classroom exercise observed.
- II. In evaluating the lessons observed, use the following questions:
 1. Were aims definite, valid? (State them.)
 2. Were suitable materials used? (Enumerate them and state the part each bit played in the procedure.)
 3. Did the general methodology including (a) type of lesson (b) approach (c) character of questions (d) checking results, represent a procedure by which the *materials* could be used to good advantage and the aim as set up accomplished? (Give evidence.)
 4. Was the assignment definite? Well motivated? Explain it.
 5. Had worthwhile seat work been planned? Describe it.
 6. What laws of learning did you observe as being in operation?
 7. Did the children discover any relationship between the present activity and their past experiences? (Give evidence.)
 8. What good habits were being formed? Bad habits broken? (Give evidence.)
 9. Was there any provision made for individual differences among the pupils? (Give evidence.)
 10. Did the children really learn? (Support the answer with evidence.)
- III. If the evaluation of classroom work resulting from use of questions under II be low, or, in general, there be deficiencies in techniques either in recitation procedures or in management, i. e., if the teachers according to your observation *need help*, present *in detail* your plan for furnishing the needed help.

Query: Is not *providing help for the teacher* the crux of the supervisor's obligation?

The following program was used at the winter regional conferences of high school teachers and principals, held at Annapolis and Easton in December, 1929:

CONFERENCE OF TEACHERS IN THE MARYLAND COUNTY COLORED HIGH SCHOOLS

I. *Administrative Matters*

1. It has been stated that some pupils entering the high school are unprepared. What has been done to care for such pupils?
2. Outline a plan for vocational guidance among high school students.
3. How may the State-wide debate be made an educative event?
4. Mortality of the first year class is high. What is being done to prevent fatalities of this group?
5. Perhaps few secondary students know how to study. In what way are the schools overcoming this handicap?
6. Justify every extra classroom activity in our schools.

II. Classroom Activities

ENGLISH

1. Present worthy objectives to be attained by (a) composition (b) literature.
2. Describe a recitation period in (a) composition (b) literature.
3. What methodology is being employed to teach the mechanics of English?
4. Many high school students do not spell well. How is this evident need being met?
5. Present a test or examination in (a) *The Merchant of Venice* (b) *Up from Slavery*. Justify the type of test presented.

SOCIAL STUDIES

1. Offer procedures to attain some worthwhile aims for the teaching of community civics.
2. How may the course in problems of democracy be effectively attacked?
3. Select a period of American history. Show how it may be treated topically.
4. Present from European history a group of materials organized in the form of a problem.
5. What items should be included in a history test or examination? Justify the selection.

GENERAL SCIENCE AND BIOLOGY

1. Justify a place in the program of studies for (a) general science (b) biology.
2. Give your method for handling general science when considered (a) as an end in itself (b) as a "science" course. Show that both aims may be valid, and that two types of method may stimulate students to learn.
3. Upon what basis have you planned a year's course in biology?
4. In general, what method should be followed with biology?
5. State in detail just how you make laboratory work educative.
6. What use may be made by the students of note books in (a) general science (b) biology?
7. How should study be directed in (a) general science (b) biology?
8. What would be your procedure to make a project educative in (a) general science (b) biology?
9. Describe a test as a teaching exercise in (a) general science (b) biology.

ALGEBRA AND GEOMETRY

1. Give good reasons for teaching all the sections and cases of algebra which you include in the course.
2. Enumerate algebraic shortages you have noted in student responses. How did you correct the deficiencies?
3. Present a plan for teaching (a) an inductive development lesson in algebra (b) a deductive development lesson in geometry.
4. Show how you would direct study in (a) some phase of algebra (b) theorem proof of geometry.
5. Give a scheme for a drill lesson in algebra.
6. Present a test as a teaching exercise in (a) algebra (b) geometry.

How may an extra classroom activity, such as a science club or a mathematics club, be made an educative factor?

REFERENCES

- Standards for Maryland County High Schools.
Teaching English in High Schools—Sharp.
The Teaching of History in Junior and Senior High Schools—Tryon.
Maryland School Bulletin—*The Teaching of the Social Studies*.
The Teaching of Science and the Science Teacher—Brownwell and Wade.
How to Teach General Science—Frank.
The Teaching of Junior High School Mathematics—Smith and Reeve.
Ways to Better Teaching in the Secondary Schools—Fontaine.

BOWIE NORMAL SCHOOL
Enrollment and Graduates

During the school year 1929-30, there were 119 students enrolled at the Bowie Normal School, 9 fewer than in 1929, but more than were classified as normal school students in any other preceding year. The enrollment in the fall of 1930 was still lower, 101, but if the increase in the junior class is maintained next year, the total normal school enrollment should soon exhibit an increase. The decreases in the normal school enrollment have resulted in part from the closing in 1929 of the high school department at the Bowie Normal School. In former years, a larger proportion of the normal school enrollment was recruited from the graduates of the high school department at Bowie. As high school facilities have been provided in most of the counties in fairly close proximity to the homes of students, it has become unnecessary to furnish high school education and living accommodations at Bowie at State expense. After a few years the effect of this transition should be negligible. (See *Table 151.*)

TABLE 151
Enrollment at Bowie Normal School

Year	Total	Juniors	Seniors	Graduates	Summer School
1924*	11	11	..	..	67
1925*	26	16	10	10	103
1926*	36	24	12	12	80
1927*	80	58	22	22	81
1928*	109	55	54	50	53
1929	128	76	52	46	36
1930	119	46	73	56	...
Fall of 1930	101	55	46	..	...

* Excludes high school enrollment.

The 1930 graduating class from the normal school department was the largest in the record of the school. By June, 1930, there were 56 students who had successfully completed the two-year course, and 9 others were eligible to graduate upon completing the work the following December. Of the 56 graduates of June, all, but the one who was ill, received appointments in Maryland county schools in the fall of 1930. Thirty-nine of the graduates returned to teaching positions in their home counties, while 16 were employed in Maryland counties other than their home counties. (See *Table 152.*)

During 1929-30 there was no great emphasis or drive for the enrollment of high school seniors at the normal school. Contacts with the seniors in the county high schools were, however, maintained through agencies such as the musical and athletic organi-

TABLE 152

Home and Teaching County of Bowie Graduates of 1930

County	Home County No.	Teaching County No.	County	Home County No.	Teaching County No.
Total.....	56	56	Kent.....	3	3
Anne Arundel.....	7	a8	Montgomery.....	..	f1
Baltimore.....	bc3	e1	Prince George's.....	ehi7	4
Calvert.....	a1	j1	Queen Anne's.....	fg3	k1
Caroline.....	4	4	Somerset.....	jdk7	4
Carroll.....	..	bd5	St. Mary's.....	1	1
Cecil.....	d3	..	Talbot.....	1	ghm5
Charles.....	5	5	Washington.....	1	1
Dorchester.....	4	4	Wicomico.....	m4	3
Harford.....	..	c1	Worcester.....	2	l3
			Not Teaching.....	..	i1

a One from Calvert teaching in Anne Arundel.

b Two from Baltimore teaching in Carroll.

c One from Baltimore teaching in Harford.

d Three from Cecil teaching in Carroll.

e One from Prince George's teaching in Baltimore.

f One from Queen Anne's teaching in Montgomery.

g Two from Queen Anne's teaching in Talbot.

h One from Prince George's teaching in Talbot.

i One from Prince George's not teaching.

j One from Somerset teaching in Calvert.

k One from Somerset teaching in Queen Anne's.

l One from Somerset teaching in Worcester.

m One from Wicomico teaching in Talbot.

zations at the Bowie Normal School. The time of the principal and faculty members, which had previously been given to campaigning for students, was used instead to conduct a survey of the performance of the Bowie graduates who were teaching in the counties. Reports of the findings were submitted to the normal school faculty, to the superintendents and supervisors, and to the individual teachers.

The Faculty and Practice Centers

The faculty of the normal school consisted of the principal, 9 instructors, a nurse, a registrar-secretary, 3 clerks, and 2 teachers in the campus demonstration school. Including the two-teacher campus school, there were 8 practice-teaching centers, three one-teacher schools, and five two-teacher schools, which meant that there were 13 co-operative critic teachers. All of these, except three teachers in a two-teacher and in a one-teacher school in Anne Arundel County, were in Prince George's County. This excludes the 8 members of the normal school faculty who participated in supervising the practice teaching of the Bowie students. Each student was required to do 160 hours of practice work. About two-thirds of this was in rural school teaching. The remainder was divided between graded school work and the teaching of beginners.

Discontinuance of Summer Session at Bowie

The summer session of the Bowie Normal School, which in former years had been conducted for the benefit of county teachers who held less than a first grade certificate, was discontinued in the summer 1930. The number of colored elementary teachers with certificates of low grade has been reduced so materially that the summer session was no longer justified.

Medical Examination and Treatment of Students

The health program which had been started in preceding years was furthered through co-operation of the school physicians, nurses, and dentist. All students were given physical examinations. Dental treatment for extreme cases was provided at the school. The county health doctor assisted by the county nurse inoculated 73 students against diphtheria, and 58 students received the typhoid serum, with the result that every member of the campus faculty was properly immunized against these diseases.

State's Annual Expenditure Per Student at Bowie Normal Nearly \$400

Current expenses in the Bowie Normal School in 1930 amounted to \$57,004, of which \$29,800 was used for costs of instruction, and \$27,204 for dormitory expenses. The total instruction cost was \$276 per student. Since the average payment toward instruction costs by each student was only \$3.00, the instruction cost to the State per student was \$273. All but 3 of the average enrollment of 108 students lived in the dormitories, with a total expense per student for board, room and laundry of \$259. The average fee of \$138 per student reduced the cost to the State for dormitory expenses to \$121 per student. The combined cost to the State for instruction and dormitory per student at Bowie was, therefore, \$394. (See *Table 153*.)

TABLE 153
Cost Per Student at Bowie Normal School 1929-30

	Instruction	Dormitory
EXPENDITURES		
Administration		
Salaries.....	\$ 1,635.00	\$ 1,885.00
Other than Salaries.....	570.97	548.43
Instruction		
Salaries.....	15,391.90	
Other than Salaries.....	6,483.25	
Operation and Maintenance		
Salaries and Wages.....	1,239.50	5,523.00
Other than Salaries and Wages.....	4,479.49	7,801.26
Food.....		11,446.23
Total.....	\$29,800.11	\$27,203.92
RECEIPTS		
From Students for		
Board.....		\$11,736.50
Service Rendered.....		1,298.93
Laundry.....		740.01
Health, Dental and Medical Service.....		389.21
Athletics.....	\$ 317.85	
Uniforms.....		311.50
Miscellaneous.....	5.00	
Total from Students.....	\$ 322.85	\$14,476.15
From State.....	\$29,477.26	\$12,727.77
COST PER STUDENT		
Average Number of Students.....	108	105
Average Total Expenditure per Student.....	\$275.93	\$259.08
Average Payment per Student.....	2.99	137.87
Average Cost to State per Student.....	272.94	121.22
	\$394.16	

Improvement of Normal School Plant; Inventory

During 1929-30 the Administration Building, Bruce Hall, and the principal's home were painted, additional rooms were added to a dairy that is being used for sleeping quarters, and two rooms in Bruce Hall which are being used for the Demonstration School were renovated. At an expense of \$1,400, half of which was paid by the county commissioners of Prince George's, the road leading from Bowie to the Bowie Normal School was improved.

According to the 1930 inventory of the Bowie Normal School, the total value of the property was \$182,261, an increase of \$5,958 over the preceding year. The total inventory was distributed as follows: Land, \$9,029; improvement of land, \$1,971; buildings, \$137,929; equipment, \$33,190; and live stock, \$142.

COPPIN TRAINING SCHOOL FOR COLORED TEACHERS

During 1929-30 the average number belonging in the Coppin Training School for Baltimore City colored high school graduates was 134, a gain of 38 over the average enrollment the year preceding. Of those enrolled, 79 were having their first year of work and 57 were seniors and graduated. The school had a session of 190 days. The staff included a principal, 4 instructors, and 1 clerk. The expenditures for the school were \$16,501, making the average cost per student belonging \$123.

THE PHYSICAL EDUCATION PROGRAM

The physical education program in the Maryland county schools is under the direction of the Playground Athletic League and its corps of trained leaders. The work of the P. A. L. as it relates to the general school organization may be considered from two points of view: First, how large a proportion of the school population is reached by the present P. A. L. program and the type of activity secured; second, the administrative aid and leadership provided by the Playground Athletic League for the county schools.

The following discussion of participation and activities will include (1) data on the entrants and qualifications for the badge tests and awards, (2) the number and distribution of children taking part in the team games at the county round-ups, and (3) the entrants at the track and field running events. The administrative and supervisory work in the counties includes instruction, service of leaders and referees, medical service, and purchase of supplies, as well as general organization for the county and State athletic meets.

Gross Participation in P. A. L. Activities

The number of participants in the three types of events at the county meets is shown in Table 154. During 1930 the officials of the Playground Athletic League supervised 58,975

individual competitors in various types of athletic events. In connection with the Baltimore County field day, there was a gross participation of 6,191 children, while at the field day in Calvert, where only 624 children were eligible for events, 973 participations were recorded. The figures in Table 154 show gross participation, which means that any one individual may appear more than once, for naturally the same girl might try for a badge, play on a team, and run in a relay. More children took part in the badge tests than in any other type of event at the meet. The track and field activities were next in popularity, and games drew the smallest number, although the team members numbered 6,352 boys and 7,297 girls. The experimental separation of elementary and high school competitors in several counties is increasing participation and interest. (See Table 154.)

TABLE 154
Participants in County Meets for White Boys and Girls, 1930

COUNTY	BADGE TESTS		GAMES		TRACK AND FIELD		Totals
	Boys	Girls	Boys	Girls	Boys	Girls	
Allegany	828	1,207	370	414	466	632	3,917
Rural	171	230	141	149	138	102	931
Anne Arundel	684	1,118	426	322	941	605	4,096
Baltimore	946	2,158	698	680	775	934	6,191
Calvert	113	252	114	167	142	185	973
Caroline	330	636	149	258	330	341	2,044
Carroll	636	1,000	423	532	506	731	3,828
Cecil	266	494	179	279	245	299	1,762
Charles	196	323	118	198	207	331	1,373
Dorchester	457	688	197	211	257	318	2,128
Frederick	954	1,376	402	420	433	419	4,004
Garrett	222	298	133	193	195	229	1,270
Harford	385	649	346	411	356	333	2,480
Howard	291	392	119	190	275	229	1,496
Kent	196	381	174	184	113	255	1,303
Montgomery	655	859	509	569	680	665	3,937
Prince George's	638	885	374	392	446	462	3,197
Rural	134	268	226	189	169	152	1,138
Queen Anne's	247	423	234	249	202	269	1,624
St. Mary's	169	237	138	178	190	240	1,152
Somerset	187	356	148	178	259	258	1,336
Talbot	355	501	184	264	302	246	1,852
Washington	854	1,020	262	229	510	440	3,315
Wicomico	437	772	176	255	239	291	2,170
Worcester	152	370	112	186	293	295	1,408
Total, 1930	10,503	16,893	6,352	7,297	8,669	9,261	58,975

The number of schools having entrants in the county meets is shown in *Table 155*. Representatives in the 1930 spring athletic meets came from 1,036, or more than three-fourths of all schools. In Talbot and Frederick every school took part. In only two counties, Garrett and Washington, did less than half of the schools send delegates (See *Table 155*.)

TABLE 155
Number and Per Cent of County Schools for White Pupils which Had Entries in County Meets During the School Years 1929-30 and 1928-29

County	SCHOOLS ENTERED				County	SCHOOLS ENTERED			
	Number		Per Cent			Number		Per Cent	
	1930	1929	1930	1929		1930	1929	1930	1929
Total and Average....	1036	1019	77.6	72.1	Dorchester.....	44	44	88.0	77.2
Talbot.....	27	26	100.0	92.9	Carroll.....	80	85	86.9	89.5
Frederick.....	90	86	100.0	81.9	Somerset.....	29	30	85.2	90.9
Anne Arundel.....	36	37	97.3	96.1	St. Mary's.....	25	25	83.3	71.4
Montgomery.....	66	65	97.0	94.2	Charles.....	23	24	79.3	82.8
Queen Anne's.....	31	32	96.8	94.1	Baltimore.....	79	73	79.0	70.9
Wicomico.....	56	47	96.5	78.3	Harford.....	53	55	77.9	75.3
Calvert.....	24	24	96.0	96.0	Allegany.....	67	63	77.0	67.7
Kent.....	32	30	94.1	88.2	Cecil.....	44	48	74.5	73.8
Howard.....	36	37	92.3	92.5	Worcester.....	24	23	58.5	56.1
Caroline.....	28	30	90.3	93.8	Washington.....	51	40	45.9	35.7
Prince George's.....	66	69	90.1	92.0	Garrett.....	25	26	20.8	19.0

Badge Tests

The badge tests proved to be the stimulus for physical activity for more children than did any other phase of the P. A. L. program. It is not enough to know that 10,503 boys and 16,893 girls attempted to win these badges at the county meet and that 6,029 boys and 7,963 girls actually won their badges; it must also be realized that 15,812 boys and 22,735 girls successfully qualified in their own school yards for trial in the final tests at their county field days. (See *Charts 29* and *30* and *Table XVI*, page 346.)

The badge tests which are popular with the children consist of very simple events. Their successful performance, however, means attainment of certain skills and activities in several of the fundamental and corrective exercises of an organized gymnasium.

Badges are given when the following tests have been successfully passed:

BOYS

Bronze Badge

Pull Up (Chinning) 4 times.
Standing Broad Jump—5 ft. 9 in.
60 Yards Dash—9 seconds.

Gold Badge

Pull Up (Chinning)—9 times.
Running High Jump—4 ft. 4 in.
220 Yards Dash—28 seconds.

Silver Badge

Pull Up (Chinning)—6 times.
Standing Broad Jump—6 ft. 6 in.
100 Yards Dash—13 2/5 seconds.

Super Gold Badge

A series of all-round athletic achievements done over a period of 5 years after the winning of the gold badge entitles the winners to date bars.

CHART 29

PER CENT OF GIRLS PASSING PRELIMINARY AND FINAL ATHLETIC BADGE TESTS, 1930, BASED ON 1929-30 ENROLLMENT IN GRADE 4 TO YEAR IV, INCLUSIVE

County	Number Enrolled	Number Entered	Number Won	Per Cent	
				Won	Entered
Total and Average	40,817	22,735	7,963	19.5	55.6
Calvert	332	282	110	33.1	84.9
Q. Anne's	694	560	196	28.2	80.6
St. Mary's	359	281	122	33.9	78.2
Caroline	1,006	774	179	17.7	76.9
Charles	568	424	142	25.0	74.6
Kent	705	521	136	19.2	73.8
Talbot	898	642	238	26.5	71.4
Howard	677	474	168	24.8	70.0
Dorchester	1,212	842	279	23.0	69.4
Wicomico	1,640	1,064	242	14.7	64.8
A. Arundel	2,255	1,414	611	27.0	62.7
Carroll	2,002	1,212	395	19.7	60.5
Pr. Geo.	2,644	1,568	556	21.0	59.3
Montgomery	2,240	1,325	529	23.6	59.1
Frederick	2,993	1,743	715	23.8	58.2
Baltimore	5,504	3,112	980	17.8	56.5
Cecil	1,304	712	303	23.2	54.6
Somerset	1,001	525	180	17.9	52.4
Harford	1,660	837	248	17.4	50.4
Worcester	993	490	220	22.1	49.3
Allegany	4,621	2,050	758	16.4	44.3
Washington	4,166	1,476	509	12.2	35.4
Garrett	1,343	407	147	10.9	30.3

GIRLS

Bronze Badge

Balancing—once in 2 trials.
 Leg Raising—10 times.
 Far-throw Dodgeball—25 ft.

Silver Badge

Balancing—once in 2 trials.
 Leg Abduction—2 times.
 Far-throw Dodgeball—35 ft.

Gold Badge

Trunk Raising—12 times.
 Volley Ball Service—8 times in 10 trials.
 Round-arm Dodgeball Throw—57 ft.

Super Gold Badge

A series of all-round athletic achievements done over a period of 5 years after the winning of the gold badge entitles the winners to date bars.

CHART 30

County	Number Enrolled	Number		Per Cent	
		Entered	Won	Won	Entered
Total and Average	39,827	15,812	6,029	15.1	39.7
Talbot	814	492	239	29.3	60.4
Q. Anne's	640	384	185	28.9	60.0
St. Mary's	409	239	60	14.6	58.4
Dorchester	1,144	628	295	25.7	54.8
Caroline	934	512	182	19.4	54.8
Calvert	292	153	40	13.7	52.4
Howard	746	384	147	19.7	51.4
Wicomico	1,513	739	244	16.1	48.8
Kent	646	314	127	19.6	48.6
Montgomery	2,175	1,050	392	18.0	48.2
Charles	581	264	129	22.2	45.4
Carroll	1,950	880	303	15.5	45.1
Pr. Geo.	2,640	1,156	466	17.6	43.7
Frederick	2,968	1,283	593	19.9	43.2
A. Arundel	2,182	944	425	19.4	43.2
Cecil	1,291	472	87	6.7	36.5
Somerset	928	338	122	13.1	36.4
Harford	1,535	555	202	13.1	36.1
Allegany	4,430	1,529	540	12.1	34.5
Washington	3,973	1,285	632	15.9	32.3
Baltimore	5,638	1,624	357	6.3	28.8
Worcester	1,007	252	120	11.9	25.0
ADDITIONAL P. A. L. INDOOR MEET					
A. Arundel		120	62		
Baltimore		564	231		
Howard		67	16		

The badge tests lay emphasis on an individual's attainment of a certain degree of physical prowess. This is, of course, an important function of a physical education program, but of equal, if not greater importance, is the degree to which that program

succeeds in capitalizing its opportunity of guiding children into co-operative group activity.

Team Games

The team games sponsored by the P. A. L. in every county of the State set up natural situations in which success is possible only through the finest co-operation of all members of the group. This group activity, both with and against other children, brings out the true meaning of that most coveted of all attributes, good sportsmanship, and the failure to measure up to its standards brings its own inherent condemnation.

Circle dodgeball was played by more than 11,000 boys and girls during 1930, and next in popularity was speed ball with 3,606 boys entered. Other boys' games were baseball and soccer. Girls played hit ball, field ball, touch down pass and volley ball. There were both boys' and girls' teams in basketball and mixed teams for field dodgeball. Altogether 26,704 boys and girls took part in this State-wide program of games. (See *Table XVII*, page 347.)

In 1930, the second State-wide field ball tournament was participated in by 1,820 girls from 104 high schools. Basketball tournaments were held for both boys and girls. This game is limited to comparatively few schools since an indoor gymnasium is necessary for practice during the winter months. Nevertheless, twelve counties had 463 girls on 35 basketball teams, and in 18 counties 703 boys from 56 schools played the game. Soccer was played by boys in 128 different high schools. Each county winner played the neighboring winner until the Eastern Shore series was won by the Talbot County team from Easton, while the Western Shore winner, and finally the State winner, was the Frederick County team from Middletown. Baseball and speed ball had their participants. In co-operation with the Baltimore Sun a baseball tournament was held with 1,396 players on 98 teams from 20 counties. (See *Table 156* and *Table XVII*, page 347.)

Track, Field and Relay Events

The third type of activity of the P. A. L. program includes running and jumping events for track and field. In the relay races, broad jumps, dashes, etc., it is the skill of the individuals who make up a team which brings success to the school or county represented. In Maryland the number of events in which any one participant may enter is limited to one running event for girls and one running and one field event for boys. It is thus impossible for a few good athletes to win the track meet for their school. All children who have attained even average ability in the events are needed to bring final success to their own schools. (See *Table 156* and *Table XVIII*, page 348.)

TABLE 156

Number of County High Schools from Which Girls Entered Games, Relays, Carnivals and Badge Tests, Year Ending June 30, 1930

COUNTY	Ball Games				Relays				Badge Tests				Number of High Schools
	Basket	Field	Hit	Touchdown Pass	Volley	Run and Catch	Obstacle	Carnivals	Bronze	Silver	Gold	Super Gold	
Total Counties.....	35	104	108	83	126	131	85	39	143	145	143	138	*147
Allegany.....	4	7	8	5	7	8	6	.....	10	10	10	10	*10
Anne Arundel.....	.....	3	3	2	4	4	2	2	4	4	4	4	4
Baltimore.....	6	6	6	4	5	6	5	5	6	6	6	6	*6
Calvert.....	.....	3	2	1	3	3	2	.....	3	3	3	3	3
Caroline.....	.....	6	5	5	6	6	5	.....	6	6	6	6	6
Carroll.....	.....	.....	8	8	11	11	8	.....	11	11	11	11	11
Cecil.....	.....	8	5	3	8	7	3	6	8	8	8	8	8
Charles.....	.....	5	3	2	5	5	4	4	5	5	4	5	5
Dorchester.....	.....	2	4	4	2	4	3	.....	7	7	7	7	7
Frederick.....	.....	5	8	6	3	6	7	4	8	8	8	8	8
Garrett.....	2	.....	5	4	4	4	2	.....	5	5	5	3	6
Harford.....	1	3	6	3	8	7	3	.....	9	9	9	8	9
Howard.....	2	3	4	4	5	6	4	2	5	5	5	5	6
Kent.....	.....	3	3	2	4	4	2	.....	3	4	4	4	4
Montgomery.....	7	2	7	6	7	9	6	.....	9	9	9	9	*9
Prince George's.....	.....	8	5	5	9	5	4	.....	9	9	8	8	9
Queen Anne's.....	.....	5	5	4	4	5	4	.....	4	5	5	5	5
St. Mary's.....	.....	3	3	1	3	3	3	.....	3	3	3	3	3
Somerset.....	.....	1	4	3	3	4	3	3	4	4	4	4	4
Talbot.....	3	6	4	5	6	5	3	6	6	6	6	6	6
Washington.....	.....	6	4	3	5	5	3	.....	6	6	6	5	6
Wicomico.....	1	7	5	5	3	6	3	7	7	7	7	7	7
Worcester.....	1	4	4	3	5	5	3	4	5	5	5	4	5

* Excludes Junior High and one year High School.

The Spring Athletic Meets

The final badge tests, the games, and the track and field events take place generally at the county spring athletic meets. The winners of the county meets come to Baltimore to compete for the State-wide championship. The girls are entertained at the State Normal School at Towson and a majority of the boys are cared for in the homes of members of the City Parent-Teachers' Associations. The Y. M. C. A. takes care of the boys not assigned to homes. The county winning the greatest number of points is awarded the Sun trophy. In 1930 this award went to Allegany County. The dodgeball championship was won by Prince George's County athletes from Mt. Rainier and the championship in volley ball was won by Allegany County's representatives from Lonaconing.

Girls' Winter Carnivals

In addition to these tournaments and athletic meets a number of carnivals were held throughout the year. Cecil, Somerset, Talbot, Wicomico, and Worcester Counties held girls' carnivals at the State armories for 2,903 entrants. In addition, 4,457 girls representing Anne Arundel, Baltimore, and Howard Counties and Baltimore City took part in the Winter Carnival at the Fifth Regiment Armory at Baltimore. A high school carnival with 161 entrants was held at Indian Head in Charles County.

Administration of the P. A. L.

Expenditures for the 23 Counties as a Group

The administration and direction of school athletics in Maryland during the fiscal year, October 1, 1929, to September 30, 1930, required a total expenditure of approximately \$25,000. In addition, certain services were rendered the counties for which the Playground Athletic League received reimbursements to the extent of \$22,624. Furthermore, materials and supplies worth \$7,587 were bought by the counties through the P. A. L. Thus, although the Playground Athletic League received only \$15,000 from the State through the Public School Budget and \$10,000 as a State-aided institution, the actual service rendered the counties necessitated a budget of more than \$55,000. The Playground Athletic League made no charge to the counties for the general administration and direction of the P. A. L. program. The purposes for which the \$25,000 used for administration and direction was spent are shown in Table 157. Under the item, *Salaries*, is included the remuneration to Mr. Pitman and Miss Crossman for supervision and services given to 2,342 school units. A school unit is defined as any school to which assistance is given, and the same school may be included a number of times in this figure. Under *Wages* is included the cost of clerical and stenographic help incident to the recording of the 17,165 badges and 7,375 medals won by different pupils. This definite system of registration prevented an excessive duplication of awards.

Considering the number of children recognized through the award of a badge or a pendant or a date bar, the cost was extremely low. Altogether 16,854 badges, 1,350 date bars, 4,883 medallions, 8,323 pendants, and 1,300 official badges were purchased at a cost of \$4,615.

The amount of \$4,774 spent on *travel* includes the transportation costs for leaders and supplies for the great number of activities carried on throughout the year. This also includes the traveling expenses of the physician who attended the meets and made physical examinations of high school boys in Baltimore, Cecil, Harford, Howard, and Kent Counties.

The amount of \$901 reported as *Research Expenditures* includes all costs of the study which was conducted with respect to the correlation of underweightness in children with their absence from school, their behavior, and other phases of their school life. The findings of this study will be published in the near future. (See *Table 157.*)

TABLE 157

**Financial Statement of Playground Athletic League
Expenditures for State Oct. 1, 1929, to Sept. 30, 1930**

Salaries	\$ 7,641.22
Wages	2,660.75
Printing	947.71
Postage	515.16
Telephone	283.31
Auto	534.15
Supplies	774.55
Repairs	33.72
Awards	4,614.95
Traveling Expenses	4,773.78
Miscellaneous	985.02
Equipment	301.40
Research	901.20
Total.....	\$24,966.92

P. A. L. Service to Individual Counties

The services for which the Playground Athletic League received reimbursement from the counties directly included medical service, service of leaders and referees, and regular instruction. During 1930 the medical service of the P. A. L. was limited to four counties. The amounts paid to the P. A. L. by the counties includes reimbursement for only the local expenses of the examining physician. The other costs were paid from the administrative budget financed by the State. In 1931 the medical service is being greatly extended through the full-time service of two physicians. (See *Table 158.*)

Many counties feel that they need the help of trained leaders to work with their own teachers or pupils for a short time during the year. The Playground Athletic League supplies these leaders who give service varying from training the teachers in the requirements for the badge tests and teaching the rules for simple games, to working with groups of boys who want to learn to play soccer, or basketball. Counties often prefer an outside and disinterested referee for match games and call upon the P. A. L. to supply their needs. In 1930, P. A. L. leaders refereed 214 soccer games, 122 games of basketball, 63 field ball, 22 base-

TABLE 158

Expenditures by Counties for Service Rendered by Playground Athletic League

County or Normal School	Medical Services	Service of Leaders and Referees	Regular Instruction
Allegany.....		\$967.88	
Anne Arundel.....		435.66	\$1,677.82
Baltimore.....		120.88	16,471.78
Calvert.....			
Caroline.....		86.20	
Carroll.....		33.30	
Cecil.....	\$ 4.65	238.37	
Charles.....		*196.40	
Dorchester.....		3.00	
Frederick.....		235.28	
Harford.....	5.80	28.35	
Howard.....	1.15	41.21	776.68
Kent.....	4.00	6.18	
Montgomery.....		162.84	
Prince George's.....		78.64	
Queen Anne's.....		2.50	
St. Mary's.....			
Somerset.....		9.75	
Talbot.....		‡454.36	
Washington.....		249.49	
Wicomico.....		‡153.80	
Worcester.....			
Totals.....	\$15.60	\$ 3,504.09	\$18,926.28
Maryland State Normal School.....	\$4.13	62.10	32.15
	\$99.73	\$ 3,566.19	\$18,958.43
Total Amount for Services Rendered..		\$22,624.35	

* Includes \$50 for Winter Carnival.

‡ Includes \$100 for Winter Carnival.

ball, 2 volley ball games, and 18 horse-shoe tournaments. Every county in the State called on the P. A. L. for this service. (See *Tables 158 and 159.*)

Three counties, Anne Arundel, Baltimore, and Howard, had P. A. L. leaders giving regular instruction throughout the school year in physical education in the public schools. This instruction aggregated service for approximately 73 days a week throughout the school year. (See *Tables 158 and 159.*)

For the services just described—medical, teacher and referee, and regular instruction—the counties reimbursed the P. A. L. to the extent of \$22,624. (See *Tables 158 and 159.*)

When the Playground Athletic League installs a new game it assumes the responsibility of teaching it to the children of the State, and whenever a county begins a game already on the State-wide program, instruction for the teachers and children is furnished at no expense to the county. The figures in the last

five columns of *Table 159* show the time given to this work. The P. A. L. leaders also supervise the athletic meets with no expense to the local units. See the first part of *Table 159* for leaders supplied at this time.

TABLE 159
Staff Furnished Counties by Playground Athletic League, 1930

COUNTY	Workers Sent to Field Meets and Winter Carnivals for				No. of Days Service per Week for Physical Education for		Games Refereed and Umpired						Days of Leader Service						
	White		Colored				Soccer	Basket Ball		Base Ball	Field Ball	Volley Ball	Horseshoe Tournament	Soccer	Field Ball		Horsehoe	Hit Ball	Winter Carnival
	B	G	B	G				B	G						B	G			
Total.....	199	258	81	89	37.0	f36.4	214	55	67	22	63	2	18	23	30	3	9	11	
Allegheny.....	a15	a19					66	44					1						
Anne Arundel.....	10	16	5	5	5.5	4.5	8	1	2	1	2		1	1	1				
Baltimore.....	12	19	5	6	30.0	30.0	8	4	32	6	1	1	1						
Calvert.....	4	4	5	3									1						
Caroline.....	6	8	2	5	f5.0		1			1					1				
Carroll.....	14	18	4	3			6		3	2			1						
Cecil.....	b8	b15	4	3			3						1	1	1		1	10	
Charles.....	c8	c9	4	3			12			1									
Dorchester.....	5	7	3	3			1						1						
Frederick.....	8	10	3	6			36		24	3	29		1						
Garrett.....	5	5									1				7				
Harford.....	9	9	3	4			15						1						
Howard.....	10	10	3	4	1.5	1.5	2			1									
Kent.....	7	8	5	5				1			5		1						
Montgomery.....	16	13	5	7			1	1	4				1	20			4		
Prince George's.....	a12	a15	4	5			4			4	4	1	2		1			2	
Queen Anne's.....	4	7	4	5				2		2					3	1			
St. Mary's.....	6	5	5	4						2			1						
Somerset.....	d9	d10	4	4				1						1					
Talbot.....	7	15	4	4			18		2	1	18		1		17		2		
Washington.....	8	8					26	1					1						
Wicomico.....	e8	e18	5	5			6									1		1	
Worcester.....	d8	d10	4	5			1						1						

a Includes five men and five women for Rural Meet.
 b Includes two men and eight women for Carnival.
 c Includes three men and three women for Carnival.
 d Includes two men and three women for Carnival.
 e Includes two men and seven women for Carnival.
 f Includes one worker for three weeks.

Purchase of Supplies and Materials

The Playground Athletic League also secures for the counties of the State athletic supplies and materials at a greatly reduced rate. Large numbers of balls and bladders used in all types of games were purchased through the P. A. L. in 1930. The counties paid \$7,587 for these supplies. Had they bought them directly, the cost would have exceeded \$11,000. These savings permit more schools to have the necessary equipment and thus more children are able to have the fun and benefit of taking part in well organized, and truly genuine games. (See *Table 160*.)

TABLE 160

Materials Supplied by Playground Athletic League to County Schools, 1930

COUNTIES	NUMBER PURCHASED FOR COUNTIES											Amount Expended
	Soccer	Hit Balls	Volley Balls	Dodge Balls	Base Balls	Speed Balls	Bladders	Volley Ball Nets	Bats	Basket Balls	Harmonicas	
Totals.....	123	103	110	914	167	403	39	33	185	37	1609	\$7,586.66
Allegheny.....	6	11	6	30	1	13	1	3	6			257.30
Anne Arundel.....	7	2	2	52		66	2		16	1		378.80
Baltimore.....	42	23	33	216	16	157	13	7	94	21		1,660.57
Calvert.....	1	2		34	12	2			2		23	153.56
Caroline.....	3		3	46	16	3	1					196.85
Carroll.....	6	3	2	55		6	1	1		1		251.65
Cecil.....	3	1	9	15	6	6	1	3	2	2		151.35
Charles.....	6		1	22	12	5		1	3			192.25
Dorchester.....	3	4	1	28	6	12		2	3			175.05
Frederick.....		9	2	16		16	4		9	2		147.40
Garrett.....	2	3	6	7	1	14		1	6			109.25
Harford.....	5	3	4	25		3		2	2		108	231.59
Howard.....	2		2	16	6	14	5	1	2			128.10
Kent.....	1	3	3	24	6	5		1	3		27	146.19
Montgomery.....	3	13	6	40	1	30	9	2	11	7		377.25
Prince George's.....	3	5	9	67		20		2	10	1	1416	1,505.75
Queen Anne's.....	9	4	5	45	24	9	1	1	2			352.90
St. Mary's.....	2	3	2	18	30	3		1	2		35	117.85
Somerset.....		1	1	21	12	1	1			1		171.55
Talbot.....	4	4	5	38	6	2		1				212.10
Washington.....	11	2		30		2			4			257.00
Wicomico.....	2	4	7	47	12	8		3	3	2		282.60
Worcester.....	2	3	1	22		6		1	2	1		129.75

BALTIMORE CITY SUMMER SCHOOLS

In the summer of 1930, opportunities for review and advanced work were available for white children in 10 Baltimore City schools. There were 2 senior high, 2 junior high, and 6 elementary schools in operation. This was one more elementary school than was in use in the summer of 1929. There were 4,480 pupils enrolled during the session, but the net roll at the end of the summer was reduced to 3,840. Of this net enrollment, 2,576 were in the junior and senior high schools. Both the total and net roll were slightly lower than in 1929, the decrease being found in those taking advance work. The enrollment of 3,155 for review work was practically the same as in the year preceding. Ninety-one teachers were employed to staff these schools, a reduction of 4 under the 1929 summer school teaching staff. (See Table 161.)

The enrollment in the senior-junior high school and the 4 elementary schools that were open for colored pupils in the summer of 1930 totalled 3,183. This was 806 more than were enrolled during the preceding summer. This increase was found entirely in the number taking review work. Of the 2,664 on

the roll at the end of the term, 2,437 had been repeating work already studied. Fifty-four teachers staffed the colored summer schools. (See *Table 161*.)

TABLE 161
Baltimore City Summer Schools in 1930

TYPE OF SCHOOL	No. of Schools	Total Enrollment	Net Roll at End of Term			Per Cent of Net Roll Promoted Taking		No. of Teachers	
			Total	Taking Review Work	Taking Advance Work	Review Work	Advance Work	Men	Women
WHITE									
Secondary									
Senior	2	1,706	1,557	1,396	161	88.8	96.5	20	7
Junior	2	1,130	1,019	914	105	93.9	98.7	2	20
Elementary	5	1,282	954	845	109	95.2	99.0	2	23
Demonstration	1	362	310	.....	310	.....	94.7	.....	17
Total	10	4,480	3,840	3,155	685			24	67
COLORED									
Secondary									
Senior	*1	377	320	291	29	79.5	83.6	6	2
Junior	*1	254	180	147	33	90.1	100.0	4	1
Elementary	3	1,963	1,703	1,703	.....	88.7	.....	3	25
Demonstration	1	589	461	296	165	97.0	94.5	2	11
Total	6	3,183	2,664	2,437	227			15	39
Grand Total	{ 1930	16	7,663	6,504	5,592	912		39	106
	{ 1929	15	6,891	5,850	4,789	1,061		38	104

* Same building.

The increase in colored summer school enrollment more than counterbalanced the decrease in white enrollment, so that the 1930 summer schools in Baltimore City enrolled 7,663 children instead of 6,891 in 1929.

The expenditures for summer schools shown in the 1930 financial report amounted to \$31,377. Although this amount applies to expenditures for the summer schools of 1929, the 1930 amount probably does not differ greatly. Assuming this to be the case, we find the cost for each pupil who remained until the end of the term to be \$4.82. (See *Table 161*.)

EVENING SCHOOLS

Baltimore City Evening Schools

The work of the Baltimore City evening schools reached 10,910 white individuals during 1930. The largest single group, 3,273, took the academic work in the secondary schools. The vocational courses in commercial and industrial subjects drew 2,698 and 2,102 students, respectively. The evening Americanization classes enrolled 1,678 pupils, 150 fewer than in 1929. In all evening classes for white students the average net roll was 7,161 and the average attendance, 5,588, both between 300 and 400 higher than in 1929. It is gratifying to see that in the past year the per cent of attendance increased from 75.7 to 83.6, and that for every type of class, the session was slightly longer. (See *Table 162.*)

TABLE 162
Baltimore City Evening Schools for the Year Ending July 31, 1930

TYPE OF WORK	ENROLLMENT	
	White	Colored
Americanization.....	1,678	.....
Academic		
Elementary.....	324	1,370
Secondary.....	3,273	425
Vocational		
Commercial.....	2,698	294
Industrial.....	2,102	342
Home Economics.....	835	497
Total.....	10,910	2,928

	White		Colored	
	1929	1930	1929	1930
Average Net Roll.....	6,870	7,161	2,298	2,544
Average Attendance.....	5,206	5,588	1,714	2,015
Per Cent of Attendance.....	75.7	83.6	74.5	79.1
Average Number of Teachers.....	273	302.8	69	80
Number of Nights				
Elementary and Americanization.....	68	70	68	70
Secondary.....	99	100	79	90
Junior High and Commercial.....	.....	90	.....	*80
Vocational.....	46	50	68	50

* Junior 70 and Commercial 90 nights.

The colored evening schools enrolled 2,928 individuals. The elementary schools had the highest enrollment, 1,370, and vocational home economics came next with an enrollment of 497. The elementary and home economics classes had the two smallest enrollments in the white evening schools. The colored evening schools had 2,544 on the average net roll and 2,015 in average attendance. Eighty teachers were employed for these classes, 11 more than in 1929. The per cent of attendance was higher

than in former years, and, with the exception of the vocational courses, the classes met more nights than in 1929. (See *Table 162.*)

Evening Classes in the Counties

The evening school work in the counties of the State was limited to 5 counties, Allegany, Garrett, Washington, Prince George's, and Anne Arundel.

In Allegany there were seven classes for 127 miners taught by an instructor from the Bureau of Mines, which is associated with the University of Maryland. The evening classes in Cumberland enrolled 243 individuals who were taught by 13 instructors. Prominent industrial leaders from various firms in Cumberland gave instruction for 48 evenings.

In Garrett there were five evening classes for 87 miners taught by an instructor from the Bureau of Mines.

At Laurel in Prince George's County, seven apprentices employed in the B. & O. shops were given subject matter related to their daily work.

In Washington County there were five evening classes organized at the Hagerstown High School with a total enrollment of 93.

At Stanton High School in Annapolis, Anne Arundel County, there were four classes in part time general continuation work for employed negroes. Most of those enrolled were cooks, kitchen helpers and semi-skilled laborers employed at the United States Naval Academy.

Altogether, the expenditures for instruction in evening schools in the counties amounted to \$11,289 and of this total, \$7,106 was spent in Allegany. These amounts just given exclude \$3,840 spent by the Bureau of Mines of the University of Maryland for the mining classes in Allegany and Garrett. (See *Table 109* page 165.)

COST OF MARYLAND PUBLIC SCHOOLS

In the 23 Maryland counties during the year ending July 31, 1930, public school current expenses amounted to \$8,456,414, an increase of \$291,757 over the 1929 disbursements. State reimbursements of \$2,348,530 meant that the remaining \$6,107,884 was paid from local funds. A comparison of the 1930 figures with those of 1919 shows that while the local expenditures have more than trebled, the State aid is not twice as much in 1930 as it was in 1919. The 1930 capital outlay of \$2,450,144 in the counties was higher than in any year except 1925 and 1926. (See *Table 163.*)

In 1930, for the first time, the Baltimore City school current expenses passed the ten-million dollar mark with a total disbursement of \$10,088,360. Of this \$9,093,297 came from local funds and \$995,063 from State aid. Capital outlay amounting

TABLE 163

Expenditure for Current Expense From State and Local Funds and for Capital Outlay in the Counties and Baltimore City, 1919-1930

YEAR ENDING	CURRENT EXPENSE DISBURSEMENTS			Capital Outlay
	Total	From State Funds	From Local Funds	
TOTAL COUNTIES				
1919.....	\$3,184,351.22	\$1,230,181.60	\$1,954,169.62	\$ 311,137.08
1920.....	3,703,153.29	1,186,192.67	2,516,960.62	485,601.23
1921.....	5,043,923.02	1,554,693.60	3,489,229.42	929,024.08
1922.....	5,291,124.43	1,545,695.85	3,745,428.58	1,121,553.98
1923.....	5,964,456.44	2,026,315.58	3,938,140.86	1,475,268.52
1924.....	6,475,802.93	2,068,186.05	4,407,616.88	949,719.78
1925.....	6,743,015.08	2,161,571.04	4,581,444.04	2,527,823.35
1926.....	7,143,149.65	2,248,399.75	4,894,749.90	2,602,745.09
1927.....	7,517,728.77	2,329,031.35	5,188,697.42	1,023,362.25
1928.....	7,787,298.09	†2,246,541.47	5,540,756.62	1,533,717.90
1929.....	8,164,657.18	†2,322,643.82	5,842,013.36	1,773,070.68
1930.....	8,456,414.05	†2,348,530.19	6,107,883.86	2,450,143.80
BALTIMORE CITY*				
1919.....	\$2,832,543.59	\$ 671,006.78	\$2,161,536.81	\$ 38,562.29
1920.....	3,706,641.51	713,287.02	2,993,354.49	60,741.25
1921.....	5,394,655.76	1,032,541.55	4,362,114.21	1,267,636.20
1922.....	6,631,682.32	1,026,972.79	5,604,709.53	1,417,569.15
1923.....	6,949,793.45	1,066,100.96	5,883,692.49	3,301,086.21
1924.....	6,963,332.47	1,061,111.63	5,902,220.84	5,336,889.06
1925.....	7,419,638.99	1,042,479.92	6,377,159.07	3,224,733.82
1926.....	7,660,787.84	1,056,893.87	6,603,893.97	3,484,766.86
1927.....	8,482,458.93	1,086,496.95	7,395,961.98	4,200,037.45
1928.....	9,156,164.29	†1,016,993.13	8,139,171.16	1,897,871.37
1929.....	9,629,352.11	†1,037,490.92	8,591,861.19	633,631.71
1930.....	10,088,359.96	995,063.18	9,093,296.78	1,508,678.41
ENTIRE STATE				
1919.....	\$6,016,894.81	\$1,901,188.38	\$4,115,706.43	\$ 349,699.37
1920.....	7,409,794.80	1,899,479.69	5,510,315.11	546,342.48
1921.....	10,438,578.78	2,587,235.15	7,851,343.63	2,196,660.28
1922.....	11,922,806.75	2,572,668.64	9,350,138.11	2,539,123.13
1923.....	12,914,249.89	3,092,416.54	9,821,833.35	4,776,354.73
1924.....	13,439,135.40	3,129,297.68	10,309,837.72	6,286,608.84
1925.....	14,162,654.07	3,204,050.96	10,958,603.11	5,752,557.17
1926.....	14,803,937.49	3,305,293.62	11,498,643.87	6,087,511.95
1927.....	16,000,187.70	3,415,528.30	12,584,659.40	5,223,399.70
1928.....	16,943,462.38	†3,263,534.60	13,679,927.78	3,430,589.27
1929.....	17,794,009.29	†3,360,134.74	14,433,874.55	2,406,702.39
1930.....	18,544,774.01	†3,343,593.37	15,201,180.64	3,958,822.21

* Includes expenditures from City funds for training of teachers.

† Excludes receipts from liquidation of Free School Fund and for Charles County, \$6,500 for McDonough School, to be used for school building purposes.

to \$1,508,678 was greater by \$875,047 than in 1929 but less than in any other year since 1923. The Baltimore City figures include expenditures for the training school for colored teachers which are excluded from the later tables of this report. (See *Table 163.*)

For the State as a whole the school current expenses were \$18,544,774. State aid amounted to \$3,343,593, and local taxes and resources provided the remaining \$15,201,181. Although the 1930 current expenses were \$750,765 more than in 1929, the State Aid was \$16,541 less, because of the deficit of \$102,694 in the 1930 Census and Attendance Fund. The increase in school costs was, therefore, carried by local funds or by borrowed money which in this table is included under "Local Funds." The 1932 budget presented to the Legislature contains a request for payment of this deficit. (See *Table 163.*)

In 1930 the counties received from State and Federal funds reimbursements amounting to 27.8 per cent of the total current expense budget. In 1929 the State and Federal aid carried 28.4 per cent of the school costs. The reduction in 1930 is due to the deficit in the Census and Attendance Fund which resulted from the failure to collect a sufficient amount from the State public school tax. Some county school organizations, which had depended on the receipt of the full amount expected from the census and attendance fund to carry the minimum program, in order to meet their expenses, had to borrow money. These borrowings are shown as coming from "County and Other Sources" although the deficit may be made up by the State in the fall of 1931. The State receipts shown here have been corrected to include all money paid through October, 1930, that was appropriated to be applied to the year ending July 31, 1930, even though payment was made after that date. (See *Table 164.*)

Of the Baltimore City current expense disbursements, excluding those for the colored teacher training school, 9.9 per cent was carried by State and Federal aid. For Maryland, State and Federal appropriations provided for 18.0 per cent of the entire school current expenses. (See *Table 164.*)

Somerset received from State and Federal funds 61.8 per cent of its current expenses in 1930, and in Calvert and Garrett, the corresponding percentages were 58.6 and 55.2, respectively.

Charles, Caroline, St. Mary's, Dorchester, and Worcester received aid amounting to between 40 and 50 per cent of their school current expense budgets. At the other extreme are Baltimore, Montgomery, and Allegany Counties, where State and Federal aid amounted to less than 20 per cent of the total school current expenses. (See *Table 164.*)

TABLE 164

Per Cent of Current Expense Disbursements Received From State and Vocational Funds for Year Ending July 31, 1930

County	Total Disbursements for Current Expenses	Amount Received for Current Expenses from		Per Cent of Current Expense Disbursements Received From			
		State and Vocational Aid	County and Other Sources	State and Vocational Funds	State and Vocational Funds Including Equalization Fund	State Equalization Fund	County and Other Sources
Total Counties	\$ 8,456,414.05	\$2,348,530.19	\$ 6,107,883.86	27.8	21.9	5.9	72.2
Somerset	211,299.19	130,532.13	80,767.06	61.8	26.3	35.5	38.2
Calvert	93,846.21	54,974.03	38,872.18	58.6	28.2	30.4	41.4
Garrett	327,550.56	180,829.89	146,720.67	55.2	20.7	34.5	44.8
Charles	161,202.32	80,170.83	81,031.49	49.7	26.4	23.3	50.3
Caroline	206,966.84	94,961.64	112,005.20	45.9	24.0	21.9	54.1
St. Mary's	105,315.46	47,940.86	57,374.60	45.5	33.4	12.1	54.5
Dorchester	267,059.34	117,089.31	149,970.03	43.8	24.4	19.4	56.2
Worcester	225,879.10	90,669.77	135,209.33	40.1	26.4	13.7	59.9
Wicomico	290,196.87	110,566.55	179,630.32	38.1	24.9	13.2	61.9
Kent	166,184.74	52,373.14	113,811.60	31.5	23.0	8.5	68.5
Queen Anne's	167,531.20	50,846.66	116,684.54	30.4	25.9	4.5	69.6
Howard	162,645.29	46,689.36	115,955.93	28.7	28.7	.....	71.3
Carroll	425,231.91	121,449.28	303,782.63	28.6	21.1	7.5	71.4
Harford	310,368.81	77,656.04	232,712.77	25.0	25.0	.....	75.0
Talbot	196,290.36	48,879.61	147,410.75	24.9	24.9	.....	75.1
Cecil	266,340.62	64,009.82	202,330.80	24.0	24.0	.....	76.0
Prince George's	572,605.06	134,827.65	437,777.41	23.5	23.5	.....	76.5
Frederick	535,313.90	119,636.91	415,676.99	22.3	22.3	.....	77.7
Washington	656,598.45	135,565.54	521,032.91	20.6	20.6	.....	79.4
Anne Arundel	512,552.43	105,134.32	407,418.11	20.5	19.4	1.1	79.5
Allegany	875,034.84	173,938.29	701,096.55	19.9	19.5	.4	80.1
Montgomery	577,047.29	109,383.14	467,664.15	19.0	19.0	.....	81.0
Baltimore	1,143,353.26	200,405.42	942,947.84	17.5	17.5	.....	82.5
Baltimore City	10,072,071.45	995,063.18	9,077,008.27	9.9	9.9	.....	90.1
State	18,528,485.50	3,343,593.37	15,184,892.13	18.0	15.3	2.7	82.0

The Equalization Fund

The variation in the proportion of the school current expenses carried by State Aid in the different counties is due for the most part to the Equalization Fund. If local funds replaced the amount of the Equalization Fund, the upper limit for the per cent of the disbursements from State and Federal Aid would be lowered from 61.8 per cent to 33.4 per cent. The Equalization Fund alone represents between 36 and 22 per cent of all current expenses for schools in Somerset, Garrett, Calvert, Charles, and Caroline. Nine other counties received from .4 to 19.4 per cent of their current expense budgets from this fund. (See next to last column in Table 164.)

A county shares in the Equalization Fund if the assessable basis is not sufficient to carry the cost of the minimum school program less all other forms of State aid on a county tax rate of 67 cents or less. The minimum program is considered to be the total salaries according to the State schedule for as many teachers as the actual situation legally requires, divided by .76. This computation fulfills the requirement in the law that counties sharing in the Equalization Fund shall expend no less than 24 per cent of the total current expense budget for purposes other than teachers' salaries. To the amount thus determined is added the cost of transportation to the county schools. This last provision is made so that counties which eliminate teachers' salaries through consolidation of rural schools will not be penalized.

When the cost of the minimum program has been thus determined, the amount available from all other forms of State aid and from a local tax of 67 cents on the assessable basis taxable at the full rate for county purposes is then calculated. If the cost of the minimum program is greater than the amount available from these sources, the difference becomes the Equalization Fund. In 1930 the total Equalization Fund for the State amounted to \$496,077 and payments to the individual counties ranged from \$113,143 for Garrett to \$3,562 for Allegheny. (See *Table XXI*, page 351.)

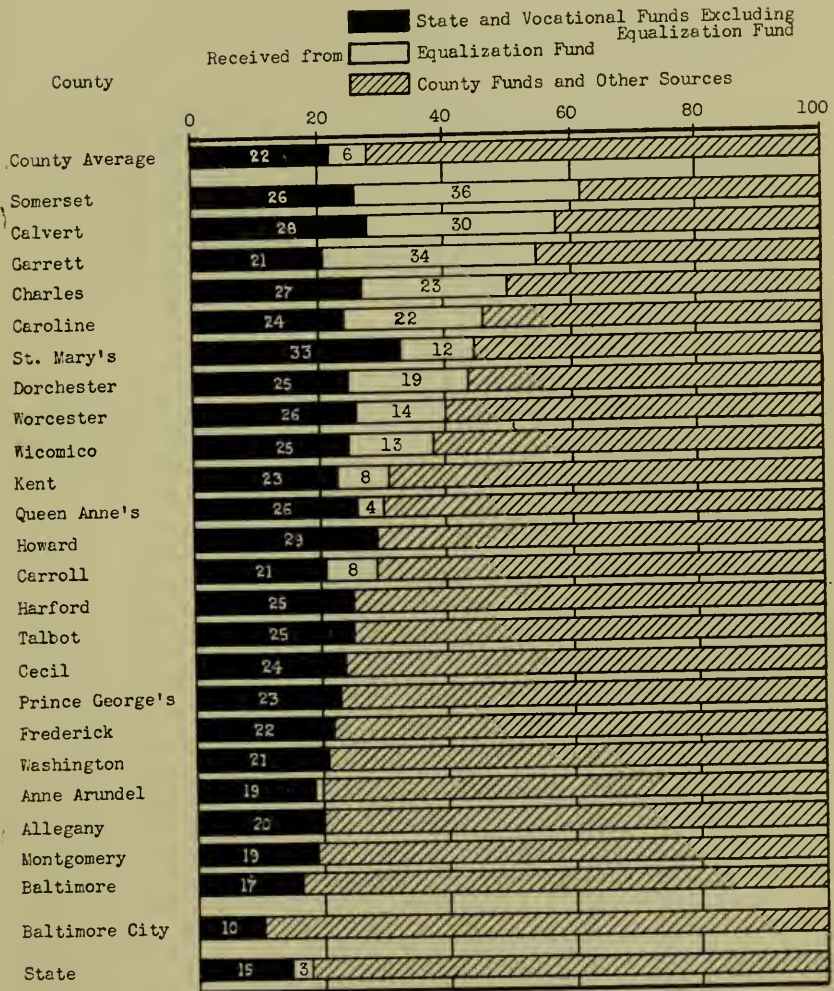
The relation between the Equalization Fund, other forms of State aid, and county support of schools is shown graphically in *Chart 31*. The cross-hatched portion of the bar represents the per cent of the 1929-30 school current expenses carried by the county levy and other local sources. It ranged from 38.2 per cent in Somerset to 82.5 per cent in Baltimore County. (See *Chart 31*.)

The actual tax rates represented by these local funds show just the opposite relationship. The county levy and miscellaneous receipts which carried only 38.2 per cent of the minimum program, which is all that is offered in Somerset, represented a county tax of 71 cents. On the other hand, in Baltimore County, where the program is greatly enriched and salaries are far above the State schedule, local funds paid for 82.5 per cent of the school costs, but they represented a local school tax rate of only 53 cents. Comparisons of *Chart 31* and *Chart 37*, page 286, will show this inverse relationship for most of the counties.

The black portions of the bars in *Chart 31* represent the per cent of public school costs carried by State aid other than the Equalization Fund, and the white portions in the center show the per cent contributed by the Equalization Fund. Allegheny shared in this latter fund, but the percentage received from this source was too small to be visible on the chart.

CHART 31

PER CENT OF CURRENT EXPENDITURES FOR YEAR ENDING JULY 31, 1930



The fact that Allegany and Anne Arundel, both Equalization Fund counties, appear in the lower section of the Chart among the non-Equalization Fund counties, needs explanation. In Allegany and Anne Arundel, the State's minimum program cannot be carried on a 67 cent tax rate. These counties, therefore, receive the Equalization Fund. Despite their comparative lack of

wealth, these counties are willing to levy county tax rates of 89 and 91 cents, respectively, to provide an enriched school program for their children. The State aid received consequently forms a smaller portion of these enriched programs than would be the case were the offerings limited to the minimum only, which is that available in a number of the other counties which receive the Equalization Fund. (See *Chart 31.*)

Likewise, Howard seems to receive a greater proportion of State aid than Carroll which shares in the Equalization Fund. This is explained by the fact that the Howard County public school budget provides for very little more than the minimum program required in the law. The State aid, therefore, carries a larger portion than in counties such as Carroll, which has a rich offering of music, manual training, home economics, commercial work, and physical education in practically all of its high schools. (See *Chart 31.*)

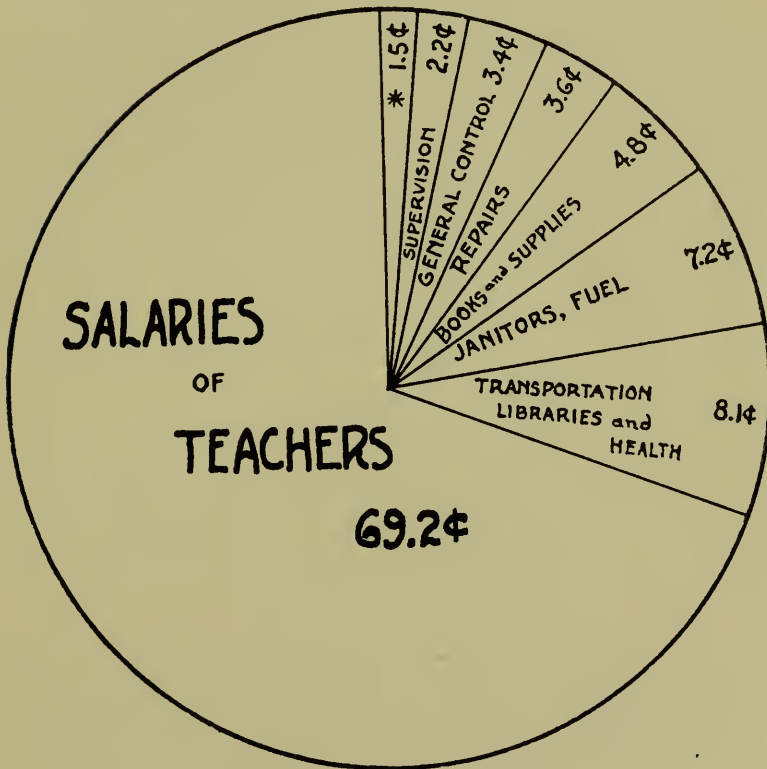
HOW THE SCHOOL DOLLAR IS SPENT

Of every dollar spent during 1929-30 for the current expenses of the Maryland county schools, 69 cents were used for teachers' salaries. This is one cent less than in 1929. Nearly five cents were used for books, supplies, and materials of instruction, and just over 2 cents were expended for the costs of instructional supervision. Thus just over 76 cents from every 1930 school dollar went towards the costs of actual pupil instruction. (See *Chart 32 and Table 165.*)

Expenditures for general control or administration required 3.4 cents. The operation costs of cleaning and heating the school buildings took 7.2 cents, repairs amounted to 3.6 cents from each dollar, and fixed charges and tuition to adjoining counties took 15 cents. These figures are very similar to those for 1929. The significant increase comes in the 8.1 cents required for auxiliary agencies, of which transportation is by far the major portion. The 1930 cost of 8.1 cents is .9 of one cent greater than the corresponding cost in the preceding year, and both explains and makes possible the reduction in number of cents used for teachers' salaries. Through consolidation, rural schools are closed, the number of teachers is reduced, and the proportion of funds used for salary costs is lower. But consolidation of necessity creates an increased expenditure for transportation. (See *Chart 32 and Table 165.*)

It is the policy in Maryland counties for salary expenditures to be not more than 76 per cent of the current expense budget. In 1930, no county exceeded this proportion, although in 1929 both Harford and Washington spent more than 76 per cent for salaries. Their proportions for salaries of teachers were still the highest in the State in 1930, with 75.9 per cent of the budget in Washington and 74.4 per cent in Harford having been used

CHART 32
 HOW THE SCHOOL TAX DOLLAR WAS SPENT
 IN THE MARYLAND COUNTIES, 1930



* Fixed Charges and Tuition to Adjoining Counties.

for teachers' salaries. The high proportion of funds used for salaries in these counties is partly explained by the small percentage used for transportation. (See *Table 165*.)

In Calvert, Anne Arundel, Charles, and Queen Anne's, in which teachers' salaries required the smallest proportion of the current expense budget, from 60.5 to 63.4 per cent, auxiliary agencies required the highest proportion of the current expenses, from 13.5 to 14.7 per cent. (See *Table 165*.)

TABLE 165

Per Cent Distribution of School Expenditures for Year Ending July 31, 1930

COUNTY	Per Cent of Total Current Expense Funds Used For								Per Cent of Expenditure for Current Expense and Capital Outlay Used for Capital Outlay
	General Control	Supervision	Salaries of Teachers	Books, Materials and Other Costs of Instruction	Operation	Maintenance	Auxiliary Agencies	Fixed Charges and Tution to adjoining Counties	
County Average.....	3.4	2.2	69.2	4.8	7.2	3.6	8.1	1.5	22.5
Allegany.....	2.3	2.1	70.5	6.7	7.5	3.5	6.5	.9	4.5
Anne Arundel.....	2.9	2.2	61.5	4.6	7.0	6.5	13.9	1.4	1.6
Baltimore.....	2.9	2.2	70.3	4.8	8.4	2.3	6.5	2.6	43.3
Calvert.....	7.8	4.1	60.5	4.3	4.7	2.2	15.7	.7	8.3
Caroline.....	4.3	.8	67.4	3.7	7.0	1.8	13.4	1.6	1.9
Carroll.....	3.3	2.5	67.5	5.2	5.1	4.0	9.3	3.1	3.4
Cecil.....	3.4	2.9	70.8	5.2	7.7	4.2	5.4	.4	4.7
Charles.....	3.6	2.4	62.3	3.9	5.0	6.7	14.7	1.4	27.6
Dorchester.....	3.5	2.4	66.2	4.3	6.4	4.0	12.4	.8	18.7
Frederick.....	3.1	2.6	70.9	3.3	6.7	2.2	9.1	2.1	18.5
Garrett.....	4.4	3.4	67.0	5.0	5.2	3.8	9.3	1.9	10.8
Harford.....	3.0	2.2	74.4	4.7	7.0	4.2	4.0	.5	1.4
Howard.....	4.5	2.2	68.5	4.1	6.7	1.4	8.7	3.9	8.1
Kent.....	4.9	2.5	67.1	5.1	8.5	2.8	8.5	.6	8.1
Montgomery.....	3.5	1.8	67.1	5.0	10.1	4.9	6.1	1.5	32.3
Prince George's.....	3.6	1.4	71.1	4.7	8.1	6.9	4.2	...	25.4
Queen Anne's.....	5.3	2.8	63.4	3.9	5.9	1.7	13.5	3.5	.7
St. Mary's.....	7.1	3.0	67.7	2.5	4.5	1.9	12.4	.9	5.3
Somerset.....	4.2	1.7	71.3	3.8	5.8	1.2	11.5	.5	4.9
Talbot.....	5.1	2.2	65.7	4.0	8.5	2.2	10.6	1.7	26.4
Washington.....	2.4	1.5	75.9	5.3	6.0	3.2	4.6	1.1	28.1
Wicomico.....	4.0	2.5	70.0	4.7	7.2	3.3	6.2	2.1	25.2
Worcester.....	4.1	2.1	69.8	4.2	6.6	2.2	10.0	1.0	53.2
Baltimore City.....	2.7	1.9	66.4	3.8	8.8	4.5	3.9	8.0	13.0
State.....	3.0	2.0	67.7	4.3	8.1	4.1	5.8	5.0	17.6

In Caroline, Prince George's, Washington, Somerset, and Montgomery, less than 2 per cent of the 1930 school expenditures were used for supervision. Each of these counties would have been entitled to employ at least one more supervisor than the number actually in service in 1929-30. For that year in Caroline there was a music, but no general elementary supervisor. In Calvert, a small county with a small total budget, the cost of supervision required more than 4 per cent of the total school current expenses. The State carries two-thirds of the cost of the supervisor's salary, and, through the Equalization Fund, helps even more to bear the expense of supervision and secure for even the least wealthy unit the benefits of an efficient program of instructional supervision. (See *Table 165*.)

Books, materials, and other costs of instruction required

from 6.7 per cent of the budget in Allegany to as little as 2.5 per cent in St. Mary's. Allegany, Washington, Carroll, Cecil, Kent, Montgomery, and Garrett were the only counties where at least 5 per cent of the amount for current expenses was used for books, materials, and other instructional costs. Expenditures for books will, of course, vary from year to year, and especially at times when a complete series of texts is replaced, the disbursements will necessarily be exceptionally large. Twelve counties spent a larger portion of their budget for books and supplies in 1930 than in 1929, and in Washington, Baltimore, and Kent the increase was more than 1 per cent. The State encourages the counties to spend more for these very necessary aids to efficient instruction. (See *Table 165*.)

The administration of a school system demands certain activities whether the system be large or small. Teachers must be interviewed and engaged; books, supplies, and fuel, ordered; buildings constructed; compulsory attendance laws enforced; financial transactions recorded. There is a minimum cost for such administration that must be met by every county, no matter how small. In the larger counties additional clerical help is needed and, in some, an assistant superintendent is appointed to carry some of the responsibility, but the cost of administration is in no sense proportional to the size of the school system. The proportion of the entire school budget used for general control and administration is, therefore, comparatively small in the counties with a large school budget and population, and on the other hand, high in the counties where the total school budget is small. This explains the fact that in Allegany, Washington, Anne Arundel, and Baltimore, the general control costs amounted to less than 3 per cent of the budget, whereas in Calvert and St. Mary's more than 7 per cent of all school money had to be paid for the expenses of administration. Through part-payment of salaries and the Equalization Fund the State is able to help the counties carry these costs. (See *Table 165*.)

Costs of heating and cleaning the schools took an average of 7.2 per cent of the county school budgets. In nine counties a larger percentage was used for these purposes in 1930 than in 1929. Montgomery devoted more of its budget to this work than any county in the State, the per cent for 1930 being 10.1. The only large decreases are found in Dorchester and Somerset which had exceptionally high disbursements for fuel in 1929. (See *Table 165*.)

Repair of the buildings and replacement of equipment took an average of 3.6 per cent of the school costs of the counties. Thirteen counties had a higher proportion of the 1930 school budget devoted to these purposes than was the case in 1929. The increase was most marked in Charles, Anne Arundel, Garrett, and

Prince George's. In Anne Arundel the increase was due to the repairs necessitated by the fires in the Annapolis schools. In Charles, the large expenditures by the Federal government for maintenance at Indian Head explained the increase from 1.8 per cent in 1929 to 6.7 in 1930. (See *Table 165*.)

Auxiliary agencies, including transportation, libraries, and health, are each year needing a larger percentage of the school budget. In 1930, 8.1 per cent of school disbursements were expended for these items, whereas in 1929 only 7.1 per cent were so used. Ten counties spent from 10 to 15.7 per cent of their budgets for these purposes, and only three counties, Harford, Prince George's, and Washington, spent less than five per cent for auxiliary agencies. (See *Table 165*.)

PROPORTION OF FUNDS FOR CAPITAL OUTLAY

Capital outlay used 22.5 per cent of the combined expenditures for current expenses and capital outlay in the counties of Maryland. Worcester used more than 53 per cent of the capital outlay and current expense disbursements for capital outlay, and in Baltimore and Montgomery corresponding capital outlay required 43.3 and 32.3 per cent, respectively. The only other counties where capital outlay took more than a fourth of the combined disbursements were Washington, Charles, Talbot, Prince George's and Wicomico. (See *Table 165*.)

CURRENT EXPENSE COST PER DAY SCHOOL PUPIL BELONGING

The average cost of educating a day school pupil during 1930, irrespective of the type of school, was \$55.49, an increase of 94 cents over the cost in the preceding year. The per pupil cost varied from \$72.46 in Garrett, where there were many one-teacher schools, no colored pupils, and an extensive vocational program, to \$44.51 in Somerset, \$46.00 in Calvert, and \$46.15 in St. Mary's, in which the colored children form a large portion of the school population. (See *Table 166*.)

Six counties, Allegany, Somerset, Wicomico, Worcester, Baltimore, and Calvert had lower per pupil costs in 1930 than in 1929. On the other hand, increases of from \$2.94 to \$6.82 occurred in St. Mary's, Harford, Carroll, Caroline, and Charles. The large increase in per pupil cost in Charles is partly due to the increased expenditures by the Federal government at Indian Head. (See *Table 166*.)

The analyses of the costs for the white elementary, white high and colored schools given on pages 77-84, 159-172, and 211-212, explain the variation and changes from 1929 to 1930.

Cost Per Pupil for General Control

Certain administrative functions must be carried out whether a school system be large or small. A larger school organization does not necessarily occasion a proportionately larger expenditure

TABLE 166

Cost Per Day School Pupil Belonging for Current Expenses for Years
1927, 1928, 1929 and 1930

County	1927	1928	1929	1930	Increase 1930 over 1929
County Average.....	\$51.97	\$52.62	\$54.55	\$55.49	\$.94
Garrett.....	63.32	66.96	71.12	72.46	1.34
Carroll.....	61.65	64.14	62.79	66.83	4.04
Montgomery.....	56.79	57.11	62.92	64.51	1.59
Allegany.....	63.07	62.40	62.58	†61.31	*1.27
Cecil.....	51.35	56.43	60.91	60.94	.03
Queen Anne's.....	58.70	57.09	59.66	59.72	.06
Kent.....	57.15	58.00	57.45	58.23	.78
Baltimore.....	57.95	56.40	†57.19	†56.71	*.48
Howard.....	49.16	53.27	54.52	56.23	1.71
Caroline.....	49.61	50.91	50.97	55.67	4.70
Harford.....	47.97	47.76	50.93	54.58	3.65
Talbot.....	49.92	50.90	52.81	53.67	.86
Anne Arundel.....	45.30	49.37	52.59	†53.37	.78
Dorchester.....	47.38	47.59	50.96	51.64	.68
Frederick.....	49.55	48.67	50.56	51.46	.90
Worcester.....	47.85	49.02	51.96	51.35	*.61
Washington.....	45.40	45.22	49.01	†50.71	1.70
Prince George's.....	50.79	50.98	†49.74	†50.70	.96
Charles.....	39.51	40.68	42.60	49.42	6.82
Wicomico.....	48.26	48.27	†49.64	†48.56	*1.08
St. Mary's.....	37.79	41.74	43.21	46.15	2.94
Calvert.....	43.86	42.57	46.28	46.00	*.28
Somerset.....	41.48	42.72	45.72	44.51	*1.21

* Decrease.

† In making this calculation, expenditures for tuition to adjoining counties, and for evening schools have been excluded and number belonging at Towson, Salisbury and Bowie Normal Schools have not been considered.

for general control. The per pupil cost for administration will, therefore, be comparatively high in the counties having a small public school population while it will be considerably lower in the counties with a large public school population. Thus, in Calvert, St. Mary's, Queen Anne's, and Garrett, the per pupil cost for general control was between \$3.20 and \$3.57 in 1930, while in the same year the administration cost amounted to less than \$1.50 per pupil in Washington and Allegany. (See *Table 167.*)

TABLE 167
Cost Per Pupil Belonging for General Control

County	1928	1929	1930	Increase 1930 over 1929	County	1928	1929	1930	Increase 1930 over 1929
County Average..	\$1.82	\$1.85	\$1.92	\$.07	Worcester.....	\$1.77	\$2.06	\$2.10	\$.04
Calvert.....	3.54	3.67	3.57	*.10	Cecil.....	2.01	2.11	2.06	*.05
St. Mary's.....	3.25	3.20	3.28	.08	Wiconico.....	1.83	1.94	1.95	*.11
Queen Anne's.....	3.18	3.13	3.22	.09	Somerset.....	1.89	2.00	1.85	*.15
Garrett.....	3.24	3.01	3.20	.19	Prince George's...	1.57	1.42	1.82	.40
Kent.....	†2.86	†2.73	2.88	.15	Dorchester.....	1.94	1.73	1.78	.05
Talbot.....	2.44	2.45	2.75	.30	Charles.....	1.70	1.79	1.76	*.03
Howard.....	2.75	2.54	2.63	.09	Baltimore.....	1.46	1.63	1.66	.03
Caroline.....	2.28	2.25	2.41	.16	Hartford.....	1.56	1.63	1.63	.07
Montgomery.....	2.18	2.31	2.25	*.06	Frederick.....	1.20	1.25	1.61	.36
Carroll.....	2.12	2.13	2.18	.05	Anne Arundel....	1.58	1.50	1.58	.06
					Allegany.....	1.57	1.55	1.46	*.09
					Washington.....	1.09	1.17	1.20	.03

* Decrease.

† Adjusted to include payments actually due in year in question.

For 1930 disbursements for general control, see Table XXIV, page 354.

All but six counties, Calvert, Montgomery, Cecil, Somerset, Charles, and Allegany, had increases in the per pupil cost for general control from 1929 to 1930. The increases amounted to as much as 30 to 40 cents in Prince George's and Frederick, each of which added an assistant superintendent, and in Talbot, which appointed a more experienced superintendent. The cost per pupil for general control in the average county was \$1.92, an increase of 7 cents over 1929. (See *Table 167.*)

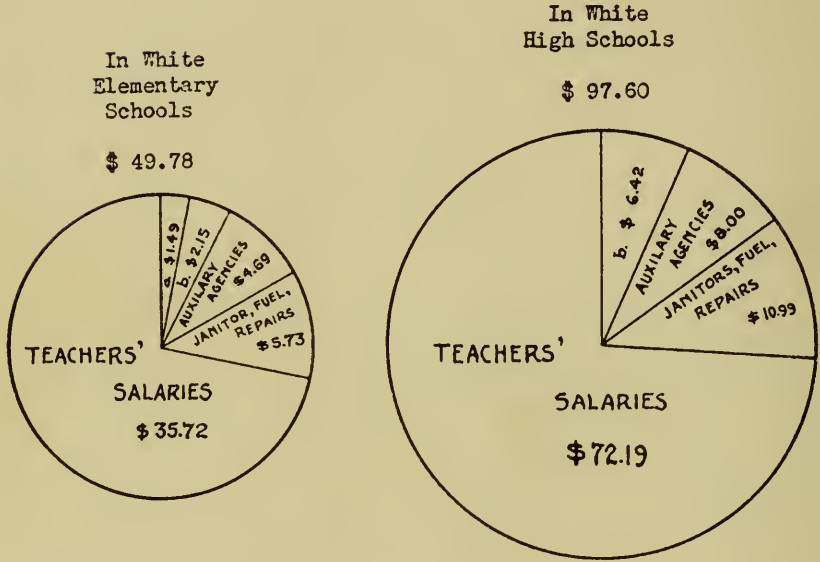
Cost Per Pupil in Various Types of Schools

The per pupil costs for current expenses, excluding general control, are given for all types of schools in *Table 168*. The costs have been considered in detail for white elementary schools on pages 77 to 84; for white high schools on pages 159-172, and for colored elementary and high schools on pages 211-212.

The cost of educating a county elementary school pupil can be easily compared with the corresponding cost for a county white high school pupil in *Chart 33*. The cost per high school pupil, \$97.60, is nearly twice the expenditure for each elementary pupil, \$49.78. The higher salary, due to the longer period of training required for high school teachers, the smaller number of pupils per class and per classroom, and the more expensive books and equipment necessary in the high school grades all explain the tremendous difference in cost between elementary and high school education.

The proportion of the total cost used for teachers' salaries, maintenance and operation, and auxiliary agencies is very similar for the white high and elementary schools. Textbooks and supplies required only 4.3 per cent of the total cost in the average

CHART 33
 1930 COST, EXCLUDING GENERAL CONTROL,
 PER COUNTY PUPIL BELONGING



a Supervision.
 b Text Books and Supplies.

county white elementary school, but in the average county white high school they took more than half again as much, 6.6 per cent. The high school cost for auxiliary agencies increased from \$6.93 per pupil in 1929 to \$8.00 per pupil in 1930, due chiefly to the fact that a number of counties abandoned the policy of having high school pupils pay part of the cost of transportation to high school. (See *Chart 33*.)

FINANCING OF VOCATIONAL WORK IN MARYLAND

The maximum allotment to Maryland from the Federal government under the Smith-Hughes Act is \$96,052, of which a maximum of \$33,864 is allocated to agriculture, \$48,418 to industrial education and home economics, and \$13,770 to teacher training and supervision. The amount of this Federal fund actually used was \$82,773, leaving an unexpended balance of \$13,279, which was returned to the Federal government. The balance existed because the Act specifically designates that certain amounts must be used for part-time and continuation work,

and this phase of vocational training is just being developed by the State Supervisor of Industrial Education. Of the \$82,773 received and used, \$189 was needed to cover an overdraft in 1929. From the remaining \$82,584, \$27,238 was expended for salaries of teachers of agriculture, \$29,789 for salaries of teachers of trade and industrial subjects, \$9,684 for salaries of teachers of home economics, and \$15,873 for administration, supervision and teacher training in these three branches.

In addition to the money available from the Smith-Hughes Act, \$4,951 was allotted to Maryland from the George-Reed Fund. Of this, \$2,810 was used for salaries of teachers and supervisors of home economics. The remaining \$2,141 which was allocated to agriculture, was unused and therefore returned to the Federal government. From the Smith-Hughes and George-Reed Funds together, Maryland received and used \$85,583 for continuing and promoting vocational education in Maryland.

Vocational work is further aided through State appropriations amounting to \$11,166 toward the salaries of vocational teachers in the counties, and \$9,224 for administration and supervision of vocational work. In addition, there were expenditures for vocational work from county funds and from State funds such as high school aid and the Equalization fund totalling \$38,484, from city funds amounting to \$107,099, and from the University of Maryland aggregating \$8,461. The total amount spent in Maryland in 1930 for vocational education, including the Federal reimbursement, was \$260,017. For the vocational salary expenditures in the various counties, see *Table 107*, page 165.

Baltimore City's Vocational Education Program

The 1930 salary cost of the vocational education program in Baltimore City exceeded *\$126,000, \$5,000 more than in 1929. Baltimore City appropriations of *\$107,098 covered the cost of 85 per cent of the salary budget and the Federal reimbursements totalling \$18,980 carried the remaining 15 per cent. Almost three-fourths of the vocational salary expenditures were used for teachers in the 5 day vocational schools which enrolled 1,040 pupils. The salary cost per pupil was \$89.72. (See *Table 169*.)

In the part-time, general continuation, and evening industrial classes the Federal appropriations matched the city expenditures. The salary cost per pupil in the part-time industrial classes which enrolled only 38 pupils was \$182.89. In the evening industrial classes with 1,176 enrolled, the salary cost per pupil was \$7.66. (See *Table 169*.)

The major portion of the salary cost in the evening home economics classes was paid by Baltimore City, federal funds carrying only \$1,199 out of the total cost of \$10,675. An enrollment of more than a thousand pupils brought the salary cost per pupil to \$10.39. (See *Table 169*.)

* Includes \$900 toward the salary of the state supervisor of industrial education.

TABLE 169
Salary Expenditures in Baltimore City for Vocational Education,
Year Ending July 31, 1930

TYPE OF SCHOOL	From City Funds	From Federal Funds	Total	Enroll- ment	Vocational Education Salary Cost per Pupil Enrolled
Day Industrial.....	\$86,125.95	\$7,184.05	\$93,310.00	1,040	\$89.72
Part-time Industrial...	3,475.00	3,475.00	6,950.00	38	182.89
General Continuation...	2,615.00	2,615.00	5,230.00	299	17.49
Evening Industrial.....	4,506.50	4,506.50	9,013.00	1,176	7.66
Evening Home Eco- nomics.....	9,476.03	1,198.97	10,675.00	1,027	10.39
Total.....	\$106,198.48	\$18,979.52	\$125,178.00	3,580	\$34.97

Administration, Supervision and Teacher Training in Vocational Education

Administration, supervision, and teacher training in agriculture cost \$14,695. Towards this total the State contributed \$4,530, the University of Maryland, \$3,246, and the Federal Government, \$6,919. For supervision and teacher training for vocational work in trade and industry, the State contributed \$2,023, Baltimore City paid \$900, and the University of Maryland expenditures were \$2,977. The Federal allotment of \$4,962 made the total expenditures for these purposes \$10,862. For vocational home economics the Federal Government almost matched expenditures by the State and University of Maryland, the State appropriation being \$2,671; that of the University of Maryland, \$2,238, thus making the total expenditure, including the Federal funds, \$9,794. (See *Table 170*.)

TABLE 170
Expenditures for Supervision and Teacher Training in Vocational Education,
Year Ending July 31, 1930

PURPOSE	Administration and Supervision		Teacher-Training		Total	
	State Funds	Federal Funds	Univ. of Md. Funds	Federal Funds	State and University Funds	Federal Funds
Agriculture.....	\$ 4,529.82	\$3,673.09	\$3,245.70	\$3,245.67	\$ 7,775.52	\$ 6,918.76
Trade and Industry.....	†2,923.04	1,984.40	2,977.18	2,977.20	5,900.22	4,961.60
Home Economics.....	2,671.47	2,646.05	2,238.16	2,238.16	4,909.63	4,884.21
Total.....	\$10,124.33	\$8,303.54	\$8,461.04	\$8,461.03	\$18,585.37	\$16,764.57

† Includes \$900 paid by Baltimore City.

GROWTH IN TRANSPORTATION OF PUPILS

During the school year ending in June, 1930, the 23 Maryland counties spent \$603,148 for the transportation of 22,814 pupils to the county elementary and high schools. The expenditures were \$90,763 more than in 1929 and the number of children transported at public expense increased by 3,886. (See *Table 171.*)

TABLE 171

County Expenditures for Transportation to School 1910—1930

Year	Expenditures for Transportation	Number of Counties	Number of Pupils Transported
1910	\$5,210	4	.....
1915	17,270	10	.....
1920	64,734	18	.....
1921	84,870	18	.....
1922	90,011	18	.....
1923	132,591	20	4,334
1924	188,516	21	6,499
1925	242,041	22	8,618
1926	312,495	22	10,567
1927	373,168	23	13,385
1928	*436,583	23	15,907
1929	†512,385	23	18,928
1930	603,148	23	22,814

* Excludes \$700 advanced to driver for purchase of bus.

† Excludes \$1,056 advanced to driver for purchase of bus.

Of the 22,814 pupils transported at public expense, 16,980 were carried to elementary schools and 5,834 to county high schools. The increase over 1929 in number of pupils transported to elementary schools was 2,710, and to high schools, 1,176. (See *Table 172.*)

The \$441,441 paid for transportation to elementary schools covered the entire cost of transportation for the pupils carried at county expense. The public expenditure for high school transportation totalling \$161,707 was augmented by payments from parents of pupils in Baltimore, Cecil, Frederick, Howard, Kent, Montgomery, Prince George's, and Queen Anne's Counties. The amounts paid varied from \$1 to \$4 a month. In Carroll and Harford, the parents had to pay the *entire* cost, if transportation was necessary to bring pupils to high school. (See *Table 172.*)

Anne Arundel transported 2,369 children to elementary schools in 1930. Baltimore was a close second with 1,959 pupils carried to the elementary schools at the expense of the county. Fred-

TABLE 172

Maryland Pupils Transported in 1930 at Expense of Counties

COUNTY	Pupils Transported			County Expenditures for Transportation		
	Total	To Elementary School	To High School	Total	To Elementary School	To High School
Total Counties....	*22,814	*16,980	5,834	\$603,148	\$441,441	\$161,707
Anne Arundel....	a2,733	a2,369	364	61,545	49,416	12,129
Baltimore.....	2,780	1,959	821	57,056	34,989	22,067
Frederick.....	1,806	1,645	161	45,781	40,686	5,095
Allegany.....	1,355	1,188	167	42,352	36,188	6,164
Carroll.....	1,090	1,090	.....	34,691	34,691	.....
Dorchester.....	1,213	857	356	32,367	22,086	10,281
Garrett.....	768	419	349	27,468	14,739	12,729
Caroline.....	1,124	786	338	26,918	18,891	8,027
Montgomery.....	1,331	897	434	26,202	20,368	5,834
Washington.....	814	601	213	25,132	19,566	5,566
Somerset.....	850	525	325	23,347	12,834	10,513
Charles.....	709	496	213	23,371	15,588	7,783
Worcester.....	866	529	337	21,957	12,953	9,004
Queen Anne's.....	773	541	232	20,895	15,458	5,437
Prince George's...	b914	b708	206	20,496	17,079	3,417
Talbot.....	674	446	228	19,825	12,778	7,047
Wicomico.....	627	282	345	15,269	6,709	8,560
Calvert.....	408	249	159	14,578	9,614	4,964
Howard.....	369	258	111	13,775	10,850	2,925
Kent.....	386	180	206	13,605	7,021	6,584
Cecil.....	435	324	111	13,492	10,220	3,272
St. Mary's.....	483	325	158	12,277	7,968	4,309
Harford.....	306	306	.....	10,749	10,749	.....

a Includes 41 pupils transported to Bowie Normal School at state expense.

b Includes 24 pupils transported to Bowie Normal School at state expense.

* Includes 65 pupils transported to Bowie Normal School at state expense.

erick, Allegany, and Carroll each transported more than a thousand elementary children at public expense. Kent was the only county which transported fewer than 200 elementary school pupils and in only three other counties, Calvert, Howard, and Wicomico, did the elementary school transportation not include more than 300 children.

Baltimore County transported by far the largest number of high school pupils, 821. Montgomery carried the next largest number, 434. In both of these counties the pupils and parents

paid part of the cost of transportation. In Anne Arundel, Dorchester, Garrett, Wicomico, Caroline, Worcester, and Somerset, all of which pay the entire cost of high school transportation, between 325 and 365 pupils were transported to high school. In 1930, transportation to high school was provided at public expense for the children of St. Mary's County for the first time. (See *Table 172.*)

Total expenditures for transportation varied from less than \$15,000 a year in Harford, St. Mary's, Cecil, Kent, Howard, and Calvert to more than \$42,000 in Anne Arundel, Baltimore, Frederick, and Allegany. No county spent less than \$10,000 and Anne Arundel spent as much as \$61,545 for transportation to the schools of the county. Baltimore and Montgomery counties both own a number of their buses and no amount has been included to cover the capital invested in them. (See *Table 172.*)

Cost Per Pupil Transported

TABLE 173
Annual Cost Per Maryland County Pupil Transported

County	Cost to County Per Pupil Transported to Elementary School	County	Cost to County Per Pupil Transported to High School
Total County.....	\$26.10	Total County.....	\$27.72
Howard.....	42.05	Allegany.....	36.91
Kent.....	39.01	Charles.....	36.54
Calvert.....	38.61	Garrett.....	36.47
Garrett.....	35.18	Anne Arundel.....	33.32
Harford.....	35.13	Somerset.....	32.35
Washington.....	32.56	Kent.....	31.96
Carroll.....	31.83	Frederick.....	31.65
Cecil.....	31.54	Calvert.....	31.22
Charles.....	31.43	Talbot.....	30.91
Allegany.....	30.46	Cecil.....	29.48
Talbot.....	28.65	Dorchester.....	28.88
Queen Anne's.....	28.57	St. Mary's.....	27.27
Dorchester.....	25.77	Baltimore.....	26.88
Prince George's.....	24.97	Worcester.....	26.72
Frederick.....	24.73	Howard.....	26.35
St. Mary's.....	24.52	Washington.....	26.13
Worcester.....	24.48	Wicomico.....	24.81
Somerset.....	24.45	Caroline.....	23.75
Caroline.....	24.03	Queen Anne's.....	23.43
Wicomico.....	23.79	Prince George's.....	16.59
Montgomery.....	22.71	Montgomery.....	13.44
Anne Arundel.....	21.23	Carroll.....	.....
Baltimore.....	17.86	Harford.....	.....

The average cost of transporting a pupil to elementary school in the Maryland counties in 1930 was \$26.10, a decrease of 85 cents under the corresponding cost in 1929. The cost in the individual counties varied from \$17.86 in Baltimore to \$42.05 in Howard. In 10 counties, elementary school transportation cost less than \$25 per pupil and in five counties, Howard, Kent, Calvert, Garrett, and Harford, the cost per elementary pupil transported exceeded \$35. In Harford, Charles, Carroll, and Howard, the per pupil cost of elementary school transportation showed a considerable increase. Decreases of between \$5 and \$17 in the cost per elementary pupil transported occurred in Garrett, Cecil, Anne Arundel, St. Mary's, and Kent. These decreases are in general explained by the larger number of pupils transported in the latter counties. (See *Table 173*.)

The average expenditure per high school pupil transported was \$27.72, just 10 cents more than in the preceding year. In 1930 for the first time Caroline, Charles, Garrett, and Washington changed to the policy of paying the entire cost of high school transportation. In Charles and Caroline this change resulted in a large increase in the county expenditure per pupil. Allegany, Charles, and Garrett each paid more than \$35 for every high school pupil transported and only two counties, Montgomery and Prince George's, spent less than \$20 per high school pupil for this purpose. Increases in the number of pupils transported, or reductions in expenditures for transportation to high school, or both of these factors combined, caused decreases of six dollars or more in the cost per pupil transported to high school in Cecil, Allegany, Montgomery, and Queen Anne's. (See *Table 173*.)

Number of Schools to Which Transportation Was Provided

In 1930 transportation was provided at public expense to 105 graded elementary schools, to 53 two-teacher schools, and to 31 one-teacher schools. There were thus altogether 189 schools having only elementary grades to which children were transported. In addition, 119 schools with both high and elementary grades were provided with transportation at the expense of the counties. Of these 119 schools, 83 had both high and elementary pupils transported, 32 had transportation for the elementary pupils only, and 4 for the high school pupils only. Of the schools which limit their enrollment to high school pupils, 18, an increase of 2 over 1929, enrolled pupils who were transported at county expense. (See *Table 174*.)

Colored pupils were transported at county expense to 18 schools in 8 counties. Cecil, Harford, and Washington, which had transportation for colored pupils in 1929, reported no children transported to colored schools at county expense in 1930.

TABLE 174

Number of Schools to Which Transportation Was Provided at County Expense, Year Ending July 31, 1930

COUNTY	Schools with Elementary Grades Only			Schools Having Both High and Elementary Grades*	Schools Having High School Pupils Only	Colored Schools	Total Number in Different Schools
	One-Teacher Schools	Two-Teacher Schools	Graded Schools				
Total Counties..	31	53	105	119	18	18	344
Allegany.....	1		10	^a 9	1	1	22
Anne Arundel.....		1	16	1	3		21
Baltimore.....		8	8	6	1	5	28
Calvert.....	4			3		1	8
Caroline.....		5	4	6		3	18
Carroll.....		3	4	11		1	19
Cecil.....	2	3	2	5	1		13
Charles.....	2	2		5			9
Dorchester.....	1	3	5	6	1		16
Frederick.....		4	15	7	1	4	31
Garrett.....	6	4	2	3	1		16
Harford.....			1	6			7
Howard.....	1			4			5
Kent.....	1	2	1	3	1		8
Montgomery.....		4	3	^b 13		2	22
Prince George's..	1	2	6	7		1	17
Queen Anne's.....	6	4	5	1	3		19
St. Mary's.....	1	4		1	2		8
Somerset.....	1		4	2	1		8
Talbot.....			2	6			8
Washington.....		3	11	5	1		20
Wicomico.....	2	1	5	4	1		13
Worcester.....	2		1	5			8

	*To Elementary Only	*To High Only		*To Elementary Only	*To High Only
Allegany.....	5		Harford.....	6	
Carroll.....	11		Howard.....	1	
Cecil.....	3		Montgomery.....		1
Charles.....		1	Prince George's..		1
Frederick.....	4		Washington.....	2	1

^a Includes Greene St. Junior High School with only grades 7-9 and Bruce High School with no elementary grades below junior high school.

^b Includes the Bethesda Chevy Chase High School and the Takoma Silver Spring Junior High School with no elementary grades below the seventh.

The total number of schools to which the counties transported pupils was 344, or 30 more than in 1929. In Frederick, transportation was provided to 31 schools, and in Baltimore, Allegany, Montgomery, Anne Arundel, and Washington pupils were transported to from 20 to 28 schools. (See Table 174.)

In the fall of 1930, there were 665 motor vehicles used for the transportation of Maryland county school children. Of these, 53 were owned by the County Boards of Education and 612 by contractors. Montgomery owned 23 buses; Baltimore, 16; Prince George's, 6; Garrett, 4; Calvert, 2; and Harford and St. Mary's, one each. In addition, 1,440 pupils went to school on public

buses, 324 rode on trains and electric cars, and 59 came in private conveyances at the expense of the county. In Calvert County a motor boat was necessary for transportation in one section of the county, and in Dorchester, Garrett, and Montgomery, one or two horse-drawn vehicles were in use. The total distance covered one way by the 670 conveyances exclusive of public buses, trains and cars, was 5,592 miles, an average route of 8 1-3 miles.

EXPENDITURES FOR CAPITAL OUTLAY

Only in the years 1925 and 1926 did the counties have a larger capital outlay than they had in 1930. Of the total capital outlay of \$2,450,000, an amount of \$1,428,000 was invested in white elementary schools, \$944,000 in white high schools, \$72,240 in colored schools and \$6,000 in a residence to be rented to a super-intendent. (See *Table 175.*)

Baltimore County's investment of \$872,500 in school buildings included nearly 36 per cent of the total for the counties. Montgomery, Worcester, and Washington came next with capital outlay totalling from \$250,000 to \$275,000, while Prince George's spent close to \$200,000 and Frederick \$122,000.

Garrett County was the only one which invested funds of any amount in one-teacher schools. Montgomery, Frederick, Charles, and Washington used as much as \$22,000 and as little as \$2,700 for two-teacher schools. All of the counties, except Queen Anne's, Calvert, Dorchester, Cecil, Charles, Howard, Garrett, and Harford, invested at least \$5,000 in graded schools. Baltimore County's amount was \$617,000 and Montgomery, Washington, Frederick, and Prince George's invested at least \$100,000.

Most of the counties found it necessary to make substantial additions to their high school building program. The only exceptions were St. Mary's, Calvert, Queen Anne's, Caroline, Somerset, Kent, Harford, and Anne Arundel. Baltimore, Worcester, Washington, and Prince George's devoted \$90,000 or more to this purpose.

Wicomico and Baltimore Counties each spent \$30,000 on schools for colored children. (See *Table 175.*)

The major portion of the Baltimore City capital outlay of \$1,508,000 was used for white and colored elementary schools. There was also a substantial outlay for white senior high schools.

State Department of Health Reports on Sanitary Inspections of Schools

Examination of the water supply and sewerage facilities available in municipal and rural schools, to the extent normally of from 200 to 300 schools each year, are made by the Bureau of Sanitary Engineering in the State Department of Health. The inspections are usually restricted to the water supply and sewerage facilities, but as occasion has arisen they have included

TABLE 175
Expenditures for Capital Outlay, Year Ending July 31, 1930

COUNTY	White Elementary					White High Schools	Colored Schools	Grand Total
	One-Teacher Schools	Two-Teacher Schools	Graded Schools	All Elementary Schools				
Total Counties.....	\$3,178.68	\$58,966.63	\$1,318,519.17	*\$1,427,918.53	\$	943,799.27	\$ 72,240.32	\$2,450,143.80
Allegany.....			26,837.30	26,837.30		14,613.79	40.50	41,491.59
Anne Arundel.....		303.81	4,892.21	5,196.02		2,660.74	502.54	8,359.30
Baltimore.....	25.25	876.32	616,197.44	617,099.01		225,559.02	29,883.53	872,941.56
Calvert.....						381.25	1,954.24	as 441.35
Caroline.....	182.84	576.15	2,059.84	2,818.83		1,147.49	129.98	4,096.30
Carroll.....		176.00	2,805.28	2,981.28		11,979.94	17.33	14,978.55
Cecil.....		88.66	238.00	326.66		12,610.79		613,017.27
Charles.....		9,825.50	709.93	10,535.43		49,099.32	1,958.88	61,593.63
Dorchester.....	15.00		2.00	17.00		61,378.40		61,395.40
Frederick.....	58.85	19,093.08	96,767.97	115,919.90		5,702.39		121,622.29
Garrett.....	2,340.42	1,399.81	1,111.26	4,851.49		34,880.41		39,731.90
Harford.....		19.72	1,731.18	1,750.90		2,552.32		4,303.22
Howard.....	360.15	1,274.80	882.48	2,517.43		11,839.78	67.33	14,424.54
Kent.....			12,817.11	12,817.11		1,736.57	136.32	14,690.00
Montgomery.....		21,812.80	223,990.36	245,803.16		29,739.22	105.62	275,648.00
Prince George's.....			99,675.74	99,675.74		92,723.98	2,186.81	194,586.53
Queen Anne's.....		84.93		84.93		734.12	300.00	1,119.05
St. Mary's.....			5,568.42	5,568.42		315.54		5,883.96
Somerset.....	34.32	470.04	9,223.34	9,727.70		1,154.20	94.38	10,976.28
Talbot.....			17,654.27	17,654.27		48,918.46	3,901.34	70,474.07
Washington.....	97.60	2,719.09	97,186.64	*147,257.38		108,099.66	700.00	256,057.04
Wicomico.....	64.25	70.92	43,706.66	43,781.49		23,558.23	30,261.52	97,526.41
Worcester.....		175.00	54,596.91	54,771.91		202,413.65		257,185.56
Baltimore City (Total).....				1,033,815.21		225,201.41	231,558.73	1,508,466.08
Elementary.....				1,004,490.07			214,777.77	1,219,267.84
Vocational.....				5,780.60			36.17	5,816.77
Junior High.....				23,544.54			16,353.60	39,898.14
Senior High.....						225,201.41	391.19	225,592.60
Total State.....				\$2,461,733.74		\$1,169,000.68	\$303,799.05	\$3,958,609.88

* Includes \$47,254.05 for junior high school building. a Includes \$6,105.86 for superintendent's home. b Includes \$79.82 for office equipment. c Includes \$17,890.73 for administration building.

lighting and ventilation where complaint regarding them has been made. As a result of the inspections, it has been found that many of the schools are being operated without any water supply facilities and without minimum sanitary equipment.

Inspections of the more recently constructed buildings have disclosed the fact that many of the new buildings are being constructed without reference to their needs in these particulars. Some cooperative plan is desirable whereby the new school sites could be passed upon from a sanitary viewpoint before the sites are purchased and the buildings constructed.

SCHOOL BOND ISSUES

The only change from the statement regarding bond issues appearing on pages 248 and 249 of the 1929 annual report is required for the following counties, shown in *Table 176*.

TABLE 176

County	Amount of Issue	Status
Anne Arundel.....	\$1,000,000	Favorable referendum November, 1930
Howard	80,000	Unfavorable referendum
Queen Anne's.....	20,000	Bonds issued
Washington	150,000	" "
"	271,000	" "
Wicomico	300,000	" "
Baltimore City.....	1,500,000	Favorable referendum November, 1930

Anne Arundel and Baltimore City had a favorable referendum on their bond issues of \$1,000,000 and \$1,500,000, respectively. The amount in Baltimore City is to be used for land and buildings for schools for handicapped children.

SCHOOLS BONDS OUTSTANDING AS OF SEPTEMBER, 1930

On September 30, 1930, the school bonds outstanding in 20 of the 23 counties aggregated \$14,395,834, an increase of \$881,000 over the corresponding amount for 1929. The majority of the counties showed a decrease in the total amount of bonds outstanding. The only exceptions were Dorchester, Prince George's, Queen Anne's, Washington, and Wicomico, which added to their indebtedness the bonds recently issued. (See *Table 177*.)

If the 1930 assessable basis for each county is divided by the school bonds outstanding, the wealth back of each dollar of school indebtedness is obtained. For the 23 counties the average is \$64 and the counties vary from as little wealth back of each dollar of indebtedness as \$36, \$38, and \$42 in Allegany, Baltimore, and Montgomery Counties, which are growing most rapidly, to over \$200 in Cecil, Harford, Somerset, Kent, Queen Anne's, Carroll, Garrett and St. Mary's. The last three counties have issued no bonds. (See *Table 177*.)

Another way of showing bonded indebtedness is to find the per cent which bonds outstanding are of the assessable basis.

TABLE 177
School Bonds Outstanding in Maryland, September, 1930

COUNTY	School Bonds Outstanding September, 1930	1930 Assessable Basis Taxable at the Full Rate for County Purposes	Assessable Basis Back of Each Dollar of School Indebtedness	Per Cent that Indebtedness for School Bonds is of Total County Basis
Total Counties...	\$14,395,834	\$917,677,007	\$64	1.6
Allegany.....	2,275,000	81,910,860	36	2.8
Anne Arundel...	389,667	48,106,286	123	.8
Baltimore.....	4,289,667	164,307,833	38	2.6
Calvert.....	43,000	5,545,986	129	.8
Caroline.....	99,000	15,170,502	153	.7
Carroll.....		36,536,932	....	...
Cecil.....	135,000	35,916,385	266	.4
Charles.....	90,000	10,162,001	113	.9
Dorchester.....	250,000	22,494,944	90	1.1
Frederick.....	931,000	65,243,581	70	1.4
Garrett.....		21,526,404	....	...
Harford.....	162,500	50,845,715	313	.3
Howard.....	172,000	17,956,072	104	1.0
Kent.....	35,000	16,107,585	459	.2
Montgomery....	1,988,000	82,614,610	42	2.4
Prince George's..	1,216,500	62,757,194	52	1.9
Queen Anne's...	28,000	16,536,242	591	.2
St. Mary's.....		8,370,593	....	...
Somerset.....	32,500	12,149,610	374	.3
Talbot.....	284,000	20,486,515	72	1.4
Washington.....	1,359,000	75,316,469	55	1.8
Wicomico.....	316,000	26,250,052	83	1.2
Worcester.....	300,000	21,364,636	71	1.4
Baltimore City..	23,944,821	1,328,779,031	55	1.8
Entire State....	\$38,340,655	\$2,246,456,038	\$ 59	1.7

For 1930 the average for the 23 counties was 1.6 per cent, and for Baltimore City 1.8 per cent. In three counties, Allegany, Baltimore, and Montgomery, the outstanding bonds represent between 2 and 3 per cent of the assessable wealth. In Carroll, Garrett, St. Mary's, Queen Anne's, Kent, Somerset, Harford, and Cecil, the school bonds outstanding are less than one half of one per cent of the assessable wealth. (See *Table 177*.)

The credit of a governmental unit is considered sound and its bonds are rated as satisfactory for investment by savings banks and trust companies, if the bonds outstanding do not represent

more than 7 per cent of the assessable wealth. Schools and roads are the usual purposes for which bonds are issued. If the amounts issued for roads are not excessive, no county in Maryland has issued bonds for school purposes which would endanger its credit.

VALUE OF SCHOOL PROPERTY INCREASED

The value of school property for the State of Maryland in 1930 increased to \$55,741,000, of which \$21,484,000 was the total for the counties and \$34,257,000 the aggregate value for Baltimore City. These amounts represent increases over 1929 of \$1,564,000 in the counties and \$1,376,000 in Baltimore City. (See *Table 178.*)

TABLE 178
Value of School Property, 1922—1930

YEAR	Value of School Property			Value Per Pupil Enrolled		
	Maryland	Counties	Baltimore City	Maryland	Counties	Baltimore City
1922...	\$20,453,646	\$10,014,638	\$10,439,008	\$82	\$68	\$103
1923...	22,236,638	11,796,630	10,440,008	87	77	100
1924...	28,264,507	12,813,396	15,451,111	110	85	147
1925...	33,622,503	14,946,810	18,675,693	129	97	164
1926...	38,865,024	16,704,564	22,160,460	148	108	205
1927...	48,654,045	17,889,796	30,764,249	182	114	277
1928...	51,765,517	18,994,670	32,770,847	191	120	291
1929...	52,801,013	19,920,102	32,880,911	193	124	290
1930...	55,741,316	21,483,720	34,257,596	215	142	318

The average value of property per pupil enrolled was \$215 for the entire State, the amount for the counties being \$142 and for Baltimore City \$318. The average increase in value for the counties was \$18 per pupil and for Baltimore City \$28. Since 1922 the value of property per pupil enrolled has more than doubled in the counties and more than tripled in Baltimore City.

In the latest data for the United States for the year 1928, the average value of school property per pupil enrolled was \$218, at the time when it was \$191 for Maryland. At that time Maryland's rank among the states was thirtieth in this particular.

In the counties the valuation of school property used by white pupils was \$20,266,000, an average value per pupil belonging of \$161. This is an increase of \$9 over the value per pupil belonging in 1929. For colored pupils, the valuation of \$1,217,000 gives a value per pupil belonging of \$47, an increase of \$1 over 1929. (See *Table 179.*)

Valuation of school property per white pupil belonging in 1930 varied from \$349 in Montgomery, \$255 in Allegany, and \$219 in Baltimore County to \$78 in Worcester and St. Mary's, \$79 in Carroll, and \$82 in Garrett. Eight of the counties have a valuation of school property per white pupil belonging of under \$100. In addition to the four counties just listed, Calvert, Anne Arundel, Queen Anne's and Wicomico had valuations between \$90 and \$100. (See *Chart 34* and *Table 179*.)

CHART 34

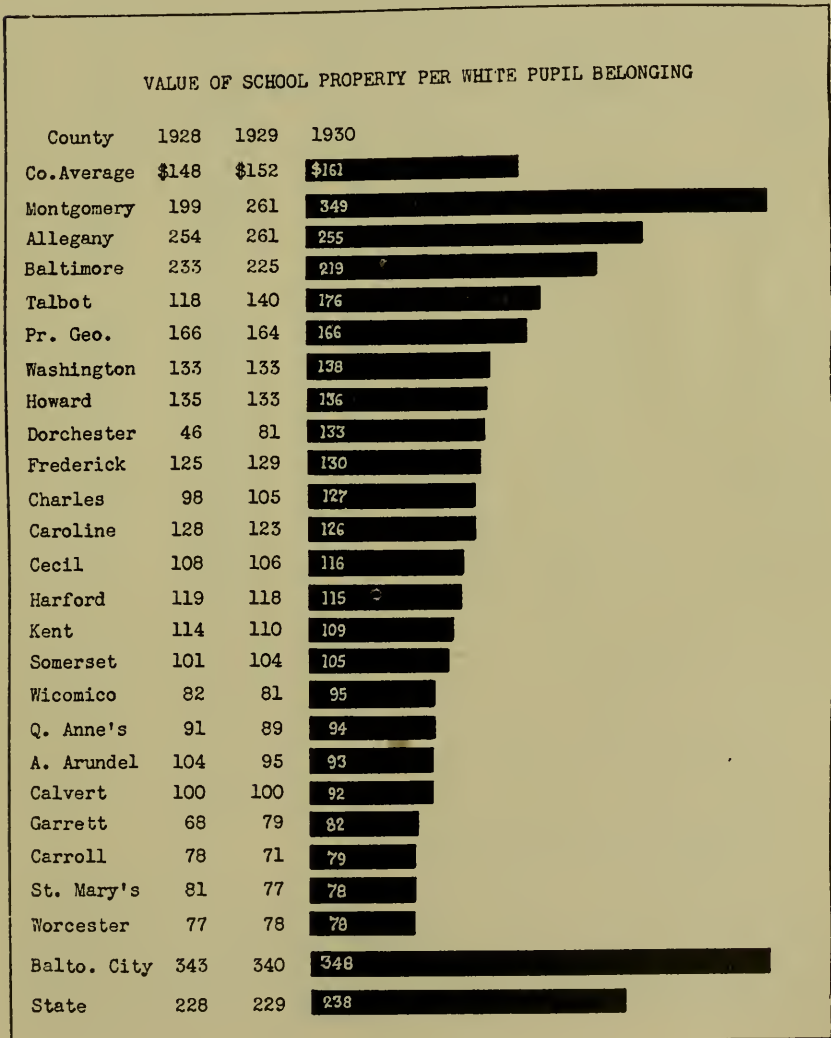


TABLE 179
Value of School Property Per Pupil Belonging, 1930

COUNTY	Schools for White Pupils			Schools for Colored Pupils		
	Value	Average Number Belonging	Value Per Pupil	Value	Average Number Belonging	Value Per Pupil
Total Counties	\$20,266,422	125,530	\$161	\$1,217,298	25,938	\$47
Allegany	a3,525,250	13,831	255	52,000	315	165
Anne Arundel	641,000	6,903	93	103,400	2,641	39
Baltimore	3,943,500	17,999	219	214,000	1,877	114
Calvert	91,200	992	92	24,200	1,048	23
Caroline	358,800	2,844	126	21,500	848	25
Carroll	b476,802	6,030	79	14,913	326	46
Cecil	453,600	3,914	116	18,000	454	40
Charles	226,375	1,785	127	55,325	1,471	38
Dorchester	494,800	3,713	133	38,000	1,459	26
Frederick	c1,218,650	9,353	130	54,150	950	57
Garrett	366,995	4,468	82			
Harford	575,900	4,998	115	33,300	685	49
Howard	308,700	2,270	136	15,900	528	30
Kent	214,450	1,960	109	19,860	894	22
Montgomery	d2,528,500	7,245	349	107,650	1,697	63
Prince George's	e1,422,800	8,581	166	158,600	2,707	59
Queen Anne's	191,400	2,030	94	15,500	725	21
St. Mary's	95,450	1,223	78	20,200	1,059	19
Somerset	313,700	2,982	105	31,100	1,765	18
Talbot	435,500	2,475	176	48,600	1,154	42
Washington	f1,733,950	12,555	138	40,700	349	117
Wicomico	421,500	4,452	95	94,600	1,519	62
Worcester	227,600	2,927	78	35,800	1,467	24
Baltimore City	g30,098,356	86,511	348	4,159,240	21,076	197
Total State	50,364,778	212,041	238	5,376,538	47,014	114

a Excludes \$110,000, value of the Training School at Frostburg.

b Excludes \$3,000, value of six schools closed this year.

c Excludes \$1,950, value of four school closed this year, and \$105,000, value of a new building not yet used.

d Excludes \$10,500 for two schools not opened during 1929-30.

e Excludes \$180,000 for two schools not yet completed.

f Excludes \$9,000 for school not opened this year.

g Excludes \$444,603, value of the administration building.

All of the counties, except Allegany, Baltimore, Harford, Kent, Anne Arundel, and Calvert, showed increases in valuation of school property per white pupil belonging. The total valuation of school property decreased in the counties just named except Baltimore and Anne Arundel, but in these two counties the in-

crease in valuation did not keep pace with the growth in school enrollment. The greatest increases appeared for Montgomery which has the highest valuation for the counties, for Dorchester which is still below the average in its valuation, for Talbot which ranks fourth in valuation per white pupil and in Charles which is also still below the average for the counties (See *Chart 34* and *Table 179*.)

The counties which have had no bond issues, St. Mary's, Carroll, and Garrett, are at the foot of the list. Worcester which is at the bottom for 1930 will show a gain for 1931 as a result of the erection of its new high school buildings. (See *Chart 34* and *Table 179*.)

In Baltimore City the valuation of school property per white pupil belonging (\$348) was \$8 higher than in 1929. The valuation of property per colored school pupil belonging is described on pages 215 to 218.

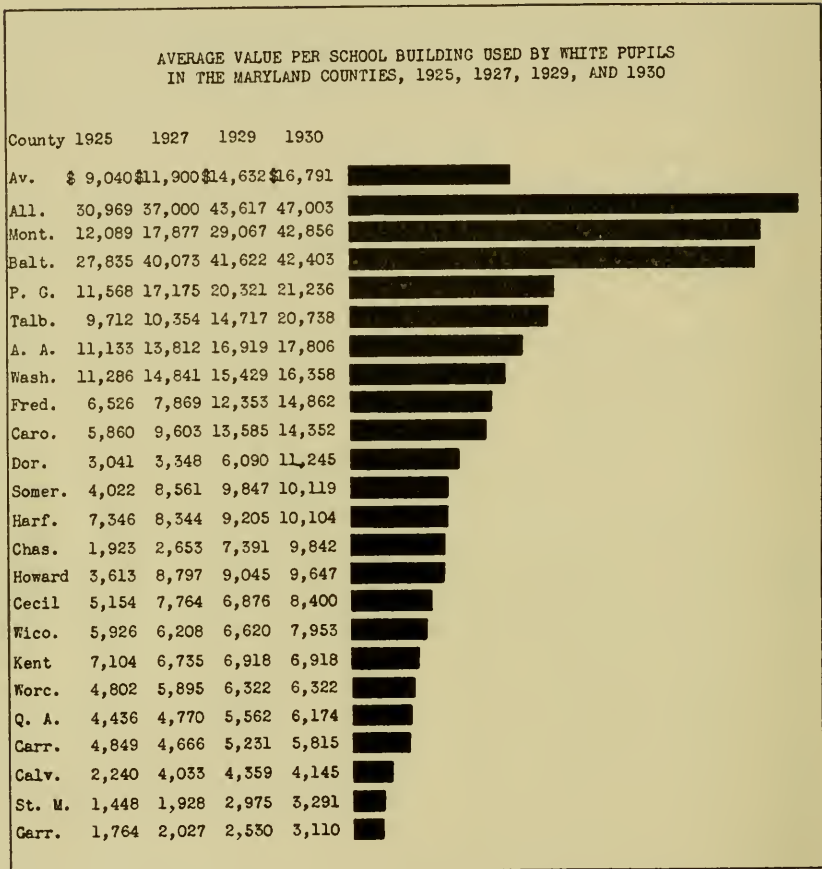
AVERAGE VALUE PER SCHOOL BUILDING USED BY WHITE PUPILS INCREASED

A conception of the increase in the value per school building used by white pupils, due largely to the abandonment of the one-teacher schools through consolidation, is gained from a comparison of the corresponding figures for 1925 and 1930. The average value per building used by white pupils was \$9,040 in 1925 and increased to \$16,791 by 1930. The increase from 1929 to 1930 was as much as \$2,159. (See *Chart 35*.)

The value per building is highest in Allegany, the amount being over \$47,000 in 1930. Montgomery and Baltimore stand next with amounts between \$42,000 and \$43,000. In Prince George's and Talbot, the average value per building is close to \$21,000. At the opposite extreme, in seven counties, the average value per building used by white pupils is under \$7,000, it being close to \$3,000 in Garrett and St. Mary's, just over \$4,000 in Calvert, around \$6,000 in Carroll, Queen Anne's, and Worcester, and almost \$7,000 in Kent. Reference to *Table 65*, page 93, which gives the number of elementary schools of various sizes, will show that the last named counties still have a large number of small schools in use. (See *Chart 35*.)

With the exception of Cecil, Kent, Carroll, Calvert, and Worcester, the counties exhibit a steady and marked increase in the average value per building from 1925 to 1927, from 1927 to 1929, and from 1929 to 1930. A revaluation of buildings taking into consideration depreciation, and the impossibility of making capital outlay investments because bond issues failed of authorization or of approval, explain the decreases or lack of increase from year to year in the five counties just mentioned. (See *Chart 35*.)

CHART 35



COUNTY BUDGETS FOR ALL PURPOSES AND FOR SCHOOLS, 1930-31

The county levies in the 23 Maryland counties for all purposes for 1930-31 aggregated \$15,253,567, an increase of more than \$307,000 over the levy for the preceding year. A large part of the increase occurred in the amount levied for school purposes, but the major part of the increase is explained by the necessary addition of \$160,000 to Baltimore County's school current expense budget. For county school current expense the levy of \$6,292,780 was \$234,000 more than the sum total of budgets reported for the preceding school year, Baltimore County being responsible for two-thirds of this increase. The levy for school debt service, \$915,944, was \$20,000 less than in 1929-30; while the levy for school capital outlay (\$296,363) was \$106,000 more than the corresponding amount levied the preceding year. (See Table 180.)

TABLE 180
County Tax Budgets, 1930-31

COUNTY	Total	COUNTY APPROPRIATIONS FOR					
		SCHOOLS				Roads and Bridges	Other County Purposes
		Current Expenses	Debt Service	Capital Outlay	Schools Total		
Total Counties...	\$15,253,567	\$6,292,780	\$ 915,944	\$ 296,363	\$7,505,087	\$3,565,144	\$4,183,336
Allegheny.....	1,361,343	725,259	*119,087	.....	844,346	144,397	372,600
Anne Arundel....	1,124,045	432,426	37,272	9,710	479,408	270,363	374,274
Baltimore†.....	3,166,694	1,040,088	293,717	11,500	1,345,305	908,449	912,940
Calvert.....	128,174	41,082	*4,452	7,000	52,534	30,224	45,416
Caroline.....	273,437	110,500	*14,362	9,200	134,062	66,080	73,295
Carroll.....	700,977	307,808	*1,000	53,118	361,926	86,000	253,051
Cecil.....	543,777	210,712	11,750	45,000	267,462	114,250	162,065
Charles.....	140,867	64,725	*5,885	5,275	75,885	20,000	44,982
Dorchester.....	431,853	149,235	*10,125	.....	159,360	152,396	120,097
Frederick.....	948,933	422,500	*58,203	5,000	485,703	226,222	237,008
Garrett.....	392,143	143,838	.....	25,000	168,838	98,765	124,540
Harford.....	621,276	210,712	20,625	1,500	264,125	176,350	180,801
Howard.....	350,751	120,000	*9,740	.....	129,740	123,180	97,831
Kent.....	300,170	109,329	*2,550	.....	111,879	71,102	117,189
Montgomery.....	1,136,920	444,687	128,840	.....	573,527	286,560	276,833
Prince George's...	802,176	450,180	*65,940	12,000	528,120	153,523	120,533
Queen Anne's....	268,181	107,556	*7,050	.....	114,606	59,785	93,790
St. Mary's.....	119,679	56,000	.....	.....	56,000	23,000	40,679
Somerset.....	239,328	86,500	*2,500	31,000	120,000	37,093	82,235
Talbot.....	317,720	147,000	*13,450	2,850	163,300	87,140	67,280
Washington.....	1,039,042	552,393	79,926	.....	632,319	215,002	191,721
Wicomico.....	497,485	187,265	*13,970	70,955	272,190	119,763	105,532
Worcester.....	348,596	141,697	*15,500	7,255	164,452	95,500	88,644

* Paid by County Commissioners directly.

† Budgets for the calendar year 1931.

The total county budget was lower for 1931 than for 1930 in eight counties, Caroline, Charles, Frederick, Harford, Kent, St. Mary's, and Somerset. The school current expense budgets were also lower in eight counties—Calvert, Caroline, Carroll, Charles, Queen Anne's, St. Mary's, Somerset, and Wicomico. In all except seven counties, Baltimore, Montgomery, Queen Anne's, Talbot, Washington, Wicomico, and Worcester, there was a decrease in the levy for school debt service. The levy for school capital outlay was the same or greater in all of the counties, except Howard, St. Mary's, Talbot, and Washington. (See *Table 180*.)

The levy for school purposes must be expected to increase in counties which are growing and require the addition of new teachers to take care of additional elementary pupils; in counties which are developing their high school program so that a constantly larger number of elementary school graduates is entering high school; in counties which are improving the training and experience of their teaching staffs and which are building up a more adequate supply of books and materials as aids in the

learning and teaching process; in counties which are putting up new buildings to care for increased elementary or high school enrollment or to replace antiquated, poorly lighted and ventilated rural school buildings with modern well constructed consolidated schools.

Baltimore County's school current expense levy for the calendar year, 1931, totalling \$1,040,088, was an increase of \$160,000 over the levy for the year 1930, which was unusually low because in addition to the \$880,418 levied in 1930 a balance of \$100,000 which had accumulated over a period of years was used up. Other counties which had larger levies for school current expense in 1931 than in 1930 varied in the amount of the increase from \$2,000 to \$24,000. Anne Arundel's levy increased by \$24,000, Harford's by \$15,000, Prince George's by \$13,000, Allegany's by \$9,000, Cecil's by \$7,000, Washington's and Talbot's by \$6,500 and \$6,000, respectively, Dorchester's, Worcester's, and Kent's by \$4,000, \$3,600, and \$2,000, respectively.

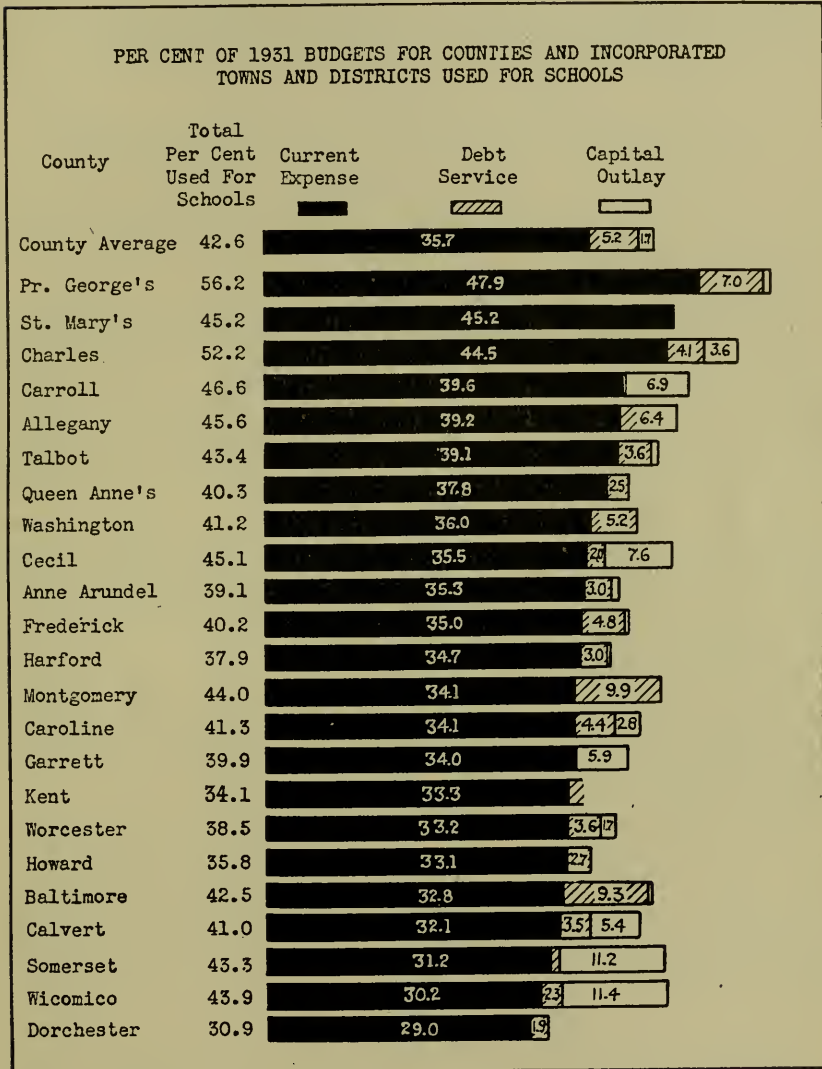
The only counties which had a larger levy for school debt service were Baltimore with an increase of \$21,600, Washington with \$12,800, Wicomico with \$11,160, and Montgomery with \$5,200. Included in this item are amounts for interest and principal on outstanding school bonds paid out not only by the county boards of education, but also by the county commissioners directly. (See *Table 180.*)

Provision for school capital outlay in the levy was increased by \$48,200 in Carroll, by nearly \$33,000 in Cecil, by nearly \$11,000 in Wicomico, by from \$5,000 to \$8,000 in Prince George's, Worcester, Calvert, Caroline, Somerset, Frederick, and by close to \$2,000 in Garrett and Anne Arundel. Carroll has not secured a bond issue for school construction and of necessity must make some capital outlays. Cecil desires to finance further school capital outlay on a pay-as-you-go policy. Wicomico is setting aside \$70,955 for capital outlay and Somerset is paying off the amounts due the holding companies in Princess Anne and Crisfield which advanced the funds needed for the erection of new buildings in these localities. Garrett has not secured a bond issue and must finance school construction from the county levy. (See *Table 180.*)

PROPORTION OF LEVY FOR COUNTY AND INCORPORATED TOWNS USED FOR SCHOOLS

In order to know the proportion of funds used for school purposes, it is necessary to add to the county levy for all purposes the amounts levied by incorporated cities, towns, sanitary districts, etc., which in certain counties perform functions delegated in other counties solely to the county. For this purpose all of the superintendents co-operated in securing the amounts levied

CHART 36



in incorporated towns and districts which levy taxes in addition to those levied by the county.

The total amount of the county levies was fifteen and a quarter million dollars. The additional amounts levied by cities, towns and districts totalled over two and a quarter million dollars and were found in every county except Baltimore and Calvert. These

additional amounts were close to half a million dollars in Washington and Allegany Counties, in which the cities of Hagerstown and Cumberland are located. Frederick's additional levy was \$258,000, and Montgomery, Prince George's, Wicomico, and Anne Arundel raised between \$100,000 and \$166,000. In Charles and St. Mary's the additional amounts levied were close to \$4,000.

On the average the 23 counties levied for school current expense 35.7 per cent of the total amount levied for county, city, town, or district purposes. An additional 5.2 per cent was levied for school debt service and 1.7 per cent for school capital outlay making the total for all school purposes in the 23 counties 42.6 per cent. (See *Chart 36*.)

The counties varied greatly in the per cent of funds levied used for school purposes. For school current expense, the percentages varied from 48, 45 and 44 in Prince George's, St. Mary's, and Charles, respectively, to less than 33 per cent in Dorchester, Wicomico, Somerset, Calvert, and Baltimore Counties. Fifteen of the counties ranged between 33 and 40 per cent in the proportion of the levy for county, city, town, and district purposes devoted to keeping the schools in operation.

The per cent levied for school debt service ranged from 2 per cent or less in St. Mary's, Garrett, Carroll, Kent, Somerset, Dorchester, and Cecil to from 5 to 10 per cent in Washington, Allegany, Prince George's, Baltimore, and Montgomery. One-half of the counties used between 2 and 5 per cent of their levy for school debt service. (See *Chart 36*.)

There was no levy for school capital outlay in St. Mary's, Allegany, Queen Anne's, Washington, Montgomery, Kent, Howard, and Dorchester. On the other hand, Carroll, Cecil, Somerset, and Wicomico devoted from 7 to 11 per cent of their levy to school construction.

The total percentage of the levy needed for all school purposes varied from 56 to 45 per cent in Prince George's, Charles, Carroll, Allegany, St. Mary's, and Cecil, respectively, to from 30 to 40 per cent in Dorchester, Kent, Howard, Harford, Worcester, Anne Arundel, and Garrett. The remaining 10 counties ranged and Wicomico devoted from 7 to 11 per cent of their levy to school purposes. (See *Chart 36*.)

THE 1930 ASSESSABLE BASIS

Probably due to the financial depression and partly due to the change in the method of taxing shares of fidelity, casualty and guaranty companies, the 1930 assessable basis of the 23 counties, taxable at the full rate for county purposes (\$917,677,000), shows a decrease of \$3,631,000 under the corresponding figure for 1929. The average annual increase from 1923 to 1929 was \$43,260,000. The decrease in 1930 is accounted for by the tax legislation of 1929 removing from taxation at the full county

rate shares of fidelity, casualty and guaranty companies which since June, 1930, are taxed at \$1.00. The assessment of these companies against the counties in 1929 totalled \$8,772,026. (See Table 181.)

TABLE 181
Assessable Basis Taxable at the Full Rate for County Purposes
in Thousands of Dollars

Figures furnished by State Tax Commission

County	*1923	1925	1926	1927	*1928	1929	1930
Total Counties.....	\$661,724	\$726,064	\$753,216	\$781,971	\$883,508	\$921,308	\$917,677
Allegany.....	69,886	75,718	78,021	78,837	80,715	81,931	81,911
Anne Arundel.....	30,692	36,956	41,259	44,565	47,544	48,138	48,106
Baltimore.....	104,232	124,971	135,321	139,232	157,654	167,461	164,308
Calvert.....	4,427	4,623	4,801	4,935	5,305	5,518	5,546
Caroline.....	14,027	14,616	14,716	14,761	15,283	15,190	15,170
Carroll.....	33,382	34,183	34,633	35,636	39,875	39,201	36,537
Cecil.....	23,189	24,700	25,201	25,628	30,408	35,732	35,916
Charles.....	8,394	8,854	8,845	9,315	9,938	9,956	10,162
Dorchester.....	18,987	19,628	19,907	20,439	21,918	22,033	22,495
Frederick.....	51,248	54,941	55,028	57,655	65,234	65,660	65,244
Garrett.....	16,303	19,556	18,945	18,903	21,653	21,468	21,526
Harford.....	28,580	29,487	28,866	29,561	39,763	51,361	50,846
Howard.....	15,670	15,682	16,043	16,539	18,063	18,390	17,956
Kent.....	14,519	14,777	14,735	14,956	16,162	16,294	16,108
Montgomery.....	45,503	50,676	54,809	60,239	77,889	81,230	82,615
Prince George's.....	33,651	37,776	40,213	42,878	59,312	61,195	62,757
Queen Anne's.....	14,793	15,024	14,705	14,803	16,692	16,607	16,536
St. Mary's.....	7,162	7,825	7,860	7,809	8,289	8,700	8,371
Somerset.....	10,609	11,307	11,972	11,972	12,392	12,325	12,150
Talbot.....	16,927	17,524	17,648	18,048	20,478	21,009	20,486
Washington.....	62,570	68,281	69,424	72,867	72,908	75,113	75,316
Wicomico.....	20,394	21,379	22,395	24,109	25,092	26,047	26,250
Worcester.....	16,579	17,580	17,869	18,284	20,941	20,749	21,365
Baltimore City.....	902,208	1,083,959	1,166,356	1,230,198	1,255,978	1,305,074	1,328,779
State.....	\$1,563,932	\$1,810,023	\$1,919,572	\$2,012,169	\$2,139,486	\$2,226,382	\$2,246,456

* Includes reassessment figures.

Not all of the counties, however, show decreases. There are ten which had increases varying from \$28,000 to over \$1,562,000. Prince George's and Montgomery are the only ones with a growth in taxable wealth from 1929 to 1930 of over one million dollars. Worcester County, because of the development at Ocean City, shows a gain of \$616,000. Dorchester's increase is \$462,000. Charles, Washington, and Wicomico each had increases of \$200,000, Wicomico's being explained by the transfer of the home office of a steamship company from St. Mary's to Wicomico, while Garrett and Calvert had wealth greater by \$58,000 and \$28,000, respectively.

The greatest decreases in wealth taxable at the full rate were found in Baltimore and Carroll Counties, the decrease in the

TABLE 182
1930 Assessable Basis Taxable at the Full Rate for County Purposes
(Data from State Tax Commission)

COUNTY	Real and Tangible Personal Property Taxable for County Purposes	Railroad Rolling Stock Taxable for County Purposes Only	Ordinary Business Corporations	Domestic Share Corporations	Personal Property of Non-Stock Corporations and Distilled Spirits	Total County Basis Taxable at Full Rate for County Purposes
Total Counties.....	\$862,159,659	\$9,526,497	\$25,100,337	\$20,633,349	\$257,165	\$917,677,007
Allegany.....	75,761,611	1,917,649	3,630,650	599,250	1,700	81,910,860
Anne Arundel.....	46,311,262	106,414	1,023,215	652,005	13,390	48,106,286
Baltimore.....	155,895,765	1,380,665	5,498,160	1,329,593	203,650	164,307,833
Calvert.....	5,477,539	14,612	47,920	3,955	1,960	5,545,986
Caroline.....	14,566,696	153,914	439,998	8,594	1,300	15,170,502
Carroll.....	34,125,668	962,563	962,360	485,068	1,335	36,536,932
Cecil.....	34,818,365	309,291	484,655	302,494	1,580	35,916,385
Charles.....	9,707,275	131,428	46,473	276,825	10,162,001	10,162,001
Dorchester.....	21,077,955	139,636	1,152,015	125,338	.....	22,493,944
Frederick.....	56,008,717	519,404	2,510,865	6,204,245	350	65,243,581
Garrett.....	20,431,355	214,623	188,867	686,649	4,910	21,526,404
Harford.....	43,948,010	208,925	374,170	6,303,265	11,345	50,845,715
Howard.....	17,330,724	.....	580,005	45,123	220	17,956,072
Kent.....	15,672,036	179,942	136,822	115,985	2,800	16,107,585
Montgomery.....	81,824,905	.....	497,185	290,070	2,450	82,614,610
Prince George's.....	61,859,051	304,093	407,000	182,425	4,625	62,757,194
Queen Anne's.....	16,280,436	147,773	44,568	63,465	.....	16,536,242
St. Mary's.....	8,357,749	11,585	11,585	1,134	125	8,370,593
Somerset.....	11,298,538	338,566	187,611	324,895	.....	12,149,610
Talbot.....	19,555,830	143,202	649,835	137,648	.....	20,486,515
Washington.....	68,589,543	1,959,803	3,859,965	902,903	4,255	75,316,469
Wicomico.....	22,936,756	125,011	1,967,950	1,219,165	1,170	26,250,052
Worcester.....	20,323,875	269,043	398,463	373,255	.....	21,364,636
Baltimore City.....	1,253,683,654	599,577	37,099,650	37,264,830	131,320	1,328,779,031
Total State.....	2,115,843,313	10,126,074	62,199,987	57,898,179	388,485	2,246,456,038

former being \$3,153,000 and in the latter \$2,664,000. In Talbot and Harford the basis taxable at the full rate was over \$500,000 less in 1930 than in 1929, in Howard and Frederick, it was \$400,000 less, in St. Mary's over \$300,000 less due to the transfer of the home office of a steamship company from St. Mary's to Wicomico, in Kent and Somerset nearly \$200,000 less, in Queen Anne's \$71,000, in Anne Arundel \$32,000 less, and in Caroline and Allegany \$20,000 less. (See *Table 181*.)

The distribution of the items making up the 1930 assessable basis taxable at the full rate for county purposes as furnished by the State Tax Commission, gives in column 1 of *Table 182* the real and tangible property assessed by the county commissioners. Assessments for items shown in the remaining columns are made up by the State Tax Commission and certified to the County Commissioners. These items include railroad rolling stock, ordinary business corporations, domestic share corporations, personal property of non-stock corporations and distilled spirits. (See *Table 182*.)

TAX RATES FOR 1930-31

The last column in *Table 183* shows the total county tax rates as they are published in the various counties. In most cases the figures must be accepted without check. The total county tax rates as published vary from \$1.30 in Washington, Frederick, Cecil, and Montgomery and \$1.35 in Prince George's to \$1.80 in Garrett and Dorchester, \$2.34 in Calvert and \$2.43 in Anne Arundel.

Persons living in incorporated cities and towns which have a levy and those who live in the metropolitan area around Washington have to pay taxes in addition to those levied for the county. Although these are not included in the report, they are available at the office of the State Department of Education.

If the figures of the 1930-31 county school levy for current expense, debt service and capital outlay are divided by the assessable basis taxable at the full rate for county purposes, the figures obtained are those which appear in the first column of *Table 183*. They show that the county rate for school current expense in 1930-31 varies from over 84 cents in Anne Arundel, Allegany, and Carroll to less than 64 cents in Charles, Baltimore, Cecil, Montgomery, and Harford. In Charles contributions received from the Federal government for the school at Indian Head are excluded. (See *Table 183*.)

The levy of only 65 cents in Queen Anne's means that unless the amount necessary to bring the county levy to 67 cents is secured Queen Anne's will lose the State aid provided by the Equalization Fund. The Board of County Commissioners has promised to make available the shortage of \$3,237.

It will be noted that Anne Arundel, Allegany, Carroll, Calvert,

Caroline, Wicomico, Somerset, and Kent, all of which counties receive the Equalization Fund, are levying more than the bare minimum requirement of 67 cents in order to carry a program which provides for more than the State guarantees. Such additions take care of salaries above the minimum State schedule, teachers in excess of the number required by law in elementary and high schools, aids to instruction over and above of the 24 per cent provided for in fixing the cost of the minimum program for the calculation of the Equalization Fund. St. Mary's, Garrett, Dorchester, and Worcester will receive sufficient additional funds for school purposes to make their levy equivalent to 67 cents so that they will be entitled to share in the Equalization Fund. (See Table 183.)

TABLE 183

COUNTY	†1930-31 COUNTY SCHOOL TAX RATE FOR SCHOOL				Total Published County Tax Rate 1930-31
	Current Expenses	Debt Service	Capital Outlay	Total	
County Average.....	\$.686	\$.010	\$.032	\$.818	†\$1.66
Anne Arundel.....	.899	.078	.020	.997	2.43
Allegany.....	.834	*.145	.....	1.029	1.47
Carroll.....	.843	*.003	.145	.991	1.65
Calvert.....	.741	*.080	.126	.947	2.34
Washington.....	.734	*.106	.....	.840	1.30
Caroline.....	.728	*.095	.061	.884	1.75
Wicomico.....	.720	*.054	.272	1.046	1.73
Prince George's.....	.718	*.105	.019	.842	1.35
Talbot.....	.718	*.066	.013	.797	1.46
Somerset.....	.713	*.021	.255	.989	1.65
Kent.....	.680	*.016	.....	.696	1.63
Howard.....	.669	*.054	.....	.723	1.74
St. Mary's.....	a.669	.....	.....	.669	1.43
Garrett.....	.668	.....	.116	.784	1.80
Dorchester.....	a.664	*.045	.....	.709	1.80
Worcester.....	.663	*.073	.034	.770	1.45
Queen Anne's.....	.650	*.043	.....	.693	1.50
Frederick.....	.648	*.067	.007	.722	1.30
Charles.....	b.637	*.058	.052	.747	1.40
Baltimore§.....	.633	.179	.007	.819	1.75
Cecil.....	.584	*.032	.125	.741	1.30
Montgomery.....	.538	*.156	.....	.694	1.30
Harford§.....	.477	*.041	.003	.521	1.45

† Obtained by dividing county budget for various school purposes by county basis, taxable at the full rate for county purposes.

* Paid directly by county commissioners in whole or in part.

a Excludes tongers' licenses.

b Excludes federal funds for Indian Head.

§ For the calendar year 1931.

For school debt service the counties are levying less than three cents in St. Mary's, Garrett, Carroll, Kent, and Somerset and from 10 to 18 cents in Prince George's, Washington, Allegany, Montgomery, and Baltimore, if the levy for debt service is divided by the assessable basis taxable at the full rate for county purposes.

The tax rate required to carry the county levy for capital outlay varies from nothing in Allegany, Washington, Kent, Howard, St. Mary's, Dorchester, Queen Anne's, and Montgomery to over 11 cents in Garrett, Cecil, Calvert, Carroll, Somerset, and Wicomico. (See *Table 183*.)

The total 1931 county tax rate for *all* school purposes, obtained by dividing the budget for all school purposes by the assessable basis taxable at the full rate for county purposes, varies from between 94 and 105 cents in Wicomico, Allegany, Anne Arundel, Carroll, Somerset, and Calvert to rates between 52 and 70 cents in Harford, St. Mary's, Queen Anne's, Montgomery, and Kent. (See *Table 183*.)

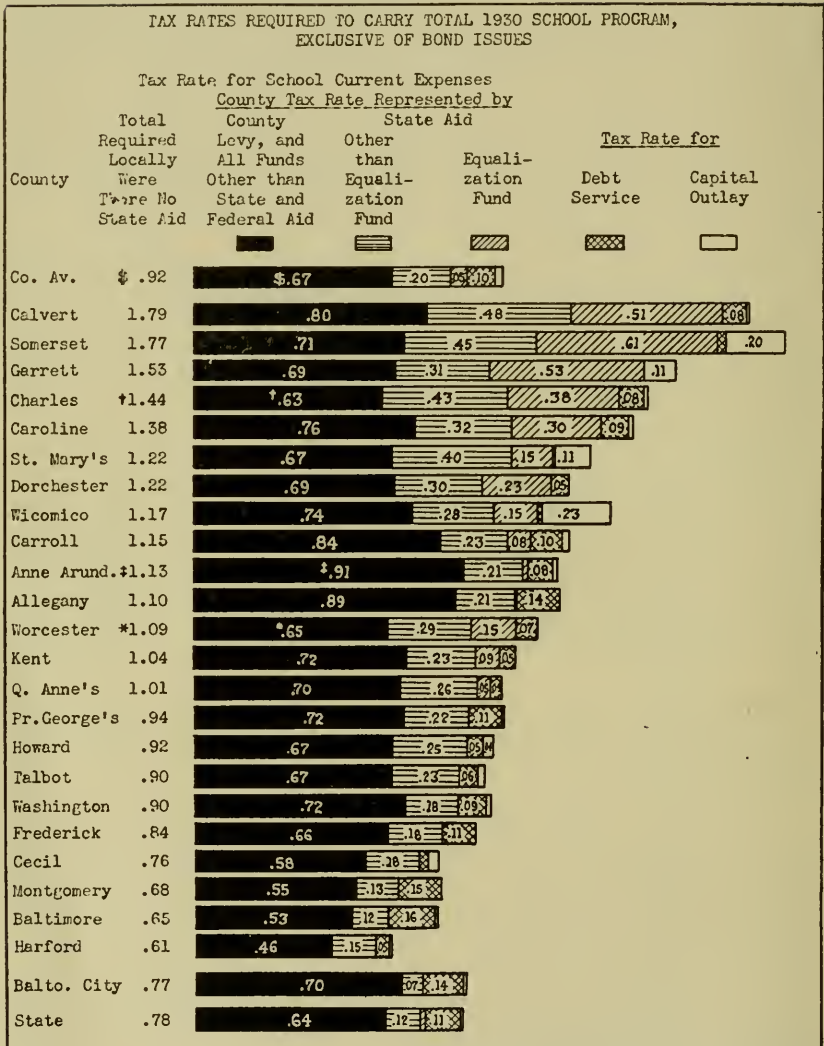
The county levy provides for only a part of the school program. Had the entire program for school current expense been carried by the counties in 1929-30, the county tax rates required would have varied from 61 cents in Harford, 65 cents in Baltimore County, and 68 cents in Montgomery County to amounts over \$1.35 in Caroline, Charles, Garrett, Somerset, and Calvert. Had there been no State aid, the school tax rate in Calvert would have been approximately three times that in Harford. (See *Chart 37*.)

Actually the county rates for school current expense in 1929-30 varied from 46 cents in Harford to 89 and 91 cents, respectively, in Allegany and Anne Arundel. Note the black portion of the bars in *Chart 37*.

The difference between the total shown at the left of the bars and the black portion of the bar is accounted for by State aid in forms available to all of the counties and in the Equalization Fund. State aid in the distribution of which all counties shared represented from 12 and 13 cents on the tax rates of Baltimore and Montgomery County up to from 40 to 48 cents in St. Mary's, Charles, Somerset, and Calvert. In addition, the Equalization Fund represented a tax rate in terms of county funds of a cent or less in Allegany and Anne Arundel to over 50 cents in Calvert, Garrett, and Somerset Counties.

The black bars in Carroll, Anne Arundel, and Allegany Counties appear to be out of alignment with the other counties adjacent which carry only the minimum program. Anne Arundel and Allegany pay salaries in excess of the minimum State schedule and all three counties employ teachers in excess of the minimum number required by law. (See *Chart 37*.)

CHART 37



In order that counties receiving the Equalization Fund may know the policy with respect to the levy of 67 cents and the use of sufficient amounts for aids to instruction the State Superintendent sent the following letter to County Superintendents and members of County Boards of Education.

It is required by section 204 of the 1927 edition of the Maryland school laws "that the board of county commissioners of each of the several counties sharing in the Equalization Fund shall levy and collect an annual tax for the schools of not less than 67 cents on each \$100 of assessable property, exclusive of the amount levied for debt service and capital outlay for the schools." We find that in several counties which levied only the bare minimum of 67 cents for school purposes, the county board of education in 1928-29 paid out of this minimum appropriation, which could only be used for current expense purposes, certain sums for interest and principal payments on bonded or current school indebtedness, and also for furniture, equipment and other capital outlay purposes.

It must be definitely understood that any payments for debt service and capital outlay which must be made require additional (and separate) appropriations from the board of county commissioners. Any county entitled to receive the Equalization Fund which uses part of the minimum 67 cents levied for current expenses for debt service or capital outlay or for both, will be considered as having levied less than the minimum required by law.

It is also understood that teachers in excess of the minimum required by law cannot be carried by a county which levies only the bare minimum of 67 cents for school current expense. The law sets up 67 cents as the very least that a county may levy and still share in the Equalization Fund.

The amount required to be spent on current expense purposes other than salaries of teachers and supervisors and transportation is easily determined by finding the difference between total salaries as required by law and this same amount after it is divided by .76. For example:

Total minimum salaries as required by law—\$76,000;
 \$76,000 divided by .76=\$100,000;
 \$100,000 less \$76,000 = \$24,000;

in this instance the County Board would be required to expend \$24,000 of the budget for current expense other than teachers' salaries and transportation. The amount of this difference is available for current expense other than teachers' salaries, to wit: for general control, books, materials, and "other costs of instruction and supervision"; operation; maintenance; health; library, and fixed charges. The Bureau of Measurements will carefully check these expenditures at the close of each fiscal year to see that the requirements of the law have been complied with; however, it is not our purpose to discourage a county from making some salary increases beyond the minimum provided by law where such procedure is absolutely essential to hold or to secure outstanding teachers in key positions; but comparatively little of this may be done unless the levy is above 67 cents for "current expenses."

It is essential that county superintendents, county boards of education, and county commissioners understand the necessity of meeting the above conditions upon which receipt of the Equalization Fund depends.

COMPARISON OF 1930 STATE PUBLIC SCHOOL TAXES WITH STATE AID RECEIVED FOR SCHOOLS

A comparison of the receipts collected by each county from the 1930 State public school tax of 10.58 cents on each \$100 of property assessable at the full rate for State purposes with the 1930 State aid for schools received by each county shows that Baltimore City and Baltimore County are the only units in the State which paid more into the State Treasury than was returned in State aid for schools. To the amounts sent in by the collectors

of taxes in the individual units of the State, as reported by the State Comptroller, have been added an estimate of the amounts attributable to the individual counties for the tangible tax on ordinary business corporations, totalling \$99,351.91, and for incorporated institutions, totalling \$178,534.03, both of these latter amounts being paid directly to the State Treasurer without going through the offices of the county collectors of taxes. (See *Table 184.*)

TABLE 184
Comparison of State Aid for Public Schools with Amounts Paid for Public School Tax, 1930

County	State Aid for Public Schools	Receipts from State Public School Tax*
Total Counties.....	\$2,300,170	\$1,037,557
Allegany.....	166,580	124,715
Anne Arundel.....	102,897	52,190
Baltimore.....	200,405	208,002
Calvert.....	54,974	5,826
Caroline.....	94,962	13,314
Carroll.....	120,456	41,522
Cecil.....	64,010	31,474
Charles.....	79,445	9,649
Dorchester.....	116,139	22,704
Frederick.....	115,705	70,447
Garrett.....	173,372	24,030
Harford.....	73,963	51,515
Howard.....	42,917	21,823
Kent.....	52,373	17,036
Montgomery.....	106,070	91,931
Prince George's.....	131,427	58,303
Queen Anne's.....	49,597	17,235
St. Mary's.....	47,941	7,469
Somerset.....	129,512	13,103
Talbot.....	48,880	24,217
Washington.....	128,759	80,986
Wicomico.....	110,566	29,559
Worcester.....	89,220	20,507
Baltimore City.....	1,387,977	1,765,013
Total.....	\$3,688,147	\$2,802,570

* 10⁵⁸ cents on each \$100 as reported by State Comptroller, 1930, Statement H, page 33.

It will be noted that the State aid in 1930 for the State as a whole (\$3,688,147) was greater by \$885,577 than the amount collected in State public school taxes (\$2,802,570). This difference is explained by the fact that approximately two-thirds of the State Public School Budget for 1930 is derived from direct

State public school taxes and the remaining third comes from General Funds in the State Treasury. The General Funds, which are obtained from sources such as franchise taxes, organization or bonus taxes, gross receipts taxes, inheritance taxes, licenses, interest and penalties collected on deferred payments of taxes, the State Racing Commission, the State Insurance Commission, etc., cannot be allocated as having been paid for by any particular county or by Baltimore City.

If State aid for schools is to insure at least minimum educational standards to bring about equalization of educational opportunity throughout the State, it must be distributed so that even the least wealthy school unit need not tax itself beyond a reasonable maximum to carry the State's *minimum* requirements. Maryland's plan of equalization makes it possible for every county to carry the *minimum* State program on a county tax rate of 67 cents. The general funds of the State together with the receipts from the State Public School Tax of 10.58 cents have made it possible for the financially poorer counties to carry the *minimum* program required by the State school law on a reasonable county tax rate for schools.

Baltimore City, Baltimore County, and Montgomery County are in a position to carry a program far in excess of the minimum set up by the State with a county or city rate for school current expenses amounting to 67 cents or less. This means that with such a rate they can pay salaries in excess of the State's minimum, carry a program of special and adult education in Baltimore City, and many other school activities not even attempted in many of the counties. (See *Table 184*.)

PARENT-TEACHER ASSOCIATIONS

Parent-Teacher Associations took an active part in the school program of 576 county white schools in 1930. This is 4 fewer than the number in 1929, but because of consolidation, 47.7 per cent of all schools, 1.6 more than in 1929, had organizations. (See *Table 185*.)

TABLE 185

Number and Per Cent of Parent-Teacher Associations in White Schools,
1924 to 1930

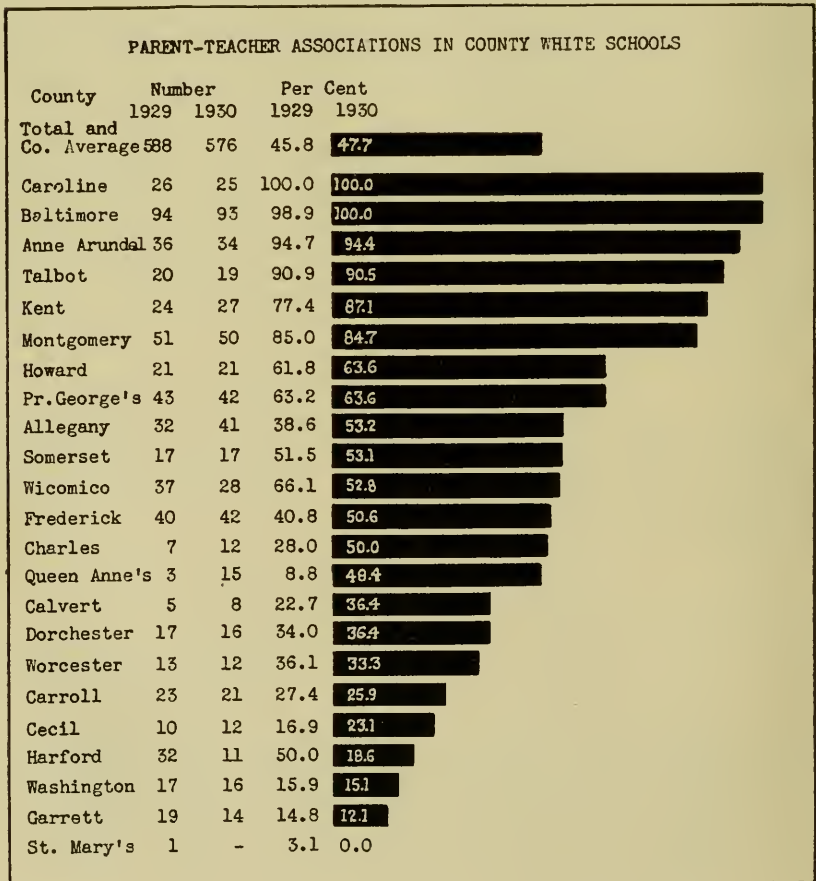
Year	Parent-Teacher Associations in White Schools	
	Number	Per Cent
1924.....	490	30.8
1925.....	623	40.6
1926.....	638	42.8
1927.....	649	45.1
1928.....	617	45.4
1929.....	588	45.8
1930.....	576	47.7

The greatest increase in both number and per cent is found in the graded schools which had 253 associations in 86.1 per cent of the schools. This is 9 more in number and 3.5 more in per

TABLE 186
Parent-Teacher Associations in Maryland County White Elementary Schools

White Elementary Schools Having.....	Parent-Teacher Associations	
	Number	Per Cent
One Teacher.....	181	27.4
Two Teachers.....	131	58.0
Three or More Teachers.....	253	86.1
All Elementary.....	565	47.8

CHART 38



cent than in 1929. The two-teacher schools with 131 P. T. A.'s had one more association than in 1929. The decreasing number of one-teacher schools, due to their consolidation with the larger graded schools, accounts for most of the decrease of 27 in the number of associations in the one-teacher schools. There were 181 P. T. A.'s in 27.4 per cent of the one-teacher schools in 1930 as compared with 208 in 28.2 per cent of the schools in 1929. (See *Table 186.*)

In *every* white school in Baltimore and Caroline Counties, cooperative associations of parents and teachers took an active part in the affairs of their respective schools. Anne Arundel and Talbot were the only other counties in which more than 90 per cent of the schools had P. T. A.'s. In ten counties fewer than half of the schools had organized Parent-Teacher Associations, and in one of these, St. Mary's, not a single school had such an organization. Decreases that cannot be accounted for by consolidation occurred in Harford and Wicomico. Although the general tendency was for a decrease in the actual number of P. T. A.'s within a given county, seven counties had more than in 1929. The increase was most marked in Queen Anne's, but is probably explained by the fact that the number of P. T. A.'s in existence and reported during 1929 was unduly low. The 1930 situation was quite similar to that of 1928. In Charles, Calvert, Allegany, Frederick, Kent, and Cecil, as well as in Queen Anne's, there was an increase in both number and per cent of schools having Parent-Teacher Associations. (See *Chart 38.*)

COUNTY SCHOOL ADMINISTRATION

The salary of the Maryland county superintendent, according to the minimum State schedule, is determined by years of experience and the number of teachers employed. Eight Maryland counties had less than 150 teachers in their schools, 7 employed more than 150 but fewer than 200, and in the remaining 8 counties the teaching staff exceeded 200. The State salary schedule for county superintendents ranges between \$2,500 and \$4,140, and from the funds appropriated in the State Public School Budget for Part-Payment of Salaries, the State reimburses the counties to the extent of two-thirds of the superintendent's scheduled salary. In many of the counties, however, the salary actually paid the superintendent exceeds the minimum given in the State schedule. In 1930, county superintendents' salaries ranged from \$2,500 to \$8,000. (See *Table 187 and Table XXIV, page 354.*)

A survey of the academic preparation of the 23 Maryland county superintendents shows that 18 have their Master's Degrees and of these 8 have done further graduate work.

TABLE 187

Minimum State Salary Schedule for Superintendents and for Supervising and Helping Teachers in Maryland Counties

Experience in Years	County Superintendents in Counties Having			Supervising Teacher	Helping Teacher
	Less Than 150 Teachers	150-199 Teachers	200 or More Teachers		
1-4	\$2,500.00 2,940.00	\$2,940.00	\$3,540.00	\$2,040.00	\$1,440.00
5-7		3,240.00	3,840.00	2,340.00	1,740.00
8+		3,540.00	4,140.00	2,640.00	2,040.00

CONFERENCES OF SUPERINTENDENTS

The Maryland superintendents and supervisors are kept professionally alert through a series of well planned conferences with the State Department of Education. The superintendents and supervisors held their fall meeting on October 24, 1929, just prior to the meeting of the State Teachers' Association.

The program of the superintendents' meeting was as follows:

- I. Reports of Standing Committees:
 1. Committee on Certification of Teachers—C. Milton Wright, Chairman.
 2. Other committee reports.
- II. Membership in County, State and National Associations, present status and future policy.
- III. Should the minimum requirements for materials of instruction (*maps, charts, supplementary books, reference material*) for State-aided high schools be raised?

Should there be higher minimum requirements for library books, equipment, and library service in high schools based on the student enrollment?

Should the county be required to furnish a minimum library appropriation for each high school on a per pupil basis?
- IV. Shall the State Department prepare and furnish Form B of the Geography Test and of the History Test either this year or next? (A seventh grade Maryland history test is now in press.)
- V. A fair basis for determining the charge for pupils from adjoining counties:
 1. Between two equalization fund counties.
 2. Between two non-equalization fund counties.
 3. Between an equalization fund county and a non-equalization fund county. What shall the equalization fund county pay? Should this cost be included in the equalization fund? What shall the non-equalization fund county pay?

Introduced by Superintendent Orem.
- VI. The Rehabilitation Act was accepted by the State. What are its purposes and requirements?

Introduced by Mr. Thompson, *Supervisor of Rehabilitation*.
- VII. The State's program for vocational education—a resume and a look forward.

Introduced by Mr. Blackwell, *Director of Vocational Education*.

- VIII. Should we evolve a State policy in reference to transportation of high school pupils in whole or in part at public expense?
How many counties charge part of the cost to the pupils?
We included 100 per cent of the cost in the estimate for equalization for the next two years. Is this a sound public school policy?

At the mid-winter conference of superintendents held on January 10, 1930, the following questions were discussed:

1. Recommendations of Committee concerning "Rate of Charges for Pupils Attending School in Adjoining Counties."
2. Safety rules for school busses, bus drivers, and pupils.
Insurance carried.
What records regarding pupils transported should be required from bus drivers or principals? How frequently should records be furnished? What information is necessary?
3. How many graduates of the county elementary schools enter county public high schools? Will the superintendents cooperate in a study of this?
What happens to over-age pupils promoted only because they have spent two years in the seventh grade? Are they or should they be admitted to high school?
4. Are we ready to recommend changes in the provisions of the compulsory attendance law? Introduced by Miss Stern.
5. What are the possibilities for your cooperation if special summer courses in music are arranged at Johns Hopkins University? Introduced by Miss Wiedefeld.

On Thursday, April 3, 1930, the superintendents and supervisors met at the Towson Normal School to discuss the Eighth Yearbook of the Department of Superintendence entitled "*The Superintendent Surveys Supervision.*"

The following topics were presented by the superintendents designated and discussed by the group:

1. What I understand by a well-balanced program of supervision.—Mr. Charles L. Kopp, Allegany County.
2. What superintendents should be doing to promote the growth of supervisors and of supervision.—Mr. William K. Klingaman.
3. What I hope the present survey of Baltimore County schools may accomplish.—Mr. Clarence G. Cooper, Baltimore County.
4. What superintendents should be doing to interpret their schools to the people.—Mr. Maurice S. H. Unger, Carroll County.
5. What are the functions of a county High School Supervisor?—Miss M. Lucetta Sisk, Baltimore County.
6. What I understand by the term *Creative Supervision*.—Mr. Edwin Broome, Montgomery County.

On April 4, 1930, the superintendents discussed the following administrative problems:

1. Problems of administering a county-wide program of elementary music.—Mr. E. M. Noble, Caroline County.
2. A supplementary discussion of charges for pupils attending school in an adjoining county, when one or both share in the Equalization Fund. Introduced by Mr. Orem.
3. A tentative suggestion for amending Section 50 of the State School Law.
4. If a full-time attendance officer is employed by a county the \$1,200 State appropriation shall not be included in estimating the maintenance budget for a county sharing in the Equaliza-

- tion Fund; or, if included, shall be considered as part of the cost of instruction.
5. Amendments to the school attendance law tentatively proposed upon suggestion of the school attendance officers.
 6. How may a County Superintendent determine the amount to be allotted to a school for materials of instruction, home economics supplies, etc?—Mr. Orem.
 7. Should the State Department arrange for a course in social case work for county attendance officers?—Mr. Grimes.

CHARGES FOR PUPILS ATTENDING SCHOOL IN ADJOINING COUNTIES

The following plan for the rate of charges for pupils attending school in adjoining counties was approved to go into effect September 1, 1930.

A. Rate of Charges:

1. *Tuition charges* shall be 60 per cent of the average State cost, exclusive of general control and capital outlay, for respective types of schools for the preceding school year, *provided no tuition charges shall be collected by an Equalization Fund County since such costs are covered in the Equalization Fund computation.*
2. *Capital outlay* charges for every county shall be \$15 additional per child for elementary pupils, and \$20 per child for high school pupils; one half of the respective amounts for colored pupils. This shall be budgeted under "tuition."
3. *Transportation charges, if furnished for pupils coming from an adjoining county by the receiving county with the approval of the sending county, shall be at cost, provided no such transportation charges shall be collected by an Equalization Fund County from any other county*

B. Adjustment of Tuition Charges in Equalization Fund Counties:

1. *Tuition charges* paid by Equalization Fund Counties shall be considered as a proper expenditure in computing the Equalization Fund.
2. *Capital outlay* charges shall *not* be considered as receipts or expenditures in calculating the Equalization Fund.
3. *Transportation charges paid by an Equalization Fund County for pupils coming from an adjoining county shall be considered a proper maintenance expenditure in computing the Equalization Fund.*

PROPOSED AMENDMENTS TO THE COMPULSORY ATTENDANCE LAW

In connection with the proposal to lower the minimum age for compulsory school attendance from 7 to 6 years, it was brought out that it was probably advisable for some children not to attend school until they were 7 years old.

The other proposal was to raise the upper age limit for compulsory attendance to 14 years. Under the present law, children may leave school at 13 years to work at home or on farms, if they attend school 100 days during the year. To raise the upper age limit would mean that children up to the age of 14 years would be required to attend school the entire time it is in session. Children from 14 to 16 years, not at work, would also attend the entire time school is in session. This change would eliminate the advertisement in the law that children need attend school only 100 days.

The annual meeting of the county attendance officers was held on February 13 and 14, 1930, Mr. Gibson presiding. The program for the first day was centered on the education of the under-privileged child. On the second day the problems and data in A. O. Heck's "Administration of Pupil Personnel" were considered and discussed in the light of their application to the Maryland situation. The exact program was as follows:

"The Under-privileged Child and Special Education,"

Mr. Henry J. Gideon,

Bureau of Compulsory Education, Philadelphia, Pa.

Discussion of school attendance problems from the point of view of:

1. The State Board of Health,
Dr. R. H. Riley, Director.
2. Board of Mental Hygiene,
Dr. George H. Preston, Commissioner.
3. Bureau of Labor and Statistics,
Employment of Children,
Miss Mary Wootton, Supervisor of Special Permit Department.
4. The Maryland Children's Aid Society,
Miss Katherine T. Kirwan, Director.
5. Vocational Rehabilitation,
Robert C. Thompson, Supervisor,
State Department of Education.

During these discussions, opportunity will be given for questions on the part of attendance officers or any other officials present.

1. Present status of school census in the United States, with a comparison of Maryland's school census plan. See discussion, page 144, in "Administration of Pupil Personnel."
2. Age-grade-progress study, and relation of overageness to school attendance. See discussion, page 323, "Administration of Pupil Personnel."
3. Present status regarding ages for compulsory school attendance in the United States. Suggestions as to changes in Maryland Law. See discussion, page 37, "Administration of Pupil Personnel."
4. The visiting teacher in the Akron Schools. To what extent can the Maryland county attendance officer be a home visitor? See discussion, page 93, "Administration of Pupil Personnel."
5. The teacher and compulsory attendance. See discussion, page 16, "Administration of Pupil Personnel."
6. Summary of "Administration of Pupil Personnel."
7. Brief report of the October, 1929, meeting of National League of Compulsory Education Officials.

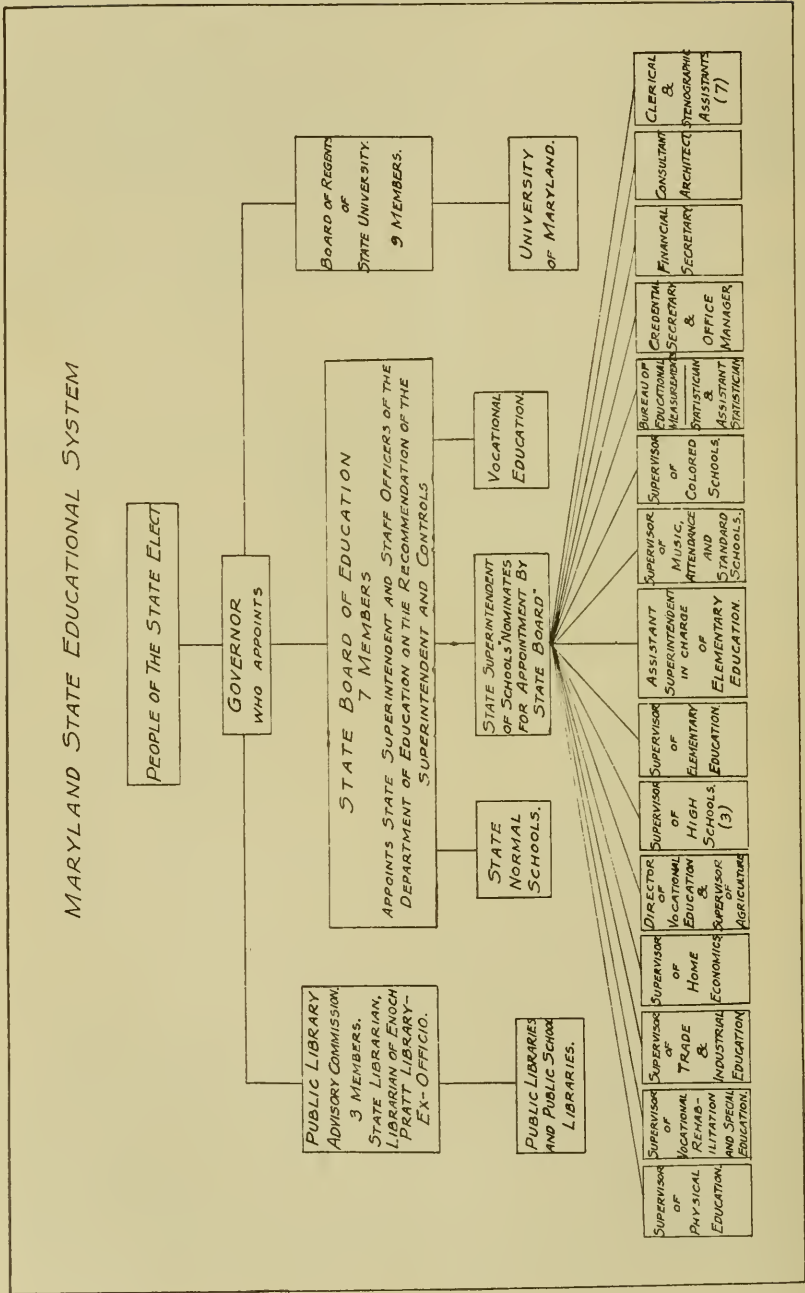
ORGANIZATION OF THE STATE EDUCATIONAL SYSTEM

In order that the organization of the State Department of Education may be available, a chart showing the members of the Staff and their relation to the State Department and State Board of Education is included. As will be seen, the various members of the professional staff are directly responsible to the State Superintendent. The clerical and stenographic staff of seven members is under the supervision of the credential secretary who acts as office manager. (See *Chart 39*.)

* See Heck, A. O., *Administration of Pupil Personnel*, Ginn and Company, \$2.50.

CHART 39

MARYLAND STATE EDUCATIONAL SYSTEM



Organization Chart of the State Department of Education as of 1930-31

Objectives

The objectives of each professional member of the staff are presented at a conference of the State Department of Education staff held annually at the beginning of the school year. The objectives for the year 1930-31 discussed in September, 1930, are printed here in order that they may be recorded in permanent form.

Objectives of ALBERT S. COOK, State Superintendent of Schools

The State Superintendent will keep in close touch with all activities of the Department, and perform all of the functions of the Department required of him by the State School Law that he has not specifically delegated to his professional assistants. Along with these duties he will undertake:

- I. To assist members of the Department in keeping the main purposes of the State Program for Education before the people of the State.
 1. By speaking before State-wide and county-wide organizations, and before general meetings of all the teachers of a county.
 2. By giving out statements to the press concerning the schools so that the public may be informed on the needs of the schools and on evidences of progress in realizing the State program.
 3. By reading critically all material for courses of study, bulletins, reports, circular letters, etc., before they are issued.
 4. By assisting in the preparation of material for publication and suggesting sources of material for bulletins.
- II. To keep in close personal touch with *administration and supervision* in the various counties:
 1. By personal visitation with county superintendents and supervisors.
 2. By discussing in detail the findings of his professional assistants on their supervisory visits.
 3. By studying carefully all statistical studies made by the Department which give the relative standing of each county in the measurable administrative and supervisory activities, including both educational and financial items.
 4. By study of county superintendents' and county supervisors' reports.
 5. By conducting, or assisting in conducting, all called meetings of the Department with county school officials.
- III. To keep the staffs of the State Normal Schools in close touch with the progress of the State program in the several counties; to assist in checking the reasons for success or failure of the products of the State Normal Schools; to see that provisional certificates are not issued until all available certificated teachers are assigned.
- IV. To do all that is possible as a member of the Board of Trustees of the Teachers' Retirement System to assist in working out policies that will tend to make the Retirement System a success, and to lose no opportunity to secure public support for this important instrument of professional progress.

Objectives of I. JEWELL SIMPSON, Assistant Superintendent in Charge of Elementary Instruction, and M. THERESA WIEDEFELD, Supervisor of Elementary Schools.

The Elementary School Supervisors will endeavor this year:

- I. To promote continued progress toward attaining the objectives of preceding years by studying each county with respect to:
 1. Achievement in Reading:
 - a. Continuation of growth in reading abilities by emphasizing the subject through testing programs in counties, schools, or grades not up to standard.

- b. Encouragement of wide reading for information and for pleasure, in all subjects and in all grades. This requires further development of school libraries and increased supplies of texts and references.
2. The Social Studies:
 - a. Emphasis on the need for subject matter; and on the enrichment of the primary curriculum.
 - b. Evaluation, with supervisors, of classroom activities in connection with the social studies; and measuring results in the subjects by means of tests.
3. Course of Study Making and Revision:
 - a. Assistance given, when requested, in those counties where fine progress is being made in developing courses of study.
 - b. Special attention given those counties in which little or no progress is being made in developing courses of study.
4. Quality of Teachers' Meetings.
5. Teacher Preparation of Daily Work.
6. Methods for reducing large numbers of non-promotions, particularly among boys.
- II. To enrich the curriculum:
 1. By furthering interest and accomplishments in music.
 2. By making some definite beginnings in fine and industrial arts.
 3. By promoting and improving activity periods that are in a real sense educative.
- III. To strengthen supervision in Maryland:
 1. By keeping in close touch with supervision in the counties.
 - a. Visiting schools with supervisors.
 - b. Attending and evaluating teachers' meetings conducted by supervisors.
 - c. Studying the annual reports of supervisors.
 - d. Planning State-wide and sectional meetings of supervisors.
 - e. Furthering the use of Maryland School Bulletins.
 2. By encouraging the development of leaders,—prospective principals, helping teachers, critics, and supervisors.
- IV. To prepare for publication as aids to teaching and supervision:
 1. Tests in history and geography.
 2. A revision of the social studies bulletin for primary grades.

Objectives of SAMUEL M. NORTH, E. CLARKE FONTAINE and W. K. KLINGAMAN, State Supervisors of High Schools.

The High School Supervisors present the following as their objectives for the session 1930-31:

- I. Continuing the administrative aspects of the work; i. e., studying each high school with regard to:
 1. Library facilities.
 2. Laboratory equipment.
 3. Curriculums offered.
 4. Departmentalization of work.
 5. Daily schedule.
 6. Units offered.
 7. Distribution of principal's time.
 8. Size of classes.
 9. Efficiency of record system.
 10. Extra-curricular activities.
 11. Distribution of teachers' grades.
- II. Continuing the Regional Principals' Conferences. Subject, dates, and places of meetings, and the assignment of the various principals will be announced later.

- III. Further to encourage and stimulate teachers and groups of teachers in the preparation of large units of subject matter in the various high school fields, including the preparation of tentative goals of achievement in these learning units and of tests based on these goals. To cooperate with these groups by holding conferences and in other ways that may be found feasible.
- IV. Preparing a set of subject-matter tests concerning minimum essentials in several of the formal subjects for each high school year. These sets of minimum essentials are to be based upon the judgments of selected outstanding teachers of their respective subjects, worked over and organized by the High School Supervisors, and given throughout the State at the close of the school year as tests. This undertaking is designed to sensitize teachers both to the necessity of determining minimum essentials in our schools and to the actual achievements of their pupils in subject matter.
- V. Stressing, with each principal, the importance of planning carefully each year a series of strictly professional faculty meetings as indicated and amplified in the Revised Edition of *Maryland High School Standards* (1927), pages 27-67, "High School Teachers' Meetings."
- VI. Revising and expanding the required and the supplementary readings in English literature to meet the increasingly varying social and cultural backgrounds of our high school pupils, and instructing the teachers of this subject in the technique of a less rigid and formal—and, we believe, a more effective—method of attaining the recognized goals of the subject.
- VII. Attending, when possible, professional faculty meetings in individual schools.
- VIII. Making sure that, so far as is possible, every high school teacher is taking and studying at least one professional journal; also stimulating, in every way possible, the cultural as well as the professional growth of teachers by calling their attention both to recent outstanding professional books and to non-pedagogical writings of opinion touching important problems of contemporary life.
- IX. Emphasizing the importance of each teacher's continually checking up the results of instruction by the use of informal and standard tests of the objective type, and of *using* the results of these tests as a means of improving instruction to fit the peculiar needs of the individual pupil.
- X. Keeping the county superintendents in close touch with the work and progress of their respective high schools.
- XI. Exercising, as heretofore, their paramount function of cooperative professional supervision of actual classroom instruction.
- XII. Stressing with the high school people of the State, at every professional opportunity, the vital importance of agreeing upon certain fundamental principles underlying necessary changes and additions in our high school curriculums, to the end that our instruction and our programs of study may more nearly meet the present and probable future needs of our pupils.
- XIII. To encourage in every way possible the concentration of the high school population of each county into larger centers to the end that the widely varying capacities and tastes and the present and probable future needs of the individual high school pupil may be more effectively met, and to discourage the opening of any additional high schools unless transportation routes to an already established high school are impracticable or impossible.
- XIV. Before recommending a school for State aid, checking with each county superintendent on the basis of data furnished by the Cre-

- dential Secretary, the number of provisionally certificated teachers, and those uncertificated; and including in the annual report to the county superintendent and county board of education the status of each school in this respect.
- XV. Before recommending a school for State aid, to check with each county superintendent, on the basis of data furnished by the Credential Secretary, the number of teachers in each county who are teaching subjects for which they are not certificated.
- XVI. In anticipation of the possible issuance of a bulletin for distribution among the high school principals of the State, planning with them the preparation of a *Comprehensive Report*, which shall summarize, from the principal's viewpoint, the salient features and needs of their several schools, the contents of such bulletin to include noteworthy excerpts from the several reports.
- XVII. Having in mind the distinguishing characteristics of the junior high school—as these are summarized, for instance, in Research Bulletin, Vol. 6, No. 1, of the National Education Association—encouraging the study by superintendents and principals of this type of organization for possible adoption in the larger communities of the State.
- XVIII. Studying the organization and the direction of the extra-class activities in each high school, with the aim of determining whether these activities are being over-emphasized or unwisely directed, and are consequently out of harmony with the main purposes of the school.
- XIX. To encourage in every way possible the improvement and enlargement of the high school libraries and the effective use of the library by the pupil during the school day, involving as a necessary element the professional training in library work of one or more members of the high school faculty

Objectives of J. WALTER HUFFINGTON, Supervisor of Colored Schools.

- I. The Supervisor of Colored Schools will endeavor to improve the supervisory work in the counties among the colored elementary schools:
 1. By helping the county supervisors to set up attainable as well as desirable objectives.
 2. By helping supervisors to effect a better classroom organization within their several schools.
 3. By accompanying the supervisors to only a few schools when visiting their counties. Upon these visits he will try to help them analyze a classroom situation and make an effort to develop with them, step by step, what can be done by the supervisors to improve a poor condition and, if possible, to make even better a good condition.
 4. By trying to help supervisors recognize the specific needs of each teacher in a county system, and to appreciate these needs as a supervisory problem which they should attempt to solve.
 5. By attempting to arouse in the supervisors a sense of their responsibility for the improvement of instruction and general pupil progress in their respective counties.
 6. By stimulating supervisors to test frequently the pupils in their schools and by trying to direct them in such remedial work among the teachers as the tests reveal to be necessary.
 7. By helping the supervisors to plan their teachers' meetings with the view of meeting specific needs of groups of teachers.
 8. By suggesting definite professional reading and study, for both teachers and supervisors, as an aid in the solution of supervisory problems.
 9. By helping the supervisors to check results of their instruction of teachers; to re-teach, if deficiency is discovered; and to make a re-check.

10. By holding two conferences with the supervisors for instructional purposes.
 11. By advising the superintendent, upon each visit to his county, of the quality of instruction found in his schools, and by giving him at the end of the year a summary of these separate reports, with emphasis on the items which appear to deserve the most consideration.
- II. The Supervisor of Colored Schools, in cooperation with the Rosenwald Fund, will do what he can:
1. To stimulate, where it is possible to do so, the construction of negro schools.
 2. To check up even more carefully than heretofore on the buildings while they are in process of construction.
 3. To arouse such interest in libraries that many will be secured.
 4. To encourage transportation where Rosenwald aid can be secured and to give attention to the establishment of routes.
- III. The Supervisor of Colored Schools will try to effect an improvement in the colored high schools:
1. By nominating to superintendents for existing vacancies teachers certificated in the subjects they are to teach.
 2. By a more careful check on: (a) the status of pupils in the schools; (b) the care of records.
 3. By giving more attention to the content of courses offered in the schools.
 4. By stimulating the purchase of libraries and other equipment necessary to have better work done.
 5. By visiting classrooms to learn the quality of instruction. At a suitable time help the teacher to analyze her teaching act in the light of principles and, if possible, suggest remedial measures when the analysis reveals such to be necessary.
 6. By directing the teachers in occasional testing to discover the progress of pupils and to point the way to effective classroom procedure.
 7. By holding conferences with all the teachers of one school, and groups from several schools, for discussion of an instructional program.
 8. By keeping the superintendent informed of the quality of instruction, the discipline, and the tone of the school.

Objectives of J. D. BLACKWELL, State Director of Vocational Education.

- I. Administration of Vocational Education:
 1. Cooperation with Federal, State, City, and County school authorities in the development of Vocational Education.
 2. Assisting in coordinatng the different types of Vocational Education.
- II. Supervision of Agricultural Education:
 1. Assisting in the development of new departments of Vocational Agriculture in the following schools:
 - Glen Burnie, in Anne Arundel County.
 - Reisterstown and Sparks, in Baltimore County.
 - Cambridge and Vienna, in Dorchester County.
 - Hancock, in Washington County.
 - Denton Colored, in Caroline County.
 2. Aiding new teachers of Vocational Agriculture at the following schools:
 - Middletown and Frederick, in Frederick County.
 - Friendsville and Grantsville, in Garrett County.
 - Boonsboro, in Washington County.
 3. Supervising each of the teachers of Vocational Agriculture in the forty-five high schools as often as is possible.
 4. Supervising projects in each of the forty-five communities having Vocational Departments.

5. Assisting in the development of the State-wide judging, public speaking, and project contests.
6. Assisting in the organization of local chapters of F. F. A. in each of the forty-five high schools having departments.
7. Reorganizing the third and fourth year courses in Farm Management and Agricultural Economics.
8. Working on course of study in science as related to Vocational Agriculture.
9. Assisting in the coordination of project work with subject matter.
10. Assisting in developing better farm shop work.

Objectives of ELISABETH AMERY, State Supervisor of Home Economics Education.

- I. To improve the quality of General Home Economics Education in the State by:
 1. Two personal conferences during the year with each teacher in her school. (An effort will be made to visit new teachers early in the year and give additional help if necessary.)
 - a. The objective of the first visit will be to offer definite assistance in planning and organizing the work for the year.
 - b. The objective of the second visit will be to check on methods and progress in the development of ability goals in Home Economics Education.
 2. County and district conferences with teachers and superintendents.
 - a. Group discussion will be directed to the planning of new units, and to methods of studying classroom problems. Demonstrations and critiques will be conducted at certain conferences for this purpose.
 - b. Special conferences will be held during the year with Allegany County teachers, in order to develop and adapt a series of units and to improve the status of the work in the County.
 3. Conferences with High School Supervisors. In order to make the Home Economics course function in the development of each high school, plans and progress will be discussed with the Supervisor of the district concerned.
 4. Conferences with the Home Economics teacher-trainers in the State.
 - a. They will be invited to attend conferences and will be kept informed as to policies and progress in Home Economics Education in the State.
 - b. The supervisor, on invitation, will confer individually with teacher-trainers of the State.
- II. To improve Vocational Home Economics courses in the State by:
 1. Carrying out the objectives listed under I, with the addition of at least one more personal conference with each teacher.
 2. Stimulating interest in improving home projects. A study was made of last year's results, and suggestions based on these findings have been prepared and sent out to teachers.
 3. Planning program and conducting the Home Economics Section of the Annual State Conference on Vocational Education.
- III. To promote an understanding of the function of Home Economics in the educational program by:
 1. Making contacts with school and civic organizations and explaining the aims and purposes of Home Economics in the school program.
 2. Assisting superintendents in planning Home Economics laboratories and equipment in new buildings.

Objectives of JOHN J. SEIDEL, State Supervisor of Industrial Education.

- I. To assist in promoting the organization of more part-time industrial classes in Baltimore City.
- II. To assist in improving the program at Hagerstown and Cumberland:
 1. By organizing the junior high school courses for the new schools.
 2. By organizing more definite courses of study for the trade preparatory classes in the senior high schools.
- III. To assist in the organization of training programs in the various industrial plants throughout the State, as well as in Baltimore City:
 1. By assisting the educational director of the various plants.
 2. By conducting foreman-training courses.
 3. By conducting foreman-training courses in cooperation with the local office of the National Metal Trades Association.
- IV. To reorganize the industrial education program in Baltimore County.
- V. To promote the organization of programs of general industrial courses in towns of less than 25,000.
- VI. To improve the instruction of industrial arts subjects:
 1. By making personal visits to all industrial shops in the high schools.
 2. By advocating better planned and better controlled industrial shop periods.
 3. By advocating the reorganization of existing manual training shops with the "General Shop" idea in mind.
 4. By having a copy of the manual in the hands of each new teacher at the earliest possible date.

Objectives of R. C. THOMPSON, Supervisor of Vocational Rehabilitation.

- I. To build on the case work carried on for the period September 1, 1929, to June 30, 1930.
- II. To assist in the proposed survey of employers in Baltimore.
- III. To supervise guidance of crippled boys and girls in county high schools.
- IV. To establish an Employment Bureau for the handicapped.
- V. To compile records regarding all crippled children in Maryland.
- VI. To cooperate with the Maryland League for Crippled Children in conducting clinics.
- VII. To cooperate with the Division of Special Education, Baltimore City Schools.
- VIII. To cooperate with the Division of Guidance and Placement, Baltimore City Schools.
- IX. To continue the present program of rehabilitation.

Objectives of THOMAS L. GIBSON, State Supervisor of Music.

- I. In elementary school music, cooperating with the State Supervisor of Elementary Schools through conferences on plans to improve and extend the teaching of music.
- II. Extending and improving the teaching of music in the county high schools by:
 1. Conferring with county superintendents and high school principals on administrative problems in high school music, for the purpose of having certain features of music taught, and some social music activities carried on in every county high school in the State. For definite outlines of plans, see pages 179-186, in *Standards for Maryland County High Schools*, issued by the State Department of Education, November, 1927.
 2. The organization of the high school music teachers of each county into a group under the direction of a chairman for the purpose of continuing to work out a more definite course of

study in high school music. The State Supervisor of Music is always ready to advise and confer with these groups and their chairmen.

3. Helping the individual teacher, and especially the beginning teacher, in her classroom, by observing her teach, by teaching for her, and by conferring with her.
 4. Meeting with each county group of music teachers as frequently as it is practicable for demonstration teaching and critiques and for the discussion of subject matter, lesson plans, goals, etc., which have been considered by members of the group as acceptable content for a county course in high school music.
 5. Assembling from the different county courses of high school music and from other sources of study such matter as might eventually make up a helpful State bulletin on high school music.
 6. Informing the officials of the colleges in Maryland again of the need for additional high school music teachers in the State, so trained that they will legally qualify as high school music teachers, to the end that all the colleges will offer music as a major subject to students possessing musical talent.
 7. Conferring with the heads of college music departments on courses which will meet the Maryland State requirements for a high school music certificate.
 8. Advising directors of State summer schools of the need and demand for summer school courses in high school music, and of the type of subject matter which will be most helpful to the Maryland high school music teachers.
 9. Keeping before county superintendents, high school principals, and music teachers the obligation resting upon them to offer music as an elective and applied high school subject to all pupils who possess special musical talent.
 10. Stimulating the social service which instruction in high school music may render, through music festivals, concerts, local and county-wide vocal and instrumental contests, etc.
- III. Helping to find and adjust problems in school attendance by:
1. Conferences with county superintendents and attendance officers on the specific problems in each county.
 2. Advising with attendance officers as to studies they might profitably make of their problems by field surveys and through reading books on the subject.
 3. Assisting in the preparation of a program for the annual two-day meeting of the county school attendance officers, which will bring the vital attendance problems before the group for discussion and a possible solution.
 4. Helping to coordinate more completely the different State welfare agencies which bear any relation to school attendance.
- IV. Representing the State Department in standardization of elementary schools by:
1. Inspecting schools, at the request of county superintendents, to discover whether they have met the requirements for a standard elementary school.
 2. Making a report to the State Department of Education of all schools which have met standard requirements, and the necessary data on which a certificate of standardization can be issued.
 3. Checking up through superintendents and elementary supervisors to see that schools receiving certificates are kept up to standard requirements.

Objectives of DR. WILLIAM BURDICK, Supervisor of Physical Education.

- I. Promotion of physical education for every child in every school, in order to secure for each *good behavior, good health, and the pursuit of happiness*, with the understanding that physical education is a part of general education—the education through physical means.
- II. Offer opportunity for the athletic interests of youth by badge tests and a progressive set of team games.
- III. The continued development, through more carnivals, of track and field athletics for the individual girls and boys, so that such activities will lead to competitive sports.
- IV. Operation of inter-county athletics involving *field ball, soccer, and baseball* to include 100 per cent of the high schools.
- V. Promotion of *field dodge ball* for elementary school children in schools with a two- and three-teacher organization.
- VI. Organization of *basketball* for boys and girls for the whole State.
- VII. Coordination with State Board of Health in health examinations.
- VIII. Assistance to schools and communities in the installation of playgrounds, gymnasias, and community recreation (such as horse shoe pitching, alumni games, and harmonica bands.)
- IX. Cooperation with county superintendents, supervisors, helping teachers, and teachers in the field, both at school and in the normal and summer schools, in solving athletic problems.
- X. Aid, if desired, at Western Maryland, Goucher, and the University of Maryland in planning courses in physical education, for students who are preparing to teach in the secondary schools of Maryland.
- XI. Preparation for parent-teacher associations of recreation programs, in addition to music.

Objectives of ADELENE J. PRATT, State Director of Public Libraries.

The Director will endeavor to attain the objectives of the preceding year:

- I. The improvement of library service in the State of Maryland.
- II. The promotion of the intelligent and appreciative use of books and libraries.
- III. Further extension of reading in the rural schools.
- IV. Promotion of community reading and adult education.
- V. Development of adequately supported county libraries throughout the State.

Of equal importance in the improvement of library service in Maryland is the development of better high school libraries and the establishment of county libraries. On these we hope to concentrate our efforts this year. Detailed objectives of the former have been worked out at a conference during the year with the State Superintendent of Schools and the State High School Supervisors. The development of the county libraries should be a matter of concern to all members of the State Department of Education and all county superintendents of schools. Only with such interest and cooperation can this objective be attained and successfully carried on.

Objectives of BESSIE C. STERN, Statistician, and HELEN W. DODSON, Assistant Statistician.

- I. Preparation of a short bulletin for the Governor, showing progress from 1920 to 1930 in school conditions in Maryland.
- II. Publication of a bulletin entitled "Equalization of Educational Opportunities in Maryland," which explains and evaluates the Maryland plan for distributing school funds.
- III. Calculation of the estimated needs for the Equalization Fund for the years 1931-32 and 1932-33 for inclusion in the Governor's budget to be presented to the 1931 legislature.
- IV. Collection, summary, and interpretation of the school census to be taken in November, 1930. The legislation of 1929 requires

more complete data on handicapped children than have previously been gathered, which will be secured through the school census. The State Health Department has requested that information be collected on the 1930 school census blanks on the place of birth. A check on the accuracy and completeness of the school census compared with the Federal census will be possible, since both Federal and school census are being taken in the year 1930. Data from the school census, when collected, will be available in the distribution of school funds for the years 1932 and 1933.

- V. Preparation of the annual report for 1930, which will contain information similar to that included in the 1929 report, with the following additions:
 1. Information to be gathered from the Report of the Bureau of Labor and Statistics.
 2. Data regarding over-age conditions.
 3. Progress in organization of classes for physically handicapped children and of the work on vocational rehabilitation.
 4. Years of experience of teachers resigning from Maryland schools, with reasons for resignations.
 5. Turnover of teachers in colored schools.
 6. Organization chart for the State Department of Education.
 7. Maryland's rank among the states in data for 1927-28, collected by the United States Bureau of Education.
 8. Any pertinent data from the Federal census.
- VI. Preparation of monthly bulletins on attendance by types of schools in the counties.
- VII. Addition to the cumulative file of data on certification, salary and experience of teachers of the information for October, 1930.
- VIII. Preparation of blanks and tabulation of data regarding funds, other than those from county and State, available and spent for extra-curricular activities.
- IX. Analysis of the 1930 Federal census data as they appear for the individual counties.

Objectives of MERLE S. BATEMAN, Credential Secretary.

- I. To settle as promptly as possible all certificate applications.
- II. To make for the annual report studies of certification during the year 1929-30 and of the results of the efforts to improve the certification of high school teachers, with a view to stimulating better conditions.
- III. To check the certification of the high school teachers of the State for the year 1930-31, and to follow this up with whatever action is necessary to see that every secondary teacher holds a valid certificate for the year.
- IV. To furnish the high school supervisors immediately before the State-aid for high schools is calculated with the names of any high school teachers in their districts who are not certificated; also with the names of those who hold only provisional certificates.
- V. To check the assignment of the high school teachers according to the subjects in which they are certificated.
- VI. To check the certification of the elementary school teachers and to do follow-up work in an effort to see that every elementary school teacher in the State is certificated.
- VII. To help in the inspection and rating of private secondary schools and colleges.
- VIII. To route the stenographic and clerical work smoothly and efficiently.
- IX. To check more carefully the work of the clerical staff and try to give definite help in improving it.

***NUMBER OF CERTIFICATES ISSUED**

Table 188 indicates the number of certificates of the various kinds which have been issued during the period from December 1 to November 30 in the years 1921-22, 1928-29, and 1929-30. There are no significant differences in the numbers of the different types of certificates issued in the last two years, except in connection with the vocational and the non-public certificates. The increase in the former is due both to an increase in the vocational work and to more complete certification of the vocational teachers. The fact that the number of non-public certificates is much larger than in 1928-29 is due to this certificate's having been devised only shortly before the end of the 1928-29 period. The certificates are now being issued to qualified teachers in the non-public secondary schools which have been inspected and approved by the State Department of Education.

The significant differences between the numbers of certificates issued in 1921-22 and in 1929-30 occur chiefly in the elementary field. No more third grade certificates are being issued, though 214 were issued in 1921-22; and only 5 second grade certificates were issued in 1929-30, as contrasted with 325 in 1921-22. (See Table 188.)

TABLE 188

Grade of Certificate	Number of Certificates Issued December 1 to November 30		
	1921-22	1928-29	1929-30
Administration and Supervision			
Administration and Supervision.....	4	1	0
Elementary Supervision.....	9	10	6
Helping Teacher.....	10	2	2
Attendance Officer.....	0	1	2
High School			
Principal.....	7	19	22
Academic.....	157	186	181
Special.....	30	43	49
Vocational.....	24	12	70
Non-Public.....	0	7	102
Elementary			
Principal.....	43	30	35
First.....	370	538	486
Second.....	325	7	5
Third.....	214	0	0

High School Teachers' Certificates Not Valid in Elementary School

By-law 29, which made it permissible for high school teachers' certificates to be used as first grade certificates in elementary schools, was repealed by the State Board of Education on February 21, 1930.

* Prepared by Merle S. Bateman, Credential Secretary.

*PROVISIONAL CERTIFICATES

The number of provisional or emergency certificates issued during each of the last 8 years, including 1930-31 up to January 1, is given in *Table 189*. The increase in the number of such certificates issued in 1926-27 and 1927-28 for elementary school teachers is chiefly the result of more complete checking by the State Department office and the subsequent certification of teachers who had formerly been allowed to work without valid certificates. The figures for these two years, therefore, do not indicate retrogression in preparation of elementary school teachers, but are larger simply because they give a true picture of the situation. During this school year, up to January 1, 1931, the number of provisional certificates issued to elementary school teachers is 15, only 2 fewer than were issued up to the corresponding date of the preceding year. Practically all of the provisional certificates in the elementary field have been authorized for elementary school principals. (See *Table 189*.)

TABLE 189

YEAR	†Provisional or Emergency Certificates Issued for	
	Elementary School Teaching	High School Teaching
1923-24.....	276	225
1924-25.....	316	184
1925-26.....	175	132
1926-27.....	214	104
1927-28.....	268	108
1928-29.....	72	110
1929-30.....	35	112
1930-31.....	15*	85*

† Includes both white and colored teachers.

* Up to January 1, 1931.

From the standpoint of provisional certificates, the high schools show continuous improvement. The number of provisional certificates has dropped from 225 in 1923-24 to 85 in 1930-31, up to January 1, after which very few will be issued. The decrease has occurred in spite of the fact that the total number of teachers has greatly increased. The comparison in the high school figures, moreover, is quite accurate, because it has for some years been possible to check completely the certification of the high school teachers and to authorize provisional certificates for those who, through an oversight, have not been certificated early in the year. Sixty of the 85 are for teachers of special subjects. The supply of qualified teachers for these

fields is not yet adequate. Twelve of the provisional certificates were issued to high school principals (4 to colored principals) and only 13 are held by teachers of academic subjects. Probably this number should be still further reduced, as some of the unplaced college graduates would perhaps fit into these particular positions. (See *Table 189.*)

MEDICAL EXAMINATIONS

Beginning with the summer of 1929, all prospective Maryland teachers have undergone special medical examinations conducted by physicians especially appointed for this purpose. The numbers examined, accepted, and rejected during the two years the regulation has been in force are as follows:

Year	Number Accepted	Number Rejected	Total
1929-30	910	7	917
1930-31	872	11	883

TRAINING TEACHERS AT THE NORMAL SCHOOLS FOR WHITE STUDENTS

Fewer County Graduates in 1930

There were 271 county and 133 city students graduated in 1930 from the three State normal schools at Towson, Frostburg, and Salisbury. The number of county students graduated in 1930 was 45 fewer than in 1929 and the decrease was shared by the three institutions. The increase of 18 over 1929 brought the number of city graduates from Towson to 133 in 1930. The addition of the 1930 county graduates to the graduates of preceding years brought the cumulative total from the three State normal schools up to 2,866 for the period 1920-1930, inclusive. In addition, 932 Baltimore City graduates have been trained for elementary school teaching by the Towson Normal School since it took over this function for the city in the fall of 1924. (See *Table 190.*)

TABLE 190
White Graduates of Maryland State Normal Schools, 1920-1930

YEAR	Towson			Frostburg	Salisbury	Total Counties
	Counties	Baltimore City	Total			
1920	37		37	13		50
1921	50		50	29		79
1922	114		114	28		142
1923	240		240	58		298
1924	239		239	71		310
1925	293	234	527	59		352
1926	214	214	428	84	27	325
1927	214	139	353	91	72	377
1928	189	97	286	82	75	346
1929	153	115	268	81	82	316
1930	129	133	262	72	70	271
Total, 1920-30	1,872	932	2,804	668	326	2,866

The fact that in the fall of 1930, 94.5 per cent of the white elementary teachers in the Maryland county schools held first grade certificates, which represent normal school graduation or its equivalent, is due very largely to the splendid work of the State normal schools. (See *Table 39*, page 57, and *Table X*, page 340.)

Types of Positions Secured by Normal School Graduates

While there were 271 county graduates in 1930, only 217 received teaching appointments in the Maryland county schools in the fall of 1930. Of these 93 went into one-teacher schools, 24 into schools with a two-teacher organization, and 100 into the larger schools. The proportion of 1930 graduates teaching in the graded schools was larger than the proportion entering the one-teacher schools, which, in the past, recruited the major portion of the normal school graduates. This shift in the type of school entered by beginning teachers is to be expected from the changes in school organization due to State-wide emphasis on consolidation. At Towson almost 63 per cent of the appointments were made to the graded schools and only 28 per cent to the one-teacher rural type. In Frostburg and Salisbury the reverse is still the case, with about 26 per cent of the 1930 graduates teaching in the three-teacher or larger schools and 57 and 64 per cent, respectively, having their first year of teaching experience in the one-teacher schools. (See *Table 191*.)

TABLE 191

Per Cent of 1930 County Normal School Graduates Teaching in the Counties in Various Types of Schools

TYPE OF SCHOOL	TOWSON		FROSTBURG		SALISBURY		TOTAL	
	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent
One-Teacher.....	33	28.0	28	57.2	32	64.0	93	42.9
Two-Teacher.....	11	9.3	8	16.3	5	10.0	24	11.0
Graded.....	74	62.7	13	26.5	13	26.0	100	46.1
Total.....	118	100.0	49	100.0	50	100.0	217	100.0

The number of county normal school graduates who failed to secure appointments in the fall of 1930 was considerably higher than in former years. The 11 graduates from Towson, 23 from Frostburg, and 20 from Salisbury who were not teaching in the year following their graduation from normal school indicate that the time is propitious for lengthening the normal school course from two to three years of training. The legislature is being asked to change the school law making this possible. In 1930

TABLE 192
Distribution of 1930 Normal School Graduates by County Placement
and Type of School

COUNTY	TOWSON				FROSTBURG				SALISBURY				GRAND TOTAL			
	One-Teacher	Two-Teacher	Graded	Total	One-Teacher	Two-Teacher	Graded	Total	One-Teacher	Two-Teacher	Graded	Total	One-Teacher	Two-Teacher	Graded	Total
Allegany	1			1	9			9					10			10
Anne Arundel	3	2	10	15							4	4	3	3	17	23
Baltimore	3	1	34	38		1	3	4					3	1	34	38
Calvert	1	1		2						1		1	1	2		3
Caroline	1	1		2								1	2	1		3
Carroll	6		1	7	2	2		4	7		1	8	15	2	2	19
Cecil	2		1	3					4			4	6		1	7
Charles			1	1											1	1
Dorchester	1		6	7					4	1	3	8	5	1	9	15
Frederick	1		5	6			2	2	3		1	4	4		8	12
Garrett					10	1		11					10	1		11
Harford	2	2	1	5					2		1	3	4	2	2	8
Howard	1		1	2					3	1		4	4	1		5
Kent									4			4	4			4
Montgomery	1	2	4	7									1	2	4	7
Prince George's			2	2			2	2			2	2			6	6
Queen Anne's	1			1									1			1
St. Mary's		1	1	2	4	1	1	6					4	2	2	8
Somerset	4			4						2		2	4	2		6
Talbot	1		1	2					1			1	2		1	3
Washington	3	1	6	10	3	3	5	11					6	4	11	21
Wicomico									3		1	4	3		1	4
Worcester	1		1	2									1		1	2
Total Counties:																
Teaching	33	11	74	118	28	8	13	49	32	5	13	50	93	24	100	217
Not Teaching				11				23				20				54
Baltimore City:																
Teaching			120	120											120	120
Not Teaching				13											13	
Entire State:																
Teaching	33	11	194	238	28	8	13	49	32	5	13	50	93	24	220	337
Not Teaching				24				23				20			67	

the normal schools graduated more county students than there were vacant positions in the county schools which needed filling. It will, therefore, be possible to extend the required period of professional training without unduly handicapping the county schools through too great a reduction in the supply of teachers. Only 13 of the 133 Baltimore City graduates were not teaching in October, 1930. This was a great improvement over the situation in the preceding year when 58 out of 115 Baltimore City graduates did not secure positions.

The 1930 Towson graduates were employed in 20 of the 23 counties. Garrett, Kent, and Wicomico were the only counties where no Towson graduates received appointments, while Balti-

TABLE 193
Normal School Graduates of 1930 Who Returned to Teach in Their Home Counties or Who Taught in Counties Other Than Their Home County

COUNTY	TOWSON						FROSTBURG						SALISBURY						TOTAL					
	Returned to Teach in Home County			Teaching and Coming from Other Counties			Returned to Teach in Home County			Teaching and Coming from Other Counties			Returned to Teach in Home County			Teaching and Coming from Other Counties			Returned to Teach in Home County			Teaching and Coming from Other Counties		
	No.	Per Cent	No.	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent	
Allegany.....	4	25.0	11	46	19.6	9	100.0	4	100.0	4	100.0	4	100.0	50	20.0	10	66.7	6	82.6	19	82.6	10	66.7	
Anne Arundel.....	6	66.7	1	1	73.3	1	100.0	1	100.0	1	100.0	1	100.0	46	80.4	37	80.4	2	2.6	1	2.6	4	80.4	
Baltimore.....	45	82.2	2	2	100.0	2	100.0	2	100.0	2	100.0	2	100.0	2	100.0	2	100.0	5	35.3	1	35.3	3	100.0	
Calvert.....	3	66.7	2	2	28.6	1	100.0	3	75.0	3	75.0	3	75.0	2	50.0	1	50.0	8	100.0	5	62.5	3	60.0	
Carroll.....	3	100.0	1	1	100.0	1	100.0	1	100.0	1	100.0	1	100.0	4	75.0	3	75.0	7	85.7	6	85.7	1	14.3	
Cecil.....	3	100.0	1	1	100.0	1	100.0	1	100.0	1	100.0	1	100.0	7	100.0	6	85.7	7	100.0	7	100.0	1	14.3	
Charles.....	7	100.0	1	1	16.7	2	100.0	2	100.0	2	100.0	2	100.0	6	83.3	5	83.3	1	16.7	1	16.7	3	20.0	
Dorchester.....	7	100.0	1	1	20.0	9	100.0	9	100.0	2	18.2	2	18.2	1	100.0	1	100.0	3	75.0	3	75.0	4	33.3	
Frederick.....	8	62.5	1	1	16.7	2	100.0	2	100.0	2	18.2	2	18.2	1	100.0	1	100.0	3	75.0	1	12.5	2	18.2	
Garrett.....	4	100.0	1	1	20.0	9	100.0	9	100.0	2	18.2	2	18.2	3	100.0	3	100.0	6	66.7	7	72.7	9	100.0	
Howard.....	2	50.0	1	1	50.0	1	100.0	1	100.0	1	100.0	1	100.0	5	80.0	4	80.0	1	20.0	2	20.0	2	66.7	
Kent.....	4	100.0	1	1	20.0	9	100.0	9	100.0	2	18.2	2	18.2	3	100.0	3	100.0	1	25.0	3	75.0	3	75.0	
Montgomery.....	4	100.0	3	3	42.9	2	100.0	2	100.0	2	100.0	2	100.0	5	83.3	4	80.0	2	25.0	4	50.0	4	100.0	
Prince George's.....	1	100.0	1	1	50.0	1	100.0	1	100.0	1	100.0	1	100.0	1	100.0	1	100.0	1	100.0	1	100.0	1	100.0	
Queen Anne's.....	2	100.0	1	1	33.3	1	100.0	1	100.0	1	100.0	1	100.0	5	83.3	4	80.0	1	20.0	5	83.3	3	42.9	
St. Mary's.....	2	100.0	2	2	100.0	2	100.0	2	100.0	2	100.0	2	100.0	8	12.5	1	12.5	2	25.0	6	75.0	6	75.0	
Talbot.....	3	66.7	2	2	66.7	6	100.0	6	100.0	6	100.0	6	100.0	7	22.2	2	22.2	15	40.0	6	40.0	3	30.0	
Washington.....	14	71.4	10	10	90.9	11	90.9	1	9.1	1	9.1	1	9.1	9	14.3	3	14.3	25	80.0	20	80.0	1	4.8	
Worcester.....	5	40.0	2	2	40.0	2	100.0	2	100.0	2	100.0	2	100.0	16	25.0	4	25.0	16	25.0	4	25.0	2	14.3	
Total Counties.....	128	76.6	20	20	16.9	70	44.3	18	36.7	18	36.7	25	36.2	267	57.7	154	57.7	63	29.0	63	29.0	272	67.3	
Out of State.....	1			2		1		4		4		1		4		118	88.7	2	1.7	2	1.7	2	1.7	
Baltimore City.....	133	88.7	2	2	1.7	72	43.1	18	36.7	25	50.0	25	35.7	133	88.7	118	88.7	2	1.7	2	1.7	118	88.7	
Grand Total.....	262	82.4	22	22	9.2	70	43.1	18	36.7	25	50.0	25	35.7	404	67.3	272	67.3	65	19.3	65	19.3	272	67.3	

e Percentages in column *e* are found by dividing column *d* by the sum of columns *b* and *d*.

more, Anne Arundel, and Washington placed as many as 38, 15, and 10 graduates, respectively. Salisbury graduates found positions in 14 counties and in largest numbers (8) in Dorchester and Carroll. Frostburg secured positions for its graduates in 8 counties, Garrett, Washington, and Allegany employing the largest groups. (See *Table 192*.)

Return of Graduates to Home Counties

If a teacher is employed in or near her home community, the factors causing her to want to change her position are often greatly reduced. The number of normal school graduates coming from a county and the proportion who return to teach in the home county will, under the usual conditions, bear a rather close relationship to the stability or turnover of the teaching staff.

In 1930, Charles, Prince George's, Calvert, St. Mary's, Howard, and Montgomery had fewer than 5 of their residents graduated from the State normal schools, and with the exception of Charles and Calvert, had to employ from 3 to 6 graduates from other counties to fill vacancies in their teaching staffs. Anne Arundel and Carroll also had to employ 19 and 13 graduates, respectively, from other counties. On the other hand, Allegany, Baltimore, Queen Anne's, Somerset, Talbot, Wicomico, and Worcester had many more local graduates than could be placed in their own schools. The graduates from Baltimore and Washington Counties numbered 46 and 25, respectively, and in each case about 80 per cent received appointments in their home counties. (See *Table 193*.)

Normal School Enrollment in Fall of 1930

TABLE 194
Enrollment at State Normal Schools

Fall of	Towson		Frostburg	Salisbury	Total	
	County	City			County	State
1920	184	...	57	...	241	241
1921	397	...	101	...	498	498
1922	506	...	134	...	640	640
1923	569	...	125	...	694	694
1924	602	518	149	...	751	1,269
1925	513	411	197	107	817	1,228
1926	475	275	201	158	834	1,109
1927	402	268	192	170	764	1,032
1928	359	315	178	186	723	1,038
1929	368	346	173	174	715	1,061
1930	348	298	161	165	674	972

The normal school enrollment in the fall of 1930 (972) was lower by 89 students than in 1929. Of the 972 enrolled, 646

CHART 40
Map Showing Students Enrolled at Towson, Frostburg, and Salisbury Normal Schools in Fall of 1930, Distributed According to Counties from Which They Came.



TABLE 195

Enrollment in Maryland State Normal Schools for White Students, October, 1930

COUNTY	TOWSON				FROSTBURG				SALISBURY		ALL NORMAL SCHOOLS					
	Juniors		Seniors		Juniors		Seniors		Juniors	Seniors	Juniors		Seniors		Total	
	Women	Men	Women	Men	Women	Men	Women	Men			Women	Men	Women	Men	Women	Men
	Women	Men	Women	Men	Women	Men	Women	Men	Juniors	Seniors	Women	Men	Women	Men	Women	Men
Allegany	1		1		41	9	45	4			42	9	46	4	88	13
Anne Arundel	8	1	8						4	2	12	1	10		22	1
Baltimore	47	7	39	7							47	7	39	7	86	14
Calvert	10		3						1		11		3		14	
Caroline	5		3						12	9	17		12		29	
Carroll	5		3	2					1	*3	6		6	2	12	2
Cecil			7						2	*5	2		12		14	
Charles	1		3								1		3		4	
Dorchester			3	3						14	20		17	3	37	3
Frederick	17	4	11	2	2				20	14	2	19	4	13	2	32
Garrett					14		12	5			14		12	5	26	5
Harford	14		10							1	14		11		25	
Howard	4		9	1					1		5		9	1	14	1
Kent	2		4							2	2		6		8	
Montgomery	11	1	11	1			1				11	1	12	1	23	2
Prince George's	6	1	2								6	1	2		8	1
Queen Anne's	5		5						2	3	7		8		15	
St. Mary's	3		1								3		1		4	
Somerset	1		4						10	7	11		11		22	
Talbot	7		3				2		4	†4	11		9		20	
† Washington	12		16		3	5	15	2	1		16	5	31	2	47	7
Wicomico			1			1			14	††18	14	1	19		33	1
Worcester	1		3						10	†9	11		12		23	
Total Counties	160	14	150	16	60	15	75	11	82	79	302	29	304	27	606	56
Out of State	3		4	1						4	3		7	2	10	2
Baltimore City	138	22	115	23							138	22	115	23	253	45
Grand Total	301	36	269	40	60	15	75	11	82	83	443	51	426	52	869	103
	337		309		75		86		82	83	494		478		972	
	646				161				165		972					

* Includes one irregular senior who returned for six weeks' work to obtain diploma deferred as of 1930.
 † Includes one irregular student who returned for twelve weeks' work.
 †† Includes one man.

were at Towson, 165 at Salisbury, and 161 at Frostburg. The decrease of 68 at Towson affected the city enrollment by 48 and the county enrollment by 20. There were 12 fewer students at Frostburg, and 9 fewer at Salisbury. (See Table 194.)

When the schools are considered together, it is evident that the decrease in enrollment was entirely in the junior class; the senior class was practically the same as in October, 1929. Likewise the decrease was in women students; the number of men remaining the same. Salisbury admitted no men to the junior

class in the fall of 1929, and in 1930, with the exception of one man from outside of the State, had only women students.

Every county in the State had local high school graduates in the State normal schools in the fall of 1930, and Charles, St. Mary's, Kent, and Prince George's were the only ones with fewer than 10. There were more students from Anne Arundel, Baltimore, Calvert, Caroline, Garrett, Harford, Montgomery, and Prince George's than in the preceding year. This is as it should be, for, with the exception of Baltimore and Caroline, these counties did not have a sufficient number of local normal school graduates to fill the vacancies in their elementary schools. Counties where there were more graduates than available positions had, in general, fewer students in normal school in 1930 than in 1929. This is especially true of Allegany, Worcester, Wicomico, and Talbot. Carroll, however, had to employ 13 graduates from other counties in the fall of 1930 and at the same time Carroll County students were enrolled in smaller numbers in both junior and senior years of the State normal schools than in the preceding year. (See *Table 195, Chart 40, and pages 119-22 and 366-71.*)

Courses Taken by Juniors Admitted in 1930

The per cent of the junior entrants to normal school who had taken the academic course at high school amounted to almost 94 per cent in Salisbury, 87 per cent at Towson, and 72 per cent at Frostburg. At Towson and Frostburg these were lower percentages than in 1929 and resulted in increased numbers of students from both the general and commercial courses. (See *Table 196.*)

TABLE 196
1930 Normal School Entrants

High School Course	Per Cent Having Had Various High School Courses			Third of Class	Per Cent from Upper, Middle and Lower Third of Class		
	Towson	Frostburg	Salisbury		Towson	Frostburg	Salisbury
Academic and College							
Preparatory.....	86.9	72.4	93.9	Upper.....	53.1	58.1	42.7
General.....	8.0	17.1	3.7	Middle.....	39.2	31.1	40.2
Commercial.....	4.5	10.5	2.4	Lower.....	7.4	8.1	9.8
Scientific, Vocational or				Unclassified..	.3	2.7	7.3
Technical.....	.3						
Unclassified.....	.3						
Total.....	337	76	82	Total....	337	74	82

High School Class Standing of Junior Entrants in 1930

Well over half of the entrants at Frostburg and Towson came from the upper third of their high school classes. At Salisbury this group comprised about 43 per cent of the entrants. From the middle group, Frostburg had 31 per cent, Towson 39, and Salisbury 40 per cent. In no school did those coming from the lowest third of the high school class amount to as much as 10 per cent of the entrants as was the case in Towson and Frostburg in 1929. Salisbury which had the smallest proportion in 1929 had the highest in 1930, 9.8 per cent. Towson and Frostburg follow with 7.4 and 8.1 per cent from the lowest third of the class. The percentage of pupils reported as "unclassified" is unusually large at Salisbury. (See *Table 196.*)

For unconditional admission to the normal school, a by-law of the State Board of Education states that the applicant must have made a grade of A or B in at least 60 per cent of the college entrance courses which were pursued in the last two years of the high school course, and a grade of C or higher in all other college entrance courses pursued during the same period. An applicant who does not meet these standards, but who passes the entrance examinations, may be admitted on probation, at the discretion of the normal school principal.

Of the 494 juniors who entered the normal schools in the fall of 1930, 298 met the requirements of the by-law and were admitted in full standing; the remaining 196 entered on probation and their continuance at the normal school depended on the quality of their work during the first semester.

Towson had the smallest proportion of probationary students. Thirty-seven of the 161 city students and 74 of the 176 county students were not given full standing at the time of their admission to the normal school. The students on probation comprised slightly less than a third of all the Towson juniors. At Frostburg, 41 out of 75, and at Salisbury 51 out of 82 entrants did not qualify for full admission and were admitted on probation.

Withdrawal of Juniors Who Entered in 1929

There were 584 juniors enrolled in the three State normal schools in September, 1929. Before the close of the school year, 149 of these had withdrawn, either voluntarily or at the request of the school. For the schools taken together, the voluntary withdrawals almost equaled the withdrawals by request, although in the individual schools, the relation of these items shows considerable variation. (See *Table 197.*)

Towson had the highest percentage of withdrawals with 31.1 per cent of the 1929 county entrants and 24.4 per cent of the city entrants withdrawn before 1930. Of the 63 county students who withdrew, 33 did so of their own volition and 30 at the request of the school. The 22 Salisbury withdrawals comprised 23.9 per cent of the entrants, and only a third of the withdrawals were made at the request of the school. It is, of course, difficult to distinguish between the cases where the withdrawal is truly voluntary or made in anticipation of a request for withdrawal.

At Frostburg, 16 or 16.3 per cent of the juniors withdrew, one-fourth voluntarily and three-fourths because the school felt them unable to meet satisfactorily the standards of the school. (See *Table 197.*)

TABLE 197

Juniors Who Entered Maryland Normal Schools in September, 1929,
Who Withdrew at the Request of the School or Voluntarily
Before September, 1930

	Towson		Frost- burg	Salis- bury
	County	City		
Junior Enrollment, September, 1929.	204	190	98	92
Withdrawals for Removal, Transfer or Death.	1	1	.....	.....
Withdrawals by Request.	30	27	12	7
Withdrawals Voluntarily.	33	19	4	15
Per Cent Withdrawn by Request.	14.8	14.3	12.2	7.6
Per Cent Withdrawn Voluntarily.	16.3	10.1	4.1	16.3
Total Per Cent of Withdrawals	31.1	24.4	16.3	23.9

The Normal School Faculty

In the fall of 1930 as well as in 1929 there were 47 instructors on the faculties of the three State normal schools, 31 at Towson and 8 each at Frostburg and Salisbury. The campus elementary schools were staffed by 19 teachers and there were 35 county teachers at the training centers who co-operated in demonstration and supervision of practice teaching for the normal school students. Nine librarians and 13 members of the office staff were employed at the three schools. The only significant change from 1929 to 1930 was in the dormitory staff, 8 instead of 11. A reduction of 2 took place at Towson and of 1 at Salisbury. (See *Table 198.*)

TABLE 198

Faculty at Maryland Normal Schools for White Students, Fall of 1930

	Towson	Frostburg	Salisbury	Total
Principal.	1	1	1	3
Instructors.	31	8	a8	47
Library.	5	2	b2	9
Campus Elementary School.	12	4	3	19
Training Centers				
County.	*18	6	11	35
Baltimore City.	*20	..	..	20
Office Staff.	8	2	3	13
Dormitory Staff.	5	2	c1	8

a Includes the Director of Training, who is also Principal of the Elementary School.

b The Librarian teaches English part-time, and the Assistant Librarian does office work part-time.

c The Social Director also acts as School Nurse and as Teacher of Home Economics.

* One additional during first term.

Training Centers for Practice Work

There were 9 schools in the counties (Baltimore, Anne Arundel and Harford) and 9 in Baltimore City to which Towson students went for demonstration and practice teaching. This is one more for the city and one less for the counties than in 1929. Eighteen county teachers and 20 from the city co-operated in this work. The Frostburg students worked in 5 Allegany County schools under the direction of 6 teachers. At Salisbury Normal School practice teaching was done in 7 Wicomico County schools and in one school in Somerset. (See *Table 199.*)

TABLE 199
Training Centers for Maryland Normal Schools, Fall of 1930

Normal School at	County Co-operating	Number of Schools	Number of Teachers
Towson.....	Baltimore.....	7	14
	Anne Arundel.....	1	3
	Harford.....	1	* 1
	Total Counties.....	9	*18
Frostburg.....	Baltimore City.....	9	*20
	Campus School.....	1	12
	Allegany.....	5	6
Salisbury.....	Campus School.....	1	4
	Wicomico.....	7	10
	Somerset.....	1	1
	Campus School.....	1	3

* One additional teacher for the first term.

Normal School Summer Session Discontinued

The 1930 Summer Session at Frostburg enrolled 117 students. All but 3 came from the Maryland counties; Allegany sending 83, Garret 15, Washington, Talbot, Frederick, Carroll, Dorchester, and Cecil each being represented by from 1 to 6 students. Seventeen of those enrolled were junior students at the regular session of the normal school and 8 others were seniors who returned to complete work necessary for graduation. There were 10 faculty members not including the principal of the school.

By action of the State Board of Education there will be no further summer sessions at the State normal schools. It is considered of advantage to the teaching staff, which is at present composed almost entirely of normal school graduates, to take their summer school work at colleges and universities.

Total and Per Student Costs at the Normal Schools

The increased State appropriations for the normal schools provided in the 1930 budget made possible an increase in the instruction budget at Towson, in the dormitory budget at Frost-

burg and in the instruction and dormitory budgets at Salisbury. Constant refinement in the classification of expenditures to conform more accurately with actual conditions has brought about changes in classification from year to year. A comparison of figures, which show large increases or decreases from one year to the next, is explained in part by a reallocation of items.

The total expenditure shown for instruction at Towson, \$201,338 in 1930, included certain items previously charged against the dormitory. For example, food and service used in the entertainment of guests at the school for graduation exercises, the volley ball teams, speakers and visitors during the year, etc., were in the nature of charges against educational administration, rather than a cost incurred because of the county students living in the dormitories. Prior to 1930, these amounts were allocated as dormitory costs. The increase from 1929 to 1930 in instruction costs of \$13,657 came from the larger State appropriation. The total dormitory expenditures were practically equal to those reported for the preceding year. (See Columns 1 and 2 in *Table 200*.)

At Frostburg expenditures by Allegany County for the elementary training school were added to the instruction budget for the regular session since Allegany County received reimbursement for this school from State funds and the entire cost is to be paid by the normal school in the future. The total instruction cost was, therefore, \$56,391, lower by \$1,064 than for the year preceding. Dormitory costs of \$20,190 were approximately \$4,000 more than in 1929, largely due to a reallocation of expenditures for operation formerly charged against instruction. (See Columns 3 and 4 in *Table 200*.)

Summer session costs at Frostburg of \$7,974 were \$1,179 more than for the year preceding, partly due to an increase in dormitory costs for more students. (See Columns 5 and 6 in *Table 200*.)

At Salisbury the 1930 instruction expenditures of \$56,962 were approximately \$7,000 more than in 1929, almost the entire increase occurring for salaries of instructors, books, and educational, vocational, and recreational supplies and equipment. It should be remembered, however, that \$7,000 the preceding year was transferred to the construction account. The increase of \$5,356 in dormitory costs went into more food and service. (See columns 7 and 8 in *Table 200*.)

Cost Per Student

The total instruction cost per student was \$333 at Towson, \$339 at Salisbury and \$350 at Frostburg. These amounts include as a charge against the normal school students the total cost of running the elementary training schools which, of course, are providing an elementary school education for the pupils en-

TABLE 200
Expenditures, Receipts and Cost Per Student in the State Normal Schools at Towson, Frostburg and Salisbury, from September 1, 1929, to August 31, 1930

Purposes	MARYLAND STATE NORMAL SCHOOL AT TOWSON		STATE NORMAL SCHOOL AT FROSTBURG		MARYLAND STATE NORMAL SCHOOL AT SALISBURY	
	REGULAR YEAR Instruction	REGULAR YEAR Dormitory	REGULAR YEAR Instruction	REGULAR YEAR Dormitory	SUMMER SESSION Instruction	SUMMER SESSION Dormitory
Administration	\$5,130.32	\$11,473.33	\$2,017.00	\$2,571.67	\$200.00	\$2,880.35
Business	22,068.83		7,033.19			5,739.10
Education						
Instruction	119,825.42		633,662.72		4,083.31	29,172.06
Salaries	11,712.59		64,383.68		350.00	5,432.30
Other than Salaries	23,315.21	55,411.80				
Operation	8,243.47	7,757.70				
Maintenance	6,799.34	1,688.73	9,294.11	9,854.43	600.00	13,737.80
Transportation	2,000.00	1,463.18				
Health	2,242.98	36,266.18		7,763.77		
Food						
Total Cost	\$201,338.16	\$113,360.71	\$556,390.70	\$20,189.87	\$5,233.31	\$56,961.61
Receipts from students	\$12,803.00	\$50,727.00	\$3,285.00	\$9,935.88	\$1,203.50	\$2,672.50
Miscellaneous	1,129.87					
Receipts from State	187,405.29	62,633.71	653,105.70	10,253.99	4,029.81	54,289.11
Average number of students	604	296	161	70	117	148
Total Expenditures per student	\$333.34	\$382.98	\$350.25	\$288.43	\$44.73	\$339.06
Average payment per student	\$716.32	\$171.38	\$638.68	\$141.94	\$142.62	\$15.91
	\$21.20		\$20.40		\$10.29	\$15.91
Cost per student to state	\$192.58	\$211.60	\$162.34	\$146.49	\$55.29	\$183.36
	\$310.27		\$329.85		\$34.44	\$323.15
		\$521.87	\$476.34		\$87.33	\$439.27

†Excludes a per pupil receipt of \$1.87 from miscellaneous sources.
 ‡Includes \$5,605.95 spent by Allegany County for the elementary training school, for which partial reimbursement was made by the State.
 * Excludes \$3.95 from receipt from peach crop.

rolled therein. When the fees for registration, health, library, etc., are deducted, the cost to the State for instructing a student, using as a divisor the average number of students, was \$310 at Towson, \$323 at Salisbury, and \$330 at Frostburg. (See Columns 1, 3 and 7 in *Table 200*.)

The total cost, per dormitory student, using the average number in residence as a divisor, was \$284 at Salisbury, \$288 at Frostburg, and \$383 at Towson. Deducting the average payment in fees per student, the cost to the State of food and service per resident student was \$116 at Salisbury, \$146 at Frostburg and \$212 at Towson. At Towson reductions in the dormitory staff have been made for the year 1930-31. (See Columns 2, 4 and 8 in *Table 200*.)

The combined cost to the State of instruction and dormitory for resident students was \$439 at Salisbury, \$476 at Frostburg and \$522 at Towson.

At the Frostburg summer session the total cost of instructing a day student was \$51. Since the registration fee was \$10, the cost per student to the State for instruction was \$41. The total cost of food and service for a dormitory student was, therefore, \$80, of which \$45 was paid by the student, leaving the State's contribution toward a resident, \$35. The combined cost to the State of instruction and dormitory service for a resident summer school student at Frostburg in 1930 was \$76. (See Columns 5 and 6 in *Table 200*.)

Inventories of Normal Schools

The inventories of the three normal schools as of September 30, 1930, are shown in *Table 201*. At Towson there is an increase of \$10,000 over 1929. At Salisbury the amount shown for buildings and equipment in 1929 was incorrect. The 1930 inventory of \$675,700 is, therefore, the correct total as of September, 1930. (See *Table 201*.)

TABLE 201
Inventories of the Normal Schools

	Towson	Frostburg	Salisbury
Land.....	\$ 98,147	\$ 25,868	\$ 16,266
Buildings.....	1,023,064	293,654	628,762
Equipment.....	168,982	15,886	30,672
Livestock.....	1,174	.....	.....
Total.....	\$1,291,367	\$335,408	\$675,700

THE MARYLAND TEACHERS' RETIREMENT SYSTEM

Contributions from County Teachers and Membership

The Maryland Teachers' Retirement System in its third year of operation received contributions from county teachers to the amount of \$265,744, an increase of \$7,844 over the amount contributed during 1928-29. In October, 1930, 4,819 county teachers, 93 per cent of the entire teaching staff, were active members of the system. For the preceding October, only 91 per cent of the teachers were contributing members. (See *Table 202.*)

The proportion of the teaching staff in active membership in the Retirement System varied in the individual counties from 81.6 and 84.5 per cent in Wicomico and Talbot, respectively, to 98.1 per cent in Somerset. While in 1929 no county had more than 96.9 per cent in active membership, in 1930, Somerset, Allegany, Prince George's, Baltimore, Carroll, and Cecil had at least this proportion of their teachers enrolled in the Retirement System. Contributions from the 189 members in the State Department of Education, the normal schools, and the four State schools for handicapped and delinquent children brought the total contributions for 1929-30 to \$286,486. (See *Table 202.*)

Retirement and Death Benefits Received

During 1929-30, \$101,238 was paid to teachers retired on an annual pension of \$400, the plan in effect before the contributory plan was put into operation. At the end of this period there were 238 teachers receiving this type of pension. Since the establishment of the Teachers' Retirement System in 1927, 139 teachers have been retired on the new basis. Of these, 117 were retired because they had reached the age permitting or requiring retirement, and 22 because of disability. Of those retired on the new basis, six have died. State appropriations to the amount of \$61,796 plus \$887 from their own contributions were used during the year ending July 31, 1930, to pay the annual allowances to the remaining 133 retired teachers. The beneficiaries of 13 teachers who died in service during 1929-30 received in death benefits \$5,780 from State funds and \$1,807 which the teachers themselves had contributed. Teachers who left the service withdrew contributions and accrued interest to the amount of \$41,088. The expense of administration was \$8,633.

State Appropriations

For the year ending September 30, 1929, an appropriation of \$197,000 was available from the Public School and supplemental budgets. The 1929 Legislature appropriated funds amounting to \$424,654 in 1930 and \$445,886 for 1931 which covered the normal contribution and the accrued liability contribution of the State of Maryland on account of the county members of the

TABLE 202

Contributions to the Annuity Savings Fund of the Teachers' Retirement System of the State of Maryland for the Year Ending July 31, 1930 and Per Cent of October, 1930 Staff Who Are Contributors

COUNTY OR INSTITUTION	Amount Contributed Year Ending July 31, 1930	Active Members in Oct. 1930 Staff	
		Number	Per Cent
COUNTY:			
Allegany.....	\$29,142.82	449	97.8
Anne Arundel.....	13,418.96	260	87.0
Baltimore.....	38,489.53	551	97.0
Calvert.....	2,788.83	64	94.1
Caroline.....	5,777.28	118	88.1
Carroll.....	12,941.74	249	96.9
Cecil.....	9,243.83	158	96.9
Charles.....	4,374.89	104	96.3
Dorchester.....	7,720.56	173	91.5
Frederick.....	17,771.86	315	95.2
Garrett.....	9,286.74	176	92.6
Harford.....	10,195.08	192	91.4
Howard.....	4,926.12	97	89.8
Kent.....	5,688.11	106	95.5
Montgomery.....	17,653.87	329	95.6
Prince George's.....	19,331.00	374	97.1
Queen Anne's.....	5,423.95	91	91.9
St. Mary's.....	3,254.51	79	92.4
Somerset.....	7,115.36	159	98.1
Talbot.....	5,576.38	109	84.5
Washington.....	20,300.53	359	86.1
Wicomico.....	8,604.14	164	81.6
Worcester.....	6,717.75	143	90.5
Total Counties.....	\$265,743.84	4819	93.0
NORMAL SCHOOL:			
Towson.....	6,629.08	49	
Frostburg.....	1,288.77	14	
Salisbury.....	1,979.55	15	
Bowie.....	933.26	19	
Total.....	\$10,830.66	97	
DEPARTMENT:			
State Department of Education.....		23	
Md. Public Library Advisory Commission.....	4,609.48	4	
Md. Teachers' Retirement System.....		2	
Total.....	\$4,609.48	29	
OTHER SCHOOLS:			
Md. Training School for Boys.....	1,653.10	20	
Montrose School.....	674.81	9	
Md. School for the Deaf.....	2,089.24	26	
Rosewood.....	884.68	8	
Total.....	\$5,301.83	63	
Grand Total.....	\$286,485.81	5,008	

Maryland State Teachers' Retirement System. The law provides that the State shall contribute to the City of Baltimore an amount equal to what would be required if the teachers of Baltimore City were members of the Maryland Teachers' Retirement System instead of belonging to the Retirement System available to all employees of the City of Baltimore. These amounts, fixed by the actuary at \$411,893 for 1930 and \$432,487 for 1931, were included in the State Public School Budget. In addition, an annual appropriation of \$7,500 was made to meet the expenses of administration of the State Retirement System.

The total State appropriations for the Teachers' Retirement System for 1932 and 1933 set by the actuary at \$977,964 and \$1,026,362, respectively, have been included in the Governor's budget. The amount for the earlier year includes \$494,342 for the Retirement System for the county teachers, \$10,000 for the administration of the system, and \$473,622 as the State's share towards the Baltimore City Retirement System. For 1923 the corresponding amounts are \$519,059, \$10,000, and \$497,303, respectively.

Physical Examination of Teachers

In order to make more effective section 126 of the State school law requiring physical examination of teachers and to prevent the Teachers' Retirement System from admitting to membership physically handicapped teachers, arrangements were made beginning in the fall of 1929 to have the physicians at the normal schools give a thorough physical examination to all graduates who are planning to take positions in the Maryland counties. All entrants in the service who have not had such examinations are required to visit the physician in each county appointed to examine such teachers. The State Department of Education bears the expense of such examination. Reports of these examinations are forwarded to the Medical Board of the Teachers' Retirement System. Certificates are issued only to those teachers, reports of whose physical examination are approved by the Medical Board. The number examined, accepted and rejected during the two years the regulation has been in force are as follows:

Year	Examined	Number Accepted	Rejected
1929-30	917	910	7
1930-31	883	872	11

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FINANCIAL STATEMENT
For Fiscal Year Ended September 30, 1930

Account	State Appropriation	Receipts from Fees, Federal Aid and by Budget Amendment	Withdrawals by Budget Amendment and Failure to Collect Tax	Total Available and Disbursed
Maryland State Normal School, Towson	\$250,039.00	\$71,011.28	\$.45	\$321,049.83
Maryland State Normal School, Salisbury	70,815.00	28,119.61	4.76	98,929.85
Maryland State Normal School, Frostburg	63,265.00	18,369.58	.45	81,634.13
Maryland State Normal School, Bowie	42,200.00	15,217.80		57,417.80
State Department of Education	476,150.00	1,013.41		77,163.41
Maryland Public Library Advisory Commission	16,420.00	570.52	1.39	16,989.13
Bureau of Educational Measurements	12,000.00		3,141.55	8,858.45
Bureau of Publications and Printing	7,000.00		575.43	6,424.57
Physical and Health Education	15,000.00			15,000.00
Vocational Education	15,000.00	8,500.40		23,500.40
Vocational Rehabilitation	5,000.00	4,651.82		9,651.82
Extension Courses for Teachers	3,000.00		2,149.03	850.97
State Board of Education	1,000.00	18.20		1,018.20
Consultant Architect	1,500.00			1,500.00
Examination and Certification	500.00		457.50	42.50
State Aid to Approved High Schools	500,954.00		17.00	500,937.00
Part-Payment of Certain Salaries	187,000.00		3,786.34	183,213.66
State Aid to Colored Industrial Schools	30,750.00		2,250.00	28,500.00
Free Textbooks	200,000.00			200,000.00
Materials of Instruction	50,000.00			50,000.00
Census and Attendance	1,900,000.00	14,815.31	*117,509.62	*1,797,305.69
Equalization Fund	499,365.51		3,288.76	496,076.75
State Aid for Handicapped Children	10,000.00			10,000.00
Totals	\$3,956,958.51	\$162,287.93	\$*133,182.28	\$*3,986,064.16
Teachers' Retirement System				
County Teachers	\$423,520.61			\$423,520.61
Baltimore City Teachers	411,893.00			411,893.00
Expense Fund	8,633.39			8,633.39
Totals	\$4,801,005.51	\$162,287.93	\$133,182.28	\$4,830,111.16

a Includes \$2,500 transferred from 1929 budget. *Reduction of \$117,509.62 because collections failed to equal estimated receipts from Public School Tax.
b Includes \$13,907.51 transferred from 1929 budget.

	State Department of Education	Towson Normal School	Salisbury Normal School	Frostburg Normal School	Bowie Normal School	Library Commission
State Appropriation.....	\$73,650.00		\$70,815.00	\$63,265.00	\$42,200.00	\$16,420.00
Students' Fees.....		64,953.00	24,739.00	13,369.34	11,762.00	
Faculty Board.....		2,942.87				
Other Fees.....		3,515.41	2,791.50	*4,815.54	11,435.66	570.52
Miscellaneous.....		607.77	589.11	244.70	1,678.61	
Transferred by Budget Amendment.....					2.03	
Total Receipts.....	\$77,163.41	\$321,050.28	\$98,934.61	\$81,634.58	\$57,078.30	\$16,990.52
DISBURSEMENTS						
Salaries and Wages.....	\$54,530.90	\$206,630.70	\$54,380.90	\$51,780.34	\$23,532.92	\$7,950.00
Special Payments.....	2,732.00		3,565.63	1,092.11	2,141.48	
General Repairs.....		6,005.08	1,552.64	2,557.60	1,276.10	
Motor Vehicle Repairs.....	2,201.35	7,809.06	1,062.94	41.20	1,532.00	
Light, Heat, Power and Water.....	3,417.17	7,254.33	3,051.58	1,655.68	1,552.92	42.86
Traveling Expenses.....		158.39	710.27	313.70	716.76	696.85
Transportation of Students.....		2,925.96		172.40	112.94	550.81
Communication.....	1,494.44	2,396.75	707.20	376.73	300.57	277.23
Other Expenses.....	168.21		46.55	720.66	87.05	120.00
Food Supplies.....		43,437.12	14,467.77	11,740.81	11,570.08	
Forage, Veterinary and Stable Supplies.....		58.33				
Fuel Supplies.....		10,697.84	3,739.23	1,085.42	3,241.25	
Office Supplies and Stationery.....	851.84	2,314.14	733.48	294.66	182.75	291.37
Printing.....		1,848.31	806.63	597.07	272.25	237.00
Medical and Surgical Supplies.....		263.19	425.42	9.60	118.33	
Laboratory Supplies.....		5,326.45	1,453.86		61.53	
Household, Laundry and Cleaning Supplies.....	339.56	3,351.65	3,080.79	4,319.85	2,575.75	571.24
Educational, Vocational and Recreational Supplies.....		3,294.85	661.88	1,444.55	177.73	
Agricultural and Botanical Supplies.....	2,251.15	1,759.88	2,268.12	238.97	1,592.21	702.27
Motor Vehicle Supplies.....	5.30	1,303.00	461.53	102.18	219.87	51.31
Other Supplies.....			51.10		30.00	
Highway Materials.....		4,782.93	1,162.52		1,118.36	
Materials for Repair of Buildings and Equipment.....					228.89	
Office Materials.....		790.60		45.21	209.12	324.64
Office Equipment.....	2,018.54	1,898.67	1,384.44	795.08	1,001.14	4,559.41
Household Equipment.....		25.40	24.31		4.38	
Medical and Surgical Equipment.....						
Laboratory Equipment.....		2,140.00			140.00	
Motor Vehicles.....	1,300.00	781.86	2,268.81	461.30	1,972.50	
Educational, Vocational and Recreational Equipment.....		84.57		280.31	499.84	
Agricultural and Botanical Equipment.....		6,973.84			74.22	
Other Equipment.....			82.70	71.57	447.50	
Land.....			266.00			
Structures.....				535.00		
Insurance.....	770.07	1,518.66	294.27	98.67	67.12	56.30
Rent.....	4,899.96	1,423.00			245.00	1,000.08
Refunds and Contributions.....	114.00				80.00	129.00
Transferred by Budget Amendment.....		.45	4.76			1.39
Total Disbursements.....	\$77,163.41	\$321,050.28	\$98,934.61	\$81,634.58	\$57,078.30	\$16,990.52

*Excludes \$339.50 received from students for uniforms at the Bowie Normal School.

†Includes Summer School fees.

RECEIPTS

PURPOSE	State Appropriation	Other Receipts	Budget Amendment	Total Receipts
Vocational Education	\$15,000.00	<i>a</i> \$8,271.05	\$229.35	\$23,500.40
Physical and Health Education	15,000.00	.....	.....	15,000.00
Educational Measurements	12,000.00	.....	.....	12,000.00
Publications and Printing	7,000.00	.....	.....	7,000.00
Extension Teaching	3,000.00	.....	.....	3,000.00
Consultant Architect	1,500.00	.....	.....	1,500.00
State Board of Education	1,000.00	.....	18.20	1,018.20
Examination and Certification of Teachers	500.00	.....	.....	500.00
Supervision of Colored Schools	250.00	<i>b</i> 4,894.65	.....	5,144.65
Julius Rosenwald Fund . . . . .	.....	<i>c</i> 11,725.00	.....	11,725.00
Vocational Rehabilitation	5,000.00	<i>a</i> 4,651.82	.....	9,651.82

EXPENDITURES

	Salaries	Traveling Expenses	County Subsidies	Miscel- laneous	Budget Amend- ment	Total Dis- bursement
Vocational Education	\$10,999.92	\$3,426.19	\$8,348.13	\$726.16	.....	\$23,500.40
Physical and Health Education . . . . .	.....	.....	.....	15,000.00	.....	15,000.00
Educational Measurements	8,625.00	47.05	.....	186.40	\$3,141.55	12,000.00
Publications and Printing . . . . .	.....	.....	.....	6,424.57	575.43	7,000.00
Extension Teaching . . . . .	.....	.....	600.00	250.97	2,149.03	3,000.00
Consultant Architect	1,500.00	.....	.....	.....	.....	1,500.00
State Board of Education . . . . .	.....	1,018.20	.....	.....	.....	1,018.20
Examination and Certification of Teachers	42.50	.....	.....	.....	457.50	500.00
Supervision of Colored Schools	4,000.00	1,144.65	.....	.....	.....	5,144.65
Julius Rosenwald Fund . . . . .	.....	.....	<i>d</i> 11,725.00	.....	.....	11,725.00
Vocational Rehabilitation	4,800.00	1,160.84	.....	3,690.98	.....	9,651.82

- a* From Federal Government.
- b* From General Education Board.
- c* From Julius Rosenwald Fund.
- d* For buildings, libraries, and transportation.

TABLE I
Number of Schools for the Year Ending July 31, 1930

COUNTY	WHITE				COLORED				Schools Closed by Consolidation or by Low Attendance			Schools Newly Organized or Recopened							
	Elementary Schools Having				Elementary Schools Having				White	Colored	Total	White	Colored	Total					
	One Teacher	Two Teachers	Three or More Teachers	Total	One Teacher	Two Teachers	Three or More Teachers	Total											
	High Schools				High Schools				Grand Total	White	Colored	Total							
Total Counties.....	661	226	294	1,181	152	1,333	363	107					40	510	25	535	1,868	80	10	90	4	4	8
Allegany.....	30	15	31	76	h11	87	23	15	2	40	1	41	90	6	2	8	.....	.....	.....
Anne Arundel.....	4	49	20	33	.....	37	23	.....	2	30	.....	30	78	.....	.....	.....	.....	.....	.....
Baltimore.....	17	27	d33	492	8	100	21	3	4	30	.....	30	130	3	1	4	.....	.....	.....
Calvert.....	.....	.....	1	22	.....	25	17	3	1	21	.....	22	47	.....	.....	.....	.....	.....	.....
Caroline.....	9	6	10	25	6	31	14	1	3	18	.....	19	50	.....	.....	.....	.....	.....	.....
Carroll.....	55	10	16	81	11	92	14	1	.....	11	.....	12	104	3	3	6	.....	.....	.....
Cecil.....	34	9	6	49	8	57	9	3	.....	12	.....	13	70	7	7	14	.....	.....	.....
Charles.....	15	4	5	24	5	29	27	5	1	33	.....	34	63	1	1	2	.....	.....	.....
Dorchester.....	28	6	9	43	7	50	35	3	3	41	.....	42	92	8	8	16	.....	.....	.....
Frederick.....	42	17	23	82	8	90	15	5	.....	22	.....	23	113	15	15	30	.....	.....	.....
Garrett.....	96	10	8	114	.....	120	15	.....	.....	.....	.....	.....	120	13	13	26	.....	.....	.....
Harford.....	33	15	11	59	9	68	14	3	1	18	.....	19	86	5	5	10	.....	.....	.....
Howard.....	21	7	15	33	6	39	11	2	1	14	.....	15	53	1	1	2	.....	.....	.....
Kent.....	20	6	4	30	4	34	19	3	1	23	.....	24	58	.....	.....	.....	.....	.....	.....
Montgomery.....	22	19	a18	59	e11	70	28	4	2	34	.....	35	105	.....	.....	.....	.....	.....	.....
Prince George's.....	23	14	27	64	9	73	21	20	3	44	.....	47	120	3	3	6	.....	.....	.....
Queen Anne's.....	15	6	6	27	5	32	15	3	.....	18	.....	19	51	2	2	4	.....	.....	.....
St. Mary's.....	16	9	1	26	3	29	20	8	.....	28	.....	28	57	4	4	8	.....	.....	.....
Somerset.....	18	5	7	30	4	34	16	10	3	29	.....	32	65	1	1	2	.....	.....	.....
Talbot.....	13	1	7	21	6	27	16	3	.....	22	.....	24	51	.....	.....	.....	.....	.....	.....
Washington.....	63	18	24	105	6	111	5	.....	1	6	.....	7	118	3	3	6	.....	.....	.....
Wicomico.....	34	5	g11	50	7	57	9	6	4	19	.....	21	78	3	3	6	.....	.....	.....
Worcester.....	26	4	6	36	5	41	17	4	.....	25	.....	28	69	.....	.....	.....	.....	.....	.....
Baltimore City.....	.....	.....	.....	h105	5	110	.....	.....	.....	136	.....	137	147	72	1	3	.....	.....	.....
Total State.....	.....	.....	.....	1,286	157	1,443	.....	.....	.....	546	26	572	2,015	82	11	93	4	7	11

a Includes two schools with no grades below the seventh.
 b Includes Year I Greene Street Junior High School.
 c Includes a one-teacher school having grades 1 to 3 only.
 d Excludes Towson Normal Elementary School.
 e Includes Year I in two Junior High Schools.
 f Excludes the Bowie Normal Demonstration School.
 g Excludes Salisbury Normal Demonstration School.
 h Includes 84 elementary schools, 12 junior high schools, 4 special schools for handicapped children, three vocational schools, the prevocational school and the parental school.
 i Includes 29 elementary schools,
 j Now used as colored schools,

TABLE II
Total Enrollment in Public Elementary and Secondary Schools, Excluding Duplicates, for the School Year Ending July 31, 1930

COUNTY	WHITE SCHOOLS										COLORED SCHOOLS							
	Elementary, Vocational, Junior High (Grades 7 and 8)			Senior High and Junior High (Grade 9)			Total White				Elementary, Vocational, Junior High (Grades 7 and 8)		Senior High and Junior High (Grade 9)		Total Colored	Grand Total		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls			Total	
	57,558	53,452	111,010	11,272	13,614	24,886	135,896	13,691	13,350	27,041	793	1,170	1,963	793	1,170	1,963		
County Total Including Duplicates	57,558	53,452	111,010	11,272	13,614	24,886	135,896	13,691	13,350	27,041	793	1,170	1,963	793	1,170	1,963	29,004	164,900
County Total Excluding Duplicates	56,363	52,374	108,737	11,216	13,544	24,760	133,497	13,543	13,216	26,759	790	1,163	1,953	790	1,163	1,953	28,712	162,209
Allegany	6,162	5,942	12,104	1,196	1,453	2,649	14,753	131	142	273	25	36	61	25	36	61	334	15,087
Anne Arundel	3,214	3,147	6,361	518	624	1,142	7,503	1,304	1,355	2,659	70	116	186	70	116	186	2,375	10,438
Baltimore	68,682	68,087	136,769	1,434	1,523	2,957	19,726	1,055	1,023	2,078	6	22	28	6	22	28	2,078	21,804
Calvert	419	408	827	79	96	175	1,062	1,581	1,933	3,514	1	1	2	1	1	2	1,204	4,718
Caroline	1,256	1,149	2,405	304	406	710	3,115	459	439	898	4	9	13	4	9	13	968	4,266
Carroll	2,723	2,486	5,209	679	779	1,458	6,449	1,755	1,689	3,444	4	4	8	4	4	8	3,453	10,103
Cecil	1,782	1,567	3,349	424	504	928	2,274	209	240	449	25	21	46	25	21	46	495	4,769
Charles	819	704	1,523	189	215	404	1,927	782	779	1,561	25	25	50	25	25	50	1,641	3,572
Dorchester	1,663	1,500	3,163	352	480	832	3,995	751	771	1,522	57	72	129	57	72	129	1,651	5,646
Fredrick	4,113	4,178	8,291	1,041	1,411	2,452	9,913	469	450	919	39	70	109	39	70	109	1,028	10,941
Garrett	2,200	2,136	4,336	478	625	1,103	5,508	395	368	763	7	11	18	7	11	18	1,028	6,271
Harford	2,269	2,136	4,405	478	625	1,103	5,508	395	368	763	7	11	18	7	11	18	1,028	6,271
Howard	1,092	940	2,032	234	296	530	2,502	316	288	604	4	5	9	4	5	9	604	3,106
Kent	816	756	1,572	210	294	504	2,076	472	438	910	4	5	9	4	5	9	1,009	3,088
Montgomery	3,418	3,082	6,500	632	789	1,421	7,921	916	869	1,785	48	54	102	48	54	102	1,837	9,808
Prince George's	4,102	3,677	7,779	773	907	1,680	9,459	d1,431	d1,367	d2,798	8	13	21	8	13	21	3,006	12,468
Queen Anne's	912	821	1,733	192	285	477	2,210	426	386	812	7	20	27	7	20	27	3,049	4,945
St. Mary's	619	497	1,116	103	109	212	1,328	611	538	1,149	7	11	18	7	11	18	1,149	2,477
Somerset	1,275	1,191	2,466	326	386	712	3,178	936	863	1,799	7	11	18	7	11	18	1,963	5,171
Talbot	1,055	907	1,962	287	404	691	2,653	541	566	1,107	23	32	55	23	32	55	1,284	3,917
Washington	5,668	5,518	11,186	946	1,118	2,064	13,246	168	167	335	24	23	47	24	23	47	384	13,630
Wicomico	61,961	61,913	123,874	491	602	1,093	4,967	737	700	1,437	93	139	232	93	139	232	1,078	6,646
Worcester	1,338	1,118	2,456	318	412	730	3,186	775	795	1,570	49	90	139	49	90	139	1,709	4,895
Baltimore City Total Including Duplicates	41,428	39,082	80,510	6,833	6,733	13,566	94,076	9,993	11,126	21,119	777	1,404	2,181	777	1,404	2,181	623,300	1,17,376
Baltimore City Total Excluding Duplicates	40,567	38,271	78,838	6,761	6,673	13,434	92,272	9,853	10,976	20,829	766	1,383	2,149	766	1,383	2,149	623,300	1,15,250
Elementary Including Duplicates	35,013	33,280	68,293	6,833	6,733	13,566	94,076	9,993	11,126	21,119	777	1,404	2,181	777	1,404	2,181	623,300	1,17,376
Elementary Excluding Duplicates	34,232	32,541	66,773	6,733	6,673	13,406	92,272	9,853	10,976	20,829	766	1,383	2,149	766	1,383	2,149	623,300	1,15,250
Vocational Including Duplicates	561	551	1,112	717	705	1,422	6,177	717	705	1,422	103	103	206	103	103	206	18,202	84,975
Vocational Excluding Duplicates	551	541	1,092	705	693	1,398	6,060	705	693	1,398	103	103	206	103	103	206	18,202	84,975
Junior High Including Duplicates	5,854	5,646	11,500	1,661	1,953	3,614	15,114	998	1,521	2,519	331	526	857	331	526	857	3,376	18,490
Junior High Excluding Duplicates	5,784	5,576	11,360	1,641	1,929	3,570	14,930	969	1,472	2,441	446	508	850	446	508	850	3,271	18,201
Senior High Including Duplicates	1,118	1,118	2,236	512	474	986	3,964	964	964	1,928	446	1,324	1,770	446	1,324	1,770	1,126	6,646
Senior High Excluding Duplicates	1,118	1,118	2,236	512	474	986	3,964	964	964	1,928	446	1,324	1,770	446	1,324	1,770	1,126	6,646
Total State Excluding Duplicates	96,930	90,645	187,575	17,977	20,217	38,194	225,769	23,396	24,192	47,588	1,556	2,546	4,102	1,556	2,546	4,102	651,690	2,277,459

a Includes 126 boys and 135 girls in Demonstration School at Towson Normal School.
 b Includes 42 boys and 47 girls in Demonstration School at Salisbury Normal School.
 c Includes 16 boys and 27 girls in Demonstration School at Bowie Normal School.
 d Includes 11 boys and 119 girls in Demonstration School at Bowie Normal School.
 e Excludes 28 boys and 118 girls in Training School for Colored Teachers.

TABLE III
Number of Pupils Reported Enrolled in Maryland Non-Public Elementary and Secondary Schools, for the Year Ending June 30, 1930

County	WHITE				COLORED		
	No. of Schools	Enrollment		No. of Teachers	No. of Schools	Enrollment	No. of Teachers
		Elementary	Commercial and Secondary				
† CATHOLIC PARISH AND PRIVATE SCHOOLS AND PRIVATE INSTITUTIONS, FALL OF 1929							
Allegany.....	9	2,285	280	75			
Anne Arundel.....	1	338		8	1	93	2
Baltimore.....	14	2,464	127	87			
Caroline.....	1	27	23	12			
Carroll.....	2	186	58	9			
Charles.....	2	304		13	1	110	2
Frederick.....	8	535	318	62	2	26	2
Garrett.....	1	75		4			
Harford.....	1	135		3			
Howard.....	3	260		10	1	45	1
Montgomery.....	2	108	131	18			
Prince George's.....	5	619	63	28	1	90	2
St. Mary's.....	10	956	112	40	3	e269	16
Washington.....	1	334		8			
Total Counties.....	60	8,626	1,112	377	9	a633	25
Baltimore City.....	65	29,002	2,478	776	9	b1,334	53
Total State.....	125	37,628	3,590	1,153	18	1,967	78

*NON-CATHOLIC PRIVATE SCHOOLS

				Full Time	Part Time			
Anne Arundel.....	4	82	187	19	1			
Baltimore.....	8	360	637	119	31			
Cecil.....	8	463	356	41	17			
Garrett.....	1	14		1				
Howard.....	1	11		7	1			
Kent.....	1	26	12	2				
Montgomery.....	5	240	c182	c48	c24			
Prince George's.....	2	39		4				
Queen Anne's.....	1	12		1				
St. Mary's.....	3	17	d168	d18	d1			
Somerset.....	2	31		8	4	1	cd95	c20
Washington.....	2	31	67	8	4			
Wicomico.....	1	59		1	4	1	26	2
Total Counties.....	37	1,354	1,653	269	83	2	121	22
Baltimore City.....	13	2,024	878	212	45	1	e79	3
Total State.....	50	3,378	2,531	481	128	3	f200	25

SCHOOLS FOR HANDICAPPED CHILDREN

Baltimore, School for the Blind.....	53	23	12	5
Frederick, School for the Deaf.....	155	15	19	
Montgomery, Reinhardt School for Deaf Children.....	21		6	

† Figures furnished by Rev. John I. Barrett, Superintendent of Catholic Schools.

* Figures furnished by principals of schools and by Mrs. V. D. Pickard, Superintendent of Seventh-Day Adventist Parochial Schools.

a Includes 51 high school pupils.

b Includes 15 high school pupils.

c Excludes the enrollment, but includes the faculty of the junior college groups at National Park Seminary, Chevy Chase School, St. Mary's Seminary, and Princess Anne Academy.

d High school pupils.

e Includes 1 high school pupil.

f Includes 96 high school pupils.

TABLE IV

Number of Pupils and Teachers in Non-Catholic Private Elementary and Secondary Schools in Maryland, Year Ending June 30, 1930

County and School	Enrollment		Number of Teachers		County and School	Enrollment		Number of Teachers	
	Elementary	Secondary	Full Time	Part Time		Elementary	Secondary	Full Time	Part Time
Anne Arundel					Prince George's				
Severn.....	..	125	10	..	Avondale				
Holladay.....	67	..	4	1	Country.....	24	..	3	..
U. S. Nav. Ac. Prep.....	..	62	4	..	Seventh Day Adventist....	15	..	1	..
Mrs. Thomas Kgn.....	15	..	1	..	Total.....	39	..	4	..
Total.....	82	187	19	1	Queen Anne's				
Baltimore					Seventh-Day Adventist....	12	..	1	..
McDonogh.....	256	179	22	14	St. Mary's				
Oldfield's.....	..	100	12	8	Charlotte Hall..	..	106	7	1
Greenwood.....	11	85	12	4	St. Mary's Seminary.....	..	†62	°10	..
Hannah More.....	16	71	16	..	Mrs. Townsend's.....	17	..	1	..
St. Timothy's....	..	79	26	..	Total.....	17	168	18	1
Marston.....	31	44	8	..	Washington				
Roberts Beach..	22	51	12	4	St. James'.....	22	66	7	4
Garrison Forest.	24	28	11	1	Seventh-Day Adventist....	9	1	1	..
Total.....	360	637	119	31	Total.....	31	67	8	4
Cecil					Wicomico				
Tometown.....	230	135	16	10	Mrs. Herold's... ..	59	..	1	4
Tome.....	11	180	11	6	COLORED SCHOOLS				
Parish.....	96	..	3	..	Somerset				
Perry Point....	52	..	2	..	Princess Anne Ac. ..	..	†95	°20	..
West Nottingham.....	13	38	5	..	Wicomico				
Mabel Reynolds Seventh-Day Adventist....	22	3	2	..	St. Marie Institute.....	26	..	2	..
Blythedale Church.....	9	..	1	..	BALTIMORE CITY				
Total.....	463	356	41	17	Friends.....	373	173	33	10
Garrett					Roland Park County.....	262	118	38	4
Zion Lutheran..	14	..	1	..	Gilman Country	193	151	31	..
Howard					Bryn Mawr....	244	91	19	1
Donaldson.....	11	44	7	1	Park.....	205	93	26	8
Kent					Calvert.....	289	..	16	5
Seventh-Day Adventist....	26	12	2	..	Boy's Latin....	96	64	13	5
Montgomery					Girl's Latin....	26	102	10	6
Washington Missionary Col....	113	69	4	..	Immanuel Lutheran.....	123	..	3	..
Bradford Home National Park Seminary.....	..	†70	°28	°18	Mt. Washington Country.....	109	..	7	1
Chevy Chase Country.....	52	..	6	..	Samuel Reedy..	38	27	4	5
Chevy Chase....	..	†43	°14	°6	St. Paul's for Boys.....	27	25	5	..
Total.....	240	182	58	24	Seventh-Day Adventist....	39	8	3	..
Prince George's					Garey's Army Navy Prep....	..	26	4	..
Avondale					Total.....	2,024	878	212	45
Country.....	24	..	3	..	Seventh-Day Adventist (Colored).	78	1	3	..
Seventh Day Adventist....	15	..	1	..					
Total.....	39	..	4	..					
Queen Anne's									
Seventh-Day Adventist....	12	..	1	..					
St. Mary's									
Charlotte Hall..	..	106	7	1					
St. Mary's Seminary.....	..	†62	°10	..					
Mrs. Townsend's.....	17	..	1	..					
Total.....	17	168	18	1					
Washington									
St. James'.....	22	66	7	4					
Seventh-Day Adventist....	9	1	1	..					
Total.....	31	67	8	4					
Wicomico									
Mrs. Herold's... ..	59	..	1	4					

† Excludes junior college enrollment.

° Includes junior college faculty.

TABLE V
Number of Pupils and Teachers in Catholic Parish and Private Schools and Private Institutions Fall of 1929

County and School	Enrollment			County and School	Enrollment		
	Elementary	High and commercial	Teachers		Elementary	High and commercial	Teachers
Allegheny				Caroline			
St. Peter and Paul's, Cumberland.....	489	67	14	St. Gertrude's Academy, Ridgely.....	27	23	12
St. Mary's, Cumberland.....	375	78	11	Carroll			
St. Patrick's, Cumberland.....	411		15	St. John's, Westminster	153	58	7
La Salle Institute, Cumberland.....	76	135	8	St. Joseph's, Tancytown.....	33		2
St. Peter's, Westport.....	269		6	Total.....	186	58	9
St. Michael's, Frostburg.....	263		11	Charles			
St. Joseph's, Midland..	162		4	Sacred Heart, La Plata	165		5
St. Patrick's, Mt. Savage.....	162		4	St. Mary's, Bryantown	139		8
St. Michael's, Eckhart.	78		2	Total.....	304		13
Total.....	2,285	280	75	St. Mary's, (Colored) Bryantown.....	110		2
Anne Arundel				Frederick			
St. Mary's, Annapolis..	338		8	St. John's, Frederick..	179	58	7
St. Mary's, (Colored) Annapolis.....	93		2	Visitation, Frederick..	31	20	16
Baltimore				St. Euphemia's, Emmitsburg.....	155		4
St. Mark's, Catonsville.....	327		8	Mt. St. Mary's Prep, Emmitsburg.....		135	11
Mt. de Salos Academy Catonsville.....	47	49	18	St. Anthony's, Emmitsburg.....	106		5
School of the Immaculate, Towson.....	202	78	9	St. Joseph's College High, Emmitsburg....		105	16
Our Lady of Mt. Carmel, Middle River..	254		5	St. Francis, Brunswick.	32		2
St. Michael's, Overlea.	253		5	St. Peter's, Libertytown.....	32		1
St. Joseph's, Fullerton.	230		5	Total.....	535	318	62
St. Charles's, Pikesville.	204		6	St. Peter's, (Colored) Libertytown.....	16		1
St. Rita's, Dundalk....	201		5	St. Euphemia's (Colored) Emmitsburg..	10		1
St. Agnes', Woodlawn.	179		4	Garrett			
St. Clement's, Lansdowne.....	159		5	St. Peter's, Oakland...	75		4
Ascension, Halethorpe.	153		4	Harford			
St. Vincent's Orphanage Towson.....	111		7	St. Margaret's, Bel Air	135		3
St. Joseph's, Texas....	86		3				
Little Flower, Woodstock.....	58		3				
Total.....	2,464	127	87				

TABLE V—Continued

Number of Pupils and Teachers in Catholic Parish and Private Schools and Private Institutions Fall of 1929

County and School	Enrollment			County and School	Enrollment		
	Elementary	High and commercial	Teachers		Elementary	High and commercial	Teachers
Howard				St. Peter Clavers, St. Mary's, Ridge (Colored).....	106		4
St. Paul's, Ellicott City	114		4	Cardinal Gibbons' Institute (colored)...	33	51	10
St. Augustine's, Ellicott City	94		3	St. Joseph's (colored) Morganza.....	79		2
St. Louis, Clarksville..	52		3	Washington			
Total.....	260		10	St. Joseph's, Hagerstown.....	334		8
St. Augustine's, (Colored) Ellicott City..	45		1	Total County, White Catholic Schools....	8,626	1,112	377
Montgomery				Total County Colored Catholic Schools....	582	51	25
Georgetown Prep, Garrett Park.....		131	14	Baltimore City			
St. Martin's, Gaithersburg.....	108		4	White Parish Schools..	27,375		543
Total.....	108	131	18	Institutions for White Children.....	890	110	84
Prince George's				Seton High School.....		733	24
St. James, Mt. Ranier.	247		4	Loyola.....		471	21
St. Mildred's, Laurel..	154		8	Institute of Notre Dame.....	287	161	27
Maryhurst, Hyattsville	119		6	Calvert Hall.....	44	402	15
St. Mary's, Upper Marlboro.....	99		3	Mt. St. Agnes'.....	223	129	24
La Salle Hall, Ammen-dale.....		63	7	Notre Dame of Maryland.....	139	193	19
Total.....	619	63	28	Mt. St. Joseph's.....	38	279	17
St. Mary's, (Colored) Upper Marlboro....	90		2	Visitation.....	6		2
St. Mary's				Total.....	29,002	2,478	776
St. Mary's Academy, Leonardtown.....	112	55	8	Colored Parish Schools	1,027		24
Leonard Hall, Leonardtown.....	38	57	8	Institutions for Colored Children.....	231		19
Little Flower, Great Mills.....	166		4	St. Francis' Academy..	61	15	10
Holy Angels', Abell..	146		4	Total.....	1,319	15	53
St. John's, Hollywood.	131		4	Total State			
St. Joseph's, Morganza	92		3	White.....	37,628	3,590	1,153
Our Lady, Medley's Neck.....	84		2	Colored.....	1,901	66	78
St. Michael's, Ridge...	73		3				
Sacred Heart, Bushwood.....	60		2				
St. David's, St. Mary's City.....	54		2				
Total.....	956	112	40				

TABLE VI
Average Number Belonging and Per Cent of Attendance for the Year Ending July 31, 1930

COUNTY	AVERAGE NUMBER BELONGING					PER CENT OF ATTENDANCE								
	DAY WHITE SCHOOLS					COLORED SCHOOLS								
	ELEMENTARY AND JUNIOR HIGH (7-8)		All Elementary and Junior High (9)			Elementary and Junior High (7 & 8)		Senior High (9)						
	One Teacher	Two Teacher	Three or More Teachers	All Elementary	Senior High and Junior High	Elementary and Junior High (7 & 8)	Senior High (9)	One Teacher	Two Teacher	Three or More Teachers	All Elementary	Senior High and Junior High (9)	Elementary and Junior High (7 & 8)	Senior High (9)
Total Counties.....	16,341	13,247	73,099	102,687	23,186	24,279	1,725	88.4	90.1	91.8	91.0	94.4	84.5	93.3
Allegany.....	705	974	7,836	(11,398)	1,569	259	56	87.8	93.8	94.1	93.8	96.1	89.1	95.6
Junior High School.....			1,883		1,864					94.9				
Anne Arundel.....	108	457	5,274	5,839	1,064	2,513	168	87.1	91.8	91.1	91.0	95.0	85.3	94.7
Baltimore.....	871	1,783	612,843	615,427	2,756	1,877	25	89.8	89.0	91.0	90.7	94.6	85.9	95.8
Calvert.....	423	232	167	822	170	1,023	25	87.7	90.2	87.8	88.4	95.8	72.9	90.7
Caroline.....	249	204	1,651	2,194	650	782	66	88.6	91.6	90.9	90.8	93.8	85.2	92.2
Carroll.....	1,347	592	2,930	4,869	1,161	310	16	86.4	85.3	90.7	88.4	93.4	76.1	86.1
Cecil.....	898	572	1,595	3,065	1,449	414	40	89.8	91.9	90.7	90.7	94.0	83.8	91.9
Charles.....	324	230	1,905	2,931	376	1,397	74	82.1	89.2	91.3	90.3	94.2	75.5	91.9
Dorchester.....	664	362	1,009	2,526	782	1,347	112	88.5	89.2	92.2	91.3	95.2	82.2	94.6
Frederick.....	1,229	1,009	5,288	3,773	1,827	851	99	88.1	89.2	92.2	90.5	92.9	85.3	94.0
Garrett.....	1,947	571	2,252	3,981	1,017	685	80	88.6	90.8	90.5	89.7	92.5	80.5	95.5
Hartford.....	842	337	961	1,834	436	528	89	89.9	91.2	91.4	90.9	93.7	85.1	95.5
Howard.....	536	350	704	1,481	479	811	83	86.7	90.0	92.2	91.0	90.4	85.1	95.5
Kent.....	427	350	704	1,481	479	811	83	86.7	90.0	92.2	91.0	90.4	85.1	95.5
Montgomery.....	576	1,069	3,904	(5,920)	2,116	1,605	92	89.3	89.9	92.1	91.5	94.3	86.9	88.4
Junior High School.....			3,971							93.3				
Prince George's.....	594	750	5,683	7,027	1,554	42,544	189	86.8	91.7	92.5	92.2	94.5	85.0	94.4
Queen Anne's.....	370	364	854	1,588	442	700	25	86.9	91.4	92.6	89.4	94.3	83.3	87.2
St. Mary's.....	356	503	1,059	1,925	198	1,059	174	86.1	92.0	91.9	91.0	92.9	81.4	87.9
Somerset.....	465	251	1,597	2,313	669	1,591	145	87.8	89.5	89.1	88.9	93.5	81.9	91.3
Talbot.....	325	51	1,453	1,646	51	1,009	142	92.0	95.3	91.8	91.9	94.1	88.8	93.8
Washington.....	1,551	1,149	7,893	10,593	1,962	307	42	86.5	87.5	92.2	90.8	95.2	89.0	94.2
Wicomico.....	1,937	271	62,312	63,520	1,021	1,317	202	90.8	91.3	92.7	92.1	96.1	90.8	94.1
Worcester.....	542	234	1,477	2,253	674	1,350	117	84.5	92.1	89.9	88.9	93.9	86.0	93.3
Baltimore City.....			73,336	73,336	13,175	18,962	2,114				91.8	93.1	87.4	91.3
Elementary.....			61,413	61,413	16,374	24,600	2,446				87.6	91.6	87.0	91.3
Vocational.....			680	680	246	246	246				81.7	87.7	84.1	90.5
Junior High.....			11,234	11,234	3,451	2,342	793				92.7	92.7	90.5	90.5
Senior High.....			9,724	9,724	1,321	1,321	1,321				93.2	93.2	91.8	91.8
Total State.....			176,023	176,023	36,361	43,241	3,839				91.3	93.9	85.8	92.2

a Includes 254 pupils in Towson Normal Elementary School.
 b Includes 80 pupils in Salisbury Normal Elementary School.
 c Includes 40 pupils attending the Bowie Normal Elementary School.
 d Includes 26 pupils in the Bowie Normal Elementary School.
 e Excludes 134 in the Colored Teacher Training School.

TABLE VII

Average Days in Session, Aggregate Days of Attendance and Average Daily Attendance for the Year Ending July 31, 1930

COUNTY	AVERAGE DAILY ATTENDANCE				AGGREGATE DAYS OF ATTENDANCE				AVERAGE DAILY ATTENDANCE								
	WHITE		COLORED		WHITE		COLORED		WHITE		COLORED						
	Elementary and Junior High (7-8)	Senior High (9)	Elementary and Junior High (7-8)	Senior High (9)	Elementary and Junior High (7-8)	Senior High (9)	Elementary and Junior High (7-8)	Senior High (9)	Elementary and Junior High (7-8)	Senior High (9)	Elementary and Junior High (7-8)	Senior High (9)					
	Total	Total	Total	Total	Total	Total	Total	Total	Total	Total	Total	Total					
Total Counties.....	187.0	186.7	107.5	172.8	17,474,328.5	4,087,203.0	21,561,531.5	3,714,902.0	25,276,433.5	93,403.2	21,890.1	115,353.2	20,519.1	1,609.1	22,128.1	137,481.1	
Allegany.....	193.8	194.0	194.0	193.5	1,726,678.5	292,560.5	2,526,001.5	55,164.5	2,581,166.0	8,907.1	1,508.1	13,027.1	290.5	54.5	284.5	13,311.5	
Junior High School.....	194.1	194.2	162.9	182.3	346,658.5	100,410.5	1,175,712.5	377,802.0	1,553,514.5	7,856.5	826.5	6,326.5	112.5	159.5	62.301	68,627.5	
Anne Arundel.....	186.8	181.0	195.2	183.0	992,703.0	483,009.5	3,216,152.5	314,725.5	3,530,878.0	5,315.1	5,011.1	6,326.1	612.1	1,132.1	1,612.1	18,273.1	
Baltimore.....	193.6	190.0	195.2	183.0	2,720,587.0	495,565.5	10,216,152.5	123,375.5	10,340,527.5	14,112.1	10,111.1	16,661.1	1,412.1	2,333.1	7,694.1	61,649.1	
Calvert.....	183.1	182.7	162.5	161.8	133,096.5	29,655.0	162,751.5	119,196.0	286,127.0	727.0	162.0	889.0	737.0	23.0	767.0	3,320.0	
Caroline.....	186.0	186.0	163.8	166.1	370,488.5	113,343.5	483,832.0	44,331.0	603,028.0	1,942.0	610.0	2,602.0	666.0	61.0	724.0	3,641.0	
Cecil.....	185.7	187.1	177.7	178.1	788,115.5	201,808.0	989,923.5	70,918.5	1,034,254.5	4,307.0	1,084.0	5,391.0	236.0	14.0	250.0	3,953.0	
Charles.....	185.0	181.1	184.1	186.8	515,140.0	147,819.5	663,759.5	181,595.5	823,489.0	2,779.0	790.0	3,569.0	347.0	37.0	384.0	2,702.0	
Dorchester.....	184.3	182.0	160.5	180.0	223,165.0	64,326.0	287,491.0	200,156.5	469,086.5	1,226.5	353.0	1,579.0	105.0	68.0	1,123.0	4,462.0	
Frederick.....	182.4	182.0	164.4	170.0	487,921.5	135,411.0	623,332.5	142,570.0	823,489.0	2,647.0	736.0	3,383.0	1,108.0	106.0	1,214.0	4,597.0	
Garrett.....	185.5	189.5	164.8	185.0	1,252,613.5	322,942.5	1,575,556.0	171,718.0	1,718,126.0	8,868.0	1,740.0	10,608.0	761.0	93.0	854.0	4,061.0	
Harford.....	187.3	188.8	168.4	188.4	669,097.0	177,999.0	840,896.0	98,388.0	945,284.0	3,572.0	942.0	4,514.0	584.0	.....	584.0	5,098.0
Howard.....	192.2	194.0	163.5	188.0	320,575.5	79,253.0	399,828.5	49,455.0	469,283.5	1,668.0	409.0	2,077.0	425.0	.....	425.0	2,502.0
Kent.....	184.4	186.3	160.0	176.3	248,487.5	80,646.5	320,134.0	124,379.5	453,513.0	1,348.0	433.0	1,781.0	690.0	79.0	769.0	2,550.0	
Montgomery.....	183.8	183.9	163.2	164.0	932,357.5	192,214.5	1,125,345.5	240,972.5	1,466,318.0	5,072.0	1,045.0	6,666.0	1,395.0	81.0	1,476.0	8,142.0	
Prince George's.....	183.4	183.8	172.3	173.0	63,476.5	37,297.0	100,773.5	40,403.0	140,875.0	346.0	203.0	551.0	162.0	179.0	234.0	1,289.0	
Queen Anne's.....	184.9	186.6	162.3	164.8	1,198,265.0	273,930.0	1,472,195.0	403,491.0	1,875,686.0	6,480.0	1,468.0	7,948.0	1,162.0	179.0	1,341.0	6,040.0	
St. Mary's.....	189.8	190.0	162.9	164.8	269,506.0	79,248.0	348,754.0	98,588.5	447,342.5	1,420.0	417.0	1,837.0	583.0	22.0	603.0	2,442.0	
Somerset.....	180.9	181.0	161.6	162.0	170,896.0	33,862.0	204,760.0	138,787.5	343,547.5	932.0	184.0	1,116.0	862.0	86.0	978.0	4,230.0	
Talbot.....	184.9	185.0	163.6	181.2	371,771.0	113,199.0	484,970.0	251,814.0	736,784.0	2,056.0	625.0	2,681.0	399.0	159.0	558.0	3,321.0	
Washington.....	184.7	185.0	184.4	185.2	310,842.5	112,497.5	423,340.0	171,157.0	594,497.0	1,681.0	608.0	2,289.0	896.0	1,032.0	999.0	11,804.0	
Wicomico.....	181.7	182.0	162.2	162.1	1,776,848.0	345,610.0	2,122,458.0	57,610.5	2,180,069.5	9,623.0	1,869.0	11,492.0	273.0	39.0	312.0	11,804.0	
Worcester.....	180.7	180.3	161.9	161.7	658,902.5	178,431.5	837,334.0	224,907.0	992,341.0	43,241.0	8,241.0	10,481.0	1,196.0	199.0	1,387.0	65,607.0	
Baltimore City—Total.....	190.0	184.1	190.0	185.0	12,789,707.0	2,257,012.0	15,046,719.0	63,507,016.0	18,553,735.0	67,304.0	12,261.0	79,565.0	16,378.0	1,931.0	618.0	509.0	698,074.0
Elementary.....	190.0	184.1	190.0	185.0	10,694,195.0	1,940,572.0	13,635,767.0	2,707,880.0	13,402,075.0	56,285.0	14,252.0	66,537.0	14,252.0	1,427.0	70.0	537.0	70,537.0
Vocational.....	193.0	190.0	190.0	190.0	116,572.0	116,572.0	39,330.0	39,330.0	155,902.0	604.0	604.0	604.0	207.0	.....	207.0	811.0
Junior High.....	190.0	190.0	190.0	190.0	607,910.0	607,910.0	539,850.0	539,850.0	3,125,880.0	10,415.0	3,300.0	13,615.0	2,119.0	718.0	2,837.0	16,452.0	
Senior High.....	182.0	182.0	182.0	182.0	1,649,102.0	1,649,102.0	220,776.0	220,776.0	1,869,878.0	9,061.0	9,061.0	9,061.0	1,213.0	.....	1,213.0	10,274.0
Total State.....	188.2	185.8	177.6	179.4	430,264,035.5	6,344,215.0	3,636,608,250.5	67,221,918.0	4,380,168.5	160,767.84	151,194.918	318,307,097.3	3,540.640	640.637	623.555	6,235,555.0	

a Includes following data for pupils in state supported Normal Elementary Schools.
 Aggregate days of attendance—Towson, 41,847; Salisbury, 15,192; Bowie, 6,642 for pupils transported from Anne Arundel; 4,360 for pupils in Prince George's.
 Average daily attendance—Towson, 231; Salisbury, 84; Bowie, 36 pupils from Anne Arundel; 24 pupils from Prince George's.
 b Excludes 24,700 aggregate days of attendance and 130 in average attendance in Training School for Colored Teachers.

WHITE ELEMENTARY NON PROMOTIONS; TEACHING POSITIONS

TABLE IX
Number of Teaching Positions for the Year Ending July 31, 1930

COUNTY	WHITE										COLORED						Grand Total			
	Elementary School			High School			Helping Supervisors and White Teachers				Elementary School		High School		Total Colored	Supervisors of Colored Schools				
	Men	Women	Total	Men	Women	Total	Total White Teachers	White Supervising and Helping Teachers	Men	Women	Total	Men	Women	Total	Men	Women		Total	Teachers	Supervisors
Total Counties.....	194.6	2,855.3	3,049.9	365.3	710.0	1,075.3	4,125.2	55.3	72.6	660.2	732.8	33.6	35.5	69.1	801.9	15.3	4,927.1	70.6		
Allegany.....	13	316.7	329.7	42.8	68.3	111.1	440.8	15	6.9	6.9	6.9	1	2.1	3.1	10	..	450.8	5		
Anne Arundel.....	6	149	155.1	7.1	48.3	48.3	203.4	2	..	61	67	4.2	3	7.2	74.2	1.5	277.6	3		
Baltimore.....	37.1	341.3	378.4	24.9	73.8	98.7	477.1	18	8	43	51	..	..	..	51	..	528.1	8.2
Calvert.....	..	29	30	3	4	7	36	..	..	26	28	..	..	..	27	1.0	628	..
Caroline.....	..	67	68	19.5	32.5	100.5	*1	..	..	23.8	24.8	..	..	..	28.2	..	128.7	1.6
Carroll.....	20	139.3	159.3	17	44.6	42.7	236.9	*4	3	9	12	..	..	..	13.4	..	244.3	4.6
Cecil.....	4	90.2	94.2	13	29.7	18	136.9	2	1	15	15	..	..	..	1.4	..	153.9	2.5
Charles.....	3	44	47	7	11	18	65.9	1	1	30	40	..	..	..	3	..	108.9	2.6
Dorchester.....	3	84.9	87.9	12	27.2	39.2	127.1	1	7	40	47	..	..	..	2	..	177.5	2.6
Frederick.....	29	186.7	215.9	27.8	48.3	76.1	295.1	2	2	28.8	30.8	..	..	..	3.4	..	326.2	4.8
Garrett.....	13	139.7	152.7	16	34.2	50.2	174.4	2	..	..	..	..	..	..	..	..	188	..
Harford.....	2	122.2	124.2	16	34.2	50.2	174.4	2	6.2	19	25.2	..	..	..	..	..	199.6	2.8
Howard.....	1	57.7	58.7	8	16.4	25.4	84.1	1	..	18	18	..	..	..	..	..	102.1	1.3
Kent.....	1	50	51	8	16	24	75.1	1	2	26	28	..	..	..	..	..	100.4	1.6
Montgomery.....	6	188.9	194.9	19	50.3	69.3	264.2	3	2	41	43	..	..	..	..	..	311	..
Prince George's.....	4.2	196.6	200.8	21.5	51.4	72.9	273.7	2.3	4.7	66.7	71.4	..	..	..	..	..	355.4	3.3
Queen Anne's.....	..	51	51	7.5	14	21.5	77.5	..	3.2	19	21	..	..	..	..	..	94.7	..
St. Mary's.....	..	37	38	4.7	5.2	9.9	47.9	1	3.2	32	35.2	..	..	..	..	..	83.1	1.8
St. Mary's.....	1	69	72	12	17.9	29.9	101.9	1	5.5	44	49.5	..	..	..	..	..	155.9	1.5
Talbot.....	3	57	54	10	23	33	86.9	1	..	..	..	..	..	..	..	..	..	..
Townsend.....	3	69	72	12	17.9	29.9	101.9	1	..	..	..	..	..	..	..	..	..	..
Washington.....	41	271	312	35	41.5	76.5	388.5	4	7	27.5	33	..	..	..	..	..	401.9	4
Wisconsin.....	1	100.5	101.5	16	28.6	44.6	146.1	2	1	32	39	..	..	..	..	..	191.9	3
Worcester.....	2	72.6	74.6	14	24.6	38.6	113.2	2	5	33.5	38.5	..	..	..	..	..	155.2	3
Baltimore City	205	2,291	2,496	207	183	390	2,886	63	124	465	589	25	34	59	648	17	3,534	80		
Total.....	92	1,820	1,912	..	..	..	1,912	54	68	398	466	..	..	..	466	13	2,378	67
Vocational.....	32	14	46	..	..	..	46	..	..	5	16	..	..	..	16	..	62	..
Junior High.....	81	457	538	207	183	390	538	49	45	62	107	25	34	59	107	4	645	13		
Senior High.....	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	449	..
Total State.....	399.6	5,146.3	5,545.9	572.3	893	1,465.3	7,011.2	118.3	196.6	1,125.2	1,321.8	58.6	69.5	128.1	1,449.9	32.3	8,461.1	150.6		

* Includes a supervisor of music.
 † Includes a high school supervisor.
 ‡ Includes 10 art, 12 music, and 14 physical education supervisors.
 § Includes one art supervisor.
 ¶ Includes 2 art, 3 music, and 4 physical education supervisors.

TABLE X
White Elementary Teachers Holding Various Grades of Certificates, October, 1930

COUNTY	NUMBER OF TEACHERS HOLDING CERTIFICATES OF THE FOLLOWING GRADES						PER CENT OF TEACHERS HOLDING CERTIFICATES OF THE FOLLOWING GRADES																
	Elem., Prin. and First		Second		Third		Total Number of Teachers		Grand Total		Elem., Prin. and First		Second		Third		Total Number of Teachers						
	Reg.	Prov.	Reg.	Prov.	Reg.	Prov.	Reg.	Prov.	Reg.	Prov.	Reg.	Prov.	Reg.	Prov.	Reg.	Prov.	Reg.	Prov.					
Total and Aver.	2,831	14	118	1	32	2,981	15	2,996	94.5	.5	3.9	1.1	99.5	.5	332	3	332	97.6	.3	332	97.6	.3	
Allegany	324	1	4		3	331	1	332	97.6	.3	1.2	.9	99.7	.3	332		332	97.6	.3	332	97.6	.3	
Anne Arundel	57	1	4		1	155	1	156	96.2	.6	2.6	.6	99.4	.6	387		387	100.0		387	100.0		
Baltimore	387				1	387		388	100.0				100.0		28		28	96.7		28	96.7		
Calvert	27				1	28		28	96.7				96.7		61		61	96.7		61	96.7		
Caroline	59	2				59	2	61	96.7	3.3			96.7	3.3	153		153	92.2		153	92.2		
Carrroll	141		8		4	153		153	92.2		5.2	2.6	100.0		92		92	81.5		92	81.5		
Cecil	75		15		2	92		92	92.2		16.3	2.2	100.0		40		40	92.5		40	92.5		
Charles	37		3			40		40	92.5		7.5		100.0		80		80	88.8		80	88.8		
Dorchester	79	1	8		1	88	1	89	88.8	1.1	6.0	1.1	98.9	1.1	206	3	206	92.7	1.5	206	92.7	1.5	
Frederick	191	3	12			203	3	206	92.7	1.5	5.8	1.5	98.5	1.5	144		144	99.3		144	99.3		
Garrett	143				*1	144		144	99.3		6.4	*7	100.0		125		125	92.0		125	92.0		
Harford	115		8		2	125		125	92.0		5.1	1.6	100.0		59		59	93.2		59	93.2		
Howard	55		3		1	59		59	93.2		2.0	1.7	100.0		50		50	98.0		50	98.0		
Kent	49		1			50		50	98.0				100.0		185		186	98.5		186	98.5		
Montgomery	183	1	1		1	185	1	186	98.5	.5			99.5	.5	201		201	98.0		201	98.0		
Prince George's	197		2		2	201		201	98.0		1.0	1.0	100.0		48		48	96.0		48	96.0		
Queen Anne's	48	2				50	2	50	96.0	4.0			96.0	4.0	36		36	80.6		36	80.6		
St. Mary's	29		4		3	36		36	80.6		11.1	8.3	100.0		71		71	85.9		71	85.9		
Somerset	61		8		2	71		71	85.9		11.3	2.8	100.0		49		49	94.1		49	94.1		
Talbot	48	1	1	1		49	2	51	94.1	2.0	2.0	1.9	95.1	3.9	308	2	310	90.0	.6	310	90.0	.6	
Washington	279	2	22		7	308	2	310	90.0	.6	7.1	2.3	99.4	.6	99		99	92.9		99	92.9		
Wicomico	92		7			99		99	92.9		7.1	1.4	100.0		70		70	88.6		70	88.6		
Worcester	62		7		1	70		70	88.6		10.0		100.0										

* A substitute.

TABLE XI
White Teachers in One-Teacher Elementary Schools Holding Various Grades of Certificates, October, 1930

COUNTY	NUMBER OF TEACHERS HOLDING CERTIFICATES OF THE FOLLOWING GRADES										PER CENT OF TEACHERS HOLDING CERTIFICATES OF THE FOLLOWING GRADES						
	Elementary Prim. & First		Second		Third		Total Number of Teachers		Grand Total	Elementary Prim. & First		Second		Third		Total Number of Teachers	
	Reg.	Prov.	Reg.	Prov.	Reg.	Prov.	Reg.	Prov.		Reg.	Prov.	Reg.	Prov.	Reg.	Prov.	Reg.	Prov.
Total and Aver.	541		34		19		594		594	91.1		5.7		3.2		100.0	
Allegany	28		1				29		29	96.6		3.4				100.0	
Anne Arundel	6						6		6	100.0						100.0	
Baltimore	27				1		27		27	100.0						100.0	
Calvert	15						16		16	93.8				6.2		100.0	
Caroline	8						8		8	100.0						100.0	
Carrall	44		3		4		51		51	86.3		5.0		7.8		100.0	
Cecil	25		7		1		33		33	75.8		21.2		3.0		100.0	
Charles	1		1				2		2	50.0		50.0				100.0	
Dorchester	20		5		1		26		26	76.9		19.3		3.8		100.0	
Frederick	22		2				24		24	91.7		8.3				100.0	
Garrett	87				1		88		88	98.9				1.1		100.0	
Hartford	29		2		2		33		33	87.8		6.1		6.1		100.0	
Howard	18		2		1		21		21	85.7		9.5		4.8		100.0	
Kent	20		1				21		21	95.2		4.8				100.0	
Montgomery	21		1				22		22	95.5						100.0	
Prince George's	19		1		1		21		21	90.4		4.8		4.8		100.0	
Queen Anne's	15						15		15	100.0						100.0	
St. Mary's	13		1		2		16		16	81.2		6.3		12.5		100.0	
Somerset	15		1				16		16	93.8		6.2				100.0	
Talbot	10						10		10	100.0						100.0	
Washington	48		2		5		55		55	87.3		3.6		9.1		100.0	
Wicomico	30		1				31		31	90.8		3.2				100.0	
Worcester	20		3				23		23	87.0		13.0				100.0	

TABLE XII
White Teachers in Elementary Schools Having Two Teachers Holding Various Grades of Certificates, October, 1930

COUNTY	NUMBER OF TEACHERS HOLDING CERTIFICATES OF THE FOLLOWING GRADES										PER CENT OF TEACHERS HOLDING CERTIFICATES OF THE FOLLOWING GRADES									
	Elem. Prin. and First		Second		Third		Total Number of Teachers		Grand Total	Elem. Prin. and First		Second		Third		Total Number of Teachers				
	Reg.	Prov.	Reg.	Prov.	Reg.	Prov.	Reg.	Prov.		Reg.	Prov.	Reg.	Prov.	Reg.	Prov.	Reg.	Prov.			
Total and Aver...	367	1	28		5		400	1	401	91.5	.3	7.0		1.2		99.7	.3			
Allegany.....	27				1		30		30	90.0		6.7		3.3		100.0				
Anne Arundel...	12						12		12	100.0						100.0				
Baltimore.....	42						42		42	100.0						100.0				
Calvert.....	8						8		8	100.0						100.0				
Caroline.....	10						10		10	100.0						100.0				
Carroll.....	17		1				18		18	94.5		5.5				100.0				
Cecil.....	15		3				18		18	83.3		16.7				100.0				
Charles.....	4		2				6		6	66.7		33.3				100.0				
Dorchester.....	11		1				12		12	91.7		8.3				100.0				
Frederick.....	22	1	3				25	1	26	84.6	3.8	11.6				96.2	3.8			
Garrett.....	22						22		22	100.0						100.0				
Harford.....	27		1				28		28	96.4		3.6				100.0				
Howard.....	12		1				13		13	92.3		7.7				100.0				
Kent.....	10						10		10	100.0						100.0				
Montgomery...	29			1			30		30	96.7				3.3		100.0				
Prince George's...	26						26		26	100.0						100.0				
Queen Anne's...	10						10		10	100.0						100.0				
St. Mary's.....	12		3		1		16		16	75.0		18.8		6.2		100.0				
Somerset.....	9		3		2		14		14	64.3		21.4		14.3		100.0				
Talbot.....	2						2		2	100.0						100.0				
Washington...	27		7				34		34	79.4		20.6				100.0				
Wicomico.....	0		1				10		10	90.0		10.0				100.0				
Worcester.....	4						4		4	100.0						100.0				

TABLE XIII
Colored Teachers Holding Various Grades of Certificates, October, 1930

COUNTY	NUMBER OF COLORED TEACHERS HOLDING CERTIFICATES OF THE FOLLOWING GRADES						PER CENT OF COLORED TEACHERS HOLDING CERTIFICATES OF THE FOLLOWING GRADES													
	Elementary Prin. & First		Second		Third		Total Elem. Teachers		Grand Total	High School	Elementary Prin. & First		Second		Third		Total Elem. Teachers		Reg. High School	Prov. High School
	Reg.	Prov.	Reg.	Prov.	Reg.	Prov.	Reg.	Prov.			Reg.	Prov.	Reg.	Prov.	Reg.	Prov.	Reg.	Prov.		
Total and Average.....	667	2	50		13	1	730	3	733	481	91.0	.3	6.8		1.8	.1	99.6	.4	92.6	7.4
Allegany.....	6						6		6	4	100.0						100.0		100.0	
Anne Arundel.....	61		5		2		68		68	47	89.7		7.4		2.9		100.0		100.0	
Baltimore.....	48	1	2		1		51	1	52		92.3	1.9	3.9		1.9		98.1	1.9	100.0	
Calvert.....	23		2				25	1	26	1	88.5		7.7		3.8		96.2	3.8	100.0	
Carroll.....	18		5				23		23	2	78.3		21.7				100.0		100.0	
Cecil.....	14		1				15		15	2	93.3		6.7				100.0		100.0	
Charles.....	35	1	3		2		40	1	41	3	85.4	2.4	7.3		4.9		97.6	2.4	100.0	
Dorchester.....	45		2		1		48		48	5	93.7		4.2		2.1		100.0		100.0	
Frederick.....	26		2				29		29	4	89.7		6.9		3.4		100.0		100.0	
Harford.....	20		5		1		25		25	1	80.0		20.0				100.0		100.0	
Howard.....	16		3				19		19		84.2		15.8				100.0		100.0	
Kent.....	29		2				29		29	3	100.0		4.7				100.0		100.0	
Montgomery.....	41		1				43		43	4	95.3		4.7				100.0		100.0	
Prince George's.....	69		1		1		71		71	**11	97.2		1.4		1.4		100.0		72.7	27.3
Queen Anne's.....	19		1				21		21	2	90.5		4.8		4.7		100.0		100.0	
St. Mary's.....	33		1		1		34		34		97.1		2.9				100.0		100.0	
Somerset.....	43		6		1		50		50	6	86.0		12.0		2.0		100.0		100.0	
Talbot.....	29		2				32		32	*7	90.6		6.3		3.1		100.0		85.7	14.3
Washington.....	10		1		1		11		11	2	90.9		10.3				100.0		100.0	
Wicomico.....	35		4				39		39	**9	89.7		10.3				100.0		77.8	22.2
Worcester.....	35		2				39		39	4	89.8		5.1		5.1		100.0		100.0	

‡ Includes six provisional teachers.
* A teacher holding a provisional certificate.
† Excludes a music teacher.

TABLE XV
Average Salary Per Teacher for Year Ending July 31, 1930

COUNTY	AVERAGE SALARY PER TEACHER										RANK IN AVERAGE SALARY PER TEACHER									
	White High Schools					White Elementary Schools					Colored Schools		White High Schools		White Elementary Schools		Colored Schools			
	One-Teacher Schools	Two-Teacher Schools	Graded Schools	All Elementary Schools	High Schools	High Schools	Elementary Schools	One-Teacher Schools	Two-Teacher Schools	Graded Schools	All Elementary Schools	High Schools	Elementary Schools	One-Teacher Schools	Two-Teacher Schools	Graded Schools	All Elementary Schools	High Schools	Elementary Schools	
County Average.....	\$1,550	\$1,119	\$1,178	\$1,231	\$1,199	\$874	\$635	2	5	3	3	2	2	3	3	3	3	1	1	
Allegany.....	1,683	1,132	1,274	1,279	1,265	1,480	1,219	4	6	6	6	4	5	7	7	7	7	3	1	
Anne Arundel.....	1,601	1,127	1,181	1,215	1,209	1,032	637	1	1	1	1	4	1	1	1	1	1	3	2	
Baltimore.....	1,765	1,576	1,511	1,497	1,505	1,181	1,181	15	9	9	10	15	1	21	22	22	19	12	14	
Calvert.....	1,480	1,105	1,020	1,004	1,070	793	563	12	16	13	12	12	12	15	13	13	12	11	17	
Caroline.....	1,497	1,088	1,076	1,111	1,101	794	537	13	20	20	18	16	20	17	16	14	16	16	9	
Cecil.....	1,432	1,017	1,066	1,118	1,082	770	581	14	4	4	6	14	4	4	5	5	6	5	5	
Charles.....	1,583	1,012	948	1,074	1,197	982	697	8	22	19	22	8	22	23	19	19	21	6	16	
Dorchester.....	1,325	1,024	986	1,108	1,065	847	543	19	21	22	13	19	21	22	16	16	13	10	21	
Frederick.....	1,525	1,085	1,086	1,106	1,099	797	525	5	17	13	16	12	13	13	16	21	17	5	13	
Garrett.....	1,527	1,095	1,086	1,054	1,099	973	567	10	12	12	11	10	12	12	11	11	11	7	6	
Harford.....	1,534	1,093	1,071	1,131	1,084	844	567	16	9	9	9	16	11	18	16	15	15	10	10	
Howard.....	1,459	1,083	1,053	1,120	1,091	844	571	22	7	7	7	22	5	5	5	9	9	14	8	
Kent.....	1,412	1,024	1,194	1,152	1,151	780	627	7	2	2	2	7	2	3	3	7	7	14	4	
Montgomery.....	1,511	1,021	1,186	1,205	1,204	834	710	17	3	3	3	17	3	6	6	4	4	8	18	
Prince George's.....	1,582	1,021	1,188	1,225	1,174	825	535	6	6	8	8	6	9	18	18	23	22	18	19	
Queen Anne's.....	1,452	1,113	1,059	1,076	1,045	721	533	21	13	13	23	21	23	23	17	17	16	18	18	
St. Mary's.....	1,500	1,093	1,051	1,095	1,088	721	517	18	18	18	18	18	18	18	20	20	16	13	15	
Somerset.....	1,400	1,093	1,084	1,093	1,092	781	544	11	14	14	14	11	14	14	14	14	14	17	11	
Talbot.....	1,503	1,100	1,086	1,186	1,165	1,151	817	3	10	10	8	3	10	10	8	8	10	17	8	
Washington.....	1,583	1,091	1,122	1,145	1,124	765	567	23	15	11	11	23	15	11	10	10	10	12	11	
Wicomico.....	1,422	1,053	1,125	1,068	1,069	771	530	20	19	19	20	20	19	10	10	20	20	13	20	
Worcester.....	1,422	1,053	1,125	1,068	1,069	771	530	20	19	19	20	20	19	10	10	20	20	13	20	
Baltimore City.....	2,553				\$1,811	2,756	\$1,707													
State.....	1,817				1,474	1,741	1,113													

° Includes \$1,759 for elementary, \$1,977 for junior high, and \$2,035 for vocational.
† Includes \$1,720 for elementary, \$1,625 for junior high, and \$1,861 for vocational.

TABLE XVI
 Badge Test Entrants and Winners in State-Wide Athletics—White Schools—1930

COUNTY	BOYS						GIRLS						TOTAL								
	Bronze		Silver		Gold		Super Gold		Bronze		Silver		Gold		Super Gold		Boys		Girls		
	*E	W	E	W	E	W	E	W	E	W	E	W	E	W	E	W	E	W	E	W	
Totals.....	10,715	4,133	3,989	1,482	933	304	175	110	12,186	4,537	7,426	1,770	1,879	1,001	1,244	655	15,812	6,029	22,735	7,963	
**Allegany.....	937	387	490	94	90	62	12	7	1,172	471	628	162	172	87	78	38	1,529	540	2,050	758	
Anne Arundel.....	623	287	297	107	66	19	18	12	700	360	545	126	92	70	77	55	944	425	1,414	611	
Baltimore.....	1,133	270	383	75	88	4	20	8	1,847	633	984	220	191	89	90	38	1,624	357	3,112	980	
Calvert.....	91	27	56	13	6	.....	.....	.....	157	64	94	28	15	10	16	8	153	40	282	110
Caroline.....	354	142	117	32	37	7	4	1	309	64	285	24	97	44	83	47	512	182	774	179	
Carroll.....	576	195	242	87	60	19	2	2	598	205	391	84	157	79	66	27	880	303	1,212	395	
Cecil.....	327	63	118	23	26	.....	1	1	419	179	187	61	51	27	55	36	472	87	712	303
Charles.....	196	87	45	30	23	12	.....	.....	234	90	138	21	33	20	19	11	264	129	424	142
Dorchester.....	411	200	166	82	47	9	4	4	444	138	292	77	52	28	54	36	628	295	842	279	
Frederick.....	882	413	316	144	76	27	9	9	910	383	613	169	109	100	111	63	1,283	593	1,743	715	
Garrett.....	226	97	78	35	24	7	7	3	252	104	133	31	26	9	6	3	335	142	407	147	
Harford.....	368	131	136	56	47	14	4	1	406	160	233	48	51	15	57	25	555	202	837	248	
Howard.....	266	82	78	50	33	8	7	7	256	104	146	30	37	21	35	13	384	147	474	168	
Kent.....	213	83	80	33	14	11	7	.....	260	66	183	33	45	22	33	15	314	127	521	136
Montgomery.....	750	273	232	78	58	33	10	8	305	338	425	124	62	62	62	37	1,050	392	1,525	529	
**Prince George's.....	805	307	299	126	33	22	14	11	908	325	473	127	121	65	66	39	1,136	466	1,568	556	
Queen Anne's.....	221	100	128	71	30	12	5	2	273	78	200	48	47	41	40	29	384	185	560	196	
St. Mary's.....	178	40	55	17	6	3	.....	.....	153	65	89	24	24	20	13	13	239	60	281	122
Somerset.....	221	79	86	38	29	3	2	2	255	100	156	35	51	26	63	39	338	122	525	80	
Tabbot.....	289	131	148	72	31	18	24	18	309	114	153	56	84	37	66	31	492	239	642	238	
Washington.....	946	462	207	143	66	24	6	3	865	304	472	135	88	48	51	22	1,985	632	1,476	509	
Wicomico.....	526	188	169	63	48	.....	14	8	806	125	372	50	123	44	63	25	739	244	1,064	342
Worcester.....	176	89	63	28	8	.....	5	3	202	100	161	36	89	37	38	27	252	120	490	220

* E.—Entrants, W.—Winners.

**The county had two meets, one for pupils in the larger schools and one for pupils in the rural schools.

TABLE XVII
Teams and Entrants from White Schools for Games in State-Wide Athletics, 1930

COUNTY	Circle Dodge Ball		Field Dodge		Speed		Touch-down Pass		Hit Ball		Volley Ball Senior		Volley Ball Junior		Baseball		Field Ball		Soccer		Basket Ball		Total Games					
	Boys, Girls, Mixed		Mixed		Boys		Girls		Girls		Girls		Girls		Boys		Boys		Boys		Boys		Girls		T		E	
	T	E	T	E	T	E	T	E	T	E	T	E	T	E	T	E	T	E	T	E	T	E	T	E	T	E		
Allegheny	81	1,096	2	35	10	129	5	54	8	109	7	73	1	11	4	78	3	51	6	125	7	82	4	61	136	1,866		
Amherst	43	567	2	35	24	332	2	77	3	42	4	42	2	11	1	14	6	33	6	65	7	73	6	111	88	1,235		
Baltimore	76	1,019	10	130	42	543	6	71	2	82	5	57	2	21	1	31	6	122	6	122	6	73	6	111	172	2,391		
Belmont	22	281	1	15	15	172	1	65	5	67	6	74	1	6	6	85	6	104	6	108	1	12	1	62	37	472		
Caroline	15	206	7	103	11	157	8	102	8	112	11	137	1	11	8	111	8	124	8	164	4	50	1	118	62	896		
Carroll	57	770	11	162	5	172	8	65	5	71	8	89	1	11	8	111	8	124	8	164	4	50	1	118	62	896		
Cecil	27	362	2	29	7	101	3	34	5	33	3	33	5	49	5	66	5	70	5	81	1	7	1	52	76	1,061		
Charles	19	249	1	10	6	85	2	21	3	33	5	49	2	11	8	111	8	124	8	164	4	50	1	118	52	671		
Dorchester	25	345	2	30	7	99	2	26	4	54	4	42	4	26	4	43	4	52	4	63	3	41	2	19	60	814		
Frederick	54	743	1	15	20	300	3	40	6	87	6	64	2	20	3	40	8	100	8	166	5	65	2	32	124	1,832		
Gaithersburg	17	228	1	15	8	112	4	48	10	118	4	42	2	20	7	91	3	60	5	116	4	53	2	32	59	809		
Harford	52	692	1	15	9	125	3	40	6	81	9	106	1	20	3	40	8	100	8	166	5	65	2	32	59	809		
Howard	14	206	2	30	5	177	4	37	4	48	5	49	1	11	3	46	3	68	5	80	3	25	2	23	51	699		
Keight	18	244	1	15	12	167	2	30	3	44	4	50	1	11	3	46	3	68	5	80	3	25	2	23	51	699		
Montgomery	62	831	3	45	23	320	6	68	8	102	7	83	3	32	8	104	8	104	8	136	7	86	7	67	136	1,798		
Prince George's	71	961	5	62	29	416	5	69	5	102	9	88	3	32	8	104	8	104	8	136	7	86	7	67	136	1,798		
Queen Anne's	20	383	2	30	7	85	4	47	5	67	4	42	3	32	5	60	5	98	5	94	3	33	1	45	69	938		
St. Mary's	26	329	3	30	3	35	1	10	3	39	3	30	3	30	3	42	3	51	3	55	3	25	1	14	51	731		
Somerset	22	302	1	13	3	42	3	34	3	43	4	56	2	11	4	52	4	75	4	70	2	25	1	14	51	731		
Talbot	27	358	1	12	4	55	5	64	4	59	6	72	3	11	6	102	6	133	6	121	4	68	3	38	72	1,082		
Washington	32	445	1	12	13	187	3	62	4	57	5	58	1	11	7	90	6	103	6	128	2	30	1	12	77	1,134		
Wicomico	38	529	1	12	6	94	5	63	5	68	3	31	1	11	7	87	7	110	7	120	1	16	1	12	81	1,134		
Worcester	14	217	2	30	4	59	3	44	4	58	5	59	1	11	5	75	4	66	4	77	1	6	1	6	46	691		
Total Counties	1841	11,363	55	798	259	3,606	85	1,044	114	1,537	127	1,438	11	116	98	1,396	104	1,820	128	2,420	56	703	35	463	1,913	26,704		
1929	844	11,259	55	754	238	3,278	82	1,010	104	1,397	135	1,536	10	127	97	1,393	102	1,837	128	2,347	49	562	26	387	1,870	25,887		
Per cent of increase	*.3	.9	.....	5.8	8.8	10	3.6	3.3	9.6	10	*5.9	*6.3	10	*8.6	1	.21	1.9	.....	.....	3.1	14.2	25	34	19	2.3	3.1
Baltimore City	653	6723	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
1929	53	640	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Per cent of increase	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....

T.—Number of Teams.
 * Per cent of decrease.
 † These totals include the following teams: Boys, 283; Girls, 348; Mixed 210; and the following entrants: Boys, 3,939; Girls, 4,690; Mixed, 2,734.
 ‡ Includes 23 teams of 330 boys and 30 teams of 333 girls.

TABLE XVIII
White Girls' Relay Teams and Entrants in State-Wide Athletics—1930

COUNTY	Flag Relay		Run and Catch Relay						Obstacle		Block Relay		Hit and Run the Bases		Totals	
	T.	E.	Senior		Junior		Elementary		T.	E.	T.	E.	T.	E.	T.	E.
			T.	E.	T.	E.	T.	E.								
Allegany.....	38	326	10	108	4	43	16	158	6	56	21	204	.....	.....	95	946
Anne Arundel.....	27	271	6	60	.....	.....	24	242	3	30	30	108	.....	.....	77	811
Baltimore.....	41	459	12	108	3	29	38	275	9	88	4	466	.....	.....	145	1,473
Calvert.....	7	67	4	40	.....	.....	6	57	3	30	5	50	.....	.....	25	264
Caroline.....	14	143	9	90	.....	.....	7	68	6	67	6	62	.....	.....	42	489
Carroll.....	26	257	19	197	.....	.....	16	184	11	108	22	215	.....	.....	97	1,083
Cecil.....	8	80	10	91	.....	.....	7	70	5	43	.....	50	.....	.....	35	401
Charles.....	12	128	8	73	.....	.....	10	96	7	67	7	71	.....	.....	44	489
Dorchester.....	15	147	9	88	.....	.....	7	69	4	38	8	78	.....	.....	19	43
Frederick.....	20	189	10	93	.....	.....	9	88	5	48	12	117	.....	.....	87	56
Garrett.....	9	88	6	46	2	20	6	63	3	20	6	61	.....	.....	39	32
Harford.....	8	79	9	89	.....	.....	12	117	5	50	10	97	.....	.....	15	44
Howard.....	7	73	8	78	1	8	8	84	5	46	3	31	.....	.....	32	348
Kent.....	8	89	7	69	.....	.....	9	89	4	41	4	35	.....	.....	9	32
Montgomery.....	24	242	12	115	2	20	24	233	9	85	15	148	.....	.....	64	86
Prince George's.....	34	342	12	82	.....	.....	10	99	6	60	19	179	.....	.....	33	77
Queen Anne's.....	8	78	9	93	.....	.....	6	56	6	58	7	70	.....	.....	15	36
St. Mary's.....	11	90	3	30	.....	.....	7	68	3	30	2	19	.....	.....	51	26
Somerset.....	8	83	7	69	.....	.....	7	78	6	80	2	22	.....	.....	48	30
Talbot.....	7	74	8	79	.....	.....	7	70	4	41	5	48	.....	.....	48	31
Washington.....	23	233	6	63	.....	.....	17	170	3	31	12	121	.....	.....	61	699
Wicomico.....	18	181	10	99	.....	.....	9	91	3	29	9	91	.....	.....	14	49
Worcester.....	9	91	9	99	.....	.....	9	88	4	37	6	58	.....	.....	44	417
Total Counties	382	3,820	199	1,979	12	120	274	2,613	120	1,192	245	2,431	.....	.....	1,046	1,232
1930.....	455	4,547	177	1,728	15	160	233	2,301	112	1,089	.....	.....	.....	.....	862	992
1929.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Per cent of increase.....	*16	*16	12.4	14.5	*20	*25	17.6	13.5	7.1	9.4	.....	.....	.....	.....	21.3	24.2
Baltimore City	12	131	.....	.....	11	101	.....	.....	.....	.....	5	61	.....	.....	37	330
1930.....	6	75	.....	.....	24	268	.....	.....	.....	.....	.....	.....	.....	.....	119	30
1929.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Per cent of increase.....	100	74.6	.....	.....	*54.1	*62.3	.....	.....	.....	.....	.....	.....	.....	.....	67.3	*28.5

T—Number of Teams. E.—Number of Entrants.
* Per cent of decrease.

TABLE XIX
 Badge Test Entrants and Winners in State Athletics—Colored Schools—1930

COUNTY	BOYS										GIRLS										TOTAL			
	Bronze		Silver		Gold		Super Gold		Bronze		Silver		Gold		Super Gold		Boys		Girls		E	W		
	E	W	E	W	E	W	E	W	E	W	E	W	E	W	E	W	E	W						
	*E	W	E	W	E	W	E	W	E	W	E	W	E	W	E	W	E	W	E	W				
Total Counties.....	3,326	961	1,045	324	256	38	20	5	3,347	1,133	1,676	491	386	175	164	76	4,641	1,328	5,573	1,845				
Anne Arundel.....	209	91	72	27	20	.....	.....	.....	338	149	145	57	56	27	1	.....	301	118	540	233
Baltimore.....	164	65	71	20	33	7	.....	.....	158	88	119	29	32	19	12	9	271	92	321	125		
Calvert.....	106	43	22	9	3	.....	.....	.....	121	45	64	36	8	4	8	7	131	54	201	92	
Caroline.....	180	38	41	31	12	.....	.....	.....	134	61	77	41	9	5	13	4	233	69	233	111	
Carroll.....	68	18	38	14	5	.....	.....	.....	73	24	20	8	5	4	.....	.....	111	32	98	36
Cecil.....	63	21	14	3	.....	.....	.....	.....	71	20	17	2	4	2	.....	.....	77	24	92	24
Charles.....	233	78	58	9	9	.....	.....	.....	232	23	134	15	23	4	6	3	320	57	395	45	
Dorchester.....	189	75	41	15	21	.....	.....	.....	200	121	82	25	26	8	.....	.....	251	90	319	156
Frederick.....	170	47	83	30	26	10	6	1	147	31	103	41	30	17	22	12	285	88	302	101				
Harford.....	129	31	62	12	5	.....	3	1	112	14	55	4	9	3	7	1	199	44	183	22			
Howard.....	107	31	30	9	4	.....	.....	.....	86	29	39	7	5	3	1	1	141	43	131	40	
Kent.....	122	26	33	11	6	.....	1	.....	103	26	58	22	19	12	5	3	162	37	185	63		
Montgomery.....	307	81	118	23	34	4	1	.....	315	93	131	14	28	13	15	7	460	108	489	127			
Prince George's.....	415	64	72	10	11	2	.....	.....	354	122	151	47	31	3	2	2	498	76	538	174		
Queen Anne's.....	117	35	43	12	7	.....	1	.....	124	47	57	15	6	3	3	1	168	47	190	65		
St. Mary's.....	161	65	30	11	8	.....	.....	.....	164	63	98	30	19	15	1	1	199	76	282	109	
Somerset.....	127	31	33	12	4	1	1	.....	142	38	35	5	8	8	8	4	165	45	193	55			
Talbot.....	121	32	68	19	8	.....	1	1	136	23	72	6	16	4	3	3	198	52	227	36			
Wicomico.....	197	71	70	22	19	12	1	1	222	82	137	43	39	18	36	10	287	109	434	153				
Worcester.....	115	40	43	25	21	2	5	.....	115	54	82	14	13	4	10	6	184	67	220	78			

*E.—Entrants. W.—Winners.

TABLE XX
Teams and Entrants from County Colored Schools in State-Wide Athletics—1930

COUNTY	TRACK AND FIELD		DODGE BALL						VOLLEY BALL			TOTAL DODGE AND VOLLEY BALL						RELAYS						TOTAL ENTRANTS GIRLS RELAYS	
	Number Entered	Entrants	Boys		Girls		Mixed		Girls		T.	E.	Run and Catch		Flag		T.	E.	T.	E.	T.	E.			
			*T.	*E.	T.	E.	T.	E.	T.	E.			T.	E.											
Total Counties.....	494	5,402	117	1,450	151	1,865	275	3,285	16	206	559	6,809	22	223	330	3,165	352	3,388							
Anne Arundel.....	41	379	7	90	10	128	25	305			42	523			26	259	26	259							
Baltimore.....	22	299	6	82	7	99	13	166			26	347			19	188	19	188							
Calvert.....	21	158	9	115	11	135	9	116	1	17	30	383	1	17	18	176	19	193							
Caroline.....	19	208	6	78	7	99	11	125			24	302			17	162	17	162							
Carrall.....	12	125					11	129			11	129			8	78	8	78							
Cecil.....	13	96	3	31	4	49	4	45			11	125			7	61	7	61							
Charles.....	33	376	8	102	10	129	18	211			36	412			21	236	21	236							
Dorchester.....	36	291	5	57	12	133	17	202	1	12	35	404	2	20	17	172	19	192							
Frederick.....	21	240	2	30	4	54	15	191	1	11	22	289	1	10	11	138	15	148							
Harford.....	18	140	3	40	5	65	10	126			18	231			11	135	14	135							
Howard.....	14	159	5	59	5	59	7	74			17	192			10	91	10	94							
Kent.....	24	174	3	35	5	60	12	136	1	8	21	239	1	8	11	104	12	112							
Montgomery.....	32	542	11	134	12	144	18	216	1	10	42	504	1	10	28	257	29	267							
Prince George's.....	44	508	16	192	17	198	22	276	2	27	57	693	3	30	32	290	35	320							
Queen Anne's.....	19	202	4	48	6	74	10	107	1	15	21	244	1	10	11	103	12	113							
St. Mary's.....	27	367	6	67	8	91	21	250			35	408			19	181	19	181							
Somerset.....	28	275	5	54	5	58	15	192	2	28	27	332	3	29	15	140	18	169							
Talbot.....	23	224	6	73	6	79	12	137	2	28	26	317	3	28	11	103	14	131							
Wicomico.....	21	421	8	110	10	130	11	119	2	27	31	386	4	40	20	197	24	237							
Worcester.....	26	218	4	53	7	81	14	162	2	23	27	319	2	21	9	91	11	112							
Baltimore City.....	25	1,570	19	249	40	480	7	60	6	48	72	837	5	37	30	260	35	297							

* T.—Teams, E.—Entrants.
Totals do not include Baltimore City.

TABLE XXI

Receipts from the State of Maryland for the Year Ending July 31, 1933

COUNTY	School Population and Attendance	High School Aid	Free Book	Materials of Instruction	Salaries of Officials	Colored Industrial Fund	Equalization Fund	Total from State Schools Appropriations	Other State Funds	State and Federal Vocational Fund	Total from Federal Funds
	Late Payment	Deficit	Late Payment	COUNTY	Late Payment	Deficit	COUNTY	Late Payment	Deficit	Late Payment	Deficit
Total Counties.....	*\$784,626.15	\$464,937.00	\$117,407.08	\$29,351.76	\$164,053.66	\$28,500.00	\$496,076.75	\$2,084,952.40	\$19,404.00	\$55,080.75	\$2,159,437.15
Allegany.....	*78,908.19	36,400.00	10,909.48	2,727.48	11,560.00	750.00	3,562.00	144,817.15	755.00	45,835.20	151,427.35
Anne Arundel.....	*47,890.47	18,147.50	7,259.08	1,814.76	7,480.00	1,500.00	5,846.00	89,937.81	755.00	2,684.30	92,622.11
Baltimore.....	*109,505.25	27,020.00	15,232.04	3,808.00	15,480.00	750.00	7,500.00	171,795.29	755.00	16,819.28	171,795.29
Calvert.....	*10,421.10	5,405.00	1,545.00	386.24	4,520.00	1,500.00	28,474.00	52,251.34	755.00	2,148.11	52,251.34
Caroline.....	*17,891.43	8,675.00	2,933.40	733.36	3,160.00	1,500.00	45,394.00	90,287.19	755.00	7,787.74	90,287.19
Carroll.....	*31,069.83	13,205.00	4,998.64	1,249.64	8,440.00	1,500.00	31,677.00	112,140.11	755.00	5,680.93	112,140.11
Cecil.....	*22,474.02	23,782.00	3,401.68	850.40	6,880.00	750.00	31,677.00	58,138.10	755.00	1,191.64	58,138.10
Charles.....	*16,401.15	11,715.00	2,561.92	640.48	4,320.00	1,500.00	37,501.00	74,639.55	755.00	871.20	74,639.55
Dorchester.....	*25,668.18	18,586.00	4,044.72	1,011.16	6,680.00	1,500.00	51,753.00	109,243.00	755.00	1,140.00	110,383.06
Fredrick.....	*31,993.79	27,390.00	8,039.08	2,009.76	10,400.00	1,500.00	7,500.00	101,334.63	755.00	4,917.48	106,252.11
Gaithersburg.....	*22,673.52	16,655.00	3,427.68	856.92	9,200.00	1,500.00	113,143.00	165,956.12	755.00	8,794.92	174,906.04
Harford.....	*27,954.33	24,060.00	4,421.72	1,195.44	6,880.00	1,500.00	7,500.00	65,921.49	755.00	4,431.00	70,352.49
Howard.....	*15,060.54	14,705.00	2,233.68	558.40	4,920.00	750.00	14,058.00	38,227.62	755.00	4,526.92	42,754.54
Kent.....	*13,755.48	11,735.00	2,248.64	562.16	4,920.00	1,500.00	14,058.00	48,779.28	755.00	4,081.20	48,779.28
Montgomery.....	*43,987.53	31,397.50	6,551.52	1,637.88	8,840.00	1,500.00	7,500.00	93,914.43	755.00	4,081.20	97,895.63
Prince George's.....	*61,079.91	32,399.00	8,626.24	2,156.56	9,026.66	1,500.00	7,500.00	114,788.37	755.00	4,081.20	118,869.57
Queen Anne's.....	*15,178.59	13,525.00	2,207.72	551.92	4,920.00	1,500.00	7,500.00	45,380.98	755.00	1,500.00	46,880.98
St. Mary's.....	*16,843.89	6,140.00	1,790.56	447.64	4,027.00	1,500.00	7,500.00	43,540.09	755.00	1,500.00	43,540.09
Somerset.....	*23,194.29	14,952.50	3,822.76	955.68	4,520.00	750.00	75,053.00	123,248.23	755.00	1,224.00	124,472.23
Talbot.....	*16,745.58	18,008.00	2,824.76	706.20	4,720.00	1,500.00	7,500.00	44,504.54	755.00	1,224.00	44,504.54
Washington.....	*64,375.77	22,397.00	10,045.28	2,511.32	10,000.00	1,500.00	38,366.00	110,079.37	755.00	8,191.89	118,746.26
Wicomico.....	*29,807.55	20,247.50	4,782.20	1,195.56	6,880.00	1,500.00	30,961.00	102,778.81	755.00	1,740.00	120,577.81
Worcester.....	*21,743.76	18,390.00	3,499.28	874.80	6,280.00	1,500.00	30,961.00	83,248.84	755.00	1,740.00	84,988.84
Baltimore City.....	*640,373.85	36,000.00	82,592.92	20,648.24	19,160.00	1,500.00	30,961.00	798,775.01	421,893.00	18,979.52	1,239,647.53
Total State.....	\$1,425,000.00	\$500,937.00	\$200,000.00	\$50,000.00	\$183,213.66	\$28,500.00	\$496,076.75	\$2,883,727.41	\$441,297.00	\$74,060.27	\$3,399,084.68

*Excludes the following amounts paid after July 31, 1930, and the amounts unpaid because of deficit in State tax receipts.

COUNTY	Late Payment	Deficit	COUNTY	Late Payment	Deficit
Total Counties.....	\$204,997.04	\$56,545.01	Dorchester.....	\$6,706.25	\$1,849.81
Allegany.....	20,616.14	5,686.59	Fredrick.....	13,584.80	3,747.13
Anne Arundel.....	12,512.21	3,451.28	Harford.....	5,923.85	1,633.90
Baltimore.....	28,610.13	7,801.62	Howard.....	3,934.82	2,014.56
Calvert.....	2,722.69	751.01	Kent.....	3,493.86	1,085.36
Caroline.....	4,672.45	1,289.36	Montgomery.....	11,492.51	3,170.00
Carroll.....	8,117.53	2,239.08	Prince George's.....	15,958.08	4,401.89
Cecil.....	5,871.72	1,619.62	Queen Anne's.....	3,965.68	1,093.85
Charles.....	4,285.08	1,181.97	St. Mary's.....	4,400.77	1,213.86
			Baltimore City.....	167,308.65	46,149.30
			Total State.....	\$372,305.69	\$102,694.31
			Somerset.....	\$6,059.90	\$1,671.53
			Talbot.....	4,375.07	1,206.79
			Washington.....	16,819.28	4,639.31
			Wicomico.....	2,148.11	2,148.11
			Worcester.....	5,680.93	1,566.99

a Extension courses. b Free School Fund. c Three-quarters of payment for special appropriation for Pomonkey Colored Industrial High School. d Excludes the last payment of \$1,894.80 received after the close of the county's fiscal year. e Excludes 20c paid after the close of the county's fiscal year. f Includes \$411,893 for the Teachers' Retirement System of which \$102,973.25 was paid after July 31, 1930, and includes \$10,000 for classes for physically handicapped children.

TABLE XXII
Receipts From All Sources for the Year Ending July 31, 1930

COUNTY	Balance Aug. 1, 1929	State and Federal Funds	County School Tax	Sales of Bonds with on Bond Proceeds	Licenses and Special Taxes	Tuition Fees from Adjoining Counties and Baltimore City	Tuition Fees from Pupils and Patrons	Interest on Deposits	Sale of Property	Other Sources	Borrowed	Total Receipts
Total Counties.....	\$742,970.65	\$2,159,437.15	\$7,592,969.73	\$1,709,183.30	\$13,119,833	\$35,264.49	\$8,369.74	\$30,376.86	\$26,697.01	\$72,027.76	\$124,923.64	\$12,515,316.16
Allegany.....	225,234.94	151,437.35	836,476.50	.....	63,576.25	61,316.00	.....	68,448.63	1,328.00	1,012.58	.....	1,228,820.25
Anne Arundel.....	11,204.04	92,622.11	459,223.49	.....	1,367.14	.....	.....	.....	365.00	\$222,369.34	.....	566,273.19
Baltimore.....	276,394.03	171,795.29	1,136,427.00	842,930.62	1,855.25	402.49	769.00	8,254.22	600.00	\$2,960.00	.....	2,410,748.15
Calvert.....	2,990.84	52,231.34	46,158.17	.....	821.77	.....	.....	.....	30.22	\$62,417.77	3,000.00	107,679.11
Caroline.....	2,716.20	90,287.19	122,250.00	.....	.....	.....	.....	.....	450.00	\$1,039.39	8,500.00	226,837.10
Cecil.....	1,358.76	113,331.75	318,444.85	.....	.....	.....	58.00	.....	1,159.39	640.42	.....	446,182.64
Charles.....	13,311.91	58,138.10	216,527.84	29,000.00	47.50	10,582.39	35.00	61,906.60	907.00	645.01	.....	320,716.46
Chesapeake.....	42,438.04	75,885.75	76,350.00	60,000.00	332.51	.....	.....	.....	158.00	.....	.....	246,744.34
Dorchester.....	40,373.83	110,383.06	161,012.44	24,864.92	2,629.86	61,812.36	300.00	.....	158.00	.....	.....	342,687.11
Frederick.....	75,539.78	106,032.11	500,845.00	.....	5,255.00	.....	.....	.....	7,030.00	3,957.27	65,575.00	763,154.91
Garrett.....	4,426.45	174,906.04	231,965.87	.....	1,757.50	.....	.....	.....	1,550.00	.....	.....	422,627.26
Hagerstown.....	3,555.45	70,352.49	255,750.00	.....	.....	.....	.....	.....	.....	.....	.....	349,869.12
Harford.....	17,503.59	42,754.54	137,030.00	.....	3,072.00	148.47	4,262.75	257.68	.....	.....	15,000.00	319,729.73
Howard.....	1,498.88	48,776.28	129,657.77	.....	.....	.....	.....	.....	.....	.....	.....	184,747.67
Kent.....	2,158.91	97,890.43	890,299.50	.....	551.62	.....	.....	.....	.....	.....	.....	994,049.12
Montgomery.....	2,158.91	118,869.57	500,925.00	216,496.99	.....	.....	.....	.....	.....	.....	.....	1,175,125.25
Prince George's.....	67,438.54	46,880.98	116,351.00	.....	.....	.....	.....	.....	.....	.....	.....	312,687.11
Queen Anne's.....	.....	43,540.09	61,995.54	.....	.....	.....	.....	.....	.....	.....	.....	152,421.86
St. Mary's.....	461.47	124,472.23	139,988.80	.....	1,323.50	.....	.....	.....	.....	.....	.....	319,885.30
Somerset.....	417.06	44,504.54	158,850.00	58,403.82	1,460.63	.....	.....	.....	.....	.....	.....	266,578.23
Talbot.....	1,923.85	118,746.26	683,280.96	175,116.95	.....	.....	.....	.....	.....	.....	.....	280,661.33
Washington.....	-1,340.27	120,577.81	262,810.00	302,370.00	878.73	.....	.....	.....	.....	.....	.....	978,350.97
Wicomico.....	5,441.11	84,988.84	150,350.00	.....	.....	.....	.....	.....	.....	.....	.....	396,104.58
Worcester.....	3,220.26	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	544,727.42
Baltimore City.....	.....	1,239,647.53	10,713,392.95	1,379,587.37	.....	.....	.....	.....	.....	.....	.....	13,370,134.53
Total State.....	\$742,970.65	\$3,399,084.68	\$18,306,362.68	\$3,088,770.67	\$13,119,833	\$49,786.24	\$31,171.70	\$30,376.86	\$26,697.01	\$72,210.73	\$124,923.64	\$25,885,480.69

x Includes \$21,637.39 in the Fire Account of the Annapolis High and Elementary Schools.

a Includes tuition fees from adjoining state.

b Includes interest on bond issue school pupils.

c Includes receipts from General Education Board, Jenks or Slater Funds.

d Includes receipts from bus driver in partial payment of money advanced for bus.

e Includes \$20,128.97 received from the Federal Government for the school at Indian Head.

f Includes \$799.45 from bus driver in partial payment of money advanced for bus.

g Includes \$20,128.97 received from the Federal Government for the school at Indian Head.

* Includes \$171.00 from night school pupils.

Includes the following payments by County Commissioners for debt service.

Allegany.....	\$119,762.50	Frederick.....	74,845.00	Somerset.....	2,945.00
Calvert.....	4,572.50	Harford.....	21,250.00	Talbot.....	12,850.00
Caroline.....	15,050.00	Howard.....	9,830.00	Washington.....	67,157.00
Carroll.....	1,000.00	Kent.....	3,850.00	Wicomico.....	2,810.00
Cecil.....	11,875.00	Montgomery.....	123,612.50	Worcester.....	15,250.00
Charles.....	6,350.00	Prince George's.....	61,125.00	Total.....	\$573,267.00
Dorchester.....	12,657.50	Queen Anne's.....	6,475.00		

TABLE XXIII
Disbursements for the Year Ending July 31, 1930

COUNTY	General Control	Instruction	Operation	Maintenance (Rent) (Excludes Agencies)	Auxiliary Agencies	Fixed Charges Including Rent	Tuition to Counties and States	Total Current Expenses	Debt Service	Capital Outlay	Total Disbursements	Balance July 31, 1930	Grand Total
Total Counties	\$290,478.66	\$6,438,850.88	\$600,295.56	\$304,978.68	\$686,273.88	\$87,056.63	\$42,479.76	\$85,459,414.05	\$1,031,034.58	\$2,450,143.80	\$11,937,592.43	\$77,753.73	\$12,515,346.16
Allegany	20,674.20	693,759.17	65,385.84	30,455.46	56,962.41	7,133.23	634.53	875,034.84	119,762.50	41,491.59	1,036,288.93	192,531.32	1,228,820.25
Anne Arundel	15,941.46	350,142.43	35,901.21	33,379.31	71,063.76	4,658.78	2,419.48	512,352.23	49,610.33	8,359.30	570,222.06	-4,248.87	566,273.19
Baltimore	32,941.21	884,243.04	95,618.57	26,200.85	74,438.43	13,294.53	16,266.63	1,143,353.26	251,065.83	872,541.56	2,066,960.45	173,787.50	2,440,748.15
Calvert	8,889.27	164,732.60	4,435.35	2,035.65	14,713.53	649.49		93,846.21	4,665.34	8,441.35	106,952.90	726.21	107,679.11
Caroline	8,889.27	148,877.73	14,597.00	3,682.22	27,701.82	1,439.39		206,966.84	15,182.00	4,096.30	226,245.14	591.96	226,837.10
Cecil	4,003.32	318,890.69	21,566.89	17,260.92	39,590.72	1,225.10		425,231.91	1,000.00	14,978.55	441,210.46	4,972.38	446,182.81
Charles	5,730.82	210,977.01	2,612.11	11,218.43	14,539.66	974.00		266,340.62	11,875.00	13,017.27	291,232.89	29,383.37	320,616.46
Dorchester	9,209.29	10,637.70	1,106.34	10,808.51	23,671.09	2,037.03		161,202.32	6,350.00	61,593.63	229,145.95	17,598.39	246,744.34
Frederick	16,698.27	474,865.26	17,033.38	10,736.55	33,126.88	5,119.05		267,059.34	12,692.50	61,395.40	344,147.24	1,539.87	345,687.11
Garrett	14,310.60	247,858.61	21,673.69	11,849.68	48,815.51	2,399.00		335,313.90	103,465.53	121,622.29	760,401.72	2,753.19	763,154.91
Harford	9,252.87	252,378.30	10,050.66	12,456.66	30,414.69	3,812.40		327,350.36	53,211.74	39,731.90	420,494.20	2,133.05	422,627.26
Howard	7,371.63	124,013.40	10,190.68	2,273.78	14,082.10	1,094.74		166,184.74	9,830.00	14,424.54	180,899.83	13,822.89	194,722.72
Kent	8,222.98	426,271.67	58,512.33	38,039.76	35,223.96	8,348.73		577,047.29	133,912.50	275,648.00	986,607.79	7,141.33	993,749.13
Montgomery	20,089.25	449,271.67	46,073.29	39,583.26	54,067.72	170.00		572,605.08	66,945.04	194,386.53	834,136.63	85,480.54	919,617.17
Prince George's	20,509.02	419,231.77	46,073.29	2,778.35	22,639.19	2,936.60		167,351.20	6,475.00	1,119.05	175,125.25	7,141.33	182,266.58
Queen Anne's	8,884.04	117,334.58	4,695.50	4,922.43	13,025.37	996.00		167,351.20	4,402.01	5,883.96	111,661.43	760.43	112,421.86
St. Mary's	7,487.67	177,156.35	4,695.50	2,692.24	13,025.37	1,069.04		211,299.19	42,313.72	10,976.28	264,389.19	1,989.04	266,378.23
Somerset	8,773.15	162,337.05	12,273.45	2,692.24	14,789.29	1,808.66		196,290.36	12,896.50	70,474.07	279,660.93	1,000.40	280,661.33
Talbot	9,973.59	141,333.46	15,588.43	4,305.28	50,719.92	6,806.66		956,398.45	67,166.20	256,057.04	979,821.69	-1,470.72	978,350.97
Washington	15,456.48	549,012.61	30,592.01	21,300.25	39,049.30	5,136.82		590,196.87	2,810.00	97,326.41	890,533.28	5,871.30	896,404.58
Wicomico	11,614.86	223,864.75	20,888.00	9,501.24	29,672.19	5,882.89		229,879.10	21,048.33	257,185.56	504,112.99	40,614.43	544,727.42
Worcester	9,223.30	171,984.90	14,804.50	4,922.43	22,672.19	2,037.29							
Baltimore City	\$269,916.55	\$7,269,202.81	\$884,951.62	\$842,020.33	\$293,512.43	\$802,467.71		\$10,072,071.45	\$1,780,597.00	\$1,508,466.08	\$13,370,134.33		\$13,370,134.33
Total State	\$560,395.21	\$13,708,053.69	\$1,491,247.18	\$756,999.01	\$1,079,780.31	\$889,524.34	\$42,479.76	\$18,528,485.50	\$2,820,631.58	\$3,958,609.88	\$25,307,720.96	\$77,753.73	\$25,885,480.69

† Excludes \$385,578.29 contributed by the State to the State Teachers' Retirement System.

* Excludes the following expenditures for the Training School for Colored Teachers: Instruction, \$16,001.13; Maintenance, \$13.49; Rent, \$192.84; Auxiliary Agencies, \$78.05; Total Current Expenses, \$16,288.51; Capital Outlay \$212.33; Total Disbursements, \$16,500.84.

TABLE XXIV
Disbursements for General Control July 31, 1930

COUNTY	Office Expenses	Print and Advertising	Board Members' Expenses	Legal Services	Salary of Superintendent	Traveling Expenses of Superintendent	Salary of Superintendent	Salary of Clerk	Salary of Officer of Attendance	Traveling Expenses of Officer	Other Costs of Control	Total Control	
Total Counties...	\$30,024.06	\$10,448.39	\$10,275.55	\$5,573.62	\$85,499.92	\$9,435.33	\$13,833.00	\$1,929.29	\$55,422.49	\$32,002.65	\$7,814.14	\$18,220.22	\$290,478.66
Allegany.....	3,456.91	743.96	300.00	400.00	6,000.00	587.93	.....	.....	5,365.00	.....	460.06	1,860.34	20,674.20
Anne Arundel.....	2,220.57	760.46	500.00	1,135.22	4,639.92	800.00	.....	.....	2,813.81	.....	383.02	594.46	15,047.46
Baltimore.....	5,731.66	1,324.92	300.00	889.80	8,000.00	456.25	4,800.00	504.83	6,358.18	2,116.66	244.33	1,624.58	32,991.21
Calvert.....	1,069.24	.....	600.00	59.00	3,000.00	450.00	.....	.....	1,350.00	450.00	.....	157.35	7,276.39
Caroline.....	646.40	187.70	300.00	485.00	2,940.00	285.97	.....	.....	1,100.00	412.82	1,616.38	8,889.27	13,864.82
Carroll.....	1,004.90	1,112.30	525.00	.....	5,000.00	357.93	.....	.....	3,119.33	158.89	241.47	13,864.82	18,889.27
Cecil.....	565.41	74.97	750.00	317.32	3,540.00	436.25	.....	.....	1,500.00	291.64	329.83	9,005.42	12,864.82
Charles.....	226.58	320.00	300.00	25.00	2,940.00	500.00	.....	.....	1,080.00	514.43	20.50	5,730.88	7,276.39
Dorchester.....	1,352.46	165.70	600.00	25.00	3,540.00	400.00	.....	.....	3,361.63	230.84	769.32	16,608.22	20,674.20
Frederick.....	1,436.80	553.65	550.00	25.00	4,500.00	420.96	.....	.....	2,950.54	801.87	1,262.96	14,319.00	18,889.27
Garratt.....	1,691.82	498.40	208.05	125.00	3,540.00	419.69	.....	.....	1,600.00	461.10	116.35	9,252.87	12,864.82
Harford.....	826.11	619.57	300.00	162.50	3,540.00	121.03	.....	.....	1,320.00	105.52	389.77	7,371.63	9,252.87
Howard.....	657.31	338.00	300.00	.....	2,940.00	500.00	.....	.....	1,500.00	500.00	132.40	8,222.98	10,448.39
Kent.....	849.84	350.74	300.00	50.00	4,500.00	300.00	.....	.....	4,959.00	304.00	3,275.04	20,089.25	25,000.00
Montgomery.....	1,229.38	446.59	575.00	75.00	5,140.00	583.27	2,459.00	495.00	3,600.00	437.38	1,328.25	20,089.25	25,000.00
Prince George's.....	1,596.91	630.73	1,200.00	150.00	5,140.00	218.42	2,500.00	542.48	3,600.00	300.00	.....	8,884.04	11,614.86
Queen Anne's.....	481.29	5.00	307.50	33.65	4,800.00	247.42	.....	.....	1,380.00	300.00	.....	7,487.67	9,252.87
St. Mary's.....	414.41	206.50	300.00	195.00	2,500.00	218.42	.....	.....	1,560.00	300.00	.....	8,884.04	11,614.86
Somerset.....	442.44	559.02	600.00	180.00	2,940.00	544.40	.....	.....	1,920.00	300.00	.....	8,884.04	11,614.86
Talbot.....	1,061.86	213.75	300.00	90.00	4,500.00	408.95	.....	.....	1,475.00	250.00	.....	8,884.04	11,614.86
Washington.....	2,254.39	726.69	600.00	241.40	5,000.00	249.96	.....	.....	2,150.00	231.36	2,208.24	15,456.48	18,889.27
Wisconsin.....	1,051.33	240.22	300.00	270.00	4,500.00	501.50	.....	.....	2,080.00	415.40	.....	15,456.48	18,889.27
Worcester.....	576.04	369.52	300.00	449.93	3,540.00	165.52	.....	.....	1,500.00	145.94	676.35	9,252.87	12,864.82
Baltimore City.....	690,312.80	2,145.99	.....	.....	10,000.00	980.37	689,720.47	66,875.12	225,234.75	630,743.20	61,647.56	612,256.29	269,916.55
Total State.....	\$120,336.86	\$12,594.38	\$10,275.55	\$5,573.62	\$105,499.92	\$10,415.70	\$103,553.47	\$8,804.41	\$80,657.24	\$62,745.85	\$9,461.70	\$30,476.51	\$560,395.21

Includes the following expenditures:

- Board of Education and Secretaries..... a \$2,800.08
- Maintaining Property..... a \$2,343.83
- Purchase and Distribution of Supplies..... a \$8,500.07
- Administration Buildings.....
- Superintendent.....
- Assistant Superintendents.....
- Directors and Supervisors.....
- Vocational Guidance and Placement.....
- Research.....
- Administration, Compulsory Attendance.....

abc Salaries
ad Traveling Expenses
ae Legal Expenses
af Other Expense
ag Total

e Also includes \$28,493.08 for salaries of attendance officers in field.
f Also includes \$1,420.27 for traveling expenses of attendance officers in field.
g Also includes \$2,511.42 for other costs of general control.

TABLE XXV
Disbursements for Instructional Service and Operation of Schools for the Year Ending July 31, 1930

COUNTY	INSTRUCTIONAL SERVICE										OPERATION OF SCHOOL PLANT									
	Salaries of Supervising and Helping Teachers	Traveling Expenses of Teachers	Other Supervisors of Teachers	Teachers' Day Schools	Textbooks	Materials of Instruction	Other Costs of Instruction	Total Cost of Instruction	Janitors' Wages	Janitors' Supplies	Fuel	Other Costs of Operation	Total Cost of Operation							
Total Counties	\$151,431.22	\$24,236.70	\$9,200.68	\$5,848,803.14	\$220,072.61	\$94,438.28	\$90,668.25	\$6,438,850.88	\$263,911.65	\$22,838.86	\$253,982.67	\$5,502.38	\$606,295.56							
Allegany	15,300.00	1,725.88	1,152.40	617,230.09	28,716.33	8,035.73	21,598.74	693,759.17	39,355.97	5,035.39	13,346.47	7,648.81	65,385.84							
Anne Arundel	8,860.00	941.78	1,572.72	314,969.46	13,760.92	5,408.21	4,629.31	350,142.43	16,154.43	1,178.93	15,031.00	3,536.87	35,901.21							
Baltimore	21,000.00	2,586.52	1,773.99	804,065.01	25,882.12	13,177.87	16,057.53	884,543.01	49,442.52	1,555.32	30,681.21	13,939.52	95,618.57							
Calvert	3,010.00	720.00	134.50	56,821.92	2,780.58	1,111.96	696.64	64,735.60	1,435.03	196.93	2,767.62	653.50	4,455.35							
Caroline	960.00	532.87	146.27	139,555.43	4,136.65	2,249.34	1,317.17	148,897.73	5,164.03	359.18	8,379.86	1,937.60	4,567.10							
Cecil	6,290.00	603.20	100.00	287,204.11	11,043.93	6,796.97	1,193.48	319,856.66	8,118.00	943.36	9,952.85	2,527.68	11,507.89							
Charles	3,000.00	1,186.09	240.50	188,490.19	8,465.80	3,652.79	1,681.64	210,067.01	8,111.83	739.10	10,231.76	2,527.68	20,612.71							
Dorchester	5,190.00	761.63	53.75	100,434.84	4,357.52	1,191.76	758.20	110,557.70	1,695.51	454.72	3,146.92	2,807.73	8,100.94							
Frederick	1,941.60	1,192.18	72.99	176,836.04	6,552.05	3,132.63	1,852.37	194,828.26	13,953.55	503.31	9,202.76	4,507.53	17,039.38							
Garrett	7,860.00	1,359.77	1,499.90	379,387.90	10,901.58	4,006.38	2,710.61	410,897.44	13,953.55	935.04	16,642.69	4,507.53	36,042.81							
Harford	5,740.00	2,312.28	1,110.94	219,508.24	10,484.84	2,929.23	2,953.12	247,158.67	10,172.03	784.99	4,812.75	1,745.18	16,689.36							
Howard	3,240.00	1,161.77	75.83	230,981.93	8,717.91	3,745.74	2,001.05	252,348.41	7,925.66	395.80	11,687.05	1,898.08	21,623.69							
Kent	3,300.00	307.64	112.30	111,336.38	4,304.39	981.23	1,332.73	121,378.20	4,699.99	510.16	4,902.43	1,898.08	10,950.66							
Montgomery	8,684.00	1,637.28	111.43	397,202.06	9,892.58	1,089.85	1,833.19	426,371.67	22,887.41	5,917.24	7,471.83	3,032.68	14,120.48							
Prince George's	6,260.00	1,486.75	371.88	307,204.49	16,008.38	12,635.22	6,259.93	426,371.67	22,887.41	2,551.24	26,504.24	7,049.20	58,172.33							
Queen Anne's	3,460.00	803.20	378.00	106,193.83	3,790.39	5,519.50	4,780.77	142,231.77	22,058.20	1,705.55	19,500.34	2,749.20	46,075.29							
St. Mary's	2,500.00	587.95	98.73	71,306.52	2,892.39	2,486.57	1,222.59	117,334.58	3,367.26	191.61	5,907.34	358.93	9,695.50							
Somerset	2,790.00	801.77	46.23	150,637.89	5,373.18	395.51	885.41	177,156.37	3,411.15	297.44	9,028.40	588.55	13,273.45							
Talbot	3,780.00	593.90	129.09	129,029.86	4,548.31	1,240.37	1,447.61	162,333.05	4,523.00	270.92	5,944.82	1,531.68	12,568.41							
Washington	8,898.63	816.45	498,165.13	498,165.13	19,557.49	1,883.73	7,494.01	542,912.61	17,895.23	654.39	9,693.82	2,220.16	16,598.05							
Wicomico	6,340.00	771.49	101.12	293,011.45	8,728.18	7,980.90	2,428.02	223,894.75	1,427.71	1,351.73	11,408.73	1,779.94	20,885.00							
Worrestler	4,081.99	577.20	158.63	157,735.68	6,212.68	2,182.29	1,036.43	171,984.90	5,501.78	662.67	8,043.58	594.47	14,804.50							
Baltimore City	\$181,911.21	\$6,902.14	\$4,416.25	\$6,687,785.08	\$615,970.35	\$159,259.17	\$698,958.61	\$7,269,202.81	\$612,281.59	\$18,252.91	\$142,816.74	\$111,690.38	\$684,951.62							
Total State	\$333,342.43	\$31,138.84	\$13,616.93	\$12,536,588.22	\$380,042.96	\$253,697.45	\$159,626.86	\$13,708,033.69	\$876,193.24	\$41,091.77	\$396,799.41	\$177,162.76	\$1,491,247.18							

* Operation cost for schools at Indian Head.
 a Includes the following amounts for part-time continuation classes: Salaries of supervisors, \$2,058.34; travelling expenses of supervisors, \$122.50; salaries of teachers, \$4,407.80; materials of instruction, \$408.44.
 b Excludes following amounts for day Americanization classes: Other expenses of supervision, \$155.27; salaries, \$10,371.85; books, \$32.79; material, \$62.79; other instruction costs, \$6.49.
 c Excludes following amounts for training school for colored teachers: Salaries, \$13,765.25; books, \$156.03; other instruction costs, \$1,465.24.
 d Includes \$27,708.70 for wages of janitors in administration buildings.

TABLE XXVI
Disbursements for Maintenance, Auxiliary Agencies and Fixed Charges for the Year Ending July 31, 1930

COUNTY	MAINTENANCE				AUXILIARY AGENCIES						FIXED CHARGES				
	Repairs of Buildings and Upkeep of Grounds	Repairs and Replacement of Equipment	Other Costs of Maintenance Rent not including	Total Cost of Maintenance	School Libraries	Health Services	Transportation of Pupils	Community Activities Including Eye	Other Auxiliary Agencies	Total Auxiliary Agencies	Insurance	Rent	Contributions and Contingencies	Other Fixed Charges	Total Fixed Charges
Total Counties.	\$209,939.81	\$75,864.08	\$19,414.79	\$304,978.68	\$23,689.90	\$32,247.15	\$603,148.40	\$13,493.87	\$13,694.56	\$686,273.88	\$66,301.75	\$14,709.14	\$83,678.10	\$2,367.64	\$87,056.63
Allegany.	21,447.70	8,435.69	602.07	30,485.46	1,500.00	1,819.35	42,851.80	67,106.40	4,184.86	56,962.44	5,244.30	57.50	1,800.00	31.43	7,133.23
Anne Arundel.	25,402.27	7,748.80	228.24	33,379.31	1,634.01	2,694.07	61,544.75	4,090.43	4,090.43	71,062.41	2,089.78	2,569.00	998.00		4,658.78
Baltimore.	19,570.89	6,629.96		26,200.85	3,035.07	13,822.40	57,055.99	402.26	122.78	74,438.43	11,634.33	662.50		5.00	13,294.53
Belt.	723.17	1,308.48	4.00	2,035.65	47.34	8.00	14,577.61	28.05	27.01	14,731.53	569.49	75.00			1,809.31
Caroline.	3,123.50	1,508.72		4,632.22	17.44	284.67	26,917.51	417.34	270.01	27,731.82	1,739.51	46,403.05			12,723.10
Cecil.	8,338.87	3,316.85	\$5,550.20	17,206.92	95.45	3,319.55	34,690.45	680.29	39,590.72	5,872.19	46,171.00	221.00			974.00
Charles.	7,508.70	3,704.73		11,213.43	535.73		13,492.27	331.84	14,359.60	682.00	104.88	20.00			2,057.03
Dorchester.	5,969.89	1,59.64	69.319.18	10,508.51	629.16		32,370.56	16.80	23,671.69	1,932.15	70.00	32.75			2,119.05
Fredrick.	9,184.54	4,475.61	261.05	10,739.20	870.00		45,788.30	2,163.96	48,815.51	2,016.30	32.00	25.00			5,996.71
Garrett.	4,998.47	6,563.35	884.84	12,446.66	1,592.13	39.04	27,468.30	1,315.22	30,414.69	1,388.71	1,007.16	103.30			2,399.0
Harford.	10,794.68	2,145.68	13.50	12,953.86	1,076.11	5.80	10,749.27	672.40	12,503.58	1,389.20	90.00				1,440.24
Howard.	1,918.70	355.68	6.27	2,273.78	297.80		13,774.50	87.00	14,082.10	962.13	75.00				1,094.74
Kent.	1,700.24	2,906.80		4,607.04	297.80	9.00	13,605.40		35,223.29	8,319.93	100.00				8,548.73
Montgomery.	26,353.77	7,22.68	6.27	33,582.72	3,989.46	5,023.07	26,202.53	8.00	22,694.37	1,631.16	996.00				2,936.60
Prince George's.	30,290.00	9,263.20	1,673.35	41,226.55	7,730.72	2,160.44	20,496.00	660.56	34,789.29	3,029.37	390.00				1,069.04
Queen Anne's.	2,698.87	769.26		3,468.13	1,046.15	681.69	20,895.35	7.00	22,694.37	1,631.16	996.00				2,936.60
St. Mary's.	1,502.80	451.73		1,954.53	303.02		12,276.95	445.40	13,026.37	709.04	390.00				1,808.66
Somerset.	1,884.52	739.69		2,624.21	770.00		23,347.23	72.06	20,781.62	1,622.66	189.00				6,150.82
Talbot.	1,923.44	2,382.24		4,305.68	290.28		19,835.20	658.54	30,014.36	5,500.31	157.05				5,882.89
Washington.	13,969.39	6,883.30	447.56	21,300.25	1,491.81	2,380.07	25,132.42	99.43	18,011.43	4,916.19	762.00				2,037.29
Wisconsin.	5,763.45	3,321.14	310.65	9,395.24	1,708.87		15,269.99		22,672.19	1,289.29	743.00				802,467.71
Worcester.	3,277.26	1,645.17		4,922.43	208.36		21,956.50		393,512.43	25,000.00	8,694.71	6773.00			\$889,524.34
Baltimore City.	242,997.32	177,961.99	31,061.02	452,020.33	74,592.48	1147,492.00	621,764.50	1134,924.49	784,738.96	\$91,301.75	\$23,403.85	\$772,451.10	\$2,367.64		\$889,524.34
State.	\$452,697.13	\$253,826.07	\$50,475.81	\$756,999.01	\$28,282.38	\$179,739.15	\$624,912.90	\$148,418.36	\$98,433.52	\$1,079,786.31	\$91,301.75	\$23,403.85	\$772,451.10	\$2,367.64	\$889,524.34

† Excludes amount contributed by the State towards the State Teachers' Retirement System.
 ‡ Includes the following expenditures for evening schools: Allegany, \$7,106.40; Anne Arundel, \$740.50; Prince George's, \$342.00; Washington, \$1,000.00.
 § Includes salary of supervisor and repairs.
 ¶ Maintenance expenditures for the school at Indian Head, provided by Federal Government.
 †† Includes payments to Blue Ridge College for the New Windsor High School.
 ††† Excludes \$13.49 charged to maintenance of the Color and Teachers' Training School.
 †††† Excludes \$191.18 spent for library books in Color and Teachers' Training School.
 ††††† Estimated expenditures in public schools by City Department of Health for medical inspection, dental clinics, and health education.

h Expenditures for transportation of crippled children.
 i Includes \$109,039.65 for evening schools, \$15,255.65 for evening Americanization classes, \$10,629.19 for afternoon Americanization classes.
 j Includes \$23,798.81 for lunches; \$31,377.35 for summer schools; \$6,997.08 for part-time; \$16,138.10 for continuation schools; \$6,427.62 for farm costs and board of pupils at parental school; \$16,138.10 for school gardens, music, and other auxiliary agencies.
 k Estimated by actuary as Baltimore City's contribution to the City Teachers' Retirement System.

TABLE XXVII
Disbursements for Debt Service and Capital Outlay for the Year Ending July 31, 1930

COUNTY	Tuition Fees to Adjoining Counties	DEBT SERVICE					CAPITAL OUTLAY					Total Capital Outlay	
		Short Term Loans from Previous Years	Interest on Short Term Loans	Payments on Bonded Indebtedness	Transfers to Sinking Fund	Interest on Bonded Indebtedness	Total Debt Service	Land	New Buildings and Equipment	Alterations of Old Buildings and Grounds	Equipment of Old Buildings		Other Capital Outlay
Total Counties	\$42,479.76	\$151,284.20	\$12,235.75	\$273,250.37	\$7,176.67	\$587,087.59	\$1,031,034.58	\$241,057.90	\$2,068,064.37	\$77,319.85	\$62,181.62	\$10,920.06	\$2,450,143.80
Allegany	4634.53			\$815,000.00		\$804,762.50	\$119,762.50	\$19,631.23	\$5,785.05	\$1,124.15	\$14,951.16		\$41,491.59
Anne Arundel	2,419.48	\$10,210.00	\$2,343.66	9,000.00		150,880.00	49,619.33	4,066.16	207.21	131.65	2,993.72	\$960.56	8,359.30
Baltimore	16,266.63			92,333.33	\$7,176.67	151,732.50	251,065.83	38,007.41	814,297.11	5,434.26	11,204.78	3,603.94	872,541.56
Caldwell			92.84	92,500.00		92,072.50	4,663.34		66,105.56		437.79	61,897.70	685,441.35
Carroll	1,439.39		132.00	91,000.00		95,000.00	15,182.00		2,711.98		1,384.32		4,096.30
Cecil	1163.39			95,000.00		96,875.00	11,999.00	35.00	1,950.19		6,900.00	4,378.04	14,978.55
Charles	276.17			92,500.00		118,275.00	19,375.00	3,920.00	1,577.67	7,669.44	3,500.34	679.82	13,017.27
Dorchester	5,103.53	26,925.00	35.00	92,500.00		91,137.50	19,363.56	2,093.59	59,526.38		791.75		61,693.63
Fredrick	3,812.40	53,000.00	1,390.44	20,000.00		455,156.09	103,682.53	10,084.23	106,834.63		4,703.42		121,622.29
Garrett	106.20	13,000.00	2,211.74	912,500.00		53,211.74	3,077.93	31,189.26	16,834.63	459.71	4,495.00		39,731.90
Harford	5,324.18		194.51	92,000.00		87,500.00	3,840.51	70.00	11,494.93		3,778.27		4,303.22
Howard				92,000.00		91,850.00	8,350.00	23.42	12,847.11		1,906.45		14,424.54
Kent				40,500.00		83,112.50	133,912.50	66,892.76	190,823.71	16,039.49	1,892.04		14,690.00
Montgomery	202.49	10,000.00	300.00	40,500.00		750,200.00	66,945.04	9,401.28	185,185.25		84.93		194,886.53
Princes Georges	2,994.86			55,000.00		61,475.00	6,475.00	552.15	300.00	181.97			1,339.05
Queen Anne's				91,475.00			462.01	75.00	5,808.06				1,583.96
St. Mary's			462.01	91,475.00		42,313.72	306.50	9,364.01	9,364.01		1,305.77		70,374.07
Somerset	1,506.61	35,140.00	4,228.72	91,500.00		910,350.00	12,806.52	48,114.06	20,982.76		1,376.35		250,657.04
Talbot	1,206.94		46.50	92,500.00		67,103.20	653,395.62	41,824.74	20,518.68				257,185.56
Washington	269.70	99.20		92,122.00		92,810.00	4,217.25	92,070.23	232,948.79		1,234.33		232,948.79
Wicomico			798.33	92,000.00		915,250.00	21,048.33	24,082.66	232,948.79		157.11		232,948.79
Worcester	1234.49	5,000.00											
Baltimore City					730,931.00	1,058,686.00	1,789,597.00	317,048.49	31,124,335.65	329,121.91	637,960.03		1,508,466.08
Total State	\$42,479.76	\$151,284.20	\$12,235.75	\$273,250.37	\$738,107.67	\$1,645,733.59	\$2,820,631.58	\$558,106.39	\$3,183,000.02	\$106,441.76	\$100,141.65	\$10,920.06	\$3,958,609.88

° Paid by County Commissioners directly.
 † Includes tuition to adjoining State.
 ‡ Includes \$13,771.75 paid to Baltimore City.
 a Superintendent's home, \$6,105.80.
 b School Buses, \$1,897.70
 c Office equipment, \$79.82.
 d \$54,845 paid by County Commissioners directly.
 e \$15,000 paid by County Commissioners directly.
 f \$46,125 paid by County Commissioners directly.
 g Bank overdraft.
 h Includes the following expenditures for Junior High Schools: Land, \$39,345.87; New Buildings, \$7,908.18; Total, \$47,254.05.
 i Includes the following amounts paid by the Public Improvement Commission: Land, \$317,048.49; New Buildings, \$1,062,538.88.
 j Includes the following expenditures for administration buildings: New Buildings and Equipment, \$15,864.25; Alteration of Old Buildings and Grounds, \$542.39; Equipment of Old Buildings, \$1,484.09.
 k Excludes \$212.33 for Training School for Colored teachers.

TABLE XXVIII
Disbursements, Exclusive of General Control, for the Year Ending July 31, 1930

COUNTY	Number of Full Time Teachers	Average Number Belonging	Average Attendance	Salaries and Expenses of Supervision	Salaries of Teachers	Textbooks	Materials of Instruction	Other Costs of Instruction	Total Cost of Supervision and Instruction	Operation of School Plant	Maintenance of School Plant Including Rent	Auxiliary Agencies	Total Current Expenses	Capital Outlay
Total Counties.....	3,049.9	102,344	93,148	\$152,021.94	\$3,656,040.52	\$131,834.92	\$40,248.81	\$47,619.08	\$4,027,765.27	\$293,117.37	\$193,129.63	\$480,191.12	\$5,094,203.39	\$1,427,918.53
Allegany.....	329.7	11,398	10,693	13,909.72	417,211.04	20,339.47	3,647.75	12,125.32	467,233.30	46,760.92	20,909.00	41,695.01	576,598.23	26,837.30
Anne Arundel.....	155.1	5,839	5,315	7,516.70	187,528.41	8,974.16	2,914.61	1,682.94	208,616.82	24,350.96	20,186.70	56,150.12	309,284.60	5,196.02
Baltimore.....	378.4	15,243	13,822	21,827.71	569,608.70	15,522.40	6,090.55	7,746.96	620,791.90	69,103.20	18,379.60	40,337.27	749,105.42	617,069.01
Calvert.....	29	822	727	2,501.95	31,034.73	1,607.46	394.28	357.79	35,896.21	2,009.87	4,957.11	9,311.66	40,741.66	.....
Caroline.....	68	2,194	1,992	5,627.87	74,899.37	3,687.07	648.48	500.00	78,297.79	8,350.67	2,054.01	18,734.62	107,440.69	2,818.83
Carroll.....	159.3	4,869	4,307	9,897.20	172,349.60	7,493.93	2,900.73	1,688.32	194,329.78	13,775.15	12,824.69	37,730.80	258,660.42	2,981.28
Cecil.....	94.2	3,065	2,779	6,608.23	112,753.87	5,172.47	787.86	741.07	126,153.50	11,453.96	7,107.45	10,861.95	158,060.42	326.66
Charles.....	47.9	1,409	1,226	2,288.77	48,547.02	1,607.97	594.10	341.35	53,379.21	4,018.11	7,029.83	15,673.70	80,100.85	10,535.43
Dorchester.....	87.9	2,931	2,647	5,739.77	93,571.43	3,885.70	724.72	1,145.61	105,067.23	8,277.56	5,858.52	22,305.77	141,509.25	17,170.00
Frederick.....	215.9	7,726	6,868	12,568.87	237,221.21	3,378.80	1,852.01	1,326.21	289,046.90	24,115.03	8,061.86	40,766.82	331,990.61	115,919.30
Garrett.....	152.7	5,473	4,973	11,828.22	165,589.41	7,357.31	1,344.79	1,962.77	187,517.80	12,998.85	6,891.18	16,269.53	222,100.38	4,851.49
Harford.....	124.2	3,981	3,572	6,051.77	137,601.44	4,002.50	1,773.53	978.34	150,407.60	12,988.43	6,740.12	11,664.33	181,810.90	5,950.90
Howard.....	58.7	1,834	1,668	2,964.90	64,069.56	2,781.07	452.96	562.44	70,807.93	6,443.00	1,327.61	1,077.33	89,861.39	1,817.43
Kent.....	51	1,481	1,348	3,252.30	58,694.98	2,858.45	352.32	332.32	63,841.44	8,643.00	1,867.98	7,341.57	85,694.39	1,517.45
Montgomery.....	194.9	5,920	5,418	8,881.22	250,358.35	6,322.97	4,868.20	3,750.02	274,180.76	39,270.73	21,869.09	23,911.79	323,971.77	245,803.41
Prince George's.....	200.8	7,027	6,480	6,305.78	231,826.34	9,051.25	2,224.34	3,058.23	262,165.80	28,176.49	22,225.47	19,450.36	323,971.77	99,673.41
Queen Anne's.....	51	1,588	1,420	3,074.60	59,881.01	1,388.37	1,111.81	861.94	67,006.50	5,107.48	1,867.57	1,450.90	70,349.70	5,568.83
St. Mary's.....	58	1,025	932	2,981.95	38,583.36	1,840.78	137.90	393.76	43,826.17	2,697.22	1,867.57	1,450.90	50,301.52	9,727.70
Somerset.....	72	2,313	2,056	2,513.15	78,359.03	1,951.73	305.32	725.63	83,836.10	6,884.28	1,942.82	1,310.90	105,301.46	17,654.27
Talbot.....	312	10,593	9,681	2,733.90	58,992.48	1,114.48	855.79	5,040.68	396,793.76	29,047.12	1,935.46	13,034.90	469,276.17	43,207.68
Washington.....	54	1,829	1,681	3,034.95	303,495.38	13,836.56	4,857.79	1,030.68	326,114.07	17,684.72	13,719.26	23,294.64	462,754.78	147,257.66
Wicomico.....	101.5	3,431	2,917	4,480.55	114,220.31	4,480.55	827.55	1,030.68	126,114.07	11,684.72	5,577.57	7,888.62	151,564.98	43,706.68
Worcester.....	74.6	2,253	2,002	3,391.22	79,747.34	2,400.32	857.53	468.95	87,059.66	8,004.68	2,733.39	13,348.76	111,146.46	54,771.91
Baltimore City														
(Total).....	2,496	76,787	70,504	153,950.21	4,519,895.80	100,496.14	102,897.07	40,044.61	4,917,283.83	568,804.87	341,908.20	191,711.44	6,019,708.34	1,033,815.21
Elementary.....	1,012	61,412	56,285	132,783.06	3,362,789.63	70,370.82	75,763.19	629,404.56	3,661,111.26	431,038.45	285,910.25	168,413.93	4,546,473.89	71,004,490.07
Junior High.....	538	14,683	13,615	14,763.37	1,063,493.57	29,585.22	22,451.96	614,926.33	1,145,220.45	117,284.95	43,333.90	223,159.87	1,328,999.17	75,544.54
Vocational.....	46	689	604	6,403.78	93,612.60	540.10	7,681.92	62,713.72	110,952.12	20,481.47	12,064.03	1,137.64	144,235.28	75,780.60
Total State.....	5,545.9	179,131	163,652	\$305,972.15	\$8,175,936.32	\$232,331.06	\$143,145.88	\$87,663.69	\$8,945,049.10	\$961,922.24	\$535,037.83	\$671,902.56	\$11,113,911.73	\$2,461,733.74

° Excludes 254 belonging and 231 attending Towson Normal Elementary School.
 † Excludes 89 belonging and 84 attending the Salisbury Normal Elementary School.
 ‡ Includes \$47,254.05 for junior high school.
 † Includes kindergartens, special schools for the physically handicapped, parental schools and prevocational work.
 a Excludes \$1,000 for evening school.
 b Includes following amounts for clerical service in schools: elementary, \$8,315.02; junior high, \$11,172.23; vocational, \$2,370.78.
 c Excludes \$10,029.10 for evening schools; \$15,255.65 for evening Americanization classes; \$10,629.19 for day Americanization classes. Includes \$9,412.32 for summer schools; \$21,258.28 for school lunches; \$12,838.72 for transporting crippled children; \$9,022.35 for school gardens; \$103,693.00 estimated as expenditures of City Department of Health; \$6,427.62 for farm costs and board at parental school.
 d Excludes \$20,456.30 for evening schools. Includes \$1,509.91 for library books; \$5,019.00 for summer schools; \$50.30 for lunches; \$800.06 for music; \$15,750.00 expenditures of City Department of Health.
 e Excludes \$11,099.14 for evening schools; \$6,997.08 for part time and continuation schools.
 f Includes following expenditures of Public Improvement Commission: elementary, \$916.56; 5.06; junior high, \$15,407.83; vocational \$2,249.08.

TABLE XXIX
Disbursements, Exclusive of General Control and Supervision, in White One-Teacher Schools, for the Year
Ending July 31, 1930

COUNTY	Number of Teachers	Average Number Belonging	Average Attendance	Salaries	Textbooks	Materials of Instruction	Other Costs of Instruction	Total Cost of Instruction	Operation	Maintenance Including Rent	Auxiliary Agencies	Total Current Expenses	Capital Outlay
Total Counties	662.7	16,341	14,439	\$741,735.42	\$24,662.66	\$5,967.67	\$7,345.88	\$79,711.63	\$46,876.58	\$22,885.46	\$17,749.82	\$867,223.49	\$3,178.68
Allegany	30	705	619	33,948.43	2,131.74	115.20	602.90	36,798.27	2,525.33	673.92	950.50	40,948.02	
Anne Arundel	4	108	94	4,509.88	158.55	102.95	31.96	4,803.34	471.32	87.73	80.62	5,443.01	
Baltimore	27.7	871	783	43,746.02	1,142.27	387.31	497.21	45,732.81	3,861.13	558.83	293.00	50,445.77	25.25
Calvert	17	423	371	18,782.76	845.45	256.51	196.80	20,081.52	669.62	339.32	1,255.14	22,345.60	
Caroline	9	249	221	9,795.79	201.71	141.00	100.00	10,238.50	767.59	341.67	21.43	11,369.19	182.84
Carroll	55	1,347	1,165	57,588.45	2,258.00	1,124.00	333.50	61,303.95	3,562.25	2,566.97	1,386.72	68,819.89	
Cecil	34	898	807	39,861.78	1,938.96	261.28	350.00	42,412.02	2,755.25	2,625.17	736.78	48,529.22	
Charles	15	324	268	15,186.10	378.56	33.86	135.00	15,733.52	383.87	153.14	989.92	17,260.45	
Dorchester	28	664	585	28,678.99	1,294.48	215.54	274.00	30,463.01	1,343.71	1,157.51	905.92	33,570.15	15.00
Frederick	42	1,229	1,088	45,586.35	1,306.32	260.29	183.28	47,336.24	3,438.81	872.09	127.81	51,774.95	58.85
Garrett	97	1,947	1,733	106,234.09	3,856.85	822.64	1,037.10	111,950.68	4,326.11	2,942.45	4,665.96	123,885.20	2,340.42
Harford	33	897	795	36,247.36	818.57	228.16	255.80	37,549.89	2,555.85	1,013.53	250.20	41,369.47	
Howard	21	536	482	22,740.76	1,298.96	156.29	78.39	24,274.40	1,775.67	661.63	462.31	27,174.01	360.15
Kent	20	427	383	22,472.57	524.20	145.10	281.00	23,722.87	1,668.30	339.28	385.43	26,115.88	
Montgomery	22	576	515	28,301.39	493.72	409.94	475.00	29,680.05	3,201.24	1,354.23	560.98	34,796.50	
Prince George's	23	594	533	28,077.00	892.09	222.68	286.86	29,478.63	2,028.49	1,591.07	519.30	33,617.49	
Queen Anne's	15	370	322	16,689.75	370.30	259.21	219.29	17,538.55	995.60	471.10	948.73	19,953.98	
St. Mary's	16	356	317	15,622.55	209.02	55.80	152.49	16,039.86	701.09	179.41	654.19	17,574.55	
Somerset	18	465	408	19,681.87	609.31	61.28	112.91	20,469.37	1,487.29	465.35	422.00	22,540.01	34.32
Talbot	13	325	299	14,214.04	98.65	173.98	124.90	14,611.57	1,405.69	272.58	35.60	16,325.44	
Washington	63	1,551	1,343	69,300.23	1,708.16	59.06	1,162.85	72,230.30	3,889.10	2,374.68	324.58	78,818.66	97.60
Wicomico	34	937	850	37,087.80	953.27	218.30	318.12	38,577.49	2,186.34	1,100.54	964.35	42,828.72	64.25
Worcester	26	542	458	27,381.46	873.52	257.29	176.52	28,688.79	1,176.93	1,743.26	808.35	31,417.33	
Cost per pupil belonging				\$45.39	\$1.51	\$0.37	\$0.45	\$47.72	\$2.87	\$1.40	\$1.08	\$53.07	\$1.22
Cost per pupil attending				51.37	1.71	.41	.51	54.00	3.25	1.58	1.23	60.06	

TABLE XXX
Disbursements, Exclusive of General Control and Supervision, in White Two Teacher Schools for the Year Ending July 31, 1930

COUNTY	No. of Teachers	Average No. Belonging	Average Attendance	Salaries	Textbooks	Materials of Instruction	Other Costs of Instruction	Total Cost of Instruction	Operation	Maintenance Including Rent	Auxiliary Agencies	Total Current Expenses	Capital Outlay
Total Counties.....	449	13,247	11,932	\$528,950.23	\$18,216.30	\$4,606.13	\$6,243.15	\$558,015.81	\$46,038.15	\$23,713.20	\$49,715.22	\$677,482.38	\$58,966.63
Allegany.....	30	974	914	38,206.79	2,087.07	154.48	781.22	41,229.56	2,872.10	1,404.46	539.30	46,045.42	
Anne Arundel.....	16	457	419	18,890.48	920.84	336.18	286.32	20,383.82	2,030.62	1,606.55	3,059.37	27,080.36	303.81
Baltimore.....	53	1,783	1,586	80,560.46	2,425.57	788.23	1,511.50	85,285.76	7,391.34	2,312.43	6,056.45	101,045.98	876.32
Calvert.....	8	232	209	8,235.25	445.07	84.23	82.34	8,846.89	808.74	154.79	2,639.73	12,450.15	
Caroline.....	12	294	269	12,906.83	302.52	161.38	100.00	13,470.73	946.63	277.97	3,539.70	18,235.03	576.15
Carroll.....	20	592	505	21,327.62	950.00	245.00	158.73	22,681.35	1,371.19	1,581.56	2,746.36	28,380.46	176.00
Cecil.....	18	572	526	21,515.17	977.67	160.19	78.65	22,731.68	1,654.08	2,043.29	3,164.29	29,593.34	88.06
Charles.....	8	230	200	7,583.75	256.98	101.00	35.00	7,976.73	245.31	89.78	798.44	9,110.26	9,825.50
Dorchester.....	12	362	323	11,835.33	538.96	102.00	135.61	12,611.90	682.20	397.79	2,042.92	15,734.90	
Frederick.....	34	1,069	905	36,884.43	908.17	212.95	221.89	38,227.44	2,928.24	708.21	2,723.83	44,587.72	19,063.08
Garrett.....	20	571	518	21,726.32	1,058.36	177.31	203.70	23,165.69	2,074.70	1,445.94	1,931.14	28,617.47	1,399.81
Harford.....	30	842	747	32,142.48	1,740.54	274.02	225.60	33,382.64	2,577.43	1,305.29	2,555.50	37,520.86	19,72.80
Howard.....	13	337	308	13,894.40	611.30	94.42	77.13	14,677.25	1,221.23	496.00	1,517.75	20,601.16	1,274.80
Kent.....	12	350	315	14,329.37	676.00	119.03	123.60	15,248.00	2,137.62	537.69	2,677.85	20,601.16	
Montgomery.....	38	1,069	961	48,362.31	1,012.30	656.91	737.02	50,768.54	3,906.81	2,690.46	4,313.08	63,606.56	21,812.80
Prince George's.....	28	750	688	33,207.01	1,075.98	266.42	346.50	34,895.91	3,906.81	1,794.98	1,781.70	42,379.40	
Queen Anne's.....	12	364	333	13,780.76	364.40	255.08	201.18	14,601.42	1,075.56	570.00	2,295.07	20,601.16	84.93
St. Mary's.....	18	503	463	19,056.46	443.69	63.67	178.40	19,742.18	781.34	850.53	3,794.92	25,168.97	
Somerset.....	10	251	225	2,167.00	31.35	23.10	19.33	2,240.78	640.21	160.14	30.00	11,737.75	
Talbot.....	2	51	49	41,611.79	1,468.70	178.67	485.98	43,745.14	2,728.47	2,065.45	1,797.88	50,336.68	2,719.09
Washington.....	36	1,149	1,006	11,218.00	477.48	61.58	116.30	11,873.33	878.06	598.34	1,956.94	15,306.67	70.92
Wicomico.....	10	271	248	8,997.09	205.05	53.48	66.05	9,321.67	958.43	209.52	42.40	10,532.02	175.00
Worcester.....	8	234	215										
Cost per pupil belonging.....				\$39.93	\$1.37	\$.35	\$.47	\$42.12	\$3.48	\$1.79	\$3.75	\$51.14	\$4.45
Cost per pupil attending.....				44.33	1.53	.39	.52	46.77	3.86	1.99	4.16	56.78	4.94

TABLE XXXI
Disbursements, Exclusive of General Control and Supervision, in White Graded Elementary Schools, for Year Ending July 31, 1930

COUNTY	No. of Teachers	Average No. Belonging	Average Attendance	Salaries	Textbooks	Materials of Instruction	Other Costs of Instruction	Total Cost of Instruction	Operation	Maintenance Including Rent	Auxiliary Agencies	Total Current Expenses	Capital Outlay
Total Counties.....	1,938.2	72,756	66,777	\$2,385,354.87	\$88,955.96	\$29,675.01	\$24,030.05	\$2,538,015.89	\$300,202.64	\$146,530.97	\$412,726.08	\$3,397,475.58	\$1,318,519.17
Allegany.....	269.7	9,719	9,160	345,055.82	16,120.66	3,378.07	10,741.20	375,295.75	41,363.49	18,830.62	40,205.21	475,695.07	26,837.30
Anne Arundel.....	135.1	5,274	4,802	164,128.05	7,994.77	2,475.48	1,414.66	175,912.96	21,829.02	18,992.42	53,210.13	269,244.53	4,882.21
Baltimore.....	297.4	12,589	11,453	445,298.22	11,854.14	4,915.01	5,778.25	467,945.62	57,852.79	15,999.73	33,987.82	575,733.82	616,197.44
Calvert.....	1.67	1.47	1.47	4,016.72	316.94	53.54	78.65	4,465.85	4,465.85	.....	.....	.....	.....
Caroline.....	47	1,651	1,502	52,196.75	1,182.84	330.00	300.00	54,025.69	6,636.45	1,437.37	15,173.00	77,273.90	2,059.84
Carroll.....	84.3	2,930	2,637	93,433.53	2,285.93	549.73	1,196.99	100,447.28	8,841.71	8,676.16	33,507.72	151,362.87	2,805.28
Cecil.....	42.2	1,595	1,446	51,376.92	2,252.84	456.39	3,124.42	54,401.57	7,071.03	6,738.99	8,960.82	70,872.37	238.00
Charles.....	24	855	758	25,777.17	972.43	459.24	171.35	27,380.19	3,388.93	4,788.91	13,385.33	51,441.37	709.93
Dorchester.....	47.9	1,905	1,739	53,057.11	2,032.26	407.18	736.00	56,232.55	6,251.56	4,303.42	19,356.93	86,104.46	2.00
Frederick.....	139.9	5,288	4,875	154,750.43	4,162.31	1,078.77	920.84	160,914.35	17,747.98	6,483.56	37,315.18	223,039.07	96,767.97
Garrett.....	35.7	1,255	1,164	37,629.00	2,424.10	344.84	721.97	41,117.91	5,027.56	2,502.70	9,172.13	58,320.69	1,111.26
Harford.....	61.2	2,242	2,030	69,211.60	2,443.39	1,271.37	496.94	73,423.30	7,865.57	4,421.30	11,187.63	96,808.80	1,731.18
Howard.....	24.5	961	878	27,434.40	2,470.81	202.25	409.92	28,914.38	3,498.53	3,699.98	9,278.07	41,809.96	882.48
Kent.....	19	704	650	21,893.04	1,358.25	239.26	127.72	23,618.27	4,837.08	991.10	4,276.59	33,724.95	12,817.11
Montgomery.....	134.4	4,275	3,942	173,694.65	4,816.95	3,801.35	2,538.00	184,840.95	30,234.41	17,634.40	27,067.73	253,767.49	223,990.36
Prince George's.....	149.8	5,683	5,259	180,542.33	7,083.18	1,735.24	2,424.89	191,735.64	22,741.40	18,833.40	17,116.00	230,476.55	99,675.74
Queen Anne's.....	24	854	765	29,410.50	853.67	597.52	424.57	31,302.26	3,340.32	820.85	13,115.83	48,879.07	.....
St. Mary's.....	4	166	152	3,904.35	3,104.17	17.57	62.87	4,172.36	3,544.70	387.63	3,915.28	48,879.07	.....
Somerset.....	44	1,597	1,423	48,106.03	1,104.12	207.17	492.93	49,970.25	5,063.98	617.33	12,988.79	68,510.55	5,368.42
Talbot.....	39	1,453	1,333	42,611.39	1,584.48	650.11	399.37	45,245.35	7,785.25	1,250.85	12,988.79	68,510.55	9,223.34
Washington.....	213	7,893	7,274	252,583.56	10,659.77	4,418.06	3,441.85	271,103.24	28,329.55	9,278.13	21,172.18	323,584.10	17,654.27
Wicomico.....	57.5	2,223	*2,059	65,814.51	3,049.80	70,012.19	600.18	70,012.19	8,620.32	4,178.69	4,967.33	87,778.53	47,186.64
Worcester.....	40.6	1,477	1,329	43,368.79	1,321.75	541.06	226.38	45,457.98	5,869.32	1,780.61	12,498.01	65,605.92	34,371.49
Cost per pupil belonging.....	.....	.....	.....	\$32.78	\$1.22	\$4.41	\$.47	\$34.88	\$4.13	\$2.02	\$5.67	\$46.70	\$18.12
Cost per pupil attending.....	.....	.....	.....	35.72	1.33	4.45	.51	38.01	4.50	2.19	6.18	30.88	19.75

* Excludes 234 belonging and 231 attending Towson Normal Elementary School.
* Excludes 89 belonging and 84 attending Salisbury Normal Elementary School.

TABLE XXXII
Pupils Belonging and Attending, Teachers and Expenditures in Junior High Schools for Year Ending July 31, 1930

COUNTY	Numbers of Junior High Schools	Average Number Belonging	Average Number Attending	Number of Teachers	Average Salary Per Teacher	Cost Per Pupil Belonging	Expenditures for								Total Current Expenses	Capital Outlay
							Salaries of Teachers	Textbooks	Materials of Instruction	Other Costs of Instruction	Total Cost of Instruction	Operation	Maintenance	Auxiliary Agencies		
Total County	13	3,334.7	3,161.3	121.4	\$1,395	\$66.49	\$169,316.52	\$7,407.81	\$4,708.17	\$3,488.48	\$184,920.98	\$20,068.90	\$5,439.55	\$11,292.68	\$221,722.11	\$38,743.95
Allegany	0	1,883.0	1,786.1	62.0	1,321	57.20	81,932.76	4,322.68	1,575.41	2,257.09	90,087.94	7,634.99	2,319.18	7,669.87	107,711.98	3,217.09
Grade 7-8	0	864.3	826.2	32.1	1,470	67.97	47,189.48	1,999.14	1,048.61	1,114.72	51,351.95	4,033.16	1,780.11	1,583.76	58,748.98	1,603.85
Grade 9	0	2,747.3	2,612.3	94.1	1,372	60.59	129,122.24	6,321.82	2,624.02	3,371.81	141,439.80	11,668.15	4,099.29	9,253.63	166,460.96	4,820.94
Total																
Montgomery	4	371.1	346.1	16.3	1,448	90.03	23,603.95	702.61	1,311.91	40.06	25,658.47	5,657.88	787.69	1,305.90	33,409.94	25,429.01
Grade 7-8	4	216.3	202.9	11.0	1,508	101.02	16,590.33	383.38	772.24	76.67	17,822.62	2,742.87	552.57	733.15	21,851.21	8,494.00
Grade 9	4	587.4	549.0	27.3	1,472	94.08	40,194.28	1,085.99	2,084.15	116.67	43,481.09	8,400.75	1,340.26	2,039.05	55,261.15	33,923.01
Total																
Baltimore City	11	14,685	13,615	538	1,977	90.50	†1,078,256.94	29,585.22	22,451.96	14,926.33	1,145,220.45	117,284.95	43,333.90	23,159.87	1,328,999.17	23,544.54
White	3	3,135	2,837	107	1,625	75.67	*179,019.73	5,482.65	5,275.48	3,576.78	193,354.64	25,036.74	7,846.91	10,380.77	237,219.06	16,353.60
Colored	8	17,820	16,432	645	1,918	87.89	1,257,276.67	35,007.87	27,727.44	18,503.11	1,338,575.09	142,921.69	51,180.81	33,540.64	1,566,218.23	39,898.14
Total																
Total State	27	21,154.7	19,613.3	766.4	\$1,835	\$4.52	†\$1,426,593.19	\$42,475.68	\$32,435.61	\$21,991.59	\$1,523,496.07	\$162,990.59	\$56,620.36	\$44,833.32	\$1,787,940.34	\$78,642.09

† Includes \$14,763.37 for salaries and expenses of supervision.
* Includes \$5,180.47 for salaries and expenses of supervision.

TABLE XXXIII
Disbursements, Exclusive of General Control in White High Schools in Counties and White Senior High Schools in Baltimore City, for Year Ending July 31, 1930

COUNTY	No. of Teachers	Average No. Belonging	Average Attendance	Salaries	Textbooks	Materials of Instruction	Other Costs of Instruction	Total Cost of Instruction	Operation	Maintenance Including Rent	Auxiliary Agencies	Total Current Expenses	Capital Outlay
Total Counties..	1,075.3	23,186	21,890	\$1,673,721.99	\$64,596.03	\$46,790.48	\$37,402.26	\$1,822,510.76	\$157,795.61	\$97,203.81	\$185,402.56	\$2,282,912.74	\$943,799.27
Allegany.....	111.1	2,433	2,334	α190,514.30	7,702.04	4,251.14	69,847.47	212,314.82	17,265.24	9,421.18	7,671.00	246,672.24	14,613.79
Anne Arundel.....	48.3	1,064	1,011	α77,825.58	3,590.04	1,143.97	62,292.18	84,852.37	6,042.45	11,948.54	13,867.05	116,810.41	2,660.74
Baltimore.....	98.7	2,608	2,577	α177,207.77	8,008.12	6,400.73	68,218.37	199,834.99	18,785.38	4,311.50	32,044.40	255,156.27	225,559.02
Carver.....	3.5	162	160	10,361.20	280.41	114.01	113.85	10,869.47	1,548.81	31.25	7,494.22	17,303.27	381.25
Carroll.....	71.6	650	610	48,645.51	1,568.73	1,381.40	647.17	52,242.81	4,337.35	97.95	7,194.22	64,742.03	1,147.49
Cecil.....	42.7	849	790	106,800.05	3,150.00	3,691.98	2,428.13	116,070.33	6,951.38	*10,258.92	7,363.05	134,032.69	11,979.94
Charles.....	18	376	353	63,313.24	2,699.24	2,569.13	776.07	67,267.67	2,922.24	3,006.73	3,462.71	83,112.38	12,610.79
Dorchester.....	39.2	782	740	27,617.93	1,288.10	1,237.03	227.50	29,596.63	5,048.27	3,488.69	10,809.30	43,954.57	49,099.32
Frederick.....	76.1	1,740	1,740	121,402.51	3,900.05	2,345.57	587.51	128,866.08	9,217.99	3,488.69	17,979.23	181,166.02	5,702.39
Garrett.....	35.3	695	646	53,918.83	3,147.53	1,584.44	990.35	60,473.99	5,561.19	6,572.82	14,845.16	85,920.14	34,880.41
Harford.....	50.2	1,017	942	76,985.84	3,823.43	1,749.45	814.32	83,373.04	3,770.96	5,849.84	6,629.25	96,602.19	2,552.32
Howard.....	25.4	436	409	37,064.10	1,122.05	473.42	647.14	39,306.71	3,480.29	1,513.11	3,001.02	46,601.40	11,839.78
Kent.....	24	479	433	33,883.93	1,299.61	814.09	1,063.40	37,061.03	3,480.29	5,313.75	9,713.48	48,778.51	1,736.57
Montgomery.....	69.3	1,248	1,248	106,818.71	3,114.69	2,297.47	1,422.13	118,653.00	15,848.43	5,313.75	7,223.12	147,571.02	29,739.22
Prince George's.....	72.9	1,468	1,468	106,072.75	3,966.87	2,294.77	990.15	113,324.54	9,746.49	11,871.26	63,869.72	138,411.94	92,723.98
Queen Anne's.....	21.5	442	417	34,078.74	663.15	994.71	249.18	35,985.78	3,492.86	405.13	3,790.04	45,873.81	734.12
St. Mary's.....	9.9	198	184	13,978.50	381.62	92.68	128.65	14,581.45	1,917.80	692.45	1,491.92	16,174.81	315.54
Somerset.....	29.9	669	625	43,362.12	1,947.87	775.78	459.07	46,544.86	3,034.59	1,823.45	10,848.30	61,824.30	1,154.20
Talbot.....	32	646	608	48,176.28	1,723.97	698.99	755.69	51,354.93	4,034.41	2,272.33	7,749.12	65,200.82	48,918.46
Washington.....	76.5	1,962	1,869	123,382.56	5,310.68	3,234.30	62,201.76	134,129.30	8,689.45	7,574.26	6,029.09	136,122.27	108,099.66
Wicomico.....	44.6	1,021	980	61,582.68	2,498.71	970.37	261.10	66,012.86	6,641.35	2,260.20	10,082.47	84,936.88	23,558.23
Worcester.....	38.6	674	633	54,870.02	1,617.89	1,212.15	362.88	58,062.94	4,551.21	1,362.21	9,316.18	73,282.54	202,413.65
Baltimore City.....	390	9,724	9,061	α999,295.39	30,640.96	26,070.85	615,662.96	1,071,670.16	132,290.42	48,546.78	413,415.27	1,295,922.63	225,201.41
Total State.....	1,465.3	32,910	30,951	2,673,017.38	95,236.99	72,861.33	53,065.22	2,894,180.92	290,086.03	145,750.59	198,817.83	3,528,835.37	1,169,000.68

* Includes \$5,325.50 paid to Blue Ridge College for rent, use of materials, equipment, etc.
The following amounts for supervision, clerical service:

	a Salaries	Supervision	b Travel	Other Expenses	ab Total	b Clerks in Schools
Allegany.....	\$2,500.00	\$126.96	\$641.60	9.90	\$4,268.56	\$2,963.10
Anne Arundel.....	5,000.00	331.23	201.57	.....	3,532.80	900.00
Baltimore.....	3,000.00	.....	.....	.....	400.00	875.00
Frederick.....	.....	.....	.....	.....	450.00	400.00
Washington.....	.....	.....	.....	.....	.....	450.00
Baltimore City.....	3,750.06	286.52	17.00	.....	4,053.58	11,531.93

c Excludes \$342.00 for night schools.
d Excludes \$13,852.84 for night schools. Includes \$6,962.18 for summer schools and \$3,750.00 expended by the City Department of Health.

TABLE XXXIV
Disbursements, Exclusive of General Control, in Colored Elementary Schools in Counties and City, and Junior High and Vocational Schools in Baltimore City, for Year Ending July 31, 1930

COUNTY	No. of Teachers	Average Number Belonging	Average Attendance	Salary and Expenses of Supervision	Salaries of Teachers	Textbooks	Materials of Instruction	Other Costs of Instruction	Total Cost of Supervision and Instruction	Operation	Maintenance and Rent	Auxiliary Agencies	Total Current Expenses	Capital Outlay
Total Counties...	732.8	24,213	20,459	\$24,535.40	\$465,649.78	\$19,681.71	\$5,606.22	\$5,880.75	\$521,353.86	\$49,190.28	\$26,248.10	\$8,904.15	\$605,696.39	\$60,225.80
Allegany.....	6.9	259	230	3,347.90	8,416.10	516.59	36.39	189.19	9,158.27	720.57	125.48	210.00	10,214.32	.....
Armstrong.....	67	4,723	4,216	3,347.90	42,686.47	997.77	1,113.46	557.14	48,702.74	4,784.78	3,592.92	146.09	57,226.53	.....
Baltimore.....	51	1,877	1,612	3,347.90	60,252.54	2,352.02	686.59	625.00	63,916.15	7,737.93	3,500.86	2,056.76	77,201.71	29,853.53
Baltimore City.....	26	1,023	737	3,347.90	14,632.74	792.81	32.62	225.00	17,075.72	838.02	1,258.51	427.50	18,149.39	1,204.23
Calvert.....	24.8	872	666	3,347.90	13,310.55	580.27	170.90	130.00	15,267.99	1,699.89	603.74	605.74	18,149.39	129.98
Cecil.....	12	310	236	3,347.90	6,975.80	195.53	48.48	8,290.81	1,418.25	1,759.26	512.55	1,120.24	10,682.84	.....
Carroll.....	15	414	347	3,347.90	10,459.08	509.11	116.98	106.50	12,300.63	1,418.25	1,036.86	25.99	14,789.18	1,742.95
Charles.....	40	1,397	1,055	3,347.90	21,729.89	1,221.45	60.66	155.60	24,694.21	2,069.47	280.98	30.32	26,683.93	.....
Dorchester.....	47	1,347	1,108	3,347.90	17,455.84	728.90	134.65	95.00	19,424.85	2,014.95	1,234.14	11.88	23,692.19	.....
Fredrick.....	30.8	851	761	3,347.90	16,394.65	538.73	82.73	115.15	18,567.77	1,624.75	795.30	210.35	22,467.94	.....
Frederick.....	25.2	685	584	3,347.90	10,202.72	401.27	54.85	123.15	11,440.56	1,715.27	308.06	3.25	12,467.94	67.33
Harford.....	18	528	425	3,347.90	15,985.48	572.11	122.46	188.40	17,797.55	1,765.13	874.62	55.78	22,493.08	.....
Howard.....	28	811	690	3,347.90	26,965.10	1,977.75	467.68	1,043.18	30,113.77	3,025.36	596.14	1,560.00	35,293.36	.....
Montgomery.....	43	1,605	1,395	3,347.90	1,440.06	197.75	197.75	615.40	56,996.90	6,350.03	5,251.77	373.00	69,013.10	2,186.81
Prince George's.....	71.4	*2,518	*2,138	3,347.90	50,719.18	3,068.22	781.25	1,013.18	56,996.90	6,350.03	5,251.77	373.00	69,013.10	2,186.81
Queen Anne's.....	35.2	700	583	3,347.90	11,244.08	513.87	160.95	87.37	13,271.97	1,991.49	1,069.53	63.06	14,743.56	300.00
St. Mary's.....	35.2	1,059	862	3,347.90	1,104.73	160.33	160.33	363.00	20,538.55	1,750.52	1,069.53	30.00	23,552.64	.....
Somerset.....	49	1,091	896	3,347.90	25,310.74	1,173.38	141.27	250.00	28,000.24	2,063.91	447.27	30.00	30,511.49	.....
Talbot.....	33	1,009	896	3,347.90	1,640.00	846.49	272.67	137.06	20,850.02	2,787.20	156.18	122.29	24,114.49	.....
Washington.....	11	307	273	3,347.90	8,985.47	251.28	13.22	13.22	9,401.15	1,730.74	156.18	122.29	11,283.71	3,901.34
Washington.....	39	1,317	1,196	3,347.90	22,109.49	1,295.06	334.73	283.61	25,584.44	2,139.47	1,552.55	122.29	29,451.40	19,697.08
Wicomico.....	38.5	1,350	1,160	3,347.90	20,418.32	1,722.32	38.96	182.94	23,589.14	1,963.09	1,384.81	5.25	26,942.29	.....
Worcester.....	1.321	843,968	37,755	\$57,570.37	\$1,470,958.09	\$44,829.08	\$32,002.57	\$16,757.53	\$1,622,117.64	\$174,256.77	\$89,868.24	\$51,435.61	\$1,937,678.26	\$291,393.34
Baltimore City	589	19,755	17,296	33,034.97	1,005,308.31	25,147.37	26,396.35	10,876.78	1,070,763.78	125,066.49	63,620.14	42,531.46	1,331,981.87	231,167.54
(Total).....	466	16,374	14,252	27,854.50	801,696.48	19,188.10	16,709.81	66,533.40	871,652.29	94,686.96	53,700.57	632,113.35	1,032,482.47	214,777.77
Elementary.....	107	3,135	2,837	5,180.47	173,839.26	5,482.65	5,275.48	63,576.78	193,364.64	25,636.54	7,846.91	610,380.77	237,219.06	16,353.60
Junior High.....	16	246	207	.....	29,772.57	476.62	4,411.06	670.60	35,426.85	4,743.49	2,072.66	637.34	42,280.34	36.17
Vocational.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....

† Excludes 40 pupils belonging and 36 attending the Bowie Normal Demonstration School.
 * Excludes 26 pupils belonging and 24 attending the Bowie Normal Demonstration School.
 a Includes following expenditures for clerical service: Elementary, \$1,352.11; Junior high, \$2,878.98; Vocational, \$725.04.
 b Excludes evening schools, \$12,929.46; includes summer schools, \$6,125.72; lunches, \$2,459.03; transportation of pupils, \$5,229.00; estimated expenditures by City Department of Health, \$18,229.
 c Includes library books, \$227.96; summer schools, \$1,030.40; transportation of pupils, \$3,696.78; music, \$175.63; expenditures of City Department of Health, \$5,250.00.
 d Includes library books, \$37.34; excludes night schools \$2,443.36.
 e Includes expenditures of Public Improvement Commission: Elementary, \$210,837.54; Junior high, \$15,521.70.

TABLE XXXV
 Disbursements, Exclusive of General Control, in Colored High Schools of Counties and Colored Senior High School in Baltimore City for the Year Ending July 31, 1930

COUNTY	Number of Teachers	Average Number Belonging	Average Number Belonging	Average Salary Per Teacher	Salaries of Teachers	Textbooks	Materials of Instruction	Other Costs of Instruction	Total Cost of Instruction	Operation	Maintenance Including Rent	Auxiliary Agencies	Total Current Expenses	Capital Outlay
Total and County Average.....	69.1	1,725	25.0	\$874	\$60,390.85	\$3,959.95	\$1,792.77	\$1,077.42	\$97,220.99	\$6,192.30	\$3,106.28	\$2,587.15	\$79,106.72	\$12,014.52
Allegany.....	3.1	56	18.1	1,480	4,588.65	158.23	100.45	205.45	5,052.78	639.11	87.30	280.00	6,059.19	40.50
Anne Arundel.....	7.2	168	23.3	1,032	7,429.00	198.55	236.17	106.98	7,970.50	743.02	220.15	.....	8,933.67	90.00
Calvert.....	1	25	25.0	1,793	793.25	99.90	1.05	.....	894.20	38.62	176.83	400.00	1,509.65	750.00
Caroline.....	3.4	66	19.4	794	2,700.00	300.58	48.56	40.00	3,089.14	209.19	13.82	1,167.21	4,479.36	.....
Carroll.....	1.4	16	11.4	770	1,078.66	50.00	8.73	28.38	1,165.77	81.10	7.80	6.63	1,261.30	17.33
Cecil.....	2	40	20.0	982	1,964.00	84.98	88.82	58.00	2,195.80	428.86	138.37	10.00	2,773.03	.....
Charles.....	3.4	74	24.7	847	2,540.00	240.00	73.90	33.75	2,887.65	91.00	83.40	40.47	3,102.52	215.93
Dorchester.....	3.4	112	32.9	797	3,308.69	146.84	36.23	24.25	2,916.01	238.60	225.00	.....	3,379.61	.....
Fredrick.....	3.4	99	29.1	844	3,708.04	84.00	116.27	51.30	3,559.61	479.63	21.20	.....	4,088.02	.....
Kent.....	3.4	83	24.4	844	2,870.00	144.40	249.92	49.07	3,313.39	223.13	446.93	25.00	4,008.45	136.32
Montgomery.....	4	92	23.0	780	3,120.50	237.17	1.87	44.60	3,424.14	368.41	36.06	528.06	4,356.67	105.62
Prince George's.....	10.3	189	18.3	834	8,586.22	522.04	219.14	116.97	9,444.37	1,300.05	665.36	70.00	11,479.78	.....
Queen Anne's.....	1.2	25	20.8	825	990.00	25.00	20.00	25.00	1,060.00	37.00	7.48	22.15	1,146.63	.....
Somerset.....	5	174	34.8	721	3,606.00	300.18	18.00	11.60	3,935.78	209.54	23.07	.....	4,168.39	94.38
Talbot.....	5	145	29.0	781	3,907.35	263.37	64.88	61.31	4,296.91	262.56	36.62	.....	4,596.09	.....
Washington.....	2	42	21.0	1,151	2,301.52	158.90	77.59	50.39	2,588.40	154.50	37.60	.....	2,780.50	.....
Wicomico.....	6.8	202	29.7	1,165	5,198.97	453.86	351.84	148.71	6,153.38	382.46	694.27	8.05	7,238.16	10,564.44
Worcester.....	3.5	117	33.4	771	2,700.00	472.15	79.35	21.66	3,273.16	285.52	185.02	2.00	3,745.70	.....
Baltimore City.....	59	1,321	22.4	2,756	162,627.84	3,685.88	3,486.46	62,677.78	172,477.96	31,021.14	6,639.92	63,932.69	214,071.71	391.19
Grand Total and State Averages.....	128.1	3,046	23.8	1,741	223,018.69	7,645.83	5,279.23	3,755.20	239,698.95	37,213.44	9,746.20	6,519.84	293,178.43	12,405.71

a Includes \$2,200.20 for clerical service.

b Excludes \$8,211.28 for night schools, includes \$276.90 for library books; summer schools, \$2,827.73; music, \$78.06; expenditures of City Department of Health, \$750.00.

TABLE XXXVI—Continued

Approved High Schools—Cost Per Pupil, State and Federal Aid, Days in Session, Teachers, Attendance, Enrollment by Year and Course, Graduates and Normal School Entrants for Year Ending July 31, 1930

Group	COUNTY Name of High School	Current Expense Cost Per Pupil	State and Federal Aid	No. of Teachers		Average No.		Enrollment by Year and Sex								Four- Year Gradu- ates		Normal Schools				Enrollment by Course							
				Academic	Special	Days in Session	Attending	Belonging	Per cent of Attendance	I		II		III		IV		Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
										Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls												
DORCHESTER																													
1	Cambridge	\$93.08	\$5,000.00	13.5	4.9	184.0	379.5	400.2	94.8	69	91	59	49	32	47	23	51	22	49	4	46	108	1	132	137	1	132	137	
1	Haverhill	102.13	4,320.00	5.3	2.6	184.0	151.8	161.8	93.8	29	34	16	19	20	24	9	18	9	18	4	64	85	1	10	14	1	10	14	
1	East New Market	158.11	3,030.00	3.0	9	183.0	51.8	56.1	192.3	8	11	6	11	6	3	5	7	5	7	3	32	32	16	32	32	16	32	32	
1	Vienna	119.00	2,100.00	3.0	10	183.0	52.5	55.0	95.4	12	14	8	8	3	6	4	4	2	4	4	22	32	4	4	4	4	4	4	
1	Croton	110.61	1,950.00	3.0	10	184.0	49.0	53.0	92.5	9	9	16	16	1	6	5	4	4	4	3	24	33	4	4	4	4	4	4	
1	Hooper's Island	97.23	1,500.00	2.0	10	185.0	37.7	40.7	92.6	1	8	7	7	4	5	4	11	4	10	1	16	30	8	9	9	9	9	9	
2	Eldorado	118.80	1,650.00	1.0	10	184.0	13.8	14.8	93.2	5	8	3	1	1	1	1	1	1	1	1	8	9	8	9	8	9	8	9	
Total		\$103.94	\$18,550.00	30.8	8.4	183.9	736.1	781.6	94.2	133	173	108	109	66	91	49	95	46	92	19	189	329	21	142	151	3	142	151	
FREDERICK																													
1	Colored	30.18	1,176.00	3.0	4	170.0	106.0	112.0	94.6	25	37	15	11	10	11	3	10	3	9	3	57	72	21	72	72	21	72	72	
1	Fredrick	\$75.71	\$6,800.01	21.7	12.1	186.0	865.4	900.8	96.1	182	192	90	180	77	109	79	86	68	77	4	107	203	26	239	307	12	239	307	
1	Brunswick	70.97	4,875.00	9.0	4.2	185.0	307.8	328.0	93.9	67	39	39	39	32	43	31	37	25	36	1	46	82	36	1	88	90	36	88	90
1	Middletown	102.79	5,062.50	5.2	2.1	186.0	147.7	152.3	96.9	21	36	15	23	12	20	12	19	12	12	2	42	53	33	32	32	32	32	32	32
1	Thurmont	79.14	4,019.98	5.8	1.4	185.0	139.8	151.3	92.4	29	17	20	31	15	16	10	21	9	12	1	13	37	61	51	51	51	51	51	51
1	Walkersville	68.46	2,640.00	3.8	5.1	185.0	101.9	108.9	93.6	21	19	13	14	15	13	7	12	7	12	1	44	56	12	2	2	2	2	2	2
1	Liberty	102.79	2,415.00	3.5	8	185.0	72.4	76.4	94.8	10	12	7	15	4	11	6	12	5	10	1	11	43	17	10	10	10	10	10	10
1	Emmitsburg	103.03	3,074.99	2.9	1.1	186.0	66.3	68.0	97.6	12	12	11	9	6	9	4	10	4	10	3	23	24	26	2	2	2	2	2	
1	Wolfsville	84.30	1,500.00	2.0	10	185.0	38.4	41.4	92.9	13	10	7	3	1	4	2	7	2	7	3	23	24	21	110	110	110	110	110	110
Total		\$81.10	\$30,387.48	53.9	22.2	185.6	1,739.7	1,827.1	95.2	355	351	202	204	169	217	159	197	139	187	3	353	536	211	327	397	110	327	397	
GARRETT																													
1	Colored	41.29	1,720.00	3.0	4	185.0	93.0	98.9	94.0	17	30	11	11	8	15	3	14	3	14	6	39	70	21	70	70	21	70	70	
1	Oakland	\$103.57	\$6,787.50	9.2	3.5	190.0	303.0	329.4	92.0	81	76	39	56	24	34	10	29	10	29	5	141	168	2	4	13	4	13	30	
1	Accident	133.99	5,514.97	4.0	2.2	189.0	103.2	110.4	93.5	22	31	10	11	9	20	9	8	9	27	1	1	13	49	58	4	49	58		
1	Kitzmiller	106.65	3,780.00	4.1	9	189.0	79.9	84.3	94.7	17	18	15	11	3	13	4	12	4	12	3	40	58	28	28	28	28	28	28	
1	Grantsville	151.95	4,437.47	3.4	1.8	189.0	75.1	79.8	94.1	18	16	5	8	10	9	6	13	6	12	2	18	33	1	5	48	48	48	48	
1	Friendsville	150.85	4,434.98	3.2	2.0	189.0	65.5	71.2	92.0	17	9	6	6	10	9	6	13	6	12	2	18	33	1	5	48	48	48	48	
2	Kempston	136.31	650.00	1.0	10	188.5	18.9	19.9	94.7	3	8	6	8	6	8	1	1	1	1	1	10	17	8	8	8	8	8	8	
Total		\$123.63	\$25,604.92	24.9	10.4	189.4	645.6	695.0	92.9	158	158	81	100	51	92	40	70	40	67	12	211	289	80	115	13	80	115	13	

SOMERSET		71.99	\$5,439.00	7.0	4.3	181.0	251.7	263.4	95.6	54	30	38	26	26	21	28	20	25	6	44	65	7	3	81	82	
1	Crisfield	107.29	3,180.00	7.5	3.6	181.0	236.9	254.9	92.9	65	20	42	19	27	19	16	19	17	1	36	53	46	5	43	84	
1	Marrion	96.35	1,520.00	4.0	1.4	181.0	106.5	118.4	90.0	24	10	17	10	15	7	8	18	18	2	27	50	1	1	25	20	
1	Deal's Island	134.14	.....	2.0	1.1	181.0	30.3	32.1	94.5	6	5	3	12	5	2	1	2	1	1	10	23	.....	.....	.....	.....
	Total	\$92.41	\$14,376.50	20.5	9.4	181.0	625.4	668.8	93.5	149	133	109	60	75	51	63	49	61	10	123	191	54	9	149	186	
Greenwood (Colored)		18.73	740.00	2.0	.....	162.0	86.1	96.9	88.8	21	34	17	6	11	.....	.....	.....	.....	.....	45	68	.....	.....	.....	.....
Crisfield (Colored)		30.41	1,060.00	3.0	.....	162.0	73.1	77.4	49.4	13	31	7	4	7	.....	.....	.....	.....	.....	32	50	.....	.....	.....	.....
TALBOT		\$88.38	\$4,350.00	7.7	4.3	185.0	200.6	276.1	194.4	40	52	47	24	37	28	24	26	23	3	84	101	30	21	21	46	
1	St. Michaels	101.96	3,510.00	5.2	1.8	185.0	176.0	140.0	94.2	24	14	15	30	16	7	20	6	21	2	53	61	2	1	9	23	
1	Cordova	90.23	2,190.00	3.8	2.1	185.0	131.9	80.7	94.3	6	19	14	10	12	9	10	7	10	3	19	57	10	.....	.....	.....
1	Trappe	130.34	2,047.50	2.8	2.2	185.0	48.7	52.7	92.4	5	16	7	5	1	3	7	1	7	.....	18	38	.....	.....	.....	.....
1	Oxford	108.58	2,047.50	2.8	2.2	185.0	48.7	49.9	96.8	7	9	5	6	7	3	5	5	24	24	27	.....	.....	.....	.....	.....
1	Tilghman	129.43	1,545.00	2.9	1.1	185.0	42.6	47.0	90.6	5	8	7	10	4	6	3	8	8	1	19	33	.....	.....	.....	.....
	Total	\$109.93	\$15,690.00	25.2	6.8	185.0	608.1	646.4	49.0	87	118	73	68	84	51	74	46	74	9	217	317	42	23	30	69	
Easton (Colored)		36.44	1,935.00	3.0	1.0	181.0	115.0	122.0	94.2	29	27	17	18	16	10	5	7	5	7	1	67	65	.....	.....	.....
St. Michaels (Colored)		37.37	383.00	.....	.....	182.0	21.0	23.0	91.3	5	9	3	.....	.....	.....	.....	.....	.....	.....	8	17	.....	.....	.....	.....
WASHINGTON		\$73.81	\$10,011.95	30.6	14.9	185.0	1,220.9	1,274.4	95.8	244	258	149	169	126	153	94	134	90	127	1	324	366	110	276	.....
1	Boonsboro	102.17	4,784.13	7.0	1.4	185.0	170.8	181.3	93.9	40	42	15	33	20	23	8	10	8	10	.....	83	110	2	.....	.....
1	Williamsport	84.57	3,580.81	6.0	1.3	185.0	155.7	163.1	95.5	18	28	20	26	17	21	19	17	17	2	28	46	28	19	21	.....
1	Clear Spring	77.72	3,135.00	4.0	1.3	185.0	113.2	119.3	94.8	25	20	15	14	8	20	4	14	3	13	2	12	34	28	6	7	
1	Smithsburg	111.40	4,490.00	4.0	1.4	184.0	104.0	112.8	92.2	26	19	11	12	9	13	15	16	13	15	2	28	61	735	.....	.....
1	Hancock	73.55	2,775.00	4.0	1.5	185.0	104.0	111.3	93.4	10	21	17	19	13	12	10	11	11	2	28	51	23	14	.....	.....
	Total	\$79.57	\$28,776.89	55.6	20.9	184.9	1,868.6	1,962.2	95.2	363	388	227	273	193	242	150	202	143	193	3	608	608	309	148	304	
Colored		66.20	1,152.00	2.0	.....	185.0	39.3	41.7	94.2	8	13	4	7	6	3	2	3	2	1	24	25	.....	.....	.....	.....
WICOMICO		\$80.11	\$5,000.00	18.5	6.5	182.0	590.8	611.9	96.6	137	117	63	114	74	73	633	656	28	47	2	93	142	159	136	105	
1	Delmar	79.95	2,940.00	4.3	1.9	182.0	114.4	118.4	96.6	18	16	11	15	16	13	14	13	13	4	57	68	.....	.....	.....	.....
1	Pittsville	85.14	2,730.00	4.0	1.8	182.0	94.6	101.5	93.2	16	27	14	22	14	11	4	7	4	5	2	48	67	.....	.....	.....
1	Mardela	96.80	2,280.00	3.0	3.2	182.0	59.8	63.0	95.0	9	8	11	12	7	4	8	4	8	2	31	37	.....	.....	.....	.....
1	Hebron	108.49	1,612.50	2.0	3.1	182.0	47.4	49.3	96.1	8	13	6	7	3	5	5	5	5	2	22	30	.....	.....	.....	.....
1	Nanticoke	98.49	1,465.00	2.0	2.2	181.0	43.3	45.5	95.2	4	6	10	10	3	5	3	5	5	1	23	27	.....	.....	.....	.....
1	Sharpstown	115.71	1,515.00	2.0	2.2	182.0	30.1	31.1	96.7	5	5	4	2	9	5	1	4	1	3	1	19	18	.....	.....	.....
	Total	\$83.19	\$17,542.50	35.8	8.8	182.0	980.4	1,020.7	96.1	187	192	119	188	125	122	663	699	58	86	1	293	389	159	136	105	
Salisbury Industrial (Colored)		37.58	2,005.00	4.2	.....	162.0	145.2	154.8	93.8	27	39	22	29	10	21	13	15	11	13	.....	73	105	.....	.....	.....
Nanticoke (Colored)		40.49	700.00	1.7	.....	162.8	44.9	47.3	94.9	11	18	9	16	.....	.....	.....	.....	.....	.....	20	34	.....	.....	.....	.....
WORCESTER		\$93.68	\$4,905.00	6.2	3.7	180.0	197.8	209.9	94.2	31	45	30	32	26	28	10	20	9	19	1	30	83	52	19	16	
1	Buckingham	96.41	4,035.00	7.4	3.1	180.0	182.7	193.6	94.4	22	46	21	31	17	26	17	23	15	23	2	61	101	11	7	8	
1	Pocomoke	126.41	4,770.00	6.0	3.9	181.0	146.6	157.1	93.3	33	32	22	18	18	16	20	6	19	2	66	75	13	8	18		
1	Snow Hill	147.41	2,550.00	3.0	1.2	181.0	54.7	57.5	95.1	11	10	8	8	6	6	3	8	3	8	1	26	30	3	2	9	
1	Stockton	119.57	2,370.00	3.5	6.1	180.0	50.8	55.9	90.9	12	10	5	13	6	4	5	7	3	6	4	16	35	13	1	.....
	Total	\$108.74	\$18,630.00	26.1	12.5	180.3	632.6	674.0	93.9	109	143	86	102	73	83	41	78	36	75	9	199	324	92	45	29	43
Berlin (Colored)		23.88	380.00	1.0	.....	162.0	44.9	47.4	94.7	15	27	5	7	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Snow Hill (Colored)		39.00	740.00	1.5	.....	162.0	37.3	38.4	97.1	16	10	3	11	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Pocomoke City (Colored)		35.94	380.00	1.0	.....	162.0	26.8	31.0	86.5	7	17	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....

e Includes 100 boys taking part-time industrial course. f Vocational agriculture. g Excludes 4 boys and 20 girls post graduates.

TABLE XXXVII

Enrollment in Maryland County High Schools by Subject, Excluding Withdrawals for Removal, Transfer, or Death for Year Ending July 31, 1930

COUNTY Name of High School	Total Enrollment		English		Mathematics		Social Studies		Science		Latin		French		Manual Training		Home Economics		Voc. Agriculture		Commercial Subjects		Physical Education		Music*		
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	
ALLEGANY	293	329	290	318	250	164	276	319	198	164	44	55	149	113	103	233							184	109	78	129	
Beall	176	258	177	258	102	140	166	238	103	115	35	77	63	39	105	215							143	149	106	130	
Pennsylvania Avenue	185	206	178	203	116	126	139	169	151	161	21	58	18	32	120	180							184	194	116	138	
Greene St. Junior	184	194	184	194	89	134	154	169	151	161	59	60	7	22	184	194							106	132	87	133	
Bruce	108	133	108	133	90	95	71	83	99	107	35	49	20	26	106	132							81	100	84	102	
Central	91	105	91	105	48	69	83	89	45	59	14	40	6	29	86	105							54	45	54	45	
Barton	54	45	54	45	45	31	41	29	40	34	8	16	2	2	54	45							29	51	29	51	
Mt. Savage	29	51	29	50	30	47	29	55	21	32	7	19		13	35	31							31	35	31	35	
Flintstone	31	35	31	35	24	20	22	27	29	22			2	16													
Midland	20	51	20	52	20	48	21	53	17	35																	
Oldtown	8	25	8	25	7	16	1	9	8	25																	
Total	1,179	1,432	1,170	1,418	825	845	983	1,225	880	905	223	374	167	302	758	1,104							812	815	749	907	
Colored	24	36	26	37	22	33	25	32	24	33			9	7		35											
ANNE ARUNDEL	288	346	303	354	243	232	234	265	206	212	75	93	654	688	163	186									154	186	
Annapolis	125	141	126	140	104	115	158	188	76	79	27	30	12	11											42	99	
Glen Burnie	59	66	59	66	52	49	59	62	49	48	5	4			17										92	66	
Tracy's Landing	31	46	30	45	25	31	25	36	28	40	3		6	22													
Arundel	503	599	518	605	424	427	476	551	359	379	119	127	72	121	180	186									288	351	
Total	65	113	65	113	65	113	65	113	65	113			60		65	113											
Colored																											
BALTIMORE	368	441	366	440	6323	6322	284	348	218	207	230	226	28	50	232	239									361	412	
Towson	389	354	388	353	327	260	282	248	257	227	149	144	54	41	326	296									382	316	
Catonsville	217	236	220	235	217	192	203	137	96	59	107	129	24	12	151	147									220	235	
Sparrows Point	136	173	137	173	121	117	155	163	99	104	32	30	15	33	135	152									149	122	
Franklin	83	107	83	107	74	87	85	108	78	86			17	42	76	80									85	107	
Sparks	73	69	76	69	66	59	73	69	71	58			9	24	69	58									72	63	
Randallstown	59	55	59	55	59	55	59	55	59	55	55	55	55	55	59	55									72	63	
Fullerton	54	54	54	54	54	54	54	54	54	54	54	54	54	54	54	54									59	55	
Dundalk	54	44	54	44	54	44	54	44	54	44	54	44	54	44	54	44									54	44	
Total	1,401	1,479	1,405	1,476	1,241	1,136	1,082	1,131	932	840	631	628	147	202	1,102	1,071							1,382	1,354	1,079	1,119	

* Enrollment in art excluded:
 Pennsylvania Ave. 74
 Greene St. (Junior) 181

° Eight boys carry a part-time industrial course.
 † Includes 7 boys and 23 girls taking Spanish.
 § For detailed data on commercial subjects, see page 378.
 a Includes 20 boys and 22 girls taking Spanish.

TABLE XXXVII—Continued

Enrollment in Maryland County High Schools by Subject, Excluding Withdrawals for Removal, Transfer, and Death for Year Ending July 31, 1930

COUNTY Name of High School	Total Enrollment		English		Mathematics		Social Studies		Science		Latin		French		Manual Training		Home Economics		Voc. Agriculture		Commercial Subjects		Physical Education		Music		
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	
																											All-day	Unit
DORCHESTER																											
Cambridge.....	178	243	180	242	125	160	137	174	135	173	34	74	6	36	104	146									115	132	
Hurlock.....	74	95	75	94	56	64	81	81	45	35	9	39	15	27		45									14	49	
East New Market.....	25	31	24	34	21	21	15	34	18	20	7	9	1	8											3	22	
Vienna.....	26	32	26	32	23	32	29	29	17	16	8	10	1	12													
Crapo.....	24	33	23	30	31	42	21	21	18	23	20	27															
Hooper's Island.....	16	29	16	29	16	29	19	26	5	19	8	14															
Eldorado.....	8	9	8	9	8	9	8	9	8	9																	
Total.....	351	473	352	470	280	337	259	374	246	295	86	173	23	83	104	191									132	203	
Colored.....	53	69	53	69	53	69	53	69	38	58	14	11				50											
FREDERICK																											
Frederick.....	428	517	441	513	273	315	343	438	268	327	130	163	13	26	251	318									298	389	
Brunswick.....	169	172	175	172	86	86	149	169	107	94	24	40	18	40	105	92									106	92	
Middletown.....	75	83	76	86	54	70	39	43	55	45	18	31	17	21		59									74	83	
Thurmont.....	74	85	78	85	54	57	43	72	69	71	9	29	17	39		46									24	46	
Walkersville.....	56	58	56	58	38	40	35	39	55	46	23	31	20	24		33									43	50	
Liberty.....	27	50	26	49	25	44	22	42	25	42	3	9	5	15		26									22	37	
Emmitsburg.....	33	40	33	40	29	36	21	28	17	22	6	20	9	19		21									37	33	
Wolfsville.....	23	24	23	24	21	17	23	24	22	20			3	11													
Total.....	885	1,029	908	1,027	580	665	675	855	618	667	213	323	102	195	356	595									604	730	
Colored.....	39	70	39	70	39	70	39	70	28	41	11	29			39	70											
GARRETT																											
Oakland.....	154	195	156	190	119	134	117	169	123	139	10	22	17	15		71									101	166	
Accident.....	50	70	50	72	40	58	28	39	32	50			1	13		50									50	70	
Kitzmillier.....	39	54	39	54	38	36	43	43	37	48			10	21		34									38	48	
Gransville.....	39	48	38	48	22	24	16	27	48	35			5	16		40									36	46	
Friendsville.....	39	37	41	38	34	28	53	31	23	15			11	10		18									36	37	
Keuppton.....	9	16	9	16	9	16	9	16	9	16																	
Total.....	330	420	333	418	262	296	245	254	256	302	10	22	44	75		213									241	339	
Colored.....																											

§ For detailed data on commercial subjects, see page 379.

HARFORD	156	199	156	199	132	145	139	183	103	128	43	55	8	27	99	119	67	281	101	120	
Bel Air.....	102	125	105	125	92	71	110	140	86	71	29	19	4	7	98	126	.....	.....	43	41
Havre de Grace.....	59	70	57	70	55	58	50	55	37	57	18	18	15	30	59	70	.....	.....	38	39
Aberteen.....	50	53	52	58	40	38	39	45	36	44	.....	.....	5	11	35	39	.....	.....	34	50
Jarrettsville.....	32	44	35	44	28	34	23	28	22	28	.....	.....	4	17	26	28	.....	.....	25	46
Highland.....	25	46	25	42	23	43	25	47	12	18	.....	.....	15	29	18	18	.....	.....	13	14
Dublin.....	17	36	18	36	20	30	16	36	13	25	.....	.....	8	19	18	15	.....	.....	14	19
Slate Ridge.....	14	19	15	16	11	15	14	17	15	15	.....	.....	8	9	15	15	.....	.....	13	11
Old Post Road.....	13	7	13	7	13	7	18	9	8	5	.....	.....	.....	.....	.....	.....	.....	.....	.....	7
Darlington.....	468	599	477	594	417	447	435	557	324	407	90	92	67	149	274	315	61	281	281	343	
Total.....	69	86	72	86	40	47	51	55	58	59	21	20	8	11	.....	.....	20	64	60	79
HOWARD	34	44	34	44	27	21	43	28	31	31	.....	.....	9	7	.....	.....	26	43	44	44
Ellicott City.....	33	32	34	32	30	20	11	19	34	38	7	13	.....	.....	.....	.....	19	43	43	44
Elkridge.....	41	28	41	28	35	24	26	27	32	23	.....	.....	2	8	.....	.....	23	41	41	41
West Friendship.....	29	29	32	30	28	24	16	26	25	26	.....	.....	2	11	.....	.....	23	29	29	29
Lisbon.....	11	10	11	10	11	10	11	10	.....	.....	.....	.....	.....	.....	.....	.....	.....	11	11	10
Savage.....	227	229	233	230	171	146	158	165	184	177	28	33	21	37	.....	.....	65	107	120	222
Total.....	134	163	134	163	142	176	107	125	110	91	33	81	31	41	134	163	.....	.....	50	70
KENT	38	63	38	63	27	46	38	63	33	46	4	26	12	25	38	63	.....	.....	23	34
Chestertown.....	25	49	25	49	25	49	18	42	22	31	10	25	.....	.....	25	49	.....	.....	.....	.....
Rock Hall.....	11	16	11	16	9	12	12	16	6	9	.....	.....	7	11	16	.....	.....	.....	.....	.....
Galena.....	208	291	208	291	203	283	175	246	171	177	47	132	50	77	208	291	.....	.....	73	104
Millington.....	41	58	42	58	41	58	41	58	33	49	.....	.....	.....	.....	41	58	.....	.....	.....	.....
Total.....	128	201	128	201	75	73	119	174	88	108	13	26	13	23	67	80	.....	.....	29	28
MONTGOMERY	128	150	130	129	99	81	104	109	103	84	14	22	649	631	60	28	.....	.....	53	46
Rockville.....	79	107	79	109	51	108	103	113	66	94	35	43	4	31	7	.....	.....	43	37	15
Takoma-Silver Spring.....	52	76	50	75	33	51	49	59	74	63	17	30	4	31	.....	.....	.....	.....	60	64
Bethesda-Chevy Chase.....	49	52	48	52	39	31	61	39	42	42	7	12	8	17	.....	.....	.....	.....	13	10
Gaithersburg.....	49	47	48	47	36	37	33	44	46	46	.....	.....	1	20	13	.....	.....	.....	16	14
Sherwood.....	48	44	48	44	36	35	33	44	46	46	.....	.....	1	4	13	.....	.....	.....	38	35
Poolesville.....	13	24	13	24	13	15	23	15	22	15	.....	.....	2	8	.....	.....	.....	.....	15	15
Damascus.....	18	14	18	14	8	14	8	14	4	4	.....	.....	.....	.....	.....	.....	.....	.....	6	6
Fairland.....	8	14	8	14	8	14	8	14	4	4	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Dickerson.....	4	4	4	4	4	4	4	4	4	4	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Glen-Echo-Cabin, John.....	617	768	620	771	465	502	515	639	467	473	103	175	139	200	139	206	.....	.....	95	101
Germantown Junior High.....	47	53	47	53	47	53	33	28	39	45	.....	.....	22	33	.....	.....	.....	.....	47	53
Total.....	Colored.....	Colored.....	Colored.....	Colored.....	Colored.....	Colored.....	Colored.....	Colored.....	Colored.....	Colored.....	Colored.....	Colored.....	Colored.....	Colored.....	Colored.....	Colored.....	Colored.....	Colored.....	Colored.....	Colored.....	Colored.....

* Enrollment in Art Courses:

Rockville.....	15	33
Takoma-Silver Spring.....	13	22
Bethesda-Chevy Chase.....	4	18
Gaithersburg.....	17	24
Total.....	68	118

a Includes 19 boys taking auto mechanics.
 b Includes 10 boys and 12 girls taking Spanish.
 c Includes 10 boys and 7 girls taking public speaking.
 d Excludes 2 girls and includes 21 boys taking building construction.
 e Excludes 1 girl.
 f Includes 1 girl.
 § For detailed data on commercial subjects, see page 379.

Sherwood.....	8	9
Damascus.....	5	9
Glen-Echo-Cabin.....	6	3
Total.....	68	118

Enrollment in Maryland County High Schools by Subject, Excluding Withdrawals for Removal, Transfer, or Death for Year Ending July 31, 1930

COUNTY Name of High School	Total Enrollment		English		Mathematics		Social Studies		Science		Latin		French		Manual Training		Home Economics		Voc. Agriculture		Commercial Subjects		Physical Education		Music			
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls		
PRINCE GEORGE'S																												
Hyattsville.....	381	416	381	416	266	199	332	351	311	294	57	69	19	43	220	247	45	38	38	173	220			173	220			
Maryland Park.....	115	140	115	140	103	117	119	128	110	99	10	29	10	29	115	140				95	97			95	97			
Laurel.....	79	92	80	92	52	48	45	66	41	31	14	15	25	13	77	90				39	91			39	91			
Marlboro.....	65	66	55	66	43	45	45	66	46	41	8	11	4	7	19	26				36	40			36	40			
Surratsville.....	34	42	34	42	28	26	32	36	30	32	4	7	4	7	42	42												
Oxon Hill.....	25	40	25	40	23	29	39	56	22	33	3	7	3	7	38	38												
Baden.....	17	37	17	37	3	11	10	28	24	31	6	6	5	14	14	14				17	37			17	37			
Bowie.....	28	29	29	30	32	32	32	32	27	29	5	14	5	14	32	32												
Brandywine.....	24	32	24	32	11	28	24	32	24	29	2	14	2	14	32	32												
Total.....	758	894	760	895	575	508	676	783	656	647	79	101	68	127	431	577	83	64	64	384	517			384	517			
MARLBORO COLORED.																												
Marlboro Colored.....	26	48	26	48	26	41	26	48	22	36	4	19			48	48			22									
Lakeland Colored.....	29	42	29	42	30	43	29	42	28	39	1	3			42	42												
Highland Colored.....	24	42	24	42	24	42	24	42	23	38	1	4			42	42												
QUEEN ANNE'S																												
Centreville.....	74	97	74	97	74	96	38	60	45	49	38	71	21	33	73	97			23									
Sudlersville.....	32	53	32	53	31	53	16	33	22	30	16	30	13	27	27	53			10									
Stevensville.....	27	49	27	49	27	49	12	35	17	28	13	20	8	27	27	49												
Church Hill.....	23	44	23	44	23	44	23	44	16	32	17	22	6	27	27	44			10									
Tri-County.....	22	29	22	29	22	29	22	29	3	5	16	16	14	15	22	29												
Total.....	184	272	181	272	170	262	85	165	117	145	93	174	56	102	178	272	8	33	33	10								
Colored.....	8	20	8	20	8	20	8	20	8	20	8	20			8	20												
ST. MARY'S																												
Great Mills.....	53	52	54	52	55	52	54	52	33	27	18	26													53	52		
Mechanicsville.....	29	28	29	28	29	28	29	28	24	23	5	5													29	28		
River Springs.....	21	27	21	27	21	27	23	27	10	17	11	10													21	27		
Total.....	103	107	104	107	105	107	106	107	67	67	34	41													103	107		
SOMERSET																												
Crisfield.....	131	147	131	145	116	125	83	114	97	90	27	44	15	20	108	100									83	92		
Washington.....	123	139	119	141	92	80	89	130	97	103			12	16	20	115			42						56	45		
Marion.....	53	71	53	69	34	43	47	60	48	64			6	20	20	11									25	43		
Deals Island.....	16	23	16	23	11	18	13	11	16	23			8	17											25	43		
Total.....	323	380	319	378	253	266	232	315	258	280	27	44	41	73	108	215			42						164	180		
Greenwood Colored.....	44	67	44	67	44	67	28	45	39	56	23	33																
Crisfield Colored.....	31	50	31	50	31	50	33	48	13	31	18	19																

§ For detailed data on commercial subjects, see pages 379-380.

SUBJECT ENROLLMENT IN INDIVIDUAL HIGH SCHOOLS

TALBOT	127	160	127	160	94	110	80	108	101	139	28	37	19	23	83	91			47	98	89	110	
Easton.....	62	51	92	81	53	53	45	61	25	44	15	12	9	11					39	44	62	81	
St. Michael's.....	29	35	29	35	29	35	28	49	14	43	8	14	7	21						28	55	18	37
Trappe.....	18	37	18	37	18	37	18	37	13	25	6	17								24	27	12	18
Oxford.....	24	27	24	25	17	38	15	17	24	27	12	15	12	11							24	27	12
Thigman.....	19	32	19	32	19	32	19	32	6	1	10	23	9	10							12	18	
Total.....	279	392	270	393	221	298	205	300	183	279	79	118	56	76	83	91			86	142	233	328	
Easton Colored.....	67	62	67	62	67	62	67	62	67	62											67	62	
St. Michael's Colored.....	8	16	8	16	8	16	8	16	8	16											8	16	
WASHINGTON																							
Hagerstown.....	a613	a714	616	713	645	545	518	654	369	367	204	268	79	120	6360	406			229	250	319	427	
Windsor.....	83	108	88	108	66	55	68	93	35	55	19	94	15	26		75				14	75	14	
Williamsport.....	74	92	74	92	46	55	65	78	48	52	16	37	15	27		54				39	57	39	
Clear Spring.....	52	68	52	68	41	37	40	62	45	31	16	37	5	27		34				52	68	52	
Chambersburg.....	61	60	61	60	41	42	41	62	42	31	10	19	15	29		28				12	43	12	
Hancock.....	50	63	51	63	47	55	51	42	28	41	16	39	13	12		40				48	63	48	
Total.....	933	1,105	942	1,104	891	822	787	948	567	651	271	431	143	231	6360	637			229	250	484	735	
Colored.....	22	25	22	25	22	25	22	25	22	25	11	10											
WICOMICO																							
Delmarco High.....	c297	c360	286	327	232	226	251	293	214	233	44	76	35	57	155	238					159	192	
Delmar.....	57	67	57	67	57	67	57	67	31	30			20	40	39	51					49	57	
Pittsville.....	48	67	48	67	53	68	32	40	31	47			28	50					44	64	42	64	
Marble.....	31	35	31	35	31	35	32	27	20	23	20	20									31	35	
Harbor.....	22	30	22	30	22	30	8	10	22	30			14	20							22	30	
Nanticoke.....	20	26	20	26	20	26	20	27	26	26											18	26	
Sharptown.....	19	16	19	16	19	16	9	9	18	16			9	9							19	16	
Total.....	494	601	483	568	433	468	399	473	359	405	64	96	115	176	194	289			44	64	340	420	
Salisbury Industrial (Col.).....	72	104	72	104	72	104	72	104	41	54	32	50			72	104					20	34	
Nanticoke (Colored).....	20	34	20	34	20	34	20	34	11	18	9	16			20								
WORCESTER																							
Buckingham.....	97	125	97	125	73	107	74	70	72	96	12	53	16	31	81	112					64	77	
Pocomoke.....	77	126	76	122	52	87	71	77	51	92	15	47	9	16	66	84					37	76	
Snow Hill.....	79	89	79	89	64	57	71	79	61	71	13	17	13	31	57	81					48	48	
Stockton.....	28	32	28	32	26	20	19	22	27	25	5	13	2	12		31					18	17	
Ocean City.....	28	34	28	34	24	24	20	16	25	35	7	20	4	10		34					15	21	
Total.....	309	406	308	402	239	295	255	257	236	319	52	150	44	100	204	342					182	239	
Berlin (Colored).....	20	34	20	34	20	34	20	34															
Snow Hill (Colored).....	19	24	19	24	19	24	19	24															
Pocomoke City (Colored).....	7	28	7	28	7	28	7	28								7							

b Includes 98 boys taking vocational courses in industry and related subjects.
 c Excludes 4 boys and 20 girls—post-graduates.

§ For detailed data on commercial subjects, see page 380.
 a Excludes 25 boys and 35 girls taking dramatics.

TABLE XXXVIII

Enrollment and Number of Withdrawals and Non-Promotions in Commercial Courses in Maryland County White High Schools, 1929-1930

High School	ENROLLMENT:												NUMBER WITHDRAWN FROM AND NOT PROMOTED IN:															
	Stenography III-IV				Typing III-IV				Bookkeeping III-IV				Junior Business Training				Commercial Arithmetic				Typing II				Other Commercial Subjects			
	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G
Allegany High	42	90	63	106	62	101																						
Beall	37	29	41	64	39	46																						
Pennsylvania Avenue	10	22	11	23	11	16																						
Greene Street Junior																												
Bruce	7	24	7	24	7	25																						
Central	18	10	24	15	22	8																						
Barton	14	11	14	11	14	11																						
Total Allegheny	128	186	160	243	155	207																						
Annapolis	14	68	7	21	22	62																						
Glen Burnie	16	27	17	29	15	26																						
Tracy's Landing	6	18	6	18	6	12																						
Total Anne Arundel	36	113	30	68	43	100																						
Towson	32	88	32	88	32	86																						
Catonsville	37	65	42	65	48	61																						
Sparrows Point	5	50	5	50	5	50																						
Franklin	24	42	26	43	25	37																						
Total Baltimore	98	245	105	246	110	234																						
Caroline County	3	25	16	27	16	24																						
Federalburg	11	21	17	25	16	21																						
Total Caroline	14	46	33	52	32	45																						
Westminster	24	50	24	50	23	46																						
Mt. Airy	2	17	9	19	12	14																						
New Windsor	2	10	2	10	2	10																						
Hampstead	7	7	8	7	8	7																						
Taneytown	3	13	6	13	9	12																						
Total Carroll	38	97	49	99	54	89																						
Elkton	6	16	6	16	6	16																						
Chesapeake City	5	11	5	11	4	11																						
Total Cecil	11	27	11	27	10	27																						

a b c d e f For notes see page 380.

TABLE XXXVIII—Continued
Enrollment and Number of Withdrawals and Non-Promotions in Commercial Courses in Maryland County White High Schools, 1929-1930

High School	ENROLLMENT												NUMBER WITHDRAWN FROM AND NOT PROMOTED IN																	
	Stenography III-IV				Typing III-IV				Bookkeeping III-IV				Junior Business Training				Commercial Arithmetic				Typing II				Other Commercial Subjects					
	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G		
Easton.....	10	32	17	33	20	33																								
St. Michael's.....	10	23	10	23	10	23																								
Total Talbot.....	20	55	27	56	30	56																								
Hagerstown.....	22	124	59	138	58	103	23	65	23	66																				
Williamsport.....	19	21	19	21	21	21																								
Clear Spring.....	6	7	6	7	6	7																								
Total Washington.....	47	152	84	166	85	131	23	65	23	66																				
Wicomico High—Wicomico.....	h58	h110	h55	h96	h56	h111																								
Buckingham.....	16	15	16	15	17	16																								
Pocomoke City.....	7	18	21	28	17	23																								
Snow Hill.....	2	9	2	9	1	9																								
Total Worcester.....	25	42	39	52	35	48																								
Grand Total.....	705	1,795	1,037	1,918	1,021	1,703	198	218	477	593	118	158	204	244	185	269	199	247	187	236	45	27	107	84	32	34	51	2		

f Includes 1 boy and 2 girls withdrawn from and not promoted in Commercial Geography. Includes 4 boys and 4 girls withdrawn from and not promoted in Spelling. Includes 2 boys and 3 girls withdrawn from and not promoted in Penmanship.
g Includes 4 boys and 20 girls—post-graduates.
h Includes 9 boys and 9 girls—post-graduates.
j Includes 3 girls—post-graduates.

a Fourth year pupils taking Modern Business.
b Second year pupils taking Industrial History.
c Second year pupils taking Commercial Geography.
d Second year pupils taking Spelling and Penmanship.
e Includes 11 boys and 5 girls taking Commercial Geography. Includes 9 boys and 12 girls taking Spelling. Includes 9 boys and 12 girls taking Penmanship.

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