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STATE OF MARYLAND
DEPARTMENT OF EDUCATION

FIFTY-THIRD ANNUAL REPORT

OF THE

STATE BOARD OF EDUCATION

SHOWING CONDITION

OF THE

Public Schools of Maryland

FOR THE

YEAR ENDING JULY 31, 1919



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LETTER OF TRANSMITTAL

November 1, 1919.

His Excellency,
Emerson C. Harrington,
Governor of Maryland.

DEAR SIR:

We herewith submit to you the Fifty-third Annual Report of the State Board of Education for the scholastic year ending July 31, 1919. Notwithstanding the unusual hindrances to customary school room procedure occasioned by the extraordinary events of the past three years, a study of the comparative tables of school statistics will show steady progress in the essential elements of an efficient State school system.

A summary of policies stated in general terms for which the Board stands, and toward a fuller realization of which effort should be directed, are the following:

1. Education must be universal if our democracy, in the best sense, is to be "a government of the people, for the people, and by the people." Because such a government is founded in and rests upon the virtue and intelligence of the people, every child should receive, at least as much knowledge and training as are afforded in the elementary schools. The attendance laws will not likely be enforced unless each county has an attendance officer who shall devote his or her entire energies to the duties of the position.

2. The vital agency in every plan of education is the teacher, and the most economical factor is a capable teacher. Prevailing wages in the industrial and commercial world make it impossible to hold efficient teachers now employed or to attract to the service those whose preparation and training fit them for the work. There should be co-operation as a State, with the movement launched recently by the National Education Association, to make one thousand dollars a minimum annual salary for every efficient teacher.

3. Teaching must become a profession by having those identified with schoolroom work properly trained for its duties. The State needs four hundred normal school graduates each year, and facilities for supplying this number and costs in getting the training on the part of

those who prepare to teach must make possible the attainment of this end.

4. The whole question of Americanization is inseparable from the ability to use our mother tongue. The language of instruction in all schools should be the English language. Plants employing foreign-born who cannot read and speak English should be encouraged to form special classes for such instruction.

5. Our system of instruction must be so adjusted as to include in its purpose the whole organism of the child—physical, intellectual, and spiritual. It does not speak well for our schools that as many as thirty per cent of our young men of draft age were suffering from physical defects to such an extent as to disqualify them for military service. Better schoolhouses, more wholesome school surroundings and good athletic games and sports, will aid largely in making a better exhibit in this particular.

6. The people must persuade themselves to make larger appropriations for their schools. For the reason that school education has been ridiculously cheap the character of it has been abstract, and too much of a memory exercise. The ideal school is where pupils live, meet actual life situations and find the demonstrations of the abstract thing in the concrete object. As we develop this type of school, we necessarily increase maintenance costs.

7. Certainly one of the aims in education is political and the public school will always be required at least to foster good citizenship. This demand on the school makes education a function of the Federal as it now is of the State and local government. We approve the Smith-Towner Bill now before Congress, which will extend aid without control to the several states, and thereby hasten the inauguration of much needed reforms, which will be delayed for years unless Federal aid is forthcoming.

Respectfully submitted,

THOMAS H. LEWIS, President,
M. BATES STEPHENS, Secretary,
W. T. WARBURTON
THOMAS H. BOCK,
CLAYTON PURNELL,
STERLING GALT,
DR. J. M. T. FINNEY.

THE McCOY HALL FIRE

On the night of November 28, McCoy Hall, in which the offices of the State Department of Education were located, was destroyed by fire. Although the fire was noticed immediately, it spread so rapidly that it was impossible to enter the building to remove any of the contents.

As later events proved, the Department of Education was fortunate in being located on the first floor and at the south end of the building, for there the fire burned from the top and some of the more important records were buried under the debris before they were completely destroyed. Among the records thus rescued were most of the card records of the elementary school teachers, some of the certificate and general correspondence, and the high school teachers' records—all more or less charred around the edges, but, it is hoped, not too badly damaged to be copied. The floor of the front and back offices did not fall through, and most of the county superintendents' reports for 1918-19, which were on a desk in the back room, were only slightly scorched. The safe in the front office was warped, but opened without difficulty and showed the contents to be practically unharmed. These consisted of the minutes of the State Board of Education, the account books, the certificate registers, and correspondence concerning financial matters.

Some of the copy which was ready for this Annual Report was found in a fairly legible condition in the drawers of a desk in the back room and could be easily copied. Some other copy which was lost, was duplicated without great difficulty. Many of the comparative tables, including a chapter analyzing the statistical tables, were burned and could not be reproduced in the limited time before all copy had to be in the hands of the printer. This report is therefore somewhat abbreviated.

Owing to the scarcity of office space in Baltimore, permanent quarters for the Department have not yet been found. It is temporarily located at 210 West Madison Street.

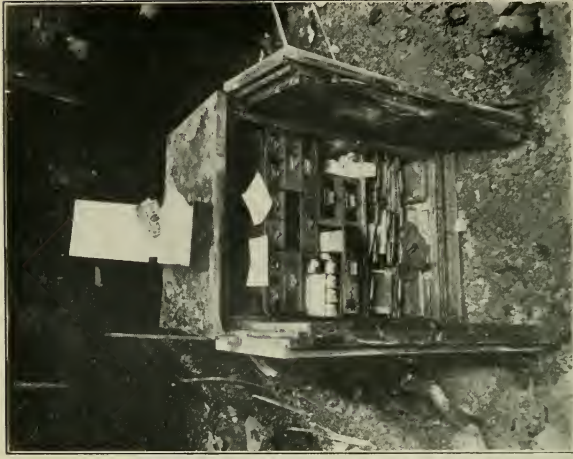
A part of the copy for this annual report, lost in the McCoy Hall fire of November 28, 1919, could not be reproduced in time for publication. As a result some comparative tables and a chapter analyzing and interpreting the statistical matter are omitted.



LEVERING HALL

McCOY HALL

McCoy Hall after the fire. The offices of the State Department of Education were on the first floor, at the right of the entrance.



AFTER THE McCOY HALL FIRE.

The fire-proof safe of the State Department of Education; at the left, before removing the debris; at the right, after it was opened.

TABLE A—SCHOOL BUILDINGS—WHITE AND COLORED SCHOOLS.—Showing Number and Status of School Buildings, Number of Classrooms Occupied, and Number of Sitings, as Reported by the Secretaries of the Several County Boards of Education for the Year Ending July 31, 1919.

Countries	Number of School Buildings						Classrooms Occupied			Number of Seats or Sitings					
	White			Colored			White	Colored	Total	White			Colored	Grand Total	
	Owned	Rented	Total	Owned	Rented	Total				Elementary	High	Total			
Allegany	100	2	102	3	1	4	106	310	8	318	10,000	1,135	11,135	296	11,431
Anne Arundel	72	3	75	24	16	40	115	164	59	223	20,727	975	21,702	2,200	23,902
Baltimore	155	12	167	11	27	38	205	537	54	591	1,290	60	1,290	1,200	2,490
Calvert	34	2	36	20	1	21	57	39	21	60	3,350	400	3,750	1,350	5,100
Caroline	54	—	54	21	—	21	75	97	26	123	7,702	298	8,000	496	8,496
Carroll	121	9	130	6	6	12	142	195	13	208	3,969	380	4,349	640	4,989
Cecil	79	1	80	12	2	14	94	129	18	147	4,000	300	4,300	2,000	6,300
Charles	51	2	53	31	2	33	86	60	31	91	9,734	777	10,511	1,052	11,563
Dorchester	86	—	86	39	3	42	128	136	54	190	4,200	300	4,500	2,200	6,700
Frederick	149	—	149	24	—	24	173	277	28	305	5,775	193	5,968	—	5,968
Garrett	144	10	154	—	—	—	154	155	—	155	4,680	167	4,847	840	5,687
Harford	77	1	78	10	8	18	96	144	23	167	2,143	136	2,279	724	3,003
Howard	41	2	43	6	9	15	58	69	17	86	1,850	250	2,100	1,350	3,450
Kent	45	—	45	20	6	26	71	84	32	116	4,939	380	5,319	2,200	7,519
Montgomery	67	2	69	26	8	34	103	148	38	186	5,914	537	6,451	2,152	8,603
Prince George's	78	3	81	35	5	40	121	234	49	283	2,106	420	2,526	971	3,497
Queen Anne's	59	59	118	3	21	80	89	89	22	111	3,388	420	3,808	1,048	4,856
St. Mary's	48	6	54	22	7	29	83	61	27	88	3,230	410	3,640	1,640	5,280
Somerset	49	4	53	26	3	29	82	100	42	142	3,800	350	4,150	1,800	5,950
Talbot	48	—	48	20	2	22	70	88	31	119	12,100	800	12,900	500	13,400
Washington	128	4	132	6	3	9	141	—	—	—	4,513	712	5,225	1,626	6,851
Wicomico	61	5	66	18	4	22	88	141	39	180	3,105	426	3,531	1,812	5,343
Worcester	61	—	61	16	9	25	86	—	—	—	—	—	—	—	—
Total Counties	1,807	68	1,875	414	125	539	2,414	3,257	632	3,889	122,385	9,719	132,104	28,097	160,201
Baltimore City	141	19	160	30	13	43	203	1,884	270	2,154	79,777	7,120	86,897	11,713	98,610
Total State	1,948	87	2,035	444	138	582	2,617	5,141	902	6,043	202,162	16,839	219,001	39,810	258,811

TABLE B—SCHOOLS—WHITE AND COLORED SCHOOLS.—Showing the Total Number of Schools, the Number Closed by Consolidation, and the Number of New Schools Organized or Re-opened, as Reported by the Secretaries of the Several County Boards of Education Ending July 31, 1919.

Counties	NUMBER OF SCHOOLS														Schools Closed by Consolidation			New Schools Opened	
	White							Colored							Total	White	Colored	Total	
	Elementary			Total	Elementary			Total	Elementary			Total	High Schools	Total					
	One Teacher	Two Teachers	Three or More		One Teacher	Two Teachers	Three or More		One Teacher	Two Teachers	Three or More				One Teacher	Two Teachers	Three or More		
Allegany	48	17	28	93	5	98	1	—	1	2	1	3	—	1	101	—	1	1	1
Anne Arundel	44	14	13	71	1	72	29	7	1	37	1	38	—	7	110	—	—	1	1
Baltimore	44	52	44	140	5	145	25	8	4	37	—	37	—	4	182	—	—	4	—
Calvert	32	2	1	35	—	35	17	3	—	20	—	20	—	—	55	—	—	—	1
Caroline	40	1	10	51	4	55	17	1	2	20	—	20	—	—	75	—	—	2	—
Carroll	95	17	3	115	6	121	9	1	1	10	—	10	—	1	131	—	—	1	1
Cecil	60	3	10	73	5	78	9	2	1	12	—	12	—	3	90	—	—	6	—
Charles	44	8	—	52	—	52	29	1	—	30	—	30	—	—	82	—	—	1	—
Dorchester	60	9	9	78	2	80	32	7	2	41	1	42	—	—	122	—	—	1	—
Frederick	102	16	18	136	5	141	19	1	2	22	—	22	—	1	163	—	—	2	—
Garrett	57	11	6	124	3	127	—	—	—	—	—	—	—	—	127	—	—	—	—
Harford	52	12	3	67	5	72	15	3	—	18	—	18	—	—	90	—	—	—	2
Howard	28	8	4	40	1	41	13	2	—	15	—	15	—	—	56	—	—	—	—
Kent	22	5	8	35	3	38	22	2	1	25	—	25	—	—	63	—	—	3	2
Montgomery	42	8	14	64	4	68	31	2	1	34	—	34	—	4	102	—	—	4	—
Prince George's	47	16	12	75	6	81	33	4	3	40	—	40	—	1	121	—	—	1	1
Queen Anne's	34	10	5	49	4	53	19	1	—	20	—	20	—	6	73	—	—	6	—
St. Mary's	47	5	1	53	—	53	25	1	—	26	—	26	—	—	79	—	—	—	—
Somerset	27	13	8	48	2	50	20	6	3	29	—	29	—	—	79	—	—	—	2
Talbot	25	6	10	41	4	45	18	2	2	22	—	22	—	—	67	—	—	6	—
Washington	81	17	21	119	6	125	7	—	1	8	—	8	—	—	133	—	—	1	—
Wicomico	41	9	11	61	4	65	11	4	4	19	1	20	—	—	85	—	—	1	—
Worcester	35	8	9	52	5	57	18	3	4	25	—	25	—	—	82	—	—	5	—
Total Counties	1,157	267	248	1,672	80	1,752	419	61	32	512	4	516	—	4	2,268	—	—	6	47
Baltimore City	4	3	111	118	4	122	5	1	16	22	1	23	—	—	145	—	—	—	1
Total State	1,161	270	359	1,790	84	1,874	424	62	48	534	5	539	—	5	2,413	—	—	6	47

TABLE C—ENROLLMENT—ALL SCHOOLS.—Showing the Total Number and Classification of Pupils, as Reported by the Secretaries of the Several County Boards of Education, Enrolled During the Year Ending July 31, 1919.

Counties	WHITE						COLORED						Grand Total		
	Elementary			High School			Elementary			High School					
	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total			
Allegany.....	5,306	5,142	10,448	336	733	1,069	11,517	105	130	235	3	33	36	271	11,788
Anne Arundel.....	2,537	2,565	5,102	109	183	292	5,394	1,291	1,342	2,633	19	21	40	2,673	8,067
Baltimore.....	10,779	10,358	21,137	351	811	1,162	22,299	1,141	1,264	2,405	—	—	—	2,405	24,704
Calvert.....	603	614	1,217	—	—	—	1,217	630	643	1,273	—	—	—	1,273	2,490
Caroline.....	1,622	1,442	3,064	107	200	307	3,371	656	614	1,270	—	—	—	1,270	4,641
Carrroll.....	3,601	3,231	6,832	133	202	335	7,167	183	204	387	—	—	—	387	7,554
Cecil.....	1,690	1,664	3,354	117	170	287	3,641	269	275	544	—	—	—	544	4,185
Charles.....	950	850	1,800	—	—	—	1,800	800	800	1,600	—	—	—	1,600	3,400
Dorchester.....	1,855	1,859	3,714	97	177	274	3,988	934	982	1,916	—	—	—	1,916	5,904
Frederick.....	4,430	4,196	8,626	356	430	786	9,412	498	548	1,046	—	—	—	1,046	10,458
Garrett.....	2,395	2,194	4,589	56	122	178	4,767	—	—	—	—	—	—	—	4,767
Harford.....	2,109	1,940	4,049	123	254	377	4,426	463	464	927	—	—	—	927	5,353
Howard.....	1,119	1,024	2,143	46	90	136	2,279	354	370	724	—	—	—	724	3,003
Kent.....	857	796	1,653	59	119	178	1,831	645	617	1,262	—	—	—	1,262	3,093
Montgomery.....	2,102	2,000	4,102	73	141	214	4,316	866	794	1,660	—	—	—	1,660	5,976
Prince George's.....	2,598	2,857	5,455	153	217	370	5,825	1,010	1,110	2,120	—	—	—	2,120	7,945
Queen Anne's.....	1,135	1,093	2,228	88	157	245	2,473	524	492	1,016	—	—	—	1,016	3,489
St. Mary's.....	1,057	999	2,056	—	—	—	2,056	591	656	1,247	—	—	—	1,247	3,303
Somerset.....	1,479	1,521	3,000	100	191	291	3,291	965	1,029	1,994	—	—	—	1,994	5,285
Talbot.....	1,149	1,007	2,156	114	143	257	2,413	692	704	1,396	—	—	—	1,396	3,809
Washington.....	5,241	5,017	10,258	285	381	666	10,924	155	186	341	—	—	—	341	11,265
Wicomico.....	2,176	2,128	4,304	190	300	490	4,794	797	848	1,645	17	30	47	1,692	6,486
Worcester.....	1,316	1,789	3,105	166	260	426	3,531	877	935	1,812	—	—	—	1,812	5,343
Total Counties.....	58,016	56,286	114,392	3,059	5,281	8,340	122,732	14,446	15,007	29,453	39	84	123	29,576	152,308
Baltimore City.....	38,642	37,260	75,902	2,674	2,794	5,478	81,370	5,868	6,825	12,693	173	442	615	13,308	94,678
Total State.....	96,748	93,546	190,294	5,733	8,075	13,808	204,102	20,134	21,832	42,146	212	526	738	42,884	246,986

TABLE D—ATTENDANCE—ALL SCHOOLS.—Showing the Aggregate Days' Attendance and Average Daily Attendance as Reported by the Secretaries of the Several County Boards of Education for the Year Ending July 31, 1919.

Counties	AGGREGATE DAYS' ATTENDANCE				AVERAGE DAILY ATTENDANCE					
	White			Colored	Total	White			Colored	Total
	Elementary Schools	High Schools	Total			Elementary Schools	High Schools	Total		
Allegany.....	1,294,375	141,326	1,435,701	30,859	1,466,560	8,110	876	8,986	182	9,168
Anne Arundel.....	501,590	42,038	543,628	155,418	699,046	4,000	258	4,258	1,647	5,905
Baltimore.....	1,746,442	118,441	1,864,883	214,836	2,079,719	15,338	680	16,018	1,342	17,360
Calvert.....	103,115	71,535	174,650	675	175,325	675	—	675	611	1,286
Caroline.....	326,402	38,969	365,371	82,978	448,349	2,067	240	2,307	714	3,021
Carrall.....	624,251	46,435	670,686	25,003	695,689	4,596	285	4,881	251	5,132
Cecil.....	369,987	39,786	409,773	52,260	462,033	2,297	245	2,542	325	2,867
Charles.....	159,329	159,329	318,658	81,028	400,686	1,095	—	1,095	783	1,878
Dorchester.....	333,573	34,512	368,085	122,040	490,125	2,236	229	2,465	1,198	3,663
Fredrick.....	978,326	117,124	1,095,450	99,053	1,194,503	5,593	647	6,240	658	6,898
Garrett.....	424,964	20,220	445,184	—	445,184	3,058	127	3,185	—	3,185
Harford.....	440,072	47,909	487,981	77,395	565,376	2,710	299	3,009	579	3,588
Howard.....	220,385	18,149	238,534	42,947	281,481	1,403	110	1,513	393	1,906
Kent.....	192,094	23,872	215,966	85,817	301,783	1,254	154	1,408	778	2,186
Montgomery.....	396,445	26,485	422,930	102,041	524,971	2,582	172	2,754	871	3,625
Prince George's.....	534,489	43,387	577,876	175,476	753,352	3,680	292	3,972	1,227	5,199
Queen Anne's.....	242,969	32,859	275,828	96,399	372,227	1,515	205	1,720	660	2,380
St. Mary's.....	172,102	172,102	344,204	62,438	406,642	1,100	—	1,100	567	1,667
Somerset.....	335,274	35,873	371,147	155,644	526,791	2,191	230	2,421	1,384	3,805
Talbot.....	237,533	30,875	268,408	98,782	367,190	1,556	202	1,758	860	2,618
Washington.....	1,088,329	86,399	1,174,728	35,525	1,210,453	7,274	550	7,824	225	8,049
Wicomico.....	468,457	68,556	537,013	127,641	664,654	2,808	427	3,235	1,097	4,332
Worcester.....	272,029	47,443	319,472	118,910	438,382	1,839	334	2,173	1,086	3,259
Total Counties.....	11,462,732	1,060,658	12,523,390	2,114,025	14,637,415	78,977	6,562	85,539	17,438	102,977
Baltimore City.....	9,534,567	716,503	10,251,070	1,382,025	11,633,095	56,086	4,450	60,536	8,144	68,680
Total State.....	20,997,299	1,777,161	22,774,460	3,496,050	26,270,510	135,063	11,012	146,075	25,582	171,657

TABLE E.—TEACHERS—ALL SCHOOLS.—Number of Teachers in Elementary and High Schools and the Total Number of Teachers Reported by the Secretaries of the Several County Boards of Education for the Year Ending July 31, 1919.

Counties	WHITE						COLORED								
	Elementary			High School			Elementary			High School					
	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total			
			Total White									Total Colored			
Allegany	11	253	264	18	28	46	310	1	5	6	1	1	2	8	318
Anne Arundel	7	145	152	3	10	13	165	6	48	54	1	1	2	56	221
Baltimore	26	451	477	8	30	38	515	12	46	58	—	—	—	58	573
Calvert	—	39	39	—	—	—	39	1	22	23	—	—	—	23	62
Caroline	—	79	79	4	14	18	97	1	25	26	—	—	—	26	123
Carrroll	33	137	170	8	17	25	195	1	12	13	—	—	—	13	208
Cecil	2	107	109	7	13	20	129	3	15	18	—	—	—	18	147
Charles	4	56	60	—	—	—	60	3	28	31	—	—	—	31	91
Dorchester	8	115	123	5	8	13	136	12	38	50	1	3	4	54	190
Frederick	34	203	237	14	22	36	273	6	22	28	—	—	—	28	301
Garrett	33	111	144	5	6	11	155	—	—	—	—	—	—	—	155
Harford	3	114	117	6	15	21	138	3	18	21	—	—	—	21	159
Howard	3	58	61	1	7	8	69	2	15	17	—	—	—	17	86
Kent	2	68	70	4	9	13	83	4	26	30	—	—	—	30	113
Montgomery	8	114	122	7	10	17	139	10	28	38	—	—	—	38	177
Prince George's	4	142	146	8	20	28	174	2	49	51	—	—	—	51	225
Queen Anne's	2	72	74	5	11	16	90	3	19	22	—	—	—	22	112
St. Mary's	3	57	60	—	—	—	60	2	25	27	—	—	—	27	87
Somerset	2	86	88	4	8	12	100	7	35	42	—	—	—	42	142
Talbot	—	67	67	4	12	16	83	6	24	30	—	—	—	30	113
Washington	35	227	262	18	16	34	296	3	9	12	—	—	—	12	308
Wicomico	2	111	113	4	23	27	140	4	30	34	1	2	3	37	177
Worcester	3	97	100	8	20	28	128	4	38	42	—	—	—	42	170
Total Counties	225	2,909	3,134	141	299	440	3,574	96	577	673	4	7	11	684	4,258
Baltimore City	60	1,830	1,890	106	92	198	2,088	62	234	296	15	19	34	330	2,418
Total State	285	4,739	5,024	247	391	638	5,662	158	811	969	19	26	45	1,014	6,676

TABLE F—RECEIPTS FROM THE STATE—ALL SCHOOLS.—Receipts From the State for all Purposes as Reported by the Several County Boards of Education for the Year Ending July 31, 1919.

Counties	FROM STATE SCHOOL TAX										Free School Fund	Vocational Education	Total From the State*
	On Attendance	High School	Free Book	Materials of Instruction	Salaries of Office	Colored Industrial Fund	Total From State Tax	Free School Fund	Vocational Education	Total From the State*			
Allegany	\$80,890.80	\$11,850.00	\$7,461.40	\$2,487.14	\$2,900.00	\$750.00	\$106,339.34	\$475.81	\$285.00	\$107,100.15			
Anne Arundel	40,926.97	3,150.00	3,865.28	1,288.43	2,450.00	1,500.00	53,180.68	688.41	859.40	53,869.09			
Baltimore	130,647.30	11,200.00	15,221.16	5,073.72	3,100.00	750.00	165,992.18	818.07	859.40	167,669.65			
Calvert	14,130.76	6,400.00	1,599.05	533.02	1,200.00	1,500.00	17,462.83	203.92	—	17,666.75			
Caroline	23,782.35	6,400.00	2,934.03	978.01	1,800.00	1,500.00	37,394.39	473.05	—	37,867.44			
Carroll	37,823.08	7,125.00	4,607.99	1,536.00	2,300.00	1,500.00	54,892.07	706.83	345.00	55,943.90			
Cecil	24,472.15	7,400.00	2,575.37	858.46	1,975.00	1,500.00	38,780.98	443.50	—	39,224.48			
Charles	20,209.08	2,259.24	2,259.24	753.08	1,200.00	1,500.00	25,921.40	203.92	—	28,125.32			
Dorchester	34,168.68	4,925.00	4,117.93	1,372.64	1,900.00	1,500.00	47,984.25	630.12	—	48,614.37			
Frederick	59,751.40	11,800.00	7,611.22	2,537.07	2,450.00	—	84,149.69	1,210.35	352.33	85,712.37			
Garrett	26,649.33	4,037.50	3,283.17	1,094.39	1,525.00	—	36,589.39	271.89	360.00	40,221.28			
Harford	29,799.30	7,900.00	3,438.70	1,146.23	1,400.00	—	43,684.23	489.31	210.00	44,383.54			
Howard	17,180.70	3,100.00	1,905.66	635.22	1,550.00	1,500.00	25,871.58	433.92	41.66	26,347.16			
Kent	16,447.74	4,600.00	1,991.36	663.79	1,500.00	1,500.00	26,702.89	430.06	—	27,132.95			
Montgomery	35,102.18	5,075.00	4,084.29	1,361.43	2,000.00	1,500.00	49,122.90	978.91	180.00	50,281.81			
Prince George's	48,508.00	9,650.00	5,413.56	1,804.52	2,450.00	1,500.00	69,326.08	617.74	640.00	70,583.82			
Queen Anne's	19,495.57	5,700.00	2,004.69	668.23	2,250.00	1,500.00	31,618.49	472.52	—	32,091.01			
St. Mary's	22,244.34	7,000.00	2,405.88	801.96	1,900.00	1,500.00	28,852.18	379.18	—	29,231.36			
Somerset	28,676.94	3,800.00	3,329.51	1,109.84	1,250.00	1,500.00	39,666.29	409.98	—	40,076.27			
Talbot	23,268.87	6,100.00	2,647.10	882.37	2,350.00	1,500.00	36,748.34	600.98	—	37,349.32			
Washington	69,902.69	10,200.00	7,819.43	2,606.48	2,050.00	750.00	93,328.60	718.34	374.50	94,421.44			
Wicomico	33,960.78	7,138.50	4,004.30	1,334.77	2,000.00	1,500.00	49,938.35	468.08	32.25	50,438.68			
Worcester	28,895.14	8,300.00	3,600.37	1,200.18	1,900.00	1,500.00	45,395.89	433.55	—	45,829.44			
Total Counties	866,934.15	139,451.00	98,180.89	32,726.98	45,400.00	26,250.00	1,208,943.02	12,558.44	3,680.14	1,230,181.60			
Baltimore City	579,988.31	12,500.00	51,819.11	17,273.03	2,950.00	—	664,530.45	1,903.24	4,573.09	671,006.78			
Total State	\$1,446,922.46	\$151,951.00	\$150,000.00	\$50,000.01	\$48,350.00	\$26,250.00	\$1,873,473.47	\$14,461.68	\$8,253.23	\$1,901,188.38			

*These Grand Totals include special appropriations from the State amounting to \$2,000 to Charles County, \$3,000 to Garrett County. An appropriation of \$5,000 to Calvert County for a high school building is not shown on this table.

TABLE G—RECEIPTS—ALL SOURCES.—Receipts From all Sources as Reported by the Several County Boards of Education for the Year Ending July 31, 1919.

Counties	Balance Aug. 1, 1918	From the State	County School Tax	RECEIVED FROM OTHER SOURCES					Total Receipts
				Licenses	Tuition Fees	Interest on Bank Balances	Sales of Property	Other Sources		Borrowed
Allegany.....	\$11,587.65	\$107,100.15	\$231,825.00	\$177.65	\$548.03	\$125.00	\$671.52	\$352,035.00	
Anne Arundel.....	1,928.78	53,869.09	105,833.10	241.50	—	800.00	395.01	203,313.48	
Baltimore.....	6,743.37	167,669.65	428,803.00	234.00	204.90	1,056.00	6,433.64	611,334.56	
Calvert.....	342.73	18,666.75	13,290.43	—	—	3.50	—	32,955.74	
Caroline.....	973.23	37,867.44	54,000.00	1,141.12	—	150.00	939.60	95,071.39	
Carroll.....	3,161.38	55,943.90	145,312.16	1,707.66	—	417.90	1,472.46	211,692.14	
Cecil.....	2,283.12	39,224.48	77,000.00	247.89	500.22	961.25	280.73	120,621.19	
Charles.....	1,445.72	28,125.32	32,073.00	219.76	219.76	52.50	187.50	62,480.63	
Dorchester.....	898.12	48,614.37	61,400.00	3,691.83	137.20	145.00	2,251.73	117,138.25	
Fredrick.....	1,340.86	85,712.37	177,075.36	14.00	291.17	2,225.00	3,205.25	269,864.01	
Garrett.....	9,803.33	40,221.28	77,045.26	209.00	262.73	1,365.00	506.42	152,097.40	
Harford.....	12,825.78	44,383.54	86,084.00	100.00	462.74	—	428.58	144,284.64	
Howard.....	2,697.32	26,347.16	37,400.00	660.00	131.45	—	197.06	67,432.69	
Kent.....	2,320.37	27,132.95	58,611.92	240.31	—	650.00	108.07	89,531.62	
Montgomery.....	362.83	50,281.81	105,965.21	—	—	4,350.00	1,710.23	162,670.08	
Prince George's.....	29,069.49	70,583.82	116,900.00	70.00	1,331.81	138.00	56.09	218,149.21	
Queen Anne's.....	—	32,091.01	47,271.00	712.91	—	762.50	301.68	85,580.19	
St. Mary's.....	253.15	29,231.36	24,765.00	1,030.77	—	227.29	498.53	55,280.28	
Somerset.....	352.63	40,076.27	46,000.00	204.99	—	1,091.10	1,438.82	88,892.13	
Talbot.....	2,673.26	37,349.32	64,001.00	17.10	—	223.75	501.97	106,568.60	
Washington.....	17,062.43	94,421.44	186,804.05	128.00	—	509.58	776.45	299,141.64	
Wicomico.....	3,816.93	50,438.68	115,395.40	14.00	—	821.37	29.61	171,627.13	
Worcester.....	—	45,829.44	76,450.00	224.51	—	—	—	123,354.93	
Total Counties	111,942.48	1,231,181.60	2,366,304.89	6,436.23	4,090.01	16,074.74	22,388.95	3,841,117.23	
Baltimore City ..	115,127.65	671,006.78	2,084,971.45	—	—	—	—	2,871,105.88	
Total State	\$227,070.13	\$1,902,188.38	\$4,451,276.34	\$6,436.23	\$4,090.01	\$16,074.74	\$22,388.95	\$6,712,223.11	

*The receipts for Baltimore City are not segregated. The larger part of the money provided by the city is raised by direct taxation with a school tax rate of 40c. per \$100 valuation.

TABLE H.—DISBURSEMENTS—ALL SCHOOLS.—Total Amount spent for Each Purpose Specified Under Current Expenses; the Total of all Disbursements; the balance on July 31, 1919; and the Total of Disbursements and Balance Reported by the Secretaries of the Several County Boards of Education for the Year Ending July 31, 1919.

Counties	CURRENT EXPENSES										Total Disbursements	Balance July 31, 1919	Totals
	General Control	Instruction	Operation	Maintenance	Auxiliary Agencies	Fixed Charges	Total Current Expenses	Debt Service	Capital Outlay	Total of all Disbursements			
Allegany	\$12,683.98	\$272,457.49	\$28,265.13	\$19,034.62	\$2,459.74	\$74.12	\$334,975.08		\$8,664.85	\$243,639.93	\$8,395.07	\$352,035.00	
Anne Arundel	7,715.09	135,233.85	12,063.76	3,427.90	4,554.59	1,185.50	164,180.69	25,448.01	9,860.75	199,489.45	3,824.03	203,313.48	
Baltimore	20,560.03	395,609.65	51,893.20	24,366.57	18,111.14	518.88	511,059.47	23,958.58	29,104.28	564,122.33	47,212.23	611,334.56	
Calvert	4,211.47	25,763.01	1,151.86	485.95	18,111.14	15.00	31,627.29	5,827.20	66.83	31,694.12	1,261.62	32,955.74	
Caroline	3,709.44	66,646.87	6,390.70	1,667.79	2,704.44	198.88	81,318.12	5,827.20	7,287.59	94,432.91	638.48	95,071.39	
Carroll	8,498.79	114,741.63	15,970.83	2,647.14	826.74	1,962.95	144,648.08	891.67	65,344.44	210,884.19	807.95	211,692.14	
Cecil	4,478.81	91,427.81	11,651.22	3,965.86	1,178.54	406.41	113,108.65	5,209.25	1,445.88	114,554.53	6,066.66	120,621.19	
Charles	4,250.98	36,021.41	1,836.57	1,185.47	491.86	142.65	43,928.94	5,209.25	1,373.00	50,513.19	11,967.44	62,480.63	
Dorchester	5,349.79	88,457.57	10,353.96	3,107.75	269.15	792.20	108,330.42	29,795.50	5,154.56	113,484.98	3,653.27	117,138.25	
Fredrick	6,988.07	178,655.49	21,923.17	5,919.14	5,910.41	1,331.90	220,728.18	78.59	13,724.06	264,247.74	5,616.27	269,864.01	
Garrett	5,495.49	75,097.02	4,880.68	5,797.76	91.10	363.65	91,725.70	78.59	60,292.18	152,096.47	.93	152,097.40	
Harford	5,764.47	100,160.91	11,959.13	3,743.87	1,158.65	191.34	122,918.37	2,344.12	2,442.12	125,262.49	19,022.15	144,284.64	
Howard	4,520.98	47,461.01	4,538.93	1,157.25	819.86	276.20	58,773.21	2,356.17	70.81	61,833.21	5,599.78	67,432.99	
Kent	4,519.16	61,565.42	8,881.18	1,340.19	1,420.91	610.75	78,337.61	3,377.48	3,984.24	85,699.33	3,832.29	89,531.62	
Montgomery	6,558.60	112,170.64	14,415.56	7,947.84	10,286.60	1,184.90	152,564.14	9,319.53	762.50	162,646.17	23.91	162,670.08	
Prince George's	8,315.88	127,850.16	17,227.21	4,620.61	3,260.22	161,274.08	161,274.08	6,188.32	35,153.12	202,615.52	15,533.69	218,149.21	
Queen Anne's	4,830.56	63,174.95	7,230.11	1,781.55	1,502.15	368.95	78,888.27	757.17	4,432.27	84,077.71	1,502.48	85,580.19	
St. Mary's	3,441.02	37,951.62	2,079.82	1,247.41	115.41		44,835.28	2,580.31	291.60	47,707.15	7,573.09	55,280.28	
Sonnet	4,041.48	68,002.66	5,650.98	1,863.08	778.40	122.79	80,459.39	5,684.27	7,211.16	86,864.82	2,027.31	88,892.13	
Talbot	4,422.54	64,682.94	8,519.54	2,276.96	3,400.23	661.12	83,963.34	5,970.57	14,835.05	104,768.96	1,799.64	106,568.60	
Washington	7,525.63	198,854.42	23,902.67	11,206.33	1,822.09	822.03	244,133.17	38,055.23	283,188.40	16,953.24	16,953.24	299,141.64	
Wicomico	5,257.75	97,968.40	11,270.36	2,891.47	2,891.34	640.02	123,399.34	31,529.05	6,419.49	161,347.88	10,279.25	171,627.13	
Worcester	4,560.52	88,562.47	8,418.94	2,612.52	4,263.92	755.01	109,173.38	3,070.17	1,115.07	113,358.62	9,996.31	123,354.93	
Total Counties	147,700.33	2,548,457.40	290,475.51	116,775.03	68,317.50	12,625.25	3,184,351.22	162,041.84	311,137.08	3,657,530.14	183,587.09	3,841,117.2?	
Baltimore City	61,029.32	2,283,943.43	360,476.62	80,369.60	16,724.62	30,000.00	2,832,543.59		38,562.29	2,871,105.88		2,871,105.88	
Total State ..	\$208,729.85	\$4,832,400.83	\$650,952.13	\$197,144.63	\$85,042.12	\$42,625.25	\$6,016,894.81	\$162,041.84	\$349,699.37	\$6,528,636.02	\$183,587.09	\$6,712,223.11	

NOTE.—Appropriations for the schools of the city of Baltimore are made for the calendar year. Since the books are not closed as of July 31, no balance is indicated in this tabulation. This table with the expenditures for all purposes reduced to percents of the total is given in Table R.

TABLE I—PER PUPIL COSTS.—Showing the Total Spent for Teachers' Salaries, and the Average Annual Salary, White High Schools Shown Separately from White Elementary Schools and Colored Schools Shown Separately from White Schools.

Counties	High Schools (White)		White Elementary Schools		Colored Schools	
	Spent for Teachers' Salaries	Average Annual Salary	Spent for Teachers' Salaries	Average Annual Salary	Spent for Teachers' Salaries	Average Annual Salary
Allegany	\$47,354.46	\$1,029.00	\$206,107.95	\$780.00	\$3,220.50	\$402.00
Anne Arundel	11,973.00	921.00	81,466.54	708.00	16,220.12	289.00
Baltimore	38,630.51	1,017.00	210,342.88	858.00	28,955.69	499.00
Calvert	—	—	18,880.29	484.00	4,700.65	204.00
Caroline	14,655.19	814.00	38,534.09	487.00	6,528.91	251.00
Carroll	19,053.00	762.00	79,447.37	467.00	3,829.46	294.00
Cecil	14,941.16	747.00	59,575.33	546.00	5,622.16	312.00
Charles	—	—	27,493.16	458.00	5,962.41	192.00
Dorchester	11,730.52	902.00	54,882.58	446.00	12,798.77	237.00
Frederick	35,780.13	994.00	120,623.43	509.00	8,065.99	288.00
Garrett	10,255.03	932.00	58,184.77	404.00	—	—
Harford	19,936.01	949.00	67,004.98	572.00	7,251.54	345.00
Howard	5,375.00	672.00	34,006.81	557.00	3,948.59	232.00
Kent	11,459.87	881.00	36,996.62	528.00	6,880.12	229.00
Montgomery	15,602.05	918.00	73,271.83	600.00	8,245.60	217.00
Prince George's	24,756.76	884.00	78,362.31	536.00	16,625.51	326.00
Queen Anne's	12,768.78	798.00	39,737.73	537.00	5,495.27	250.00
St. Mary's	—	—	27,413.45	457.00	5,573.85	207.00
Somerset	9,713.69	809.00	42,123.75	479.00	10,231.63	243.00
Talbot	14,784.29	924.00	35,365.21	528.00	8,088.39	270.00
Washington	35,259.17	1,037.00	144,195.88	550.00	5,176.25	431.00
Wicomico	21,691.58	803.00	57,046.91	505.00	10,057.58	272.00
Worcester	24,004.40	857.00	43,795.13	438.00	10,860.76	258.00
Total Counties ...	399,724.60	908.00	1,634,859.00	521.00	194,339.75	283.00
Baltimore City	280,531.74	1,417.00	1,370,681.24	725.00	252,933.65	766.00
Total State	\$680,256.34	\$1,066.00	\$3,005,540.24	\$598.00	\$447,273.40	\$441.00

Note—The above table does not include the teachers in the area annexed to Baltimore City from Anne Arundel and Baltimore Counties, in which the schools were administered by the counties for the first half of the school year and by the City during the last half of the year. In this territory there were 269 white elementary teachers receiving a total of \$222,890.17 for the year, and 12 colored teachers receiving \$8,346.91 for the year. The territory did not include any high school teachers.

TABLE J—DISBURSEMENTS—ALL SCHOOLS.—Showing the Distribution of the Amount Spent for General Control in Each County, as Given in the Reports of the Several County Boards of Education for the Year Ending July 31, 1919.

Counties	Office Expenses	Printing and Advertising	Board Members	Legal Services	Salary of Supt.	Traveling Expenses of Supt.	Salary of Asst. Supt.	Traveling Expenses of Asst. Supt.	Salary of Clerk	Salary of Attendance Officer	Traveling Expenses of Officer	Other Costs of Control	Total
Allegany	\$354.12	\$300.00	\$170.00	\$3,000.00	\$786.92	\$2,000.00	\$858.57	\$1,900.00	\$1,241.50	\$279.67	\$483.56	\$12,683.98	
Anne Arundel	300.94	587.34	300.00	2,400.00	647.42			1,200.00	835.00	284.72	1,069.67	7,715.09	
Baltimore	2,898.81	1,508.00	600.00	5,000.00	500.00	2,400.00	300.00	2,909.49	450.00		2,965.73	20,560.03	
Calvert	144.49	44.00	300.00	1,800.00	400.00			524.94	600.00	17.89	380.15	4,211.47	
Caroline	314.87	43.00	300.00	1,800.00	349.46			787.50			114.61	3,709.44	
Carroll	765.05	462.10	558.00	2,500.00	392.07			1,200.00	900.00	433.15	1,138.42	8,498.79	
Cecil	366.09	280.12	300.00	2,050.00	506.54			681.00			190.00	4,478.81	
Charles	80.13	455.00	331.05	1,800.00	361.50			800.00			317.20	4,250.98	
Dorchester	811.79	33.00	600.00	2,000.00	265.00	1,000.00		480.00	150.00			5,349.79	
Frederick	531.84	373.77	600.00	2,200.00	123.16			1,614.00	1,200.00			6,988.07	
Garrett	471.24	156.64	300.00	2,250.00	297.31			618.19	391.01	246.27	733.93	5,495.49	
Harford	623.75	300.48	300.00	2,000.00	364.75			1,075.00	700.00	305.74		5,764.47	
Howard	288.79	228.03	309.69	2,200.00	161.21			600.00	450.00	191.97	91.29	4,520.98	
Kent	428.34	258.60	300.00	2,199.96	300.00	366.63		572.00			43.63	4,519.16	
Montgomery	683.62	971.14	600.00	2,000.00	250.00			900.00	575.00	146.80	387.04	6,558.60	
Prince George's	565.78	195.31	317.50	2,450.00	421.34			1,200.00	2,000.00	558.02	1,407.93	8,315.88	
Queen Anne's	386.35	198.81	300.00	2,500.00	108.99			500.00	700.00	136.41		4,830.56	
St. Mary's	252.42	103.36	288.50	2,000.00	181.66			540.00			75.08	3,441.02	
Somerset	417.29	265.90	275.00	1,800.00	124.28			1,000.00		109.01		4,041.48	
Talbot	636.25	130.00	300.00	2,500.00	225.00			600.00			6.29	4,422.54	
Washington	593.41	325.85	549.99	1,725.00	441.44			1,500.00	1,200.00	665.58	47.36	7,525.63	
Wicomico	585.70	490.89	200.00	2,000.00	409.03			660.00	800.00	111.88		5,257.75	
Worcester	291.75	458.66	317.00	2,000.00	250.00			987.50			25.96	4,560.52	
Total Counties	\$13,747.34	\$8,224.12	\$9,546.73	\$52,174.96	\$7,866.08	\$5,766.63	\$1,158.57	\$22,849.62	\$11,382.51	\$3,487.11	\$10,322.15	\$147,700.53	

TABLE K—DISBURSEMENTS—ALL SCHOOLS.—Total Amounts Spent for Each Purpose Specified Under Instructional Service and Operation of School Plants as Reported by the Secretaries of the Several County Boards of Education for the Year Ending July 31, 1919.

Counties	INSTRUCTIONAL SERVICE										OPERATION OF SCHOOL PLANTS					
	Salaries Supervisors	Travelling Expenses Supervisors	Other Costs of Supervision	Teachers' Salaries	Textbooks	Materials of Instruction	Other Costs of Instruction	Total for Instruction	Janitors' Wages	Fuel	Janitors' Supplies	Other Costs of Operation	Total for Operation			
Allegany	\$1,600.00	\$156.85		\$256,682.91	\$8,269.55	\$5,490.40	\$257.78	\$272,457.49	\$15,892.47	\$9,098.82	\$1,249.92	\$2,023.92	\$28,265.13			
Anne Arundel	2,405.00	618.80	\$1,131.58	121,133.42	6,485.42	3,371.62	88.01	135,233.85	5,344.05	4,764.81	307.76	1,647.14	12,063.76			
Baltimore	6,376.42	363.11	427.97	359,199.97	10,950.71	14,976.09	3,315.38	395,609.65	19,918.17	23,912.91	3,857.92	4,204.20	51,893.20			
Calvert	25.00			23,580.94	2,012.54	119.53	25.00	25,763.01		1,151.86			1,151.86			
Caroline	2,080.00	400.14		59,718.19	3,177.24	1,247.00	24.30	66,646.87	1,068.98	4,950.01	132.13	239.58	6,390.70			
Carroll	1,200.00	249.75		102,329.83	8,329.90	1,561.45	1,070.70	114,741.63	4,279.25	7,135.12	332.59	4,223.87	15,970.83			
Cecil	1,300.00	425.52		80,138.65	5,326.10	3,232.26	1,005.28	91,427.81	2,141.98	7,822.95	266.72	1,349.57	11,651.22			
Charles	592.79	75.00		33,455.57	1,647.29	150.76	100.00	36,021.41	2,062.00	1,539.33	238.30	58.94	1,836.57			
Dorchester	1,786.66	690.01		79,411.87	4,994.10	1,437.18	137.75	88,457.57	2,062.00	7,424.75	394.13	473.08	10,353.96			
Frederick	1,625.00	58.18	957.34	164,469.55	7,919.04	2,031.51	1,594.87	178,655.49	7,109.46	12,233.46	777.78	1,802.47	21,923.17			
Garrett	150.00	212.31		68,439.80	4,801.09	1,283.84	209.98	75,097.02	1,515.52	2,729.56	305.40	330.20	4,880.68			
Hanford	100.00	37.45		94,192.53	3,901.66	1,477.43	391.90	100,100.91	4,039.60	6,812.07	483.90	623.56	11,959.13			
Howard	700.00	73.49		43,330.40	2,057.73	676.51	622.88	47,461.01	1,061.65	2,979.61	277.87	219.80	4,538.93			
Kent	366.63	289.02		55,336.61	3,120.12	1,891.96	561.08	61,565.42	2,598.00	5,798.35	54.45	430.38	8,881.18			
Montgomery	2,172.60	543.21		97,119.48	5,373.26	5,917.85	1,044.24	112,170.64	5,022.36	7,667.20	1,219.89	506.11	14,415.56			
Prince George's	1,300.00	410.19	191.86	119,744.58	4,431.22	806.49	965.82	127,850.16	7,090.86	8,070.94	368.20	1,697.21	17,227.21			
Queen Anne's	1,300.00	185.18		58,001.78	1,973.47	1,294.92	419.60	63,174.95	1,602.60	5,345.96	193.05	88.50	7,230.11			
St. Mary's	1,750.00	354.00	28.00	32,987.30	2,317.00	410.57	104.75	37,951.62	54.45	1,766.74	240.48	18.15	2,079.82			
Somerset	583.31	50.38		62,069.07	3,339.30	1,623.40	337.20	68,002.66	1,665.80	3,211.35	349.97	423.86	5,650.98			
Talbot	1,600.00	390.78		58,237.89	2,443.71	1,675.88	334.68	64,682.94	1,144.50	6,493.53	416.68	464.83	8,519.54			
Washington	1,200.00	281.55		184,631.30	8,562.04	3,540.78	338.75	198,854.42	8,107.02	12,729.38	809.29	2,256.98	23,902.67			
Wicomico	1,830.00	469.54		88,796.07	4,801.41	1,913.45	157.93	97,968.40	2,575.25	7,663.26	542.40	489.45	11,270.36			
Worcester	1,950.00	1,016.07	2.00	78,660.29	4,506.29	2,169.60	258.22	88,562.47	2,583.01	4,897.04	742.65	196.24	8,418.94			
Total Counties	\$33,993.41	\$7,350.53	\$2,738.75	\$2,321,668.00	\$110,740.13	\$38,300.48	\$13,666.10	\$2,548,457.40	\$96,876.98	\$156,269.01	\$13,561.48	\$23,768.04	\$290,475.51			

TABLE L—DISBURSEMENTS—ALL SCHOOLS.—Total Amounts Spent for Each Purpose Specified Under Maintenance, Auxiliary Agencies, and Fixed Charges, Reported by the Secretaries of the Several County Boards of Education for the Year Ending July 31, 1919.

Counties	Maintenance						Auxiliary Agencies						Fixed Charges			
	Repair of Buildings and Uplink of Grounds	Repair and Replacement of Equipment	Other Costs of Maintenance	Total for Maintenance	School Libraries	Health Service	Transportation of Pupils	Community Activities	Tuition to Adjoining Counties	For Other Auxiliary Agencies	Total for Auxiliary Agencies	Insurance	Contributions and Contingencies	Other Fixed Charges	Total for Fixed Charges	
Allegany	12,353.36	6,353.76	327.50	19,034.62	250.00	275.00	750.31	300.00	—	1,184.43	2,459.74	57.12	17.00	—	74.12	
Anne Arundel	1,497.90	918.00	1,012.00	3,427.90	250.32	286.00	3,599.00	300.00	—	119.27	4,554.59	1,006.92	62.50	116.08	1,185.50	
Baltimore	8,950.53	10,329.70	5,086.34	24,366.57	180.00	1,657.70	15,150.74	367.70	615.00	140.00	18,111.14	506.88	12.00	—	518.88	
Calvert	166.15	216.95	102.85	485.95	—	—	—	—	—	—	—	—	15.00	—	15.00	
Caroline	1,075.83	591.96	1,667.79	3,335.58	—	119.21	1,677.74	21.35	712.91	173.23	2,704.44	168.88	15.00	15.00	198.88	
Carroll	2,162.53	48.57	436.04	2,647.14	77.65	—	541.41	—	186.00	21.68	826.74	1,848.20	114.75	—	1,962.95	
Cecil	1,940.25	1,069.28	956.33	3,965.86	184.40	—	647.30	330.92	—	15.92	1,178.54	343.16	15.00	48.25	406.41	
Charles	567.71	447.55	170.21	1,185.47	141.86	—	350.00	—	—	—	491.86	77.65	15.00	50.00	142.65	
Dorchester	1,950.64	694.98	462.13	3,107.75	115.03	—	—	—	154.12	—	269.15	735.19	—	—	792.20	
Frederick	2,308.09	3,236.54	374.51	5,919.14	154.55	5.48	3,701.31	579.19	1,225.00	244.88	5,910.41	1,031.90	300.00	—	1,331.90	
Garrett	3,182.48	1,223.26	1,392.02	5,797.76	10.00	—	—	—	—	81.10	91.10	363.65	—	—	363.65	
Harford	2,360.93	1,245.73	137.21	3,743.87	66.72	15.00	419.19	525.00	88.79	43.95	1,158.65	176.34	15.00	—	191.34	
Howard	664.25	239.00	254.00	1,157.25	20.00	—	—	147.64	503.50	148.72	819.86	116.20	110.00	50.00	276.20	
Kent	821.21	277.98	241.00	1,340.19	90.00	—	1,253.91	2.00	—	—	1,420.91	610.75	—	—	610.75	
Montgomery	3,883.56	2,036.78	2,027.50	7,947.84	528.58	329.31	9,150.13	37.91	—	240.67	10,286.60	1,020.90	149.00	15.00	1,184.90	
Prince George's	1,717.90	859.61	2,043.10	4,620.61	20.00	—	2,927.01	159.04	—	154.17	3,260.22	—	—	—	—	
Queen Anne's	680.50	904.55	196.50	1,781.55	—	—	796.09	—	—	168.95	965.04	272.70	46.25	50.00	368.95	
St. Mary's	501.06	289.35	457.00	1,247.41	14.69	6.25	387.06	79.84	271.50	94.47	115.41	122.79	—	—	122.79	
Somerset	1,066.78	509.35	286.95	1,863.08	40.00	—	—	—	—	—	778.40	—	—	—	—	
Talbot	1,367.98	848.48	60.50	2,276.96	20.00	4.35	2,456.50	336.81	572.14	10.44	3,400.24	579.58	81.54	—	661.12	
Washington	5,768.97	3,404.57	2,032.79	11,206.33	60.00	191.90	—	372.33	103.00	1,094.87	1,822.09	822.03	—	—	822.03	
Wicomico	3,618.75	831.76	9,371.47	13,721.98	377.08	—	1,721.50	349.35	—	443.41	2,891.34	449.67	140.35	50.00	640.02	
Worcester	2,010.86	407.94	193.72	2,612.52	64.00	220.91	1,845.91	—	—	2,133.10	4,263.92	705.01	50.00	—	755.01	
Total Counties	60,618.22	36,985.65	19,171.16	116,775.03	2,664.88	3,111.11	47,375.11	3,609.07	4,506.96	6,513.26	67,780.39	11,015.52	1,158.39	451.34	12,625.25	

TABLE M.—DISBURSEMENTS—ALL SCHOOLS.—Showing the Distribution of the Amounts Spent for Debt Service and Capital Outlay in Each County, as Reported by the Several County Boards of Education for the Year Ending July 31, 1919.

Counties	Debt Service				Capital				Outlay		Total Capital Outlay
	Short Term Loans	Interest on Short Term Loans	Bonded Indebtedness	Interest on Bonded Indebtedness	Total for Debt Service	Land	New Buildings and Their Equipment	Alteration of Old Buildings	Equipment of Old Buildings		
Allegany			\$8,583.85	\$6,036.68	\$15,948.01	\$305.14	—	—	\$62.91	\$8,601.94	\$8,664.85
Anne Arundel		\$1,327.48			23,958.58	4,459.00	\$1,828.32	6,419.90	1,307.39	2,226.76	9,860.75
Baltimore	\$23,000.00	958.58					66.83	2,142.81			29,104.28
Calvert					5,827.20		7,229.59	36.64	21.36		7,287.59
Caroline	5,000.00	827.20			891.67	5,469.14	58,182.79	1,221.78	470.73		65,344.44
Carroll									1,445.88		1,445.88
Cecil					5,209.25	50.00	800.00	525.00			1,375.00
Charles	4,900.00	309.25				121.60	3,342.78	1,262.15	428.03		5,154.56
Dorchester					29,795.50	400.00	10,747.00	2,494.76	82.30		13,724.06
Frederick	29,000.00	795.50			78.59		60,231.76	15.52	44.90		60,292.18
Garrett		78.59				600.00	917.67	110.50	715.95		2,344.12
Harford					2,356.17	25.00	2,834.74	9.05	677.81		3,042.81
Howard	2,000.00	356.17			3,377.48	121.16	612.50	19.29	19.29		3,984.24
Kent	2,793.46	584.02			9,319.53	150.00	29,551.28	150.00	4,979.78		35,136.36
Montgomery	8,996.10	323.43			6,188.32	455.30	2,241.71	2,040.86	149.70		4,432.27
Prince George's			2,033.32	4,155.00	757.17		55.34		236.26		291.60
Queen Anne's		757.17			2,580.31		434.43		275.73		721.16
St. Mary's	2,523.42	56.89			5,684.27	11.00	14,717.04	95.51	3,625.05		14,835.05
Somerset	5,058.96	625.31			5,970.57	22.50	30,213.61	524.11	3,625.06		38,055.23
Talbot	5,635.00	335.57			31,529.05	3,692.45	3,648.62	265.60	2,473.77		6,419.49
Washington		33.80			3,070.17	31.50			70.00		1,115.07
Wicomico	31,495.25					1,045.07					
Worcester	3,060.17	10.00									
Total Counties	\$123,462.36	\$8,270.63	\$10,617.17	\$10,191.68	\$152,541.84	\$16,958.86	\$247,931.72	\$25,820.62	\$19,409.12		\$311,120.32

TABLE O—COLORED INDUSTRIAL FUND.—Showing the Receipts, Disbursements, and Balance in the Colored Industrial Fund as Reported by the Several County Boards of Education for the Year Ending July 31, 1919.

Counties	RECEIPTS				DISBURSEMENTS		
	Balance Aug. 1, 1918	State Appropriation	Other Receipts	Total Receipts	Salaries Supervisors and Instructors	Tools and Materials	Balance July 31, 1919
Allegany	\$855.72	\$750.00	—	\$1,605.72	\$1,059.00	\$63.77	\$482.95
Anne Arundel .	1,290.66	1,500.00	\$372.59	3,163.25	1,905.00	1,258.25	—
Baltimore	—	750.00	1,320.65	2,070.65	1,279.57	791.08	—
Calvert	—	—	—	—	—	—	—
Caroline	128.14	1,500.00	—	1,628.14	780.00	303.92	544.22
Carroll	263.56	1,500.00	—	1,763.56	700.00	657.24	406.32
Cecil	515.26	1,500.00	—	2,015.26	1,000.04	732.11	283.11
Charles	390.02	1,500.00	2,104.36	3,994.38	1,179.00	208.10	2,607.28
Dorchester	547.17	1,500.00	—	2,047.17	986.66	408.16	652.35
Frederick	—	—	—	—	—	—	—
Garrett	—	—	—	—	—	—	—
Harford	—	—	—	—	—	—	—
Howard	—	1,500.00	—	1,500.00	890.75	421.77	187.48
Kent	427.34	1,500.00	—	1,927.34	820.00	402.12	705.22
Montgomery ...	—	1,500.00	709.84	2,209.84	1,650.00	559.84	—
Prince George's	454.14	1,500.00	16.33	1,970.47	1,030.00	425.13	515.34
Queen Anne's .	481.67	1,500.00	46.96	2,028.63	1,191.88	317.94	518.81
St. Mary's	—	1,500.00	—	1,500.00	921.63	331.93	246.44
Somerset	101.46	1,500.00	2.25	1,603.71	1,178.31	205.21	220.19
Talbot	945.68	1,500.00	146.65	2,592.33	807.11	812.48	972.74
Washington	378.15	750.00	2.75	1,130.90	557.05	47.32	526.53
Wicomico	—	1,500.00	84.29	1,584.29	1,442.20	142.09	—
Worcester	149.47	1,500.00	—	1,649.47	1,324.00	302.08	23.39
Total Counties	\$6,928.44	\$26,250.00	\$4,806.67	\$37,985.11	\$20,702.20	\$8,390.54	\$8,892.37

TABLE P—TAXABLE BASIS FOR COUNTY PURPOSES.—Showing Taxes Levied During the Calendar Year of 1918.

Counties	Amounts Subject to Full Local			
	Real Property	Tangible Personal Property	Ordinary Business Corporations	Domestic Corporate Shares
Allegheny	\$39,811,152.00	\$2,312,954.00	\$4,502,970.77	\$712,640.86
Anne Arundel	25,307,562.00	2,429,538.00	2,712,573.74	771,581.54
Baltimore	144,468,923.00	(inc. in real)	15,269,813.70	6,330,160.45
Calvert	2,771,510.00	595.104.00	33,861.80	41,164.49
Caroline	11,344,167.00	277,966.00	175,451.71	112,473.46
Carroll	21,415,075.00	6,100,926.00	797,942.41	822,887.13
Cecil	16,203,016.00	2,700,219.00	507,158.33	152,968.57
Charles	5,483,683.00	1,303,972.00	11,266.12	37,922.80
Dorchester	13,191,935.00	2,637,177.00	346,735.68	510,370.61
Frederick	30,978,647.00	6,924,074.00	906,469.46	859,465.09
Garrett	11,120,252.00	2,493,865.00	160,264.31	18,892.50
Harford	22,712,237.00	(inc. in real)	291,182.08	666,971.81
Howard	10,095,175.00	1,815,185.00	416,521.42	759,560.22
Kent	9,999,262.00	2,114,596.00	68,828.21	116,526.37
Montgomery	30,180,398.00	3,453,954.00	74,451.77	219,416.83
Prince George's	22,358,700.00	(inc. in real)	87,595.75	49,729.48
Queen Anne's	10,384,658.00	2,602,057.00	28,534.35	129,849.04
St. Mary's	5,820,833.00	(inc. in real)	6,873.59	13,419.66
Somerset	7,903,639.00	1,204,996.00	180,981.09	38,551.07
Talbot	11,514,516.00	1,982,060.00	365,047.92	180,281.62
Washington	39,903,715.00	(inc. in real)	2,237,769.28	1,062,268.95
Wicomico	14,497,922.00	(inc. in real)	1,400,756.30	301,800.84
Worcester	10,993,241.00	1,788,478.00	146,325.00	66,629.90
Total Counties	518,460,218.00	42,737,121.00	30,729,374.79	13,975,533.29
Baltimore City	471,908,201.00	43,964,142.00	27,336,787.80	38,919,721.06
Total State	\$990,368,419.00	\$86,701,263.00	\$58,066,162.59	\$52,895,254.35

the Distribution of the Taxable Basis by Counties for County Purposes for

Tax Rate		Amounts Subject to Fixed Rates			
Distilled Spirits	Total	Bank Shares \$1.00 rate	Securities 30c. rate	Savings Deposits rate 18 $\frac{3}{4}$	Total
\$191,502.00	\$47,531,219.63	\$1,697,118.17	\$2,099,035.00	none	\$51,327,372.80
371,124.00	31,592,379.28	509,300.53	1,531,433.00	\$672,531.89	34,305,644.70
2,960,289.00	169,029,186.15	4,071,989.64	70,581,604.00	none	243,682,779.79
none	3,441,640.29	32,258.21	31,087.00	none	3,504,985.50
none	11,910,058.17	461,884.23	277,969.00	none	12,649,911.40
213,246.00	29,350,076.54	1,526,815.60	2,162,029.00	none	33,038,921.14
none	19,563,361.90	615,269.51	2,414,298.00	none	22,592,929.41
none	6,836,843.92	107,527.61	118,379.00	none	7,062,750.53
none	16,686,218.29	405,248.36	238,049.00	none	17,329,515.65
103,500.00	39,772,155.55	1,121,292.01	2,705,557.00	6,393,373.97	49,992,378.53
none	13,793,273.81	334,786.38	528,928.00	none	14,656,988.19
none	23,670,390.89	665,451.22	1,828,264.00	none	26,164,106.11
none	13,086,441.64	531,617.83	3,468,712.00	none	17,086,771.47
none	12,299,212.58	329,435.82	664,440.00	none	13,293,088.40
none	33,928,220.60	510,668.61	4,387,791.00	1,245,400.78	40,072,080.99
none	22,496,025.23	271,733.57	219,887.00	none	22,987,645.86
none	13,145,098.39	431,595.91	630,181.00	none	14,206,875.30
none	5,841,126.25	103,368.47	13,650.00	none	5,958,144.72
none	9,328,167.16	498,706.99	573,850.00	none	10,400,724.15
none	14,041,905.54	657,395.48	872,516.00	355,379.11	15,927,196.13
1,206.00	43,204,959.23	2,178,021.49	3,315,687.00	1,410,059.29	50,108,727.01
none	16,200,479.14	696,565.54	1,642,243.00	none	18,539,287.68
none	12,994,673.90	559,279.16	235,472.00	none	13,789,425.06
3,840,867.00	609,743,114.08	18,317,330.34	100,541,061.00	10,076,745.04	738,678,250.46
1,279,314.00	583,408,165.86	16,903,755.94	234,161,101.00	98,369,535.09	932,842,557.89
\$5,120,181.00	\$1,193,151,279.94	\$35,221,086.28	\$334,702,162.00	\$108,446,280.13	\$1,671,520,808.35

TABLE Q—TAXABLE BASIS FOR STATE PURPOSES.—Showing the Levied During the Calendar Year of 1918.

Counties	Amounts Subject to Full State Tax			
	Real Property	Tangible Personal Property	Ordinary Business Corporations	Domestic Corporate Shares
Allegany	\$36,119,083.00	\$2,312,954.00	\$4,502,970.77	\$712,640.86
Anne Arundel	24,232,868.00	2,429,538.00	2,712,573.74	771,581.54
Baltimore	137,763,857.00	(inc. in real)	15,269,813.70	6,330,160.45
Calvert	2,732,390.00	595,104.00	33,861.80	41,164.49
Caroline	10,776,584.00	277,966.00	175,451.71	112,473.46
Carroll	20,634,441.00	5,398,550.00	797,942.41	822,887.13
Cecil	14,408,419.00	2,174,499.00	507,158.33	152,964.57
Charles	5,191,750.00	1,303,972.00	11,266.12	37,922.80
Dorchester	12,693,207.00	2,214,302.00	346,735.68	510,370.61
Frederick	29,106,985.00	5,325,782.00	906,469.46	859,465.09
Garrett	10,557,218.00	2,493,865.00	160,264.31	18,892.50
Harford	20,806,008.00	(inc. in real)	291,182.08	666,971.81
Howard	9,739,105.00	1,815,185.00	416,521.42	759,560.22
Kent	9,558,686.00	1,668,952.00	68,828.21	116,526.37
Montgomery	29,408,868.00	3,453,954.00	74,451.77	219,416.83
Prince George's	21,477,712.00	(inc. in real)	87,595.75	49,729.48
Queen Anne's	9,711,882.00	2,296,093.00	28,534.35	129,849.04
St. Mary's	5,820,833.00	(inc. in real)	6,873.59	13,419.66
Somerset	7,150,081.00	1,204,996.00	180,981.09	38,551.07
Talbot	11,155,190.00	1,982,060.00	365,047.92	180,281.62
Washington	36,858,732.00	(inc. in real)	2,237,769.28	1,062,268.95
Wicomico	13,330,256.00	(inc. in real)	1,400,756.30	301,800.84
Worcester	10,441,975.00	1,400,000.00	146,325.00	66,629.90
Total Counties	489,676,130.00	38,347,772.00	30,729,374.79	13,975,529.29
Baltimore City	443,452,496.00	42,686,049.00	27,336,787.80	38,919,721.06
Total State	\$933,128,626.00	\$81,033,821.00	\$58,066,162.59	\$52,895,250.35

Distribution of the Taxable Basis by Counties for State Purposes for Taxes

Rate of 36¾c. per \$100.			Amounts Subject to Limited Tax Rates		
Distilled Spirits	Bank Shares	Total	Securities 15c. rate	Savings Deposits rate 6¼	Total
\$191,502.00	\$1,697,118.17	\$45,536,268.80	\$2,099,035.00	none	\$47,635,303.80
371,124.00	509,300.53	31,026,985.81	1,531,433.00	\$672,531.89	33,230,950.70
2,960,289.00	4,071,989.64	166,396,109.79	70,581,604.00	none	236,977,713.79
none	32,258.21	3,434,778.50	31,087.00	none	3,465,865.50
none	461,884.23	11,804,359.40	277,969.00	none	12,082,328.40
213,246.00	1,526,815.60	29,393,882.14	2,162,029.00	none	31,555,911.14
none	615,269.51	17,858,310.41	3,322,570.00	none	21,180,880.41
none	107,527.61	6,652,438.53	118,379.00	none	6,770,817.53
none	405,248.36	16,169,863.65	238,049.00	none	16,407,912.65
103,500.00	1,121,292.01	37,423,493.56	2,705,557.00	6,393,373.97	46,522,424.53
none	334,786.38	13,565,026.19	528,928.00	none	14,093,954.19
none	665,451.22	22,429,613.11	1,828,264.00	none	24,257,877.11
none	531,617.83	13,261,989.47	3,468,712.00	none	16,730,701.47
none	329,435.82	11,742,428.40	664,440.00	none	12,406,868.40
none	510,668.61	33,667,359.21	4,355,091.00	1,245,400.78	39,267,850.99
none	271,733.57	12,597,954.30	630,181.00	none	22,106,657.80
none	431,595.91	21,886,770.80	219,887.00	none	13,228,135.30
none	103,368.47	5,944,494.72	13,650.00	none	5,958,144.72
none	498,706.99	9,073,316.15	573,850.00	none	9,647,166.15
none	657,395.48	14,339,975.02	872,516.00	355,379.11	15,567,870.13
1,206.00	2,178,021.49	42,337,997.72	3,315,687.00	1,410,059.29	47,063,744.01
none	696,565.54	15,729,378.68	1,642,243.00	none	17,371,621.68
none	559,279.16	12,614,209.06	235,742.00	none	12,849,951.06
3,840,867.00	18,317,330.34	594,887,003.42	101,416,903.00	10,076,745.04	706,380,651.46
1,279,314.00	16,903,755.94	570,578,123.80	165,597,011.00	98,369,535.09	834,544,669.89
\$5,120,181.00	\$35,221,086.28	\$1,165,465,127.22	\$267,013,914.00	\$108,446,280.13	\$1,540,925,321.35

HOW SCHOOL BOARDS EXPENDED THEIR MONEY

Not only is it necessary to have sufficient money to keep the school buildings open and ready for use, pay the teachers, and furnish text-books and school supplies, but it is also important that a board of education so apportion the money available for these purposes that the maximum good may be accomplished with a given expenditure. To put all of the money in teachers' salaries with nothing for books and supplies would be an unwise policy; or to devote all the funds to salaries and supplies, to the neglect of the proper upkeep and repair of buildings, would be equally injurious in the long run. It is interesting to compare the distribution of expenditures among the several purposes* in the different counties.

In the table on following page will be found the per cent of the total expenditures devoted to current expenses, and the per cent of the current expenditures devoted to each kind of current expense.

On account of the war time demands for labor and materials, and the urgent requests of the Federal Government, building programs were suspended. This policy is also noticeable in the small amount devoted to maintenance of school buildings. It is probable that the expenditures for maintenance during the past year did not overcome the deterioration.

GENERAL CONTROL.—Includes overhead cost or expenses of regulative and executive service. It involves all expenditures for *administering* the entire school system.

INSTRUCTIONAL SERVICE.—Includes all items concerned directly in actual teaching, or aiding in the teaching of children, or improving the quality of teaching. Consequently there will be included salaries and expenses of supervision, teachers' salaries, text-books, stationery, and other materials of instruction. Payments to assistant superintendents who devote part of their time to supervision and part to administration is pro-rated between Instructional Service and General Control.

OPERATION OF SCHOOL PLANT.—Includes expenditures for keeping the buildings open and ready for use, exclusive of up-keep and "capital outlay."

MAINTENANCE OF SCHOOL PLANT.—Includes all payments made in the restoration of any piece of property to its original condition of completeness or efficiency. It is synonymous with up-keep and repair work. It excludes operation and capital outlay.

AUXILIARY AGENCIES.—Includes payments for all work carried on by the school system or under the auspices of the Board of Education other than regular instruction and the regulative and proprietary service incident to such instruction.

FIXED CHARGES.—Includes insurance, pensions, contributions to charitable societies, to educational institutions, for celebrations, school exhibits and entertainments, and for membership dues of school department employes in associations; and contingencies, payments due to accident, and payments resulting from theft.

Capital outlay, or payments for new buildings and grounds are not included as part of the "Running Expense."

*All payments are classified according to the purpose for which the money was spent.

TABLE R—DISTRIBUTION OF EXPENDITURES.—Showing the Percent of Total Expenditures Devoted to Current Expenses, and the Percent of Current Expenses Devoted to Each of the Six Kinds of Current Expense, for the year ending July 31, 1919.

Counties	Per Cent of Total Expenditures for Current Expenses	Per Cent of Current Expenses Devoted to					
		General Control	Instruction	Operation	Maintenance	Auxiliary Agencies	Fixed Charges
Allegany	97.47	3.8	81.4	8.4	5.7	.7	—
Anne Arundel	82.35	4.7	82.4	7.3	2.1	2.8	.7
Baltimore	90.59	4.0	77.5	10.2	4.7	3.5.	.1
Calvert	99.78	13.3	81.6	3.6	1.5	—	—
Caroline	86.11	4.5	82.1	7.9	2.0	3.3	.2
Carroll	68.60	5.9	79.4	11.0	1.8	.6	1.3
Cecil	98.78	4.0	80.8	10.3	3.5	1.0	.4
Charles	86.95	9.7	82.0	4.2	2.7	1.1	.3
Dorchester	95.42	4.9	81.6	9.6	2.9	.3	.7
Frederick	83.54	3.2	80.9	9.9	2.7	2.7	.6
Garrett	60.30	6.0	81.9	5.3	6.3	.1	.4
Harford	98.39	4.7	81.5	9.7	3.0	.9	.2
Howard	95.05	7.7	80.7	7.7	2.0	1.4	.5
Kent	91.40	5.8	78.6	11.3	1.7	1.8	.8
Montgomery	95.97	4.3	73.5	9.4	5.2	6.8	.8
Prince George's.....	79.61	5.1	79.3	10.7	2.9	2.0	—
Queen Anne's	93.83	6.1	80.1	9.2	2.3	1.9	.4
St. Mary's	93.96	7.7	84.6	4.6	2.8	.3	—
Somerset	92.63	5.0	84.6	7.0	2.3	1.0	.1
Talbot	80.19	5.3	77.1	10.1	2.7	4.0	.8
Washington	86.50	3.1	81.4	9.8	4.6	.8	.3
Wicomico	74.76	4.3	79.4	9.1	4.4	2.3	.5
Worcester	96.21	4.2	81.0	7.7	2.4	3.9	.7
Total Counties	87.07	4.6	80.1	9.1	3.7	2.1	.4
Baltimore City	99.68	2.1	80.8	12.7	2.8	.6	1.0
Total State	92.60	3.4	80.4	10.8	3.3	1.4	.7

To get a proper balance between the expenditures for the several purposes, Superintendent H. W. Caldwell of Cecil County, and Superintendent C. Milton Wright of Harford County, in connection with a summer course in school administration at Johns Hopkins University in 1919, tabulated the expenditures for the several counties during the five-year period 1914-1918, and computed the average amount spent for each purpose, and the per cent this average was of the average current expense. The result of their study is given in the table below

TABLE S—DISTRIBUTION OF EXPENDITURES.—Showing Percent of Running Expense for Each Purpose, Averaging the Expenditures for the Years 1914-1918. (Compiled by Wright and Caldwell).

Counties	General Control	Teachers' Salaries	Text Books and Supplies	Operation	Maintenance	Miscellaneous
Allegany	4.3	71.7	5.2	8.6	6.8	3.5
Anne Arundel	4.3	73.	5.5	9.8	3.5	3.0
Baltimore	3.3	73.6	5.4	10.	4.5	3.3
Calvert	8.5	77.6	6.9	4.4	2.1	.75
Caroline	6.5	68.6	6.1	7.1	4.9	6.8
Carroll	5.	72.6	5.8	11.2	4.5	.9
Cecil	4.5	76.3	5.3	8.8	3.9	1.14
Charles	8.7	76.5	7.2	3.6	2.1	1.9
Dorchester	5.5	71.9	5.3	8.5	3.7	5.
Frederick	4.4	73.2	5.2	8.5	4.5	4.2
Garrett	6.5	76.1	5.2	6.4	5.1	.7
Harford	4.4	76.9	4.8	8.7	3.6	1.6
Howard	6.6	72.4	4.6	7.7	5.2	3.6
Kent	6.2	72.6	4.4	9.8	3.4	3.6
Montgomery	5.	66.3	6.1	9.5	4.1	9.1
Prince George's	4.5	72.9	4.8	11.2	4.4	2.2
Queen Anne's	6.6	72.3	4.1	7.8	5.5	3.6
St Mary's	7.5	77.2	5.6	4.6	3.8	.8
Somerset	5.	74.2	6.3	7.7	3.3	3.5
Talbot	6.2	72.2	5.5	7.6	4.3	4.2
Washington	3.6	74.5	5.9	7.5	6.1	2.6
Wicomico	5.5	72.4	5.1	8.1	3.3	5.6
Worcester	4.8	67.8	5.6	9.4	4.5	7.8
Total Counties	4.7	72.9	5.4	8.9	4.6	3.5

in the following excerpt from their manuscript discussing significance of the averages.

THE DISTRIBUTION OF SCHOOL EXPENDITURES

"No business can endure permanently which does not give careful and judicious attention to its disbursements. Especially is this true of the school business. A detailed financial statement should be prepared annually and submitted to the taxpayers and patrons of the schools. A policy of rapid expansion and increased expenditure is almost certain to end in disaster for the Superintendent who is too busy making progress to take time to tell the people what he is doing and why."

On the following page will be found the per cent of distribution of school funds in Maryland for five years, 1914-18, under the various

headings now in use by the U. S. Commissioner of Education. In some cases it is difficult to classify the expenditures, as the adopted classification was not used in Maryland prior to 1917-1918.

The per cent given for General Control, Teachers' Salaries, Text Books and Supplies, Operation, Maintenance, and Miscellaneous were found by using the Total Current Expenditures as a base, and these six items for any county will make 100 per cent of the current expenditures.

GENERAL CONTROL. It will be noted that the percentage for General Control does not have a great variation from the median except in the large county, Baltimore, which is 3.3, and the small counties, Charles and Calvert, which are 8.7 and 7.8 respectively.

TEACHERS' SALARIES. During the five years the per cent in all counties for Teachers' Salaries gradually increased from 72.4 to 74.4, with the exception of 1917, when it fell to 70.8. The average for the five years is 72.9. Ten counties fell below this average, the lowest being Montgomery with 66.3 per cent. This low percentage, which includes Manual Training and probably some other salaries, could not be properly classified, because the records for 1914-17 were kept differently from the present method. The percentage spent for Salaries in Maryland for the five year period ending in 1918 is much higher than the five year period ending in 1916, the percentage for the 1911-16 period being 65.7, while that of 1914-18 is 72.9. It is also high in comparison with that for 103 cities studied by Updegraf, this percentage being 71.07.

TEXTBOOKS AND SUPPLIES. Textbooks and Supplies for all counties runs about the same for the first four years, but increased 1.1 for 1917-18 over that of any preceding year. This was no doubt caused by the new school law, which calls upon counties to furnish larger amounts for Materials of Instruction. The range of these percentages is not great, running from 4.1 in Queen Anne's to 6.9 in Calvert.

OPERATION. For Operation, Charles and Calvert are lowest, with 3.16 and 4.4 respectively. Prince George's is high, with 11.2.

MAINTENANCE. Maintenance has a much larger variation, with 2.1 in Calvert and Charles as low figures, and Allegany, with 6.9, high. It is a noticeable fact that 17 of the 23 counties are below the average for the whole State, which is 4.6.

It is also noticeable that several counties high in teachers' salaries are low in maintenance. This seems to indicate that money has been

spent for those things that were imperative, while maintenance was neglected. This certainly seems to be true in Anne Arundel, Calvert, Charles, Dorchester, Harford, Kent, Somerset and Wicomico.

It is interesting to compare our figures for the five years with those of 1918 worked out by the State Department of Education and published on page 41 of the Annual Report for 1918.

Teachers' Salaries for 1918 are greater by 1.5 per cent, and Text Books and Supplies greater by 1.2 than for the five year period; General Control .1 per cent less for 1918; Operation exactly the same, with 8.9; but Maintenance decreased in 1918 to 3.6 per cent, one per cent below the average for the five year period. This decrease may have been caused by actual conditions of scarcity of labor during the war, but only bears out the conclusion above that the upkeep of our school plants is being neglected.

CAPITAL OUTLAY. Capital Outlay in Maryland for the five years covered by this report was 7.82 per cent of the total amount expended for education. Charles spent the smallest amount for Capital Outlay, 1.8 per cent, and Washington the highest, 13.4 per cent. The average in Baltimore City for the five years is 10.3 per cent. Eighteen of the twenty-three counties expended less than the average of 7.82 per cent, and but four exceeded the average. Baltimore City also exceeded the average of the counties. As a school building lasts for more than five years, it would be unfair to draw definite conclusions from the computed average, as some of the counties expending less than the State average for the five years considered may have been expending a larger proportion of the school funds for this purpose during the preceding years.

Capital Outlay in the United States for 1915-1916 amounted to 16.15 per cent, and for 1914-1915 it was 16.97 per cent. Maryland therefore for the five year period expended for Capital Outlay less than one-half of the proportionate amount expended in the United States. The large amount expended in the United States may be due to new buildings in new territory. Considering the matter from every angle, however, one would seem to be safe in concluding that Maryland as a whole is not expending enough for school property."



UPPER THREE—PROPER USE OF CHARTS AS AIDS IN TEACHING.
LOWER THREE—CONCRETE WALKS BUILT BY COMMUNITY ORGANIZATIONS.



MANY TEACHERS USE A SAND TABLE IN THE PRIMARY GRADES.

APPROVED SUMMER SCHOOLS

The State Board of Education conducted summer schools for white elementary teachers at the Maryland State Normal School at Towson, at the Frostburg State Normal School, and at Ocean City. A summer school for colored teachers was conducted at Bowie.

An effort was made to reduce to the minimum the cost of attendance at these schools, so that the entire expense would not greatly exceed the twenty-five dollars allowed by the county board of education to each teacher who must attend a six weeks' summer school for the renewal of her certificate.

The enrollment in them was as follows:

Towson	166
Frostburg	139
Ocean City	57
Bowie	94

Extended reports on these summer schools are published elsewhere in this volume.

In addition, four other approved summer schools for white teachers were conducted within the State.

MARYLAND STATE COLLEGE

The 1919 summer session of the Maryland State College was conducted in the college buildings at College Park for six weeks, beginning June 24 and ending August 1. Mr. Harold F. Cotterman was the director of the summer session.

In addition to the regular college faculty, most of whom gave one or more courses in their several specialties, the following special summer school instructors were employed to conduct the courses named:

- Edward F. Webb, Superintendent of Schools, Allegany County:
Rural School Organization, Management, Community Relationships, and Psychology.
- M. Annie Grace, Supervisor Primary Grades, Baltimore County:
Primary and Grammar Grade Methods.
- Kate Kelly, Supervisor of Schools, Anne Arundel County:
Director Observation School.
- Elizabeth I. Murphy, Supervisor of Schools, St. Mary's County:
Geography and Nature Study, History, and Arithmetic.
- Adele Stamp, Y. W. C. A.:
Recreation, Plays and Games.

Students elected courses according to their individual needs, after consultation with the Director, the instructors, or County Superintendent Burroughs, who was present to advise with teachers of his own county. The general rule was two professional and one content course, two half-courses being considered the equivalent of a full course.

Most of the girls roomed in the dormitory. Student government was employed with satisfactory results. Monitors looked after the morale of each section.

The men were accommodated in the Y. M. C. A. hut. Meals were served in the college mess hall, the cost to students for room and board being five dollars per week.

A demonstration school was conducted in a room of one of the buildings. The school consisted of seven grades, with twenty-nine pupils from College Park and adjacent communities enrolled. Recitations were conducted in three groups. This school was used for observation purposes by all students of elementary education. A close co-operation was maintained between the work of the demonstration school and the courses in theory.

The college library, in charge of a trained librarian, was open daily, except Sunday, from 8 A. M. to 5:30 P. M., and from 6:30 to 9:30 P. M.

Special extra-curricular features of the summer session were:—two community "sings" and one cheer song festival; Victrola demonstrations; club work lessons by the Extension Service; a regular meeting of the College Park Home and School Improvement Association for the benefit of the student body, the observation school children participating; participation of the summer school faculty and students in a parade in honor of returning soldiers and sailors; nature study picnics, conducted by specialists, with lunch in the field; a county tea; dancing; illustrated lectures; excursions to places of historic interest; straw rides; and an afternoon pageant on the campus.

JOHNS HOPKINS SUMMER COURSES

The summer session in Johns Hopkins University placed special emphasis, as heretofore, upon courses for high school teachers, high school principals, and administrative workers. It has developed courses in subject matter to supplement the college training of high school teachers, and offers a wide range of selection.

This summer school is the chief agency for the further training of a large group of principals and teachers for whom no other provision

is made within the State. Except for a few teachers at the Maryland State College, the other summer schools have been limited to elementary school teachers.

A detailed account of the Johns Hopkins summer school is given elsewhere in this volume.

WASHINGTON COUNTY SUMMER SCHOOL

The Washington County Board of Education conducted a summer school at Hagerstown, in which were enrolled one hundred and two teachers divided as follows:

- 34 teachers who taught last year in one-room schools
- 14 teachers from two-room schools
- 35 teachers from schools having three or more teachers
- 19 applicants without experience.

The enrollment includes 11 men and 91 women.

The faculty, with their teaching assignments, was as follows:

George A. Mirick, Director of Practice Teaching for Department of Secondary Education of Howard University:

School Management, taught in three sections, Rural section, Grammar grades, and Primary grades.

Hildah Brust, Elementary School Supervisor of Washington County:

Primary Reading, Primary Languages and Numbers, and Primary Seat Work.

Jessie B. Pyrtle, Department of Rural Education, State Normal School, Milwaukee, Wisconsin:

Literature, Language, and Composition.

Maud Kavanaugh, Teacher Training Instructor, Public High School, Minn.:

Agriculture, Community Problems, and Arithmetic.

Marcia Everett, Instructor State Normal School, Los Angeles, California:

Director of the Demonstration School.

The school was conducted in the Girls' High School building, with a demonstration school of seven grades taught in the elementary school building on the same campus.

The several instructors were well prepared by training and experience for the teaching assigned them, and the students manifested much interest in their work.

The student body, being practically limited to Washington County, was a compact, homogenous group, pervaded by a spirit of comradeship. Visitors were impressed with the congeniality and general interest of the student body.

ST. JOHN'S COLLEGE.

Twenty-seven teachers from five different counties attended the six weeks' summer school at St. John's College, which began on June 25.

The faculty, with their teaching assignments, was as follows:

Sydney S. Handy, Director, St. John's College:

Principles of Teaching, Oral Interpretation of Literature.

Norman Cameron, Ph.D., Baltimore Training School for Teachers:

School Management, Educational Psychology.

William O. Stevens, Ph.D., U. S. Naval Academy:

English Literature.

Professor Percy Houston, U. S. Naval Academy:

The Study and Teaching of Poetry.

Nettie A. Maurer, Supervisor of Dorchester County:

Primary Methods, Grammar Methods.

George Fox, Superintendent Anne Arundel County:

Statistical Methods, Scales and Measurements.

Professor W. E. Olivet, U. S. Naval Academy:

French Language and Literature.

Frances Rolnick, Annapolis Elementary Schools:

Demonstration School.

Provision was made in the College dormitories for the teachers with a total expense for the six weeks of approximately fifty dollars.

The summer session is not an integral part of the college year, although a few regular St. John's students remained for the summer school.

Considerable emphasis was placed on games, outings, and extra-class activities.

OTHER SUMMER SCHOOLS

A few Maryland teachers attended summer school outside of the State. Fifty-five were enrolled in the Columbia University, New York City, Summer School; forty in the University of Virginia; thirty in the Delaware State Summer School at Newark; smaller numbers at several other summer schools in adjoining states.

ADMISSION TO PROFESSIONAL SCHOOLS

The work of investigating the educational qualifications of applicants for admission to professional schools and examinations has been steadily increasing in volume and scope since the State Department of Education began, on June 6, 1918, administering the entrance requirements for several of the professional schools in Maryland. During the year ending September 30, 1919, approximately 600 cases were investigated, while up to date two examining boards have passed resolutions requiring all applicants to present certificates from the State Department of Education, one has required that all doubtful cases be referred to the Department and has shown a disposition to treat most applications in this way, and a fourth board has sought the advice of the Department in several instances. About 170 medical students, 100 dental students, 30 pharmacy students, and several applicants for the accountancy and optometry examinations, have been certified for this year's classes and examinations.

The details of this work were handled by Miss Merle S. Bateman, credential clerk.

In July of this year a bulletin was issued by this Department, setting forth the legal requirements for entrance to the various professional schools of the State, defining what constitutes the equivalent of two or four years of standard high school work when the credits are earned partly or wholly by examination, giving the schedule of these examinations and the texts to be used in preparing for each test, and giving also a list of the approved public high schools of Maryland. No private schools were listed as accredited, because the depletion of the staff of the Department of Education, owing to the war and other causes, made it difficult to inspect any considerable number of such schools. They are invited, however, to ask for inspection, with a view to being placed on the list of accredited schools and colleges which is to be published each year. Certificates of secondary work will be accepted only from such schools as have proved, upon inspection, to be doing work of standard grade. Students from non-accredited schools will receive credit only upon passing examinations under the State Department of Education. These are given three times yearly, in January, June, and September. College work can not be made up by means of examinations.

The requirement for the study of medicine is the completion of a standard four-year high school course and 60 semester hours of college

work; for dentistry, a standard four-year high school course; for the examinations in accountancy and osteopathy, the same; for the study of pharmacy and for the examinations in optometry, two years of standard high school work.

The entrance requirements enforced for the various schools and examining boards have been, for the most part, those established by law or by voluntary associations of the best schools. The one pharmacy school for which the Department certified students, however, last year raised its requirement from two to four years of standard high school work, including at least one year of Latin. The pharmacy schools belonging to the Conference of Pharmaceutical Faculties will undoubtedly take similar action later, since the National Association of Boards of Pharmacy, which now has no educational requirement but which will in 1920 require two years of high school preparation, will in 1923 require four years of secondary school work preliminary to admission to the professional examinations.

Students of the professional situation in this and other states feel that it is desirable for one central agency, and that the State Department of Education, to pass upon the general educational qualifications of all applicants for admission to recognized professional schools and to professional examinations in the State. The ultimate aim of standards for all such students and would-be practitioners is, of course, the protection of the public from incompetent professional service; and if the various standards are to be administered by as many boards, none of which is, as a body, especially qualified to deal with general educational matters, the standards really mean very little, it is argued, and the general level of the professions is lower than the law indicates. It is contended that the Department of Education should be the best arbiter of what constitutes a standard high school course, for instance, or what institutions are doing work of standard college grade; should be capable of giving the most uniform and satisfactory examinations to establish equivalency of high school work; should be best able to keep in touch with schools within and without the State, to determine whether their work is acceptable. If, therefore, all applicants for admission to accredited professional schools and to professional examinations in Maryland were required to present a certificate from the State Department of Education, the standards would be more significant than at present and would serve more effectively to improve the personnel of the professions in the State, while Maryland schools and examining boards would acquire greater prestige in other states.

Some of the disadvantages of the present procedure may be seen from a glance at the medical and dental situations in Maryland. The medical and dental schools here are requiring student certificates from the Department of Education. The boards, however, accept for examination any applicant who has graduated from a school which is supposed to enforce the same standards as the legal requirements in Maryland. In certifying for these medical and dental schools, it has been clearly shown that some accredited schools are extremely lax in enforcing requirements. Students coming from accredited schools and desiring advanced standing, are found unable to qualify, while students refused certificates by this Department are able to enter professional schools outside the State. These same students may graduate, take the Maryland State board examinations, and practice in this State. Doubtless candidates without the standard requirements frequently pass our state boards and practice here, thereby helping to keep the general level of intelligence among these professions in Maryland lower than in states which demand that the State Department of education certify the educational qualifications of every applicant for license to practice in those states. Our own method, or lack of method, not only does not protect the public, but also discriminates against our own professional schools.

The Board of Pharmacy Examiners, has, as indicated above, no educational admission requirement. The law school and examining board have a four-year high school requirement, which is administered by the school and board respectively. There is a special examiner to pass upon the qualifications of nurses.

An incidental advantage arising from the centralization and standardization of this work, it is pointed out, is that the professional situation in Maryland would be placed on a better plane in the eyes of neighboring states, and the present handicap under which students or professional men leaving Maryland now suffer would be removed. If they possessed certificates from the Department of Education, many other states would accept them without question.

In brief, it is thought that the first year of having the State Department of Education handle this new work has shown the need for the Department to continue this phase of its activity and to broaden the scope of the work, if the students, schools, and public in Maryland are to receive the full benefits which they have a right to expect.

MEETINGS AND CONFERENCES

During the year the usual conferences of the County Superintendents and school supervisors were held. The meeting of the Maryland State Teachers was held in Baltimore, November 29, 30, 1919. The following extract from the minutes indicate the nature of the Association's program:

MARYLAND STATE TEACHERS' ASSOCIATION

The fifty-first annual meeting of the Maryland State Teachers' Association was called to order at 10.30 a. m. on Friday, November 29, by President Orem at the Western High School, Baltimore.

The meeting opened with the singing of the "Star-Spangled Banner."

The invocation was offered by the Rev. Charles H. Pinchbeck, of the Seventh Baptist Church of Baltimore.

Hon. James F. Thrift represented Mayor Preston, of Baltimore, in welcoming the teachers to the city.

The response to the address of welcome was delivered by Dr. M. Bates Stephens, State Superintendent of Education, Baltimore.

A selection was then rendered by the pupils from the Western High School, under the direction of Miss Jessie L. Armstrong, assistant supervisor of music, Baltimore city.

This was followed by an address by Dr. William Chandler Bagley, professor of education, Teachers' College, Columbia University.

President Orem appointed a committee, consisting of Dr. Henry S. West, principal of the Maryland State Normal School; James B. Noble, county superintendent in Dorchester County; Dr. Ernest T. Becker, principal of the Eastern Female High School, to report on the Smith-Towner bill, which had been discussed by Dr. Bagley.

The Welfare of the Child at School was then discussed by Dr. Owen R. Lovejoy, general secretary of the National Child Labor Committee.

The second general meeting of the Maryland State Teachers' Association was called to order on Friday, November 29, at 8 p. m., by President Orem.

President Orem said that he had had a message from Governor Harrington, regretting that he could not meet with the Association this evening, and that he would be present on Saturday. President Orem then introduced Mr. Charles J. Koch, superintendent of schools of Baltimore city.

The next speaker was Dr. Lotus D. Coffman, dean of the College of Education, University of Minnesota.

The next speaker was Hon. Fred C. Walcott, assistant Federal food administrator.

The third general meeting of the Maryland State Teachers' Association was called to order by President Orem at 9.30 a. m.

The audience joined in the singing of the "Star-Spangled Banner," led by Miss Beulah V. Orem.

This was followed by an address by Hon. J. C. Wright, assistant director, Federal Board for Vocational Education.

Then a solo was rendered by Miss Beulah Orem, assistant supervisor of music, Baltimore, Md.

President Orem then introduced Hon. Harris Hart, State superintendent of public instruction of Virginia, fraternal delegate from Virginia State Teachers' Association.

This was followed by a vocal selection by Miss Beulah V. Orem.

The President then announced the appointment of the standing committees on Legislation, Educational Progress, and Resolutions for 1919, and the Committee on Reading Circle, appointed for three years, and the Committee on Auditing for 1918.

The Florence Mackubin portrait of Cecelius Calvert was then presented to the State of Maryland as a gift from the school children of Maryland. The portrait was presented by Miss Logue and accepted on behalf of the State by Governor Harrington.

Miss Mary E. V. Risteau then delivered a tribute to Miss Mackubin.

The annual business meeting was then held. Superintendent Unger made a report for the Committee on Resolutions, Dr. Henry S. West for the Committee on Legislation, and for the committee appointed by President Orem to consider the Smith-Towner bill. President Orem stated that the report of the Committee on Educational Progress and on Reading Circle would be printed in the minutes without being read.

The auditor's report was then submitted by Assistant Superintendent J. J. Tipton.

A letter was read from the Assistant Teachers' Association of Baltimore County, asking the Association to continue the drive for State aid.

Dr. Edward F. Buchner, chairman of the Committee on Teachers' Salary, Bonus, and Salary Increase, then made his report, and upon motion of Superintendent Koch, the thanks of the Maryland State Teachers' Association was expressed to the committee for its efforts on behalf of the teachers.

A motion was also made that the committee express the appreciation of the Association to the governor for his very generous attitude in regard to teachers' salaries and the salary bonus.

Supt. Frank E. Rathbun, of Garrett County, then presented the question of affiliating the Maryland State Teachers' Association with the N. E. A.

The matter was then left in the hands of the Executive Committee.

The following officers were then elected:

Dr. David E. Weglein, President.

Dr. Henry S. West, Second Vice-President.

Supt. Hugh W. Caldwell, Secretary.

Dr. R. Berryman, Treasurer.

Dr. Andrew H. Krug, member of the Executive Committee.

Mr. John T. Hershner, member of the Executive Committee for two years to succeed Dr. Weglein.

Dr. Weglein was then escorted to the chair by Superintendent Koch, of the Baltimore city schools, and Superintendent Wright, of Harford County, who, after a brief address, declared the meeting adjourned sine die.

TEACHERS' RETIRED LIST

The legislature makes an appropriation of \$34,000 annually to provide a retirement fund for teachers who have served twenty-five years, reached the age of sixty, are no longer able to continue their duties in the school room, and have no other means of comfortable support.

The names of all teachers on the retired list as of July 1, 1919 was as follows:

Mary P. Chew.....West River
 Julia Watkins Baltimore
 Rebecca G. Camden.....Annapolis
 Sallie H. Gamble.....Baltimore
 Susie V. Fluery.....Baltimore
 Elizabeth D. Cathcart.....Baltimore
 Mary C. Geddes.....Baltimore
 Dorothy C. Short.....Baltimore
 Ella Faullac.....Baltimore
 M. Joanna Crown.....Berryville, Va.
 John H. Griffin.....Preston
 Alfred W. Buckingham..Westminster
 C. W. J. Everhart.....Manchester
 James S. Little.....Frizzleburg
 Libbie M. Hayes.....Elkton
 W. H. P. Bryan.....Madison
 Charles A. LeCompte....Cambridge
 S. M. Donoho.....Cambridge
 Annie E. Duphorne.....Thurmont
 Mary A. Gibson..Washington, D. C.
 J. T. R. R. Carroll.....Guilford
 Samuel W. Wallis.....Chestertown
 Geo. A. Barton.....Stevensville
 John E. Kelly.....Hagerstown
 Lottie A. Fish.....Salisbury
 Wm. A. Riggins.....Sharptown
 Amanda E. Dennis.....Berlin
 Geo. P. Morris.....Freeland
 Eliza S. McDevitt.....Lauraville
 Fannie Eccles.....Glasgow, Va.
 Anna M. German.....Raspeburg
 Louisa M. Kelly...Washington, D. C.
 Wm. I. Weems.....Frederick
 Benj. JeniferCambridge

Mary Alice Smith.....Baltimore
 Lydia A. Ennis.....Aberdeen
 David A. Ebaugh.....Upperco
 Rebecca J. Haswell.....Baltimore
 Jilia A. Mumford.....Berlin
 John W. Abbott.....Hampstead
 Victorine PowerMillington
 Jane Burns Martin.....Ashton
 Elizabeth A. Veirs...Hopewell, Va.
 Lovie J. Armager.....Baltimore
 Rose MarshallBaltimore
 Robert Wallace Spear...Cambridge
 Kate B. Hudson.....Berlin
 Della CullenBaltimore
 Eliza E. Nichols.....Baltimore
 Anna R. Cook.....Hagerstown
 Henrietta L. Mellier.....Easton
 Mollie E. Brown.....Sparks
 Joseph W. Griffith.....Golden Hill
 Anna K. Bowen.....Salisbury
 Kate P. Downes.....Centreville
 Lucy GarrettRockville
 Charles C. Dale.....Cambridge
 Mrs. L. R. Howard.....LaPlata
 Mary A. Cosgrove.....Aiken
 Mollie A. Delanty.....Baltimore
 Annie E. Kinzer.....Westminster
 Charles A. Thompson...Ellicott City
 Ellen L. Ross.....Baltimore
 John H. Keene.....Church Creek
 Sophia E. Grape.....Baltimore
 Margaret A. McGirr...Westminster
 Eliza J. Ward.....Baltimore
 Annie PowerMillington

Mary F. Campbell.....Mt. Savage	Nettie M. Gade.....Baltimore
Ella M. Merritt.....Baltimore	Sarah Lucy Scott.....Baltimore
Annie E. Krause.....Annapolis	Ida Muir .....Baltimore
Mrs. Elizabeth Dorsey....Annapolis	David P. Brown.....Baltimore
Harriet E. Snyder.....Baltimore	Emory C. Chenoweth....White Hall
Lucy E. Lanham.....Lanham	Clara E. Semmes.....LaPlata
Jacob Weiss .....Baltimore	Henrietta P. Reitz.....Baltimore
Carrie Ruth Weedon.....Galloways	J. Wm. Slagenhaupt....Taneytown
Joseph B. Hazell.....Chester, Pa.	Charles T. Wilson...Havre de Grace
Mary B. Bourne.....Poplars	Charles T. Wright.....Bel Air
Josephine Evans .....Baltimore	Ida Mettee .....Baltimore
Maria A. Roberts.....Baltimore	Carrie Williams Burgess...Baltimore
Laura Bangs .....Baltimore	Annette S. Willis.....Baltimore
Lydia Anna Mark.....Baltimore	Ida Beall White.....Baltimore
Rennis Lee Pope.....Roland Park	Mary L. Molloy.....Baltimore
Lewis A. Koontz.....Westminster	Sallie V. Hack..Jamaica Ests., L. I.
Mary A. Y. Pulley.....Baltimore	John Dabney Broadus...Forrestville
Mary R. Porter.....Emmitsburg	Jennie R. Smith.....Baltimore
Eugene A. Trice.....Hurlock	Mrs. Laura S. Sellman..De Soto, Mo.
Helen P. Reed.....Ridgewood, N. J.	Fleet R. Neighbours....Buckeystown
Amanda D. Banks.....Baltimore	Grove J. Shipley.....Westminster
Annie Eliza Sowers....Burkittsville	John Albert Loud.....Libertytown
Georgia Ann Duvall....Roland Park	Marion Louisa Reede.....Baltimore
Mary G. Kenny.....Baltimore	Hariette Lucretia Anthony...Oxford
Annie R. C. James.....Baltimore	Emma M. Lewis.....Baltimore
Titus DeLawder .....Oakland	Mary L. Maxwell.....Baltimore
Araminta Shipley .....Westminster	Wm. L. Watkins.....Mitchellville
Ella H. Hardy.....Baltimore	Benj. F. Hilderbrand....Woodsboro
Marion R. Duke.....Broom's Island	Margaret E. Crass.....Westminster
Emma R. Garrott.....Frederick	Mary I. Birch .....Oakley
Martha Ellen Gillis.....Woodbine	Catherine S. Millar.....Baltimore
Mary E. Butterworth....Greensboro	Alice V. Grimes.....Baltimore
Kate Honeywell .....Baltimore	Dora Noble .....Federalsburg
Oliver M. Younkins.....Weverton	Elizabeth V. Abey.....Baltimore
Maria Louisa Schoolfield..Baltimore	Frances McGrane .....Baltimore
Annie Elizabeth Duvall....Baltimore	Catherine M. Bartgis....Frederick
Richard H. Neal.....South River	Mary Cecilia Bryan....Queenstown
Mary E. McNicholl.....Baltimore	Herman G. Weimer.....Cumberland
Alice E. Shope.....Frederick	Daisy Rayne .....Berlin
Florence C. Stuart.....Baltimore	Alice McMichael .....Cumberland
Marion H. Moore.....Baltimore	John H. Fountaine.....Wash., D. C.
Wm. F. Hughes.....Baltimore	Julia G. Quirk.....Baltimore
Jessie F. Billmyer.....Uniontown	Bessie B. Catrup.....Glenwood
Emma W. Thomas.....Baltimore	Annie M. Salom.....Baltimore
Marion J. Abbott.....Westminster	Ephraim Lee .....Cumberland
Mary C. Cooper.....Baltimore	Katherine L. Rockhold....Annapolis
Frances I. Cralle.....Baltimore	Alice F. Price.....Baltimore
Mary Ella Gill.....Baltimore	Fannie Matthews Handy..New York
	Annie E. Dittman.....Baltimore

Maria A. Y. Goodwin....Great Mills	Marian Preiss .....Baltimore
Nora Jones .....Baltimore	Willis O. Rhodes.....Hyattstown
Robert H. King.....Princess Anne	James Barr Galt.....Taneytown
George Scott Fockler....Hagerstown	Laura Virginia Davis.....Baltimore
Florence May McFarland..Baltimore	Mary Valentine Sollers...Baltimore
Catherine McCaughan ....Baltimore	

VOCATIONAL EDUCATION IN MARYLAND

Maryland has now been working under the Smith-Hughes law for vocational education for two years; and in that time considerable progress has been made. Two years ago at this time there was not a single school or class that was meeting the standards set up by the Smith-Hughes law. Today there are several hundred men in evening classes in the city of Baltimore; one unit-trade day school of 125 students in Baltimore; a co-operative department in the high school at Sparrow's Point; departments of vocational home economics in four high schools, with several other schools waiting to be added to the list; ten departments of vocational agriculture now working, with a probability of this number's being considerably increased before the year is over; vocational agricultural departments in two colored schools; and there are prospects for various other lines of vocational work being started this year.

In some respects the growth has been slow, due, probably, to war conditions as well as to other factors in the school systems. The outlook is becoming brighter all the time, and another year should see great advances in the vocational work. There is opportunity for this type of work, and the results secured will largely be determined by the effort that is put forth by those within and without the school system who are interested in preparing our young people, and some older ones as well, for the very important business of earning a living.

In getting under way a program of industrial training in a community or state which has not previously done work of that type, it is necessary, of course, first to get into touch with the existing conditions. This includes more than getting a good working knowledge of the school conditions; it involves the securing of information on the industries themselves, how the learners in these industries are now being trained, what educational agencies outside the school system are doing to meet the needs of industrial workers, and many other things. This all requires time, but it is time well spent, for it will often

save the school people from serious mistakes in the establishment of industrial schools or classes.

It was necessary to follow out the above steps in getting vocational work under way in Maryland. The study of industrial conditions has been not at all complete; there are a great many lines of industrial activity that have not yet been studied or provided for in the industrial program. A few of the leading industries have been studied, and a program of industrial classes has been set up. This must be added to year by year until the educational program of the public schools will really meet the needs of the present and future industrial workers of the city.

A large proportion of the time of the Supervisor of Industrial Education during the early months of the school year was given over to the establishment and maintenance of training classes for conscripted men, classes which prepared them for some special branch of army service. Maryland heard the call of the Federal Board for the establishment of these classes and, although somewhat late in getting started, many classes were successfully carried on.

INDUSTRIAL SCHOOLS AND CLASSES

The one unit-trade day school operating in Maryland under the Smith-Hughes law is known as the Carroll Vocational School, and is located at Lombard and Front Streets, Baltimore. The building in which the school is housed is known as the old Carroll Mansion, and is known historically as the building in which Charles Carroll of Carrollton, the last living signer of the Declaration of Independence, lived for some time, and where his body lay in state after his death. For many years the building was used as a place of business, after it had seen its best days as a residence, and it was purchased by the City of Baltimore about the time of the Star Spangled Banner Centennial, with the expectation that at some time it would be restored to its original condition and maintained as a place of historic interest. It came into the possession of the Board of School Commissioners of Baltimore City, and was the building selected for the starting of a day trade school under the Smith-Hughes law. The building was remodeled to provide for classrooms and shops, and now houses about 125 boys who are studying printing, patternmaking, auto repairing, and drafting. The auto repair shop is housed in a portable building located on the rear of the lot.

A great deal of work was necessary to put the building into shape suitable for school purposes, and much of this was done by the boys themselves. The location and character of the building are far from ideal, but this past year the school was able to do fairly satisfactory work with eighty boys.

Enrollment in the Carroll School is limited to boys 14 years and older who come from the grades of the city schools and who desire to learn a trade. The course is strictly vocational, with the aim of making a good third year apprentice out of the boy in two years of training at the school. Half of the boy's time is spent in the shop; the other half is devoted to drawing, mathematics, English and civics.

The printing department gets out a large amount of printing for the various departments of the public school system. The boys thus get real experience on productive work. The equipment of the printing department is limited to job presses, so that the boys do not get as much all-round training as might be desired. It is hoped that this equipment will a little later be supplemented by a cylinder press and, possibly, some linotype machines.

The patternmaking department is fairly well equipped with motor driven machines. This past year the boys have been somewhat held back in their patternmaking shop work, because of an order for school tables which was filled by this shop. The boys are now, however, working on real patterns.

The automobile department is new this year. The equipment is now being installed and should soon be ready for work. It is planned to teach auto repairing by shop work on cars bought for the purpose, supplemented by repair jobs brought into the shop from the outside. The printing department, patternmaking department, and auto repair department are in charge of experienced shop men.

During the year the State Supervisor of Industrial Education has kept in close touch with the principal and teachers of this school, giving them such help as was possible. Frequent conferences were held with the teachers, in order to give them information concerning the operation of other similar schools and to keep them in touch with vocational education in general. One illustrated talk was given to the students.

EVENING CLASSES

The evening classes held in the State this last year covered a wider field and reached more persons than ever before. Most of the classes were held in the city of Baltimore; but two other centers, Havre

de Grace and Sparrow's Point, made a start in this work. This industry which was best represented in evening school work in the city of Baltimore was shipbuilding. Baltimore has three large shipyards working on steel vessels, in addition to a number of smaller yards, some of which work on wooden ships. It was therefore thought advisable to open up classes for men in this industry, if it was found that instruction of this type could be successfully given in evening classes and if a sufficient number of men could be interested in attending the classes.

The State Supervisor of Industrial Education visited two of the leading shipyards and talked over with the officials the plan of starting evening classes. These men approved the plan and offered such assistance as they could render in helping to advertise the courses and furnish instructional material. With this assurance of the co-operation of the yards, posters advertising the classes were printed and distributed throughout the shipyards. Applications were received through the service department of the company and directly by the State Department of Education. When about two hundred applications had been received, the matter was presented to the City Superintendent of Schools, who secured from the Board of School Commissioners the necessary approval for starting these classes in the city schools.

Classes for the shipbuilders were started late in November, with instructors secured directly from the shipyards. The courses given included elementary and advanced blueprint reading on hull construction work, and shipfitting and moldloft practice. The greater part of the men were enrolled in the blueprint reading courses, with a few of the higher grade men taking up the work in shipfitting and moldloft practice.

The instructional material used in these classes was furnished by the United States Shipping Board. Complete sets of drawings for the blueprint reading and the shipfitting courses were thus made available, and this helped greatly to make the work a success. The drawings were not exactly suited to the type of ships being built in the Baltimore yards, but they answered the purpose very well and were used to good advantage. The Bethlehem Shipbuilding Company furnished a truck load of template wood and template paper for use in the shipfitting and moldloft work. The men were thus given actual work under conditions as nearly like those of the yard as was practicable.

Early in January an arrangement was worked out between the State Department and the City Superintendent whereby Mr. George Gaither was appointed as special supervisor for the evening shipbuilding classes.

Mr. Gaither then took active charge of the supervision, relieving the State Supervisor, and plans were laid for an increase in the enrollment of the classes. New posters were devised advertising for the different shops separate courses in blueprint reading, such as Blueprint Reading for Pipefitters, and a large number of new men were enrolled.

The teaching force of the evening classes included a moldloft foreman, an assistant moldloft foreman, a safety engineer, a quartermen, several foremen, and a number of shipyard draftsmen. These men were on the whole very successful teachers, although only one or two of them had had any previous teaching experience. Classes were held two evenings a week, some meeting on Monday and Wednesday evenings, others on Tuesday and Thursday evenings. The school buildings used were the Polytechnic, the Carroll Vocational School, the City College, and School No. 9. Classes continued from December to April.

In addition to the shipbuilding classes three classes in mechanical drawing were held in the Polytechnic Institute. One hundred and thirty students were enrolled and were divided into classes in elementary drawing, advanced drawing, and design. These classes continued throughout the evening school year, from October to April. The work was not broken up into separate unit courses but continued for the whole evening school term.

After a considerable amount of effort a special evening class was organized at the City College for men employed in fertilizer factories. Only a small attendance was secured. A class in electrical work was offered at the City College to men employed in electrical plants. The instructor of this class could not remain during the year, and the class did not have an instructor for several evenings. This tended to discourage the students and cut down the attendance. On the whole, the vocational classes in chemistry and electricity operated at the City College were not as successful as the others.

Classes were proposed for men in the automobile industry, and a number of men from the various garages and service stations were enrolled. The proposition of opening these classes was placed before the City Board of School Commissioners, but action on the matter was deferred so long that it was impracticable to start the classes. During the past year the field of evening school instruction in Baltimore was only touched. There is great opportunity for a large increase in the right type of evening school instruction.

Two evening classes in Havre de Grace were started last year by Mr. Owens, Principal of the High School, for the mechanics employed

at the Aberdeen Proving Grounds. One course in drawing and one in mathematics were given.

A number of the workers of the Bethlehem Shipbuilding Company who live at Sparrow's Point and who found it difficult to get into the city for evening classes, asked that a class be established there. Arrangements were made for this, and Mr. Cook, Assistant Foreman of the moldloft, was secured for the work. The class met two evenings a week from March to June. The work given was largely shipfitting and moldloft practice. The class met in the gymnasium owned by the Bethlehem Steel Company.

The evening school work in Baltimore this year is starting out under more favorable conditions than a year ago. Arrangements have been made whereby the supervision of all the evening classes in the city which operate under the Smith-Hughes law is placed in the hands of Mr. Gaither. Applications for admission to the evening classes are made either directly to the teacher on any evening the class meets, or to Mr. Gaither, at the City College, on Monday evenings. Over two hundred men have made application for the electrical courses alone. Application blanks have been printed, posters prepared and distributed among the industrial plants, and considerable interest has been aroused in several lines. The total enrollment for the year promises to show a substantial increase over that of last year.

VOCATIONAL AGRICULTURE

By the beginning of the fiscal year, July 1, 1918, the unusual conditions caused by the war had reduced the number of departments of vocational agriculture to three. Several of the schools that had been started the previous year were without teachers, and, owing to the shortage of farm labor, many of the pupils were withdrawn to work on the home farms, to help meet the demand for increased production of farm products.

In September, 1918, a fourth department of vocational agriculture was opened, and after the armistice was signed returning teachers made it possible to open two more departments, bringing the total number up to six. The general shortage of other high school teachers made it necessary in some cases for the agricultural instructor to devote a part of his time to general subjects in the high school. In several instances the vocational teacher acted as principal of the school, and the struggle to keep the school properly teachered also consumed a considerable amount of time. Without doubt the exigency of the

national situation warranted this effort on his part. In many schools, however, it materially affected the quality and character of the work. The influenza epidemic added to the disorganization of the work, and many of the pupils received very little instruction in vocational agriculture until the time came for them to begin their project work in the spring. By the latter part of the school year conditions had so nearly returned to normal that much effective work was done.

During the year 1917-18 much time was devoted by both Supervisor and teachers to the articulation of the work of the department of vocational agriculture with the other work of the high school. In 1918-19, a great deal of emphasis was placed on the project work and the correlation of this work with the classroom instruction. During the year 1919-20 more effort will be put forth in getting the project work on the proper basis, and considerable attention will be given to the matter of housing and equipment for agricultural departments.

VOCATIONAL WORK IN THE COLORED SCHOOLS

Previous to this year, no vocational work under the Federal law was given in any of the colored schools of the state. This year two departments of agriculture will be started, one in the State Normal and Industrial School, at Bowie, and the other at Sharptown, Wicomico County. A special amendment to the State Plan was made this year, in order to provide for colored schools. It is expected that the number of colored vocational schools will gradually increase as the advantages of this type of education becomes apparent.

VOCATIONAL HOME ECONOMICS

The vocational work in home economics in Maryland last year passed through experiences similar, in some respects, to those of the agricultural schools. War conditions affected the work of the earlier part of the year, the influenza epidemic closed the schools for several weeks, and in general the work was more or less broken up. During the year 1917-18 one department of vocational home economics was operated under the Federal law. In the early part of the past year one additional department was added, and during the year three other schools rearranged their work to meet the conditions required by the law. Thus at the close of the year five schools were operating on the Smith-Hughes basis.

The Smith-Hughes law was not originally designed to include home economics and the application of the requirements of the law to the work of home economics is, therefore, somewhat difficult. Rulings have been made by the Federal Board for Vocational Education, whereby a department of home economics may be set up in any high school if at least half of the school day is devoted to home economics proper and related subjects. At least ninety minutes per day must be given to home economics proper, including an adequate amount of practical work. The remainder of the half day may be devoted to such related subjects as art and science. In applying these conditions to Maryland high schools it was difficult to reorganize the schedule to provide for the necessary amount of vocational work. Then, too, the students who had already completed a part of their unit in home economics under the State high school law had to be provided for. The conditions were successfully met, however, by various reorganizations, and some very successful work was done.

A considerable amount of the time of the special supervisor of Home Economics was used in promoting the establishment of classes, the helping of teachers in service, and the investigation of various schools which were contemplating the establishment of work of this type. Evening classes were proposed for two or three places, but for various reasons these did not materialize. The results of this work are showing up this year, and a number of new departments will be started, and evening classes will be formed in Baltimore and other cities. The departments now operating are working toward higher efficiency, equipment is being added, and, in general, the home economics work is rapidly climbing to a higher plane.

SUPERVISION OF VOCATIONAL EDUCATION

During the past year three persons were employed by the State Department of Education on a part-time basis; one each for agriculture, industry and home economics. The growth and development of the work has warranted a change in organization, and the responsibility for the vocational work of the State Department is now placed upon one person, the Supervisor of Vocational Education, who devotes his full time to this work. He supervises the general organization of vocational departments and handles the detailed supervision of classroom work in trade and industrial classes. He is assisted in the detailed supervision of home economics and agricultural classes by qualified persons lent for this purpose by the State College.

This new arrangement centers responsibility for vocational supervision in one person, and seems to work out in a more satisfactory manner than the plan used last year. The special supervisors of agriculture and home economics now deal directly with the vocational teachers, leaving to the Supervisor of Vocational Education matters commonly handled with the principal or the superintendent.

EXPENDITURES FOR VOCATIONAL EDUCATION

The schools of Maryland have not been utilizing to the fullest extent the money allotted to the State for vocational education. Each of the two years the appropriation has been available a considerable amount has remained unspent, and this reverts to the Federal Treasury. Approximately \$34,000 has thus been allowed to lapse during the past two years. A considerable number of new agricultural schools, two or three new departments of home economics, and several new industrial classes will be added this year, so that a larger proportion of the fund will be utilized than heretofore.

The following tables show the distribution of expenditures. Table I shows appropriations, expenditures, and unexpended balances for the three funds, agriculture, industries, and teacher training. Table II shows the Federal appropriations for the State for four years. The allotment increases each year up to 1925. Table III shows the distribution of expenditures among the counties of the State. Table IV shows the distribution among day, evening, and part-time classes. Table V shows the number of classes, the enrollment, and the expenditures from State and Federal funds, listed by schools.

TABLE I
FEDERAL APPROPRIATIONS AND EXPENDITURES
1917-18

	Appropriation	Expenditure	Unexpended Balance
Agriculture	\$6,455.61	\$2,219.06	\$4,236.55
Industries	7,781.46	1,071.50	6,709.96
Teacher training.....	7,067.49	540.77	6,526.72
Total	\$21,304.56	\$3,831.33	\$17,473.23

1918-19

	Appropriation	Expenditure	Unexpended Balance
Agriculture	\$9,683.41	\$3,127.08	\$6,556.33
Industries	11,672.19	6,080.21	5,591.98
Teacher training.....	9,894.48	5,126.36	4,768.12
Total	\$31,250.08	\$14,333.65	\$16,916.43

TABLE II
FEDERAL APPROPRIATIONS FOR MARYLAND

	Agriculture	Industries	Teacher training	Total
1917-18	\$6,455.61	\$7,781.46	\$7,067.49	\$21,304.56
1918-19	9,683.41	11,672.19	9,894.48	31,250.08
1919-20	12,911.22	15,562.92	12,721.48	41,195.62
1920-21	16,139.02	19,453.65	14,134.98	49,727.65

Note—At least 33½% of the fund for Industries, if expended at all, must be used for part-time classes. Not more than 20% of the fund for Industries may be spent for Home Economics.

TABLE III
DISTRIBUTION OF EXPENDITURES, 1918-19

County	Agriculture	Home Economics	Industries	War Training	Total
Allegany .....	....	....	....	\$285.00	\$285.00
Baltimore	\$787.50	....	\$68.00	....	855.50
Carroll	758.33	....	....	....	758.33
Frederick	183.33	....	....	69.00	252.33
Garrett .....	....	\$360.00	200.00	....	560.00
Harford .....	....	....	210.00	....	210.00
Howard .....	....	262.50	....	....	262.50
Montgomery ...	475.00	....	....	....	475.00
Prince George's..	600.00	400.00	....	....	1,000.00
Washington	606.25	....	....	117.00	723.25
Wicomico .....	....	240.00	....	32.25	272.25
Worcester .....	....	400.00	....	....	400.00
Baltimore City...	....	....	4,186.09	387.00	4,573.09
Total	\$3,410.41	\$1,662.50	\$4,664.09	\$890.25	\$10,627.25

Note—The expenditures listed here include payments from both State and Federal vocational funds.

TABLE IV
DISTRIBUTION OF EXPENDITURES OF FEDERAL FUNDS, DAY, EVENING, AND PART-TIME CLASSES

	Industry	Agriculture	Home Economics	Total
Day classes.....	\$2,678.09	\$3,127.08	\$1,462.50	\$7,267.67
Evening classes.....	1,355.49	....	....	1,355.49
Part-time classes.....	....	....	....	....
Total	\$4,033.58	\$3,127.08	\$1,462.50	\$8,623.16

Note—These figures include only the funds distributed to schools, and do not include expenditures for supervision or teacher training.

TABLE V

VOCATIONAL AGRICULTURE			EVENING CLASSES		
School	Amount of reimbursement	No. of students	<i>Baltimore Polytechnic</i>		
			No. classes	Reimbursement	No. students
Sparks	\$787.50	21			
Baden	600.00	21			
Clear Spring....	606.25	10			
Gaithersburg ...	325.00	6	Mechanical Drawing	3 288.00	130
Mt. Airy.....	633.33	18	Moldloft Practice..	2 66.00	41
Union Bridge*..	125.00		Blueprint reading		
Frederick Boys*..	50.00		for shipbuilders..	10 242.00	217
Middletown	133.33				
Poolesville	150.00				
*Department closed because of loss of instructor.			<i>City College</i>		
HOME ECONOMICS			Blueprint reading		
			for shipbuilders..	10 172.00	247
			Industrial chemistry	1 100.00	13
			Applied electricity..	1 147.50	32
School	Amount of reimbursement	No. of students	<i>Carroll Vocational School</i>		
Oakland	\$360.00	35	Blueprint reading		
Baden	400.00	35	for shipbuilders..	12 296.00	214
Pocomoke City*..	400.00	87			
Salisbury*	240.00	200			
Ellicott City†....	262.50	28			
*On Smith-Hughes basis, March 1, 1919.			<i>School No. 9</i>		
†On Smith-Hughes basis, December 1, 1918.			Moldloft practice...	1 44.00	22
CARROLL VOCATIONAL SCHOOL					
Reimbursement	\$2,678.09		<i>Havre de Grace H. S.</i>		
Enrollment:			Mathematics	1 105.00	13
Patternmaking		41	Mechanical drawing	1 105.00	13
Printing		24			
Painting		10			
Drafting		15			
		—	<i>Sparrow's Point H. S.</i>		
Total		90	Moldloft practice...	1 68.00	24
Number of teachers.....		5			



WARM LUNCH IN A COUNTRY SCHOOL.

A RURAL SCHOOL KITCHEN.

THE OLD AND THE NEW IN DRINKING FACILITIES.

PATRIOTIC RURAL SCHOOL CHILDREN SALUTING THE FLAG.

A COUNTY SCHOOL EXHIBIT.

INDUSTRIAL ARTS IN A RURAL SCHOOL.



UPPER THREE—LUNCH, COLD.
LOWER THREE—LUNCH, HOT.
WHICH?

THE MARYLAND PLAN FOR VOCATIONAL EDUCATION

The essential general conditions that must prevail for any school to qualify for vocational work under the Smith-Hughes law are: that the school must be under public control; that the instruction shall be of less than college grade; that the instruction shall be designed to meet the needs of persons over fourteen years of age; that each dollar of Federal money must be matched by a dollar of State or local money; and that the instruction must aim to fit for useful employment the pupils enrolled in the classes. Federal money is available for the subsidy only of teachers' salaries; maintenance items, such as supplies, must be provided from other funds.

Agricultural vocational departments may be organized in a high school or in a consolidated school that has a sufficient number of pupils above fourteen years of age who desire the vocational work. The essential requirements for such a school are an adequate equipment of a value of at least \$150; a suitable room; facilities for shop work; a small fund for supplies; a qualified teacher; and a schedule which will allow ninety minutes a day of agricultural instruction, together with sufficient practical work on home projects or other work to amount to an equivalent of ninety minutes per day for six months. The course may be one year, two years, or four years in length. For the average school the two-year course is perhaps preferable. Provision must be made for the teacher of agriculture to supervise the projects conducted by the pupils at their homes, and some means of transportation for the teacher for these visits should be arranged. No definite number of students is required. Each dollar of Federal money must be matched by a dollar of local or State money, and if the county is willing to start the work with a small number of students, there is no objection on the part of the Federal Government. At least half of the time of the teacher should be given to the vocational work. In a small school it is often advisable for the agricultural teacher to spend part of his time teaching school subjects other than vocational agriculture. In this case his salary is prorated in accordance with the amount of time he puts in at vocational agriculture, and the subsidy is proportioned accordingly. Teachers of vocational agriculture must hold a special State certificate for this work.

For evening industrial schools to be eligible for aid from the Smith-Hughes funds, the students must be at least sixteen years of age and employed during the day in the occupation which they are studying in evening school; the courses must aim specifically and directly to help the worker to better work and promotion; there must be qualified teachers and suitable rooms and equipment.

Part-time industrial classes must be conducted during some part of the working day of the student; must include students fourteen years of age or over; must continue for at least 144 hours a year; and may be of the trade extension, trade-preparatory or general continuation type. The courses must be designed to meet the civic and vocational needs of the students. Classes may meet for four hours a week or more; but if the students are not employed for more than half the school day, the class is considered a day class rather than a part-time class. Commercial subjects offered in part-time classes are eligible for Federal aid.

Day industrial schools must prepare the student for some specific trade or vocation; must be designed for pupils over fourteen years of age; must provide for at least thirty hours instruction per week, half of which must be in shop work on a useful and productive basis; must provide a well rounded out course of study including English and civics; must have adequate shop and classroom facilities, and qualified instructors.

Departments of home economics under the Federal law require, except in cities over 25,000 population, a five-hour school day, half of which must be devoted to home economics and such related subjects as science and art. The other half-day may be devoted to other school subjects. Ninety minutes of instruction in home economics proper, under a qualified teacher, with proper classroom facilities and equipment, are required.

Details of qualifications of teachers of agriculture, home economics, and industry; suggested courses of study; specific requirements for equipment and supplies; courses for the training of vocational teachers; and other information bearing on the establishment and maintenance of vocational schools and classes is found in the Maryland State Plan for Vocational Education, printed as a part of this bulletin. The State Plan governs the vocational work in the State, and the details should be studied by any people desirous of starting departments of vocational education.

STATE PLANS FOR THE ADMINISTRATION OF VOCATIONAL EDUCATION IN MARYLAND 1919-1920

I. ADMINISTRATION AND SUPERVISION:

1. By an act of the General Assembly, approved by the Governor on April 10, 1918, a copy of which is on file in the records of the Federal Board of Vocational Education, Maryland accepted all the provisions of the Smith-Hughes Act. The State Board of Education, of which M. Bates Stephens, State Superintendent of Schools, Baltimore, is the executive officer, was designated to administer vocational education and to represent the State in dealing with the Federal Board for Vocational Education.
2. The supervision of Agricultural, Industrial and Home Economics Education shall be under the direction of the State Board of Education, through the State Superintendent of Schools, who shall have a Supervisor of Industrial Education devoting his full time to this work. This supervisor shall devote most of his time to Industrial Education, and shall exercise general supervision over Agricultural and Home Economics Education, being assisted in the technical portions of such supervision of Agricultural and Home Economics by qualified persons loaned for this purpose from the Maryland State College.
3. Teacher training in Agriculture, Trades and Industries, and Home Economics, shall be conducted by the Maryland State College of Agriculture and shall be under the supervision of the State Board of Education, through the State Superintendent of Schools.

II. GENERAL CONDITIONS:

1. All classes aided by Federal funds shall be under public supervision or control.
2. The controlling purpose of all instruction shall be to fit for useful employment.
3. All instruction shall be of less than college grade.
4. The instruction shall be designed to meet the needs of persons over 14 years of age.
5. Every dollar of Federal funds shall be matched by a dollar of State or local money, or of both jointly.
6. *Federal money shall be expended only for:*
 - A. Salaries of teachers, supervisors, and directors of agriculture.
 - B. Salaries of teachers of trade, home economics, and industrial subjects.
 - C. a. Maintenance of teacher-training for vocational teachers. Maintenance not to include items (buildings, etc.) prohibited under Section 17 of the Act.
 - b. Maintenance of supervision of vocational schools and classes by qualified persons employed by the State Board for Vocational Education.

III. AGRICULTURAL EDUCATION:

1. *Kinds of Schools.*

- a. Instruction in vocational agriculture shall be given in departments of vocational agriculture attached to high schools, or in such other schools as may qualify for the work.
- b. In four-year day agricultural high schools, sixteen units shall be required for graduation. A unit shall represent a year's study in one subject receiving approximately one-fourth of the student's time for the year of 36 weeks. The agricultural work shall receive first consideration.
- c. When conditions permit, short courses in vocational agriculture may be offered to persons beyond the usual school age.

2. *Plant and Equipment*

- a. Departments of vocational agriculture shall have at least one room set aside as an agricultural laboratory and shop.
- b. The required equipment for a vocational department aided by Federal funds shall have a value of at least \$150, the amount depending upon the work proposed.
- c. Schools aided by Federal funds shall be encouraged to maintain small plots of land to be used as out-door laboratories.

3. *Minimum for Maintenance.*

- a. Each school shall provide approximately five dollars per pupil as a minimum sum for supplies and materials of instruction, in no case less than a total of \$50.
- b. Each school shall provide a properly qualified teacher of agriculture employed for twelve months per year. The Board of Education shall make satisfactory arrangements with the teacher of agriculture for his transportation while inspecting project work or supervised practical work of the pupils. During the year he may be allowed a vacation of one month and part-time for professional improvement during certain of the other months, provided this does not interfere with the proper supervision of the home projects.

4. *Courses of Study.*

Departments of vocational agriculture shall offer one-, two-, or four-year courses. One-half of the pupil's time shall be devoted to instruction in agriculture, the other half may be devoted to liberal training. This liberal training may vary, but shall be similar to the following type courses in vocational agriculture.

TYPE COURSE IN VOCATIONAL AGRICULTURE

Two Year Course

	<i>Minutes per day</i>	<i>Days per week</i>
<i>First Year.</i>		
English	45	5
Mathematics	45	5
General Science or Biology.....	45	3
Science Laboratory	90	2
Agriculture—Animal Husbandry	90	5

(In addition to the ninety minutes per day given to agriculture in the classroom, provision shall be made for the equivalent of ninety minutes per day for a period of at least six months in supervised practical work, such as home projects and shopwork.)

Second Year.

English	45	5
United States History and Civics.....	45	5
Botany or General Science.....	45	3
Science Laboratory	90	2
Agriculture—Plant Husbandry	90	5

(Equivalent of ninety minutes per day in practical work, as in the first year.)

It is suggested that the schedule be arranged, if possible, so that the work in academic studies and science be done in the morning, and the classwork in agriculture be given the first part of the afternoon. The students in agriculture could then be taken on a trip for the whole afternoon without interfering with the other classes of the school. When it is advisable students might be excused the last half of the afternoon for work on their projects.

TYPE COURSE IN VOCATIONAL AGRICULTURE

Four Year Course

First Year.

	<i>Minutes per day</i>	<i>Days per week</i>
<i>First Year.</i>		
English	45	5
Mathematics	45	5
General Science or Biology.....	45	3
Science Laboratory	90	2
Agriculture—Animal Husbandry	90	5

(In addition to the ninety minutes per day given to agriculture in the classroom, provision shall be made for the equivalent of ninety minutes per day for a period of at least six months in supervised practical work, such as home projects and shopwork.)

Second Year.

English	45	5
Mathematics	45	5
Botany or General Science.....	45	3
Science Laboratory	90	2
Agriculture—Plant Husbandry	90	5

(Equivalent of ninety minutes per day in practical work, as in the first year.)

Third Year.

English	45	5
History	45	5
Chemistry or Physics.....	45	3
Laboratory Work	90	2
Agriculture—Community Specialties	90	5

(Equivalent of ninety minutes per day in practical work, as in the first year.)

Fourth Year.

English	45	5
United States History and Civics.....	45	5
Physics or Chemistry.....	45	3
Laboratory Work	90	2
Agriculture—Community Specialties and Farm Management	90	5

(Equivalent of ninety minutes per day in practical work, as in the first year.)

Courses may be worked out in many different combinations. The courses given here are printed merely for purposes of illustration. Each four-year course should include at least three units of English, two units of mathematics, two units of science, and one of history, and the remainder of the sixteen units required for graduation may be selected by the school. A school may offer one, two, or four years of the vocational work. Proposed organization of courses should be sent to the State Department of Education for suggestions and criticism.

5. *Methods of Instruction.*

Instruction in vocational agriculture shall consist of supervised study, recitation, laboratory, and practical work, which shall be given when the nature of the work requires these methods of instruction.

6. *Qualifications of Teachers.*

Federal funds shall be used in part payment of salaries of teachers of agriculture, who shall have the following qualifications:

- a. Must have been reared on a farm or have had at least two years' farm experience after reaching the 14th birthday.
- b. Must be a graduate of a standard college, with at least two years' continuous college work in agriculture, and the equivalent of 200 recitation hours in education.

For the year 1919-20 the following qualifications will be accepted:

1. Must have been reared on a farm; must have had at least the equivalent of two years of farm experience after reaching the age of fourteen; and must be in close contact with local farm conditions.
2. Must have had at least three years of teaching experience.
3. Must have had the equivalent of two years of college training, including some science.
4. Must complete successfully a six weeks' intensive course of college grade; such course being designed especially to meet the needs of teachers of Vocational Agriculture in Maryland for the coming year.

Such persons will be granted certificates for one year only; this certificate being renewed only on successful completion of a similar summer course each year for four years. The renewal of the certificate is also dependent on successful teaching experience.

7. *Qualifications of Special Supervisor of Vocational Agriculture.*

- a. Must have been reared on a farm or have had at least two years of farm experience after reaching the fourteenth birthday.

- b. Must have completed the full four-year course in a standard college of agriculture.
- c. Must have had at least two years' experience as a teacher or supervisor of vocational agriculture.

8. *Supervised Practical Work.*

An essential part of the instruction in vocational agriculture shall be the home project work, which shall be required of every boy enrolled in the vocational department. Project work shall be arranged to extend over a period of at least six months. When projects need attention during the time the school is regularly in session, pupils shall be relieved from other class work; so that, with the practical home work and the work done on the project in summer, an average of 90 minutes per day for the school term will be devoted to supervised practical work.

9. *Plan of Supervision.*

- A. The duties of the supervisor of industrial education, so far as they pertain to agriculture, shall be as follows:
 - a. Promoting the establishment of schools of vocational agriculture.
 - b. Inspection of schools established under this law.
 - c. Preparation of reports for the State Board of Education concerning agricultural instruction in the State.
- B. The duties of the special supervisor of agriculture shall be as follows:
 - a. The preparation of bulletins of information concerning the teaching of agriculture in the schools of the State, setting forth the possibilities of such instruction.
 - b. Holding conferences of teachers engaged in the teaching of agriculture.
 - c. Assisting teachers of agriculture to improve their methods of instruction. This improvement may be done by personal consultation, by correspondence, or by publications.

10. *Agricultural Education for Negroes.*

Plans for agricultural schools and departments as outlined above for the white race shall be modified as follows for schools for the negro race:

1. The school term shall be at least seven months in length.
2. The required equipment for a department of vocational agriculture shall have a value of at least \$100.
3. The amount expended for maintenance shall be at least three dollars per pupil per year.
4. The following qualifications will be accepted for teachers of vocational agriculture.
 - a. Completion of at least a two-year course in a standard college of agriculture for the negro race, or the equivalent, with at least 200 recitation hours in education.
 - b. At least two years of farm experience.

As a sufficient number of teachers seem to be available, no definite teacher training work for the negroes will be undertaken the coming year.

Supervision of negro agricultural schools shall be done by the supervisors enumerated above, working with the State Supervisor of Colored Schools.

IV. TRADE, HOME ECONOMICS AND INDUSTRIAL EDUCATION:

1. Budget.

The tentative budget of the Federal funds available for trade, home economics, and industrial education for the year ending June 30, 1920, is as follows:

A. Evening schools or classes.....	\$3,672.70
B. Part-time schools or classes (33½%).....	5,187.64
C. Unit-trade schools or classes.....	3,500.00
D. Home economics schools or classes.....	3,112.58

\$15,562.92

2. Trade and Industrial Education.

A. Kinds of Schools.

It is planned to aid with Federal funds the following schools or classes, or as many of these as conditions may justify:

- a. Evening industrial classes.
- b. Part-time schools or classes.
 1. Trade-extension classes.
 2. Trade-preparatory classes.
 3. General continuation classes.
- c. Unit-trade day schools or classes.
- d. General industrial day schools or classes in towns and cities of less than 25,000 population.

B. Evening Industrial Schools or Classes.

a. Controlling Purpose.

The aim of all evening school instruction shall be to give the person already employed opportunity to acquire greater skill in, or knowledge of, the occupation in which he is engaged; so that he may do his work in the best and easiest way and that he may be better fitted for promotion.

b. Entrance Age Requirement.

Enrollment in evening classes shall be limited to persons over sixteen years of age who have already entered upon employment.

c. Plant and Equipment.

The plant and equipment shall be adequate to carry out successfully the courses proposed, and shall not be considered as satisfactory until it has been inspected and approved by the State Superintendent of Schools or his authorized agent.

d. Minimum for Maintenance.

The amount expended for maintenance shall be sufficient to insure satisfactory standards of work.

e. Course of Study.

Courses of study shall preferably be arranged on the short-unit basis. Whenever possible, the courses shall be arranged so that the short units may be combined to form well-rounded, longer general courses. A typical course of study is given below:

GENERAL COURSE IN AUTOMOBILE REPAIRING.

Unit Courses

1. Chassis repairing.
2. Transmissions.
3. Engines.
4. Carburetion.
5. Ignition.
6. Starting and lighting systems.
7. Storage batteries.

*Type-Unit Course**Unit No. 7—Storage Batteries*
(Classroom Instruction)

1. History and manufacture of batteries.
2. Chemistry of the lead battery.
3. Electrical characteristics.
4. Operating characteristics.
5. Care of batteries.
6. Repair shop equipment.
7. Methods of repairing.
8. Battery troubles and remedies.
9. Relation of the battery to the starting and lighting system of the car.
10. The commercial or business side of battery repairing.

f. Character of the School Work.

The instruction given in evening classes shall be supplemental to the daily employment of the student.

g. Methods of Instruction.

The instruction given in evening classes shall include shop and classroom work. All shop work shall be on the individual instruction basis as far as possible. Classroom instruction should be supplemented by lantern slides and industrial films when these are available. All shop work should be on a productive basis so far as this is possible.

h. Qualifications of Teachers.

The qualifications of teachers of evening classes shall be as follows:

1. Shop Teachers.

Shop teachers shall be persons who have a high degree of skill in the subjects to be taught and who have ability to instruct others. In all cases shop teachers shall have had at least two years' trade experience above the apprenticeship stage.

2. Teachers of related subjects.

Teachers of related subjects shall have a good elementary school education and special ability in the subjects to be taught. Persons qualified to teach related subjects in unit-trade day schools will also be permitted to teach these subjects in evening classes.

Each teacher of shop or related subjects shall hold the proper certificate issued by the State Superintendent of Schools on the evidence that the applicant meets the prescribed requirements.

C. *Part-Time Schools or Classes.*

a. *Trade-Extension Part-Time Schools or Classes.*

1. *Controlling purpose.*

The aim of all trade-extension classes shall be to increase the skill or knowledge of the worker in his present occupation, thereby helping him to perform his present work better, and assisting him to promotion.

2. *Age of pupils.*

Enrollment in trade-extension classes shall be limited to persons over fourteen years of age who have already entered upon employment in the trades or industries.

3. *Plant and equipment.*

The plant and equipment shall be adequate to carry out successfully the courses proposed, and shall not be considered as satisfactory until it has been inspected and approved by the State Superintendent of Schools or his authorized agent.

4. *Minimum for Maintenance.*

The amount expended for maintenance shall be sufficient to insure satisfactory standards of work.

5. *Course of study.*

Courses of study shall include only such subjects as will directly extend the trade or technical knowledge or the trade skill of the students. A typical two-year course for railroad machine shop apprentices, based on the minimum of 144 hours per year with a class meeting twice each week for a two-hour period, is given below:

FIRST YEAR

Drawing: 72 hours.

Working drawings from sketches.

Working drawings from models. (Lettering and a study of drafting conventions will be included in this work. The models will be taken from the shop in which the students work).

Shop Mathematics: 36 hours.

This will include applied arithmetic, through square root, omitting those portions not useful to a machinist. All problems shall apply to the machinist's work.

Shop Science: 36 hours.

A detailed study of the various shop machines such as the lathe, shaper, grinder, slotter and similar equipment, including a study of the working characteristics, care of the machine, operating speed, size of cuts, and best operating methods.

A study of iron, steel, and the alloys, including the manufacture, properties and uses of each.

General machine shop knowledge, such as belting, shafting and motor drives.

SECOND YEAR

Drawing: 72 hours.

Advanced problems such as locomotive valve and airbrake equipment. A small amount of tracing and blue-printing is included.

Shop Mathematics: 36 hours.

This includes those parts of algebra, plane geometry, and trigonometry which are applicable to the machinist's trade.

Shop Science: 36 hours.

This includes the working characteristics of special machines in the shop, and the general principles underlying the action of the locomotive. A study of locomotive valve gears and air-brake equipment should be included.

6. *Methods of Instruction.*

The methods used shall include classroom instruction by lecture or recitation; drawing or sketching; inspection trips to shops doing the kind of work for which the student is being trained; and the use of models, charts, slides, and films, when these are available. Instruction shall be largely on the individual basis.

7. *Length of Term.*

Instruction shall continue for not less than 144 hours per year. A term of 36 weeks, with four hours of instruction per week, is recommended for most part-time classes. Classes operating under the co-operative plan shall arrange to spend alternate bi-weekly periods in the shop and school where this is possible.

8. *Qualifications of Teachers.*

- a. The minimum qualifications for shop teachers are a good elementary school education and high grade ability in the trade to be taught, obtained either by an apprenticeship, or in an approved trade school, either of these having been supplemented by at least two years' work as a journeyman in the trade.
- b. The minimum qualifications of teachers of related subjects shall be graduation from a standard high school, or its equivalent, and two years' experience in a trade; or two years of technical training in an institution of college grade, and sufficient contact with trades to understand their problems.

b. *Trade-Preparatory Part-Time Classes.*1. *Controlling Purpose.*

The controlling purpose of trade-preparatory part-time classes or schools shall be to prepare boys and girls who are now working in occupations which are not suited to them, or which are so-called "blind alley" jobs, to enter upon employment in work which is to their liking and in which they have opportunity for advancement.

2. *Age of Pupils.*

Enrollment in trade-preparatory classes shall be limited to persons over fourteen years of age who have entered upon employment.

.3. *Plant and Equipment.*

The plant and equipment shall be acceptable to the State Superintendent of Schools as adequate to carry out with efficiency the courses offered.

The plant and equipment proposed for use shall not be considered satisfactory until it has been inspected and approved by the State Superintendent of Schools or his authorized agent.

4. *Minimum for Maintenance.*

The amount expended for maintenance shall be sufficient to insure satisfactory standards of work.

5. *Course of Study.*

Courses of study shall contain only the subject-matter necessary to give the student the fundamentals of the occupation, the larger part of the related study being given later in trade-extension classes. For example, pupils of a trade-preparatory class in lathe work would be taught the operation of the lathe, working usually on productive work. The related subject-matter that a lathe operator should know would be given in trade-extension classes after the student had been placed on a job.

6. *Methods of Instruction.*

Instruction in trade-preparatory part-time classes should be limited to such methods as will give direct intensive training in one or more shop processes, with the idea of placing the student on an earning basis in industry as soon as practicable.

7. *Length of Term.*

The minimum length of term shall not be less than 144 hours per year and 8 hours per week.

8. *Qualifications of Teachers.*

a. *Shop Teachers.*

Shop teachers shall have the following minimum qualifications: A sound elementary school education and high grade ability in the trade to be taught, obtained either by an apprenticeship or in an approved trade school, either of these having been supplemented by at least two years' work as a journeyman in the trade.

b. *Teachers of Related Subjects.*

The minimum qualifications of teachers of related subjects shall be graduation from a standard high school, or its equivalent, and two years' experience in a trade; or two years of technical training in an institution of college grade and sufficient contact with trades to understand their problems.

c. *General Continuation Part-Time Schools or Classes.*

1. *Controlling Purpose.*

The controlling purpose of general continuation schools and classes shall be to increase the civic or vocational intelligence of boys and girls who have entered upon employment.

2. *Age of Pupils.*

Enrollment in these classes shall be limited to persons over fourteen years of age.

3. *Plant and Equipment.*

The plant and equipment shall be adequate to carry out successfully the courses proposed, and shall not be considered as satisfactory until it has been inspected and approved by the State Superintendent of Schools or his authorized agent.

4. *Minimum for Maintenance.*

The amount expended for maintenance shall be sufficient to insure satisfactory standards of work.

5. *Course of Study.*

Character and content of courses of study shall be determined entirely by the needs and capacities of the students. Courses may include such grammar school subjects as reading, writing, spelling, and arithmetic; such high school subjects as chemistry and physics; and such special subjects as mechanical drawing and industrial history.

It should be remembered that the subject matter of general continuation courses is not identical with that covered in the common school courses having the same names. Content should be selected to fit the particular needs of the group under instruction, and should be treated in the manner best suited to that group.

TYPE COURSE

Arithmetic

1. Review of Addition, Subtraction, Multiplication and Division.
2. Fractions.
3. Decimal Fractions.
4. Percentage.
5. Denominate Numbers.
6. Equations.
7. Mensuration.
8. Powers and Roots.

6. *Methods of Instruction.*

As the instruction in general continuation classes will vary greatly, no particular methods can be specified. In general, all the methods used in the various other types of industrial classes and in the common school will find a place in general continuation work.

7. *Length of Term.*

The minimum length of term is 144 hours per year, or four hours per week for 36 weeks.

8. *Qualification of Teachers.*

Qualifications of teachers of general continuation subjects shall be the same as are required for teachers of similar subjects in the public schools of Maryland.

D. *Unit-Trade Day Schools.*

a. *Controlling Purpose.*

The controlling purpose of unit-trade day schools shall be to prepare boys and girls for entrance into a definite trade or industry.

b. *Age of Pupils.*

Enrollment shall be limited to persons fourteen years of age and over, except that persons thirteen years of age may be admitted if they are capable of doing the work regularly given to fourteen-year old students.

c. *Plant and Equipment.*

1. The plant and equipment shall be adequate to carry out with efficiency the courses offered.
2. The plant and equipment proposed for use shall not be considered satisfactory until it has been inspected and approved by the State Superintendent of Schools or his authorized agent.

d. *Minimum for Maintenance.*

The amount expended for maintenance shall be sufficient to insure satisfactory standards of work.

e. *Course of Study.*

1. Courses of study shall be not less than one or more than four years in length.
2. All courses shall include English and citizenship; and it is recommended that general trade science and physical education be also included. Approximately 15% of the student's time should be given to subjects of this character.
3. All courses shall provide for trade science and trade mathematics, and also for trade drawing in all trades where this is necessary. Approximately 35% of the student's time should be given to these subjects.
4. In the selection of courses to be offered, consideration shall be given to local industrial needs, and courses arranged, if possible, in accordance with those needs.
5. A limited amount of practical experimental laboratory work shall be provided for such courses as electrical construction and baking, which require such laboratory work to thoroughly teach the trade.

TYPE COURSE

Electrical Construction

FIRST YEAR

Shop Work: 15 hours per week.

Wiring of bells and annunciators; open wiring; conduit work; small motor installation, etc.

Trade Science: 4 hours per week.

Theory of electric circuit; electrical machinery, code rules, etc.

Mathematics: 3 hours per week.

Arithmetic.

Laboratory Work: 2 hours per week.

Testing circuits and equipment.

Drawing: 3 hours per week.

Electrical installation.

English and Civics: 3 hours per week.

SECOND YEAR

Shop Work: 15 hours per week.

Installation of motors, D. C. and A. C.; switchboards; power wiring, etc.; repairing of batteries, machinery, etc.

Trade Science: 4 hours per week.

Theory of electrical machines, particularly A. C.; measurement of power, etc.

Shop Mathematics: 3 hours per week.

Applications of arithmetic, equations and formulae of algebra, and trigonometric functions to problems of electrical construction.

Laboratory Work: 3 hours per week.

Advanced tests.

Drawing: 2 hours per week.

Switchboards, etc.

Industrial History: 2 hours per week.

Trade Hygiene: 1 hour per week.

f. *Methods of Instruction.*

1. Shop classes shall be so conducted that the student will do his work in an atmosphere as nearly like that of a high grade commercial shop as is practicable under school conditions.
2. In shop work and drawing, particular attention shall be given to the needs of the individual pupils, and the instruction shall be suited as nearly as possible to those needs.
3. Instruction shall include enough of the business side of the trade taught to familiarize the student with approximate costs of material and labor for the work he does in the shop.
4. Provision shall be made for inspection trips to commercial shops or to construction jobs which will give the student first hand knowledge of the trade or industry he is studying.

g. *Amount of Time for Shop Work.*

At least fifty per cent of the student's time in school shall be devoted to practical work on a useful or productive basis. In all shops where a commercial product can be produced, this should largely be the work to which the student's shop time is given. In those lines of work in which it is impossible to produce a commercial product, the work given the students shall approach commercial standards as nearly as possible.

h. *Length of Term.*

The school year shall be at least nine months in length.

i. *Hours per Week.*

The school week shall consist of at least thirty hours.

j. *Qualifications of Teachers.*

1. The minimum qualifications of shop teachers are a good elementary school education, and high grade ability in the trade to be taught, obtained either through an apprenticeship or by a course in an approved trade school, either of these having been supplemented by at least two years' work as a journeyman in the trade.
2. The minimum qualifications for teachers of related subjects shall be graduation from a standard high school and two years' experience in a trade; or two years of technical training in an institution doing work of college grade, and sufficient contact with trades to understand their problems; or four years of general teaching experience, six months' trade experience, and a real interest in industrial education.
3. The minimum qualifications for teachers of non-vocational subjects shall be the ability represented by the equivalent of a Maryland second-grade certificate, which is a standard high school education with at least six weeks of professional training, and a general knowledge of the trades taught in the school.
4. No person shall be qualified as a vocational teacher until licensed for such teaching by the State Superintendent of Schools, and no certificate shall be issued until the State Superintendent has evidence that the applicant meets the requirements.
5. Certificates shall be issued for one year, subject to renewal on evidence of successful experience and professional spirit. Certificates shall show the period for which they are valid and the lines of work the holder is permitted to teach.

E. *General Industrial Schools for Cities and Towns of Less Than 25,000 Population.*

a. *Controlling Purpose.*

The purpose of this instruction is to furnish industrial training of a type which will enable pupils to enter upon successful wage earning careers in the industries of the community.

b. *Age of Pupils.*

Enrollment shall be limited to persons fourteen years of age or over.

c. *Plant and Equipment.*

1. The plant and equipment shall be adequate to carry out with efficiency the courses offered.
2. The plant and equipment proposed for use must be inspected and approved by the authorized agent of the Superintendent of Schools.

d. *Minimum for Maintenance.*

The amount expended for maintenance shall be sufficient to insure satisfactory standards of work.

e. *Course of Study.*

1. Courses of study shall be not less than one or more than four years in length.
2. Courses of study shall be determined by the needs of the community, and each course shall be arranged to supply a definite need.

TYPE COURSE FOR A COMMUNITY WHICH HAS OPENINGS FOR PERSONS DESIRING TO ENTER THE BUILDING TRADES.

TWO-YEAR COURSE OF STUDY

FIRST YEAR

Shop Work:

Carpentry	6 months
Concrete Construction	3 months

Mathematics.

Architectural Drawing.

Building Construction Theory.

English.

SECOND YEAR

Shop Work:

Advanced Carpentry	4 months
Electric Wiring	3 months
Painting	2 months

Electrical Theory.

Architectural Drawing.

Elementary Mechanics.

English.

History and Civics.

f. *Methods of Instruction.*

Same as for Unit-Trade Schools.

g. *Amount of Time for Practical Work.*

Same as for Unit-Trade Schools.

h. The school year shall be at least nine months in length.

i. The school day shall be at least five hours in length.

- j. The qualifications of teachers of general industrial schools shall be the same as those for Unit-trade Day Schools, except that shop teachers who teach more than one grade must meet the requirements for one of those trades and have a good working knowledge of the other trades taught.

F. *Qualifications of State Supervisor.*

Federal funds shall be used for part payment of the salary of a supervisor of trade and industrial education, responsible to the State Board, who shall have the following qualifications:

1. Must have had two years of trade experience.
2. Must have a technical education of college grade.
3. Must have had at least one year's experience in teaching or supervising industrial classes.

Duties of Supervisor.

The duties of the State Supervisor of Trade and Industrial Education shall be as follows:

1. To promote the establishing of evening, part-time, and all-day industrial schools and classes which will meet the requirements of the Smith-Hughes law.
2. To supervise all industrial classes receiving Federal aid under this law.
3. To assist teachers of industrial subjects toward better methods and greater results.
4. To perform such duties as are outlined elsewhere under agriculture and home economics.

3. *Home Economics Education.*

A. *Kinds of Schools.*

Federal funds shall be used for home economics instruction in the following kinds of schools:

- a. Evening home economics schools or classes.
- b. Part time home economics schools or classes.
- c. Day schools or classes.

B. *Evening Home Economics Schools or Classes.*

a. *Age Requirement.*

All girls over sixteen years of age and women who are engaged in the performance of household duties or who are able to profit by the work offered, shall be eligible for admission.

b. *Plant and Equipment.*

The plant and equipment may be that used in day schools provided its double use does not interfere with the efficiency of the evening schools or classes.

c. *Minimum for Maintenance.*

The minimum expenditure for the maintenance of such schools shall be sufficient for the employment of efficient teachers and to insure provision for adequate equipment and supplies.

d. *Courses of Study.*

The courses shall be organized on a short unit basis, whenever possible.

GENERAL COURSES IN HOME ECONOMICS

Subjects of general type courses:

- I. *Home.*
 1. Household routine.
 2. Household decorations.
 3. House construction.
 4. The family budget. (8 lessons).
 5. Marketing.
- II. *Food.*
 1. Feeding the family.
 2. Dietetics for practical menus.
 3. Special adaptations of diets.
- III. *Clothing.*
 1. Dressmaking.
 2. Conservation of clothing.
 3. Infants' and children's clothing.
 4. Laundering and removal of stains.
 5. Clothing budget.
 6. Clothing and household textiles.
- IV. *Health.*
 1. Hygiene and sanitation.
 2. Health of the family.
 3. Home nursing.
- V. *The Child.*
 1. The development, general hygiene, and feeding of the child.
 2. Safeguarding the health of the child.
 3. Recreation and physical training.
 4. Child mentality and management.

TYPE I—UNIT COURSE

Unit I. The Family Budget.

1. *Percentage apportionment of income.* 2 lessons.
 - a. Factors influencing:
 1. Number in family.
 2. Physical condition.
 3. Shelter.
 4. Environment.
 5. Transportation.
2. *Factors in the family budget.* 2 lessons.
 - a. Necessities.
 1. Living conditions.
 - a. Ownership vs. rent or lease.
 2. Water supply, light, heat.
 3. Taxes, life insurance.
 4. Food.

5. Clothing.
6. Service in the home.
- b. Higher life.
 1. Savings and investments.
 2. Life, accident and health insurance.
 3. Cultural wants.
 - a. Education.
 - b. Recreation.
 - c. Books, etc.
 - d. Church activities.
 - e. Entertainment.
3. *Applying the budget system.* 1 lesson.
 - a. Urban conditions.
 - b. Farm conditions.
4. *Criticism of a yearly budget in actual operation.* 1 lesson.

TYPE II.—UNIT COURSE

A type unit course which may be used as a sequence on food running through a unit of twenty lessons or divided into four problems of from four to six lessons, each problem separate and distinct from the other.

OUTLINE OF SUGGESTED COURSE ON "USE AND PREPARATION OF FOOD."

Problem 1. Fundamental Principles

- Lesson 1. The significance of food.
- Lesson 2. The proper division of food requirements into meals.
- Lesson 3. The cost of food for a day.
- Lesson 4. Planning the menu for a day.

Problem 2. The Breakfast Menu.

- Lesson 1. Beverages.
- Lesson 2. Eggs.
- Lesson 3. Cereals and starchy foods.
- Lesson 4. Value of fruit in the diet.

Problem 3. The Luncheon Menu.

- Lesson 1. Milk and its use in the diet.
- Lesson 2. The vegetable dinner and the meatless meal.
- Lesson 3. Custards and frozen dishes from milk and cream.
- Lesson 4. Soups.
- Lesson 5. Cooking of green vegetables.
- Lesson 6. Salads and salad dressings.

Problem 4. The Dinner Menu.

- Lesson 1. Meat.
- Lesson 2. Fish.
- Lesson 3. Poultry.
- Lesson 4. Breads and doughs.
- Lesson 5. Cookies and cakes.
- Lesson 6. Desserts.

e. *Character of the Work.*

The needs and capacity of the students and the needs and character of the community shall govern the selection of subject matter and the method of presentation.

f. *Methods of Instruction.*

The instruction given shall be such that the skill attained or the knowledge acquired helps the worker in her present or future home-making. It will be supplementary to the daily work as home-maker.

g. *Qualifications of Teachers.*

Qualifications of teachers shall be as follows:

1. Elementary school education supplemented by some high school education.
2. Ability to present subject matter successfully.
3. Well established skill in handling household or trade problems.

C. *Part-Time Home Economics Courses.*

a. *Age Requirement.*

All women and girls over fourteen years of age shall be eligible for admission to these courses.

b. *Plant and Equipment.*

(See requirements for evening schools).

c. *Minimum for Maintenance.*

(See requirements for evening schools).

d. *Courses of Study.*

The courses shall be organized on the short unit basis. These units are to be arranged in sequence.

A course may be offered which is made up of a combination of units selected from the general topics:

1. Foods.
2. Clothing and Textiles.
3. House.
4. Health.

These will cover the essential points and cover a minimum of 144 hours of instruction during the year.

OUTLINE OF SUGGESTED COURSE IN CLOTHING AND TEXTILES
FOR PART-TIME CLASSES

Unit I. Commercial Patterns.

- Lesson 1. Interpreting the pattern.
- Lesson 2. Alteration of a shirt-waist pattern.
- Lesson 3. Alteration of a gored skirt pattern.
- Lesson 4. Alterations for irregular figures.

Unit II. Construction of Garment.

- Lesson 1. The sewing machine.
- Lesson 2. Constructive stitches.
- Lesson 3. Cutting, basting, seams, and finishes.
- Lesson 4. Corset cover or petticoat.
- Lesson 5. Drawers or night dress.
- Lesson 6. Decorative stitches.
- Lesson 7. Repair of underclothing.
- Lesson 8. Clothing and cleanliness.

Unit III. Middy Blouse.

- Lesson 1. Selection of suitable materials.
- Lesson 2. Shrinking of material.
- Lesson 3. Materials for decoration.
- Lesson 4. Pocket and yoke.
- Lesson 5. Collar and cuffs.
- Lesson 6. Laundering problems.
- Lesson 7. Cleaning problems.

IV. Skirt.

- Lesson 1. Selection of pattern.
- Lesson 2. Cutting and basting.
- Lesson 3. Fitting and alterations.
- Lesson 4. Plackets.
- Lesson 5. Stitching and finishing seams.
- Lesson 6. Finishing skirt at waist line.
- Lesson 7. Laying and finishing hem.

Unit IV. Washable Dress.

- Lesson 1. Suitable materials and suggestive trimmings.
- Lesson 2. Pleats and tucks.
- Lesson 3. Waist closing.
- Lesson 4. Collars.
- Lesson 5. Hems, and other finishes for bottom of skirt.
- Lesson 6. Waist line finishes.

This course is outlined in five units, covering about thirty-two lessons. Each lesson is outlined to cover a period of two hours.

e. *Methods of Instruction.*

The method of instruction shall be adapted to the maturity, experience and needs of the students.

f. *Length of Term.*

The length of the term shall be two periods of two hours each week for thirty-six weeks; or shall cover one hundred and forty-four (144) hours of instruction.

g. *Qualifications of Teachers.*

The same as for evening school teachers.

D. *Day Schools.*a. *Age Requirements.*

All girls over fourteen years of age shall be eligible for admission to these courses.

b. *Plant and Equipment.*

The minimum plant and equipment shall provide for instruction in foods and cookery, and sewing and textiles; if possible, one room for each. In addition, there should be some simple equipment to give instruction in home nursing and home laundry.

c. *Minimum for Maintenance.*

The minimum for expenditures for the maintenance for such schools shall be sufficient for the employment of efficient teachers and to insure provision for adequate equipment and supplies.

d. *Courses of study.*

Two types of courses are submitted, either one of which may be used according to the needs of the school. In one of these the vocational half-day is given entirely to home economics subjects; in the other, to home economics subjects and related subjects.

SUGGESTED COURSES OF STUDY FOR VOCATIONAL HOME ECONOMICS

Type 1. Vocational half day given to home economics subjects. Six hour day.

<i>First Semester</i>			<i>Second Semester</i>		
	<i>No.</i>			<i>No.</i>	
	<i>Periods</i>	<i>Min.</i>		<i>Periods</i>	<i>Min.</i>
FIRST YEAR					
Garment Making.....	5	90	Dressmaking and Textiles	5	90
Food Study and Cooking	5	90	Advanced Foods and Cookery	5	90
Biology	3	90	Draw. and Design....	3	90
English	2	45		2	45
	5	45	English	5	45
SECOND YEAR					
Advanced Dressmaking and Millinery.....	5	90	Household Budgets and Accounts	5	90
Planning, Preparation & Serving of Meals....	5	90	House Planning and Furnishing	3	90
Physiology, Hygiene, etc.	3	45	Civics	5	45
	2	90	English	5	45
English	5	45			

Type 2. Vocational half day given to Home Economics and Related Subjects. Five hour day.

FIRST YEAR					
Foods and Cookery....	5	90	Garment Making and Textiles	5	90
General Science.....	3	45	Drawing and Design..	2	45
	2	90	English	3	90
English	5	45	English	5	45
Elective	5	45	Electives	5	45
SECOND YEAR					
Meal Planning, Preparation and Serving....	5	90	Dressmaking and Millinery	5	90
Household Chemistry or Physics	3	45	Costume Designing....	2	45
	2	90	English	3	90
Civics	5	45	Electives	5	45
Electives	5	45			

e. *Method of Instruction.*

Home economics instruction shall consist of recitations, lectures, and practical work, combined in one period as nearly as possible.

f. *Length of Term.*

Length of term shall be at least nine months.

g. *Hours per Week.*

1. In cities of 25,000 population and above the school week must be at least thirty hours.
2. In cities of less than 25,000 the school week must be at least twenty-five hours.

h. *Qualifications of Teachers.*

The Federal funds shall be used in part payment of the salaries of home economics teachers who have completed in addition to the equivalent of a high school education, at least a two-year, preferably a four-year, course in home economics in an approved institution, designed to train for the teaching of home economics subjects. Such teachers must present satisfactory evidence of at least two years' practical experience, including a considerable period of actual management of a home, and have had successful practical teaching as a part of their preparation, or have had successful teaching experience.

j. *Qualifications of Special Supervisor of Vocational Home Economics.*

1. Must have completed the equivalent of a four-year course in a standard college of home economics.
2. Must have had the equivalent of a year's graduate work in professional education.
3. Must have had the equivalent of at least one year's experience as a teacher of home economics.

k. *Plan of Supervision.*

A. The duties of the Supervisor of Industrial Education, so far as they pertain to home economics, shall be as follows:

1. Inspection of schools established under this law.
2. Preparation of reports for the State Board of Education concerning home economics instruction in the State.

B. The duties of the Special Supervisor of Home Economics shall be as follows:

1. The preparation, from time to time, of bulletins of information concerning the teaching of home economics in schools or departments in a State, and the setting forth of the possibilities of such instruction.
2. Assisting teachers of home economics to improve their methods of instruction by personal consultation, by correspondence, and by publications.
3. Holding conferences of teachers engaged in the teaching of home economics subjects.
4. Promoting in other ways vocational home economics education in the State.

V. TEACHER TRAINING:

1. *Budget.*

Tentative budget of teacher-training funds is as follows:

A. Agricultural subjects	25%
B. Trade and industrial subjects.....	25%
C. Home economics subjects.....	25%
D. Supervision of agricultural, home economics, trade and industrial subjects	25%

(Not more than 15% of the total teacher-training fund shall be used for supervision in any one line).

2. *Agriculture.*

A. *Kinds of Schools.*

Vocational teachers of agriculture shall be trained in the Maryland State College of Agriculture, College Park. Day and summer school classes shall be arranged under the direction of the Department of Agricultural Education in the School of Education. These classes shall be formed for the benefit of those who are preparing themselves for teaching positions in departments of vocational agriculture.

B. *Length of Term.*

The day course shall be four years in length. Summer courses should be arranged to meet the needs of teachers in service and others preparing to teach in vocational departments of agriculture.

C. *Entrance Requirements.*

Entrance requirements shall be graduation from a standard four-year high school, or its equivalent, and adequate farm experience acquired after reaching the age of fourteen.

D. *Course of Study.*

The course of study shall be so arranged that students may spend at least 40% of their time on technical agricultural subjects; approximately 25% on related agricultural science; approximately 20% on subjects of a general educational character; and approximately 15% on subjects in professional education. (See Agricultural Education Curriculum of the Maryland State College of Agriculture, submitted herewith).

<i>Subject</i>	<i>Term</i>		
	I	II	III
FRESHMAN YEAR			
General Chemistry and Qualitative Anal.....	4	4	4
General Zoology	4	4	—
General Botany	—	—	4
Educational Guidance	1	1	1
Public Speaking	1	1	1
Library Science	1	—	—
Composition and Rhetoric.....	3	3	3

And one of the following groups:

<i>Group I:</i>			
Cereal Crops	4	—	—
Animal Husbandry	—	4	—
Elementary Vegetable Gardening.....	—	—	4
<i>Group II:</i>			
Social and Economic History of the U. S.....	3	3	3
<i>Group III:</i>			
Language (French, German or Spanish).....	3	3	3
<i>Group IV:</i>			
Mathematics	3	3	2
SOPHOMORE YEAR			
History of Modern Education.....	2	—	—
General and Applied Psychology.....	—	2	2
Elementary Pomology	4	—	—
Plant Physiology	—	4	3
Principles of Dairying.....	4	4	—
Forage Crops	—	—	4
Geology	3	—	—
Soils	—	3	3
Electives	4-6	4-6	5-8
JUNIOR YEAR			
Educational Psychology	5	—	—
Survey of Teaching Methods.....	—	5	—
Methods in Secondary Vocational Agriculture.....	—	—	5
Feeds and Feeding.....	4	—	—
Grain Judging	—	1	—
Farm Poultry	—	—	4
Technical Composition	2	2	2
Economics	3	3	3
Elective	4-6	6-9	6-9
SENIOR YEAR			
Problems in Agricultural Education.....	—	3	—
Rural Sociology	—	—	3
Principles of Secondary Education.....	3	—	—
*Supervised Teaching	—	—	—
Farm Management	3	3	—
Electives	11-14	11-14	11-17

*Given any term. Credit not to exceed ten hours.

E. *Observation and Practice Teaching.*

Provision for observation shall be arranged with high schools near the Maryland State College of Agriculture. Whenever possible, this observation work shall be done in an approved Federal department of vocational agriculture.

Provision for at least six weeks practice teaching shall be made either in approved Federal departments of vocational agriculture in high schools near the Maryland State College or in classes of secondary grade at the Maryland State College.

F. *Graduation Requirements.*

Graduation shall require the successful completion of the agricultural education curriculum, as laid down, or its equivalent, and two years of farm experience acquired after reaching the age of fourteen.

G. *Certification.*

Graduates from the above-mentioned teacher-training classes shall be entitled to certification for vocational work without examination.

H. *Special Courses.*

Special courses shall be conducted in summer school when experience shows the need of such work.

3. *Trades and Industries.*

A. *Kinds of Schools and Classes.*

The trade and industrial schools to be established in Maryland within the next two or three years will be able to absorb only a limited number of teachers. In line with a policy which aims to produce no more teachers than can be utilized, the teacher-training plan for the year 1919-1920 is not an extensive one. It is planned rather to start with a few necessary forms of training and later expand these as the needs of the State become greater. It is recognized that, for the present, at least, shop teachers must come from the trades and industries, if they are to have adequate trade or industrial experience. The teacher-training proposition thus resolves itself into giving more of the professional side of the work than of the technical content. Shop teachers will be recruited from industry and given the required professional training in evening classes. Some teachers of related subjects will be obtained from the graduates of technical schools. The teacher-training classes in Maryland, organized under the Smith-Hughes law, will be under the direction of the Maryland State College of Agriculture, College Park. The evening classes for shop teachers will be held in Baltimore and in other centers where it seems advisable.

B. *Work of Institutions.*

Details of the work to be given in these classes are as follows:

a. *Shop Teachers.*

Shop teachers will be recruited from the trade and trained in evening classes. The number of persons provided for in the class will be limited to the number that may be utilized in trade and industrial classes in Maryland during the next two or three years.

1. *Entrance Requirements.*

Enrollment in evening classes for the training of shop teachers shall be limited to persons who have completed the elementary school and who have had at least one year of shop experience beyond the apprenticeship stage.

2. *Length of Course.*

a. Courses shall be one or two years in length.

b. The hours of instruction shall be at least 100 hours per year.

3. *Course of Study.*

The course of study will include trade mathematics and trade drawing, as well as the principles and methods of teaching.

Instruction will be largely by discussion, and will include such subjects as analysis of the trade for teaching purposes, preparation and discussion of lesson plans, a study of general and special methods for industrial classes, and a limited amount of industrial history.

4. *Observation and Practice Teaching.*

Provision shall be made for observation and practice teaching in the regular evening industrial classes, with a specially recruited class, if necessary.

5. *Graduation Requirements.*

Graduation shall require successful completion of the work outlined, including an adequate amount of practice teaching. No person shall be graduated from this course who has had less than two years of shop or trade experience beyond the apprenticeship stage, and who is not able to perform all the mechanical processes commonly required of journeymen in the trade or branch of industry to be taught.

6. *Certification.*

Upon fulfilling the requirements for graduation from this course, a certificate shall be granted for the particular subject or subjects for which the applicant has qualified. This certificate shall be valid for one year, and renewable on evidence of successful experience and professional spirit.

b. *Teachers of Related Subjects.*

Teachers of related subjects will be trained in technical courses in the Maryland State College of Agriculture, and in evening classes in Baltimore and other centers. The following residence course will be offered at the Maryland State College:

TWO-YEAR COURSE

1. *Entrance Requirements.*

Requirements for admission to this course shall be the same as those for the engineering courses of the College.

2. *Length of Term.*

The length of the course shall be two years.

3. *Course of Study.*

The course of study is as follows:

FIRST YEAR	Term		
	I	II	III
English	3	3	3
General Physics	4	4	4
Trigonometry	4	—	—
Algebra	—	4	—
Shop Arithmetic	—	—	4
Freehand Drawing	1	—	—

Mechanical Drawing	2	2	2
Woodworking Shop	2	2	2
Forge Shop	—	1	1
General and Applied Psychology.....	—	2	2
Library Science	1	—	—

SECOND YEAR

Mechanics of Teaching.....	3	—	—
Shop Teaching Methods.....	—	3	—
Prin. of Industrial Education.....	3	—	—
Observation and Practice Teaching.....	—	2	3
Elements of Sociology.....	3	—	—
Industrial History	—	3	—
Industrial Geography	—	3	—
Elementary Mechanics	3	2	4
Advanced Woodworking	1	—	—
Machine Shop Practice.....	2	2	2
Automobile Shop Practice.....	2	2	2
Electrical Shop Practice.....	—	1	1

NOTE: One credit hour in shop work, laboratory work or drawing, requires 3 hours' practice.

A training course for teachers of related subjects in evening classes will be conducted in the City of Baltimore. The course of study will consist largely of methods of instruction. It is planned this class shall meet one evening each week, during the evening school year.

F. *Home Economics Teacher Training.*

a. *Kinds of Schools and Classes.*

The Maryland State College has been approved for the training of teachers in home economics.

b. *Entrance Requirements.*

In addition to the regular entrance requirements, involving graduation from a standard four-year high school, students electing home economics education must present evidence of two years' experience in the home as a house daughter, during which time a large share of the responsibility of managing the home was assumed.

c. *Length of Course.*

a. Four years.

b. At least 130 semester hours.

(The Maryland State College requires 204 term hours or 130 semester hours).

d. *Course of Study.*

The course of study will include:

Home economics subjects.....	25-35%
Related Science subjects.....	20-25%
Professional subjects	10-15%
General subjects: enough to make up 100%.	

Course of Study in Home Economics Education

FRESHMAN YEAR	Term		
	I	II	III
General Chemistry and Qualitative Analysis.....	4	4	4
Composition and Design	2	—	—
Freehand Perspective	—	2	—
Food Industries	—	—	3
Textiles	1	1	—
Garment Construction	3	—	—
Drafting and Elementary Dress Design.....	—	3	—
Dressmaking	—	—	3
Composition and Rhetoric.....	3	3	3
Educational Guidance	1	1	1
Library Science	1	—	—

AND ONE FOR THE FOLLOWING:

Social and Economic History of the U. S.....	3	3	3
Language (French, Spanish, or German).....	3	3	3
Mathematics	3	3	3

SOPHOMORE YEAR

History of Modern Education.....	2	—	—
General and Applied Psychology.....	—	2	2
Problems in Preparation and Service of Food.....	3	3	3
Food Economics	2	2	2
Costume Design	2	—	—
Advanced Dressmaking	—	2	2
Organic Chemistry	4	4	—
General Zoology	4	4	—

JUNIOR YEAR

Educational Psychology	5	—	—
Survey of Teaching	—	3	—
Schoolroom Observation	—	2	—
Methods in Secondary Vocational Home Economics.....	—	—	3
Observation and Teaching Problems.....	—	—	2
Household Administration	3	3	—
Home Architecture and Decoration.....	—	—	3
Advanced Textiles	2	2	2
English	2	2	2
Bacteriology	3	—	—

SENIOR YEAR

Seminar in Home Economics Education	3	—	—
The Rural Community and Its Education.....	—	3	—
Principles of Secondary Education.....	—	—	3
*Supervised Teaching	—	—	—
Home Management	—	—	—
Nutrition	—	—	2
Nutrition	—	—	3
Clothing Economics	—	3	—
Child Care and Welfare	3	—	—

*Given any term. Credit not to exceed five hours.

Suggested Electives for Students In Home Economics Education.

Subject	Term		
	I	II	III
Quantitative Analysis	3	3	3
Art and Handicraft	2	—	—
Millinery	—	—	2
Camp Cookery	—	—	3
General Botany	—	—	4
Tailoring	—	3	—
Dietetics	3	3	3
Draping and Advanced Technique of Clothing.....	—	—	5
Advanced Millinery	—	2	—
Bacteriology	—	3	3
Language	3	3	3
Current History	1	1	1
History	3	3	3
Political Science	2	2	2
Economics	3	3	3
Mathematics	3	3	3
Literature	3	3	3
Public Speaking	1	1	1
Public Speaking	2	2	2
Methods in Home Economics Extension	—	—	2
*Home Economics Extension Practice	—	—	—
Methods in Elementary School Home Economics Extension and Club Work	—	—	3
Methods of Teaching General and Biological Science....	2	—	—
Methods of Teaching Chemistry.....	—	2	—
Methods of Teaching Physics.....	—	—	2
History of the Family	—	3	—
Education of Women	2	—	—
Theory of Vocational Education	3	—	—
School Administration	—	3	—
School Hygiene	—	—	3
Recreational Leadership in High Schools.....	2	—	—
Philosophy of Education	—	2	2
Seminar in Education.....	—	1	1

*Given any term. Credit not to exceed two hours.

E. Observation and Practice Teaching.

A minimum of fifty-four (54) lessons in practical teaching and observation shall be given.

F. Graduation.

- a. Completion of the course of study.
- b. Vocational experience of at least two years, required on entrance.
- c. Residence in the practice house for at least six weeks.

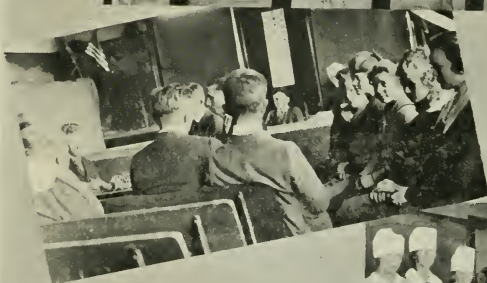
G. Certificates.

Those graduating from the four-year teacher-training course will be entitled to a State teacher's certificate.

A part of the copy for this annual report, lost in the McCoy Hall fire of November 28, 1919, could not be reproduced in time for publication. As a result some comparative tables and a chapter analyzing and interpreting the statistical matter are omitted.



VITALIZING SCHOOL WORK.



LUNCH SERVED BY HOME ECONOMICS DEPARTMENT.
STATE CHAMPIONSHIP GAME OF SOCCER.
A FIRST AID CLASS
VITALIZING AN ENGLISH LESSON BY A TRIAL BY JURY.
ANOTHER HOME ECONOMICS DEPARTMENT.

THE SUPERVISION OF HIGH SCHOOLS

By SAMUEL M. NORTH

Supervisor of High Schools

I. PROGRESS, 1918-19.

Owing to the fact that the writer's period of volunteer service in the U. S. Army extended from October, 1918, to August, 1919, the routine work of visiting the Approved High schools fell upon his colleagues, the Supervisor of Rural Schools and the Supervisor of Colored Schools, who willingly carried this additional work as part of their share of patriotic effort.

HIGH SCHOOL TEACHERS' REGIONAL MEETINGS

It was found that but few of the regional high school teachers' meetings could be held, so large a proportion of the teaching force having entered the Government employ; only three of the ten meetings planned were actually held, *i. e.*, those at Catonsville, Salisbury and Centreville. This objective will, however, be pursued next year (1919-20), as our regular teachers are returning in large numbers to their school work.

It would be gratuitous to enlarge in this place upon the benefits arising from these strictly professional gatherings of teachers, but it will bear repeating that every moment of the day, from the opening of the demonstration lesson to the close of the critique, offers such opportunities for professional growth and acquisition of teaching skill as are to be found only in colleges of education—and, what is more, affords these opportunities in local gatherings of teachers of two or three counties where every professional statement is examined with reference to local application or procedure.

REVISION OF THE HIGH SCHOOL COURSE OF STUDY

Gratifying progress has been made toward our other objective, the revision of the high school course of study. The General Committee appointed at the November, 1918, meeting of the High School Teachers' Section of the Maryland State Teachers' Association, has been working, and will assemble in this office for review of results so far arrived at on Saturday, September 20, 1919. The next meeting of the General Committee will be held during the 1919 meeting of the State

Teachers' Association next December, when it is confidently expected to assemble its conclusions for presentation to the State Board of Education. Nothing untoward occurring this autumn, the High School Manual, duly approved by the State Board, ought to be in print by March 1, 1920, at the latest.

The general line of procedure of the committee has been a critical examination, with respect to Maryland conditions, of the discussion and proposals set forth in the 1917-18 Report of the Supervisor of High Schools (see 52nd Annual Report, State Board of Education, Year Ending July 31, 1918, pp. 91-105), and the projected High School Manual will, it is believed, serve us satisfactorily for a number of years. Among other matters incident to high school organization and administration, the Manual will set forth the conclusions of the committee upon the following:

1. Straight promotion by subject, not by class.
2. Graduation by units.
3. Sixteen units for graduation, not seventeen, as at present.
4. Required subjects obligatory only for graduation, and not for all pupils, as at present.
- 5 All other subjects (except those required for graduation) open in content sequence.
6. Graduation by the present "courses"—not obligatory, but elective.

The basis for the study of these propositions is contained in our bulletin, "Supervision of High Schools in Maryland, 1918," pp. 7-17.

The bulletin will contain also a High School Library List, showing reference volumes necessary for schools of each of the three groups; minimum science, household economics, manual training, and agricultural equipment; general suggestions regarding the organization and administration of high schools; and other matters incident to the general secondary situation. But its chief value will lie in the discussion of the high school subjects, each of which will be treated under the following heads:

- a. Sanctions as a high school subject.
- b. Content and outlines for the several years.
- c. Methods.
- d. References and periodicals.
- e. Minimum equipment.

It happens that our high schools were not formally organized or reorganized as secondary schools by the State until 1910. They simply grew out of the elementary school, and therefore carried up into the

secondary grade the organization, administration, and, in most cases, the methods of teaching appropriate to the elementary school. Hence we have, in our first (present) Course of Study, the promotion by class (the so-called "lockstep"); the graduation by years; and the prescription by the State of the subjects to be studied in each year, with little or no flexibility as regards the individual differences of pupils, schools, or teachers, or the needs of individual communities.

SUGGESTED REVISION OF COURSE OF STUDY

The following was offered a year ago for discussion as a *tentative form* for the Revised Course of Study:

- A. Fixed Constants (to be taken by *every* high school pupil in this sequence):
 1. English I
 2. English II
 3. English III
 4. English IV
 5. Science I
 6. History IV
 7. Manual Training or Household Economics 1 and 2
- B. Required for Graduation, Academic Course
 1. English I, II, III, and IV
 2. Mathematics I and II
 3. Science I, and Science II, or III, or IV
 4. History IV, and History I, or II, or III
 5. Manual Training or Household Economics I and II
 6. Foreign Language, Latin or French or German I and II
 7. *And at least any other three units* chosen from the Program of Studies (see below, F)
- C. Required for Graduation, Commercial Course
 1. English I, II, III, and IV
 2. Mathematics I and II
 3. Science I
 4. History IV
 5. Commercial III and IV (these count, together, as 4 units)
 6. Manual Training or Household Economics I and II
 7. *And at least any other three units* chosen from the Program of Studies (see below, F)
- D. Required for Graduation, Course Unclassified
 1. English I, II, III, and IV
 2. History IV, and History I, or II, or III
 3. Science I, and Science II, or III, or IV
 4. Mathematics I and II
 5. Manual Training or Household Economics I and II
 6. *And at least any other five units* chosen from the Program of Studies (see below, F)

E. Required for Graduation, Vocational (Smith-Hughes) Courses

1. English I, II, III, and IV
2. Science I
3. History IV
4. Four (4) units for vocational work
5. *And at least any other six units* chosen from the Program of Studies (see below, F)

F. Program of Studies. (Note: This is a minimum, but not a fixed program; if any school considers itself able to give, as Science II, for instance, a better course in geology or physiography than in biology, it should give geology, first procuring the consent of the State Superintendent of Schools. This will frequently happen, owing to variation in the preparation of teachers.)

English I

English II

English III See latest *Report, Committee on College Entrance Re-*English IV *ments*

History I —The Ancient World

History II —Modern Western Europe; the Great War

History III—England

History IV—American, with Civics

Science I —General

Science II —Biology, geology, physiography

Science III—Chemistry or physics

Science IV—Physics or chemistry

Mathematics I —Arithmetic, $\frac{1}{2}$; algebra, $\frac{1}{2}$, or algebra aloneMathematics II —Plane geometry, $\frac{1}{2}$; algebra (completed), $\frac{1}{2}$ Mathematics III—Algebra, $\frac{1}{2}$; plane geometry, $\frac{1}{2}$ Mathematics IV—Solid geometry, $\frac{1}{3}$; plane trigonometry, $\frac{2}{3}$; or solid geometry, $\frac{1}{2}$; review mathematics, $\frac{1}{2}$

Latin I —Grammar and exercises

Latin II —Caesar

Latin III—Virgil or Cicero

Latin IV—Cicero or Virgil

French, or German, or Spanish I —Grammar and exercises

French, or German, or Spanish II —Reading and conversation

French, or German, or Spanish III—Reading and conversation

French, or German, or Spanish IV—Reading and conversation

Commercial I —Penmanship; commercial arithmetic

Commercial II —Commercial geography, $\frac{1}{2}$; typewriting, $\frac{1}{2}$

Commercial III—Bookkeeping; shorthand; typewriting

Commercial IV —Bookkeeping; shorthand; typewriting

Manual Arts I

Manual Arts II Manual training or domestic science. Two double

Manual Arts III periods a week for two years or one double period

Manual Arts IV a week for four years

-
- G. Physical training—To be organized under Law of 1918
 - H. Music—See Teachers' Year Book, 1918-1919
 - I. Fine Arts—To be organized

II. STATISTICS OF APPROVED HIGH SCHOOLS BY GROUPS, 1918-19.

The statistical tables, showing the outstanding facts regarding the operation of the Approved High Schools during 1918-19, are submitted herewith. These tables and the statement following them cover, among other matters, the following:

1. Names of approved high schools, by groups.
2. State aid extended each school, 1918-1919.
3. Number of teachers of academic subjects, including principals, in each school.
4. Number of teachers of special subjects in each school.
5. Enrollment of each school.
6. Average daily attendance of each school.
7. Schools carrying the Smith-Hughes vocational agriculture or vocational economics.

25	Centerville	2,300	4	3	99	83	40	26	15	18	5	10	15	93	6	—	37	62	150
26	Crisfield	2,400	5	3	187	146	66	46	47	28	9	17	26	136	51	—	69	118	154
27	Easton	2,300	4	3	146	117	45	56	26	19	6	7	13	131	15	—	55	64	151
28	Hagerstown Male	2,500	6	2	196	153	75	49	44	28	26	—	26	165	31	—	196	—	159
29	Hagerstown Female	2,500	7	2	247	211	101	61	48	37	—	36	36	208	39	—	—	247	159
30	Salisbury	2,500	11	7	352	318	136	82	71	59	15	32	47	282	70	—	138	*214	160
31	Pocomoke City	2,500	7	2	171	129	75	34	35	27	1	20	21	149	22	—	—	*88	152
32	Snow Hill	2,400	5	3	114	89	47	32	23	12	2	9	11	97	17	—	38	59	129
Totals		\$75,700	182	95	5,658	4,647	2,292	1,472	1,092	793	236	484	720	4,493	1,163	2	1,847	2,998	

*Including the Principal.

SECOND GROUP—HIGH SCHOOLS.—Showing the Amount of State Aid, the Number of Teachers and the Number and Classification of Students in High Schools of the Second Group for the Year Ending July 31, 1919.

Name of School	State Aid 1918-19	*Regular Teachers	Special Teachers	Enrollment	Aver. Daily Attendance	Enrollment 1st Year	Enrollment 2nd Year	Enrollment 3rd Year	Enrollment 4th Year	Graduates			Academic	Commercial	Agriculture	Man. Trng.	Home Econ.	Days in Session
										Male	Female	Total						
1 Barton	\$1,400	3	1	53	48	14	21	8	10	3	7	10	43	10	—	—	—	164
2 Sparks	1,400	3	1	50	37	17	14	11	8	3	4	7	6	—	*21	19	—	27
3 Ridgely	1,200	3	1	44	32	18	16	5	3	1	2	3	44	—	—	—	31	157
4 Preston	1,400	3	1	53	35	27	14	8	4	1	2	3	53	—	—	—	24	158
5 Mt. Airy	1,400	3	2	86	64	37	19	18	12	3	9	12	10	—	*31	—	45	150
6 Chesapeake City	1,400	3	3	44	35	16	11	9	8	2	5	7	33	11	—	19	25	163
7 Calvert	1,400	3	2	67	54	29	19	9	10	5	5	10	67	—	67	33	34	161
8 North East	1,400	3	2	33	26	14	10	2	7	2	5	7	33	—	—	7	26	163
9 Hurlock	1,400	3	1	67	53	30	13	12	12	4	7	11	52	15	—	—	—	153
10 Thurmont	2,300	4	2	73	56	24	24	18	7	1	6	7	64	9	—	19	53	161
11 Aberdeen	1,400	3	2	45	30	23	11	5	6	—	6	6	45	—	—	10	35	160
12 Belair	1,400	4+	1	107	82	50	26	14	17	2	11	13	96	11	—	—	—	157
13 Highland	1,400	2½	½	62	48	25	14	11	12	3	9	12	21	—	41	—	—	147
14 Jarrettsville	1,400	3	—	70	57	33	19	9	9	3	6	9	43	—	27	—	—	154
15 Rock Hall	1,400	3	2	41	34	10	15	10	6	—	5	5	41	—	—	11	30	154
16 Rockville	1,400	4	2	82	58	46	16	14	6	1	4	5	73	9	—	—	—	159
17 Sandy Spring	1,400	3	2	40	30	19	7	8	6	1	3	4	40	—	15	—	25	141
18 Gaithersburg	1,400	3	2	57	48	24	13	12	8	3	4	7	51	—	*6	13	36	160
19 Surrattsville	1,400	3	1	42	31	14	11	11	6	4	2	6	42	—	—	—	21	144
20 Baden	1,400	3	2	63	53	23	16	11	13	5	7	12	42	—	*21	—	*42	143
21 Marlboro	1,400	2	1	38	30	16	10	6	6	4	1	5	35	3	—	—	—	137
22 Stevensville	1,000	3	2	43	32	19	11	10	3	—	3	3	43	—	—	15	28	145
23 Sudlersville	1,400	3	2	48	41	13	12	10	13	4	9	13	48	—	—	17	31	148
24 Tri-County	1,000	3	—	55	47	27	10	10	8	3	4	7	55	—	—	—	—	153
25 Princess Anne	1,400	4	2	111	83	46	31	14	20	5	11	16	111	—	—	36	75	160
26 St. Michael's	1,400	3	2	36	27	19	12	3	2	2	—	2	36	—	—	14	21	150

27	Oxford	1,200	3	1	40	33	15	9	10	6	2	4	6	40	—	—	—	22	169
28	Trappe	1,200	2	1	25	22	5	14	3	3	—	3	3	25	—	—	—	15	144
29	Boonsboro	1,400	3	1	56	44	25	10	13	8	3	5	8	56	—	—	—	32	155
30	Clear Spring	1,400	3	2	56	44	16	12	18	10	3	7	10	45	—	*11	—	37	149
31	Smithsburg	1,000	3	2	54	48	23	13	10	8	2	6	8	54	—	—	25	29	151
32	Williamsport	1,400	3	2	58	48	24	15	10	9	1	8	9	58	—	—	19	36	159
33	Sharptown	1,400	2+	1+	48	38	21	10	11	6	1	5	6	48	—	—	18	30	162
34	Delmar	1,200	3	1	54	39	22	13	4	15	4	8	12	54	—	—	20	34	167
35	Nanticoke	1,400	2½	½	35	24	15	7	9	4	1	3	4	35	—	—	5	21	162
36	Berlin	1,400	3	1	75	57	34	18	16	7	1	6	7	75	—	—	30	45	141
37	Stockton	1,200	3	1	40	34	15	9	7	9	4	5	9	40	—	—	—	22	136
	Totals	\$50,500	111+	53+	2,051	1,602	848	525	369	307	87	197	284	1,757	69	240	330	932	

*Including the Principal.

THIRD GROUP—HIGH SCHOOLS.—Showing the Amount of State Aid, the Number of Teachers, and the Number and Classification of Students in High Schools of the Third Group for the Year Ending July 31, 1919.

Name of School	State Aid 1918-19	Teachers	Enrollment	Enrollment 1st Year	Enrollment 2nd Year	Enrollment 3rd Year	Enrollment 4th Year	Aver. Daily Attendance	Graduates			Days in Session	Man. Trng.	Dom. Science
									Male	Female	Total			
1 Hampstead	\$900.00	3	33	20	13	—	—	22	—	—	—	149	—	—
2 Sykesville	825.00	2	42	23	18	1	—	26	—	—	—	149	—	—
3 Taneytown	800.00	2	30	18	7	5	—	22	3	1	4	149	—	—
4 Union Bridge	800.00	2	37	23	14	—	—	24	—	—	—	155	—	18
5 Cecilton	800.00	2	37	9	12	9	5	29	1	4	5	159	—	—
6 East New Market	350.00	1	31	19	7	5	—	22	—	—	—	155	—	—
7 Friendsville	837.50	3	30	8	5	5	12	19	—	5	5	148	—	—
8 Kitzmiller	900.00	2	33	17	7	9	—	23	4	4	8	162	—	—
9 Clarksville	800.00	2	26	13	10	3	—	21	1	—	1	—	—	10
10 Millington	900.00	2	25	17	4	3	1	20	—	—	—	148	7	17
11 Poolesville	875.00	2	46	26	15	5	—	33	1	4	5	147	—	12
12 Brandywine	850.00	2	37	16	14	7	—	25	—	—	—	141	—	—
13 Girdletree	800.00	2	26	8	6	4	8	24	1	4	5	148	—	—
14 Cumberland Colored	850.00	2	40	16	24	—	—	26	—	—	—	163	—	37
15 Annapolis Colored	650.00	4	40	29	7	4	—	36	—	4	4	104	19	21
16 Cambridge Colored	675.00	4	33	27	6	—	—	27	—	—	—	120	12	21
17 Salisbury Colored	638.50	3	47	23	15	9	—	37	5	4	9	127	17	30
Totals	\$13,251.50	40	593	312	184	69	26	436	16	30	46	—	55	166

The following figures are significant as showing the growth and persistence of high school enrollment in Maryland during the last five years:

Total high school enrollment, 1914-1915—6213. Graduates—803.

Total high school enrollment, 1915-1916—7000. Graduates—901.

Total high school enrollment, 1916-1917—7567. Graduates—1123.

Total high school enrollment, 1917-1918—7936. Graduates—1043.

Total high school enrollment, 1918-1919—8302. Graduates—1004.

Increase in number of pupils, 1915-1916 over 1914-1915=787.

Per cent of increase, 1915-1916 over 1914-1915=12¾.

Increase in number of pupils, 1916-1917 over 1915-1916=567.

Per cent of increase, 1916-1917 over 1915-1916=8.

Increase in number of pupils, 1917-1918 over 1916-1917=369.

Per cent of increase, 1917-1918 over 1916-1917=5.

Increase in number of pupils, 1918-1919 over 1917-1918=366.

Per cent of increase, 1918-1919 over 1917-1918=4 3/5.

Graduates, 1914-1915, constitute of the enrollment, 13%—.

Graduates, 1915-1916, constitute of the enrollment, 13%—.

Graduates, 1916-1917, constitute of the enrollment, 15%—.

Graduates, 1917-1918, constitute of the enrollment, 13%—.

Graduates, 1918-1919, constitute of the enrollment, 12%+.

Pupils entering high schools, September, 1911..... 2004

Graduates, June, 1915..... 803

Persistence, 41%, plus.

Pupils entering high schools, September, 1912..... 2157

Graduates, June, 1916..... 901

Persistence, 42%, minus.

Pupils entering high schools, September, 1913..... 2230

Graduates, June, 1917..... 1123

Persistence, 50%, plus.

Pupils entering high schools, September, 1914..... 2457

Graduates, June, 1918..... 1043

Persistence, 42½%.

Pupils entering high schools, September, 1915..... 2805

Graduates, June 1919..... 1004

Persistence, 35½%, plus.

The average persistence of pupils in the approved public high schools of Maryland is, therefore, about 42 per cent for the period of 1911-1919.

It will be noted that, notwithstanding the general disorganization caused by war conditions, the enrollment showed an increase of 366 over that of 1917-18, which was 369 more than the enrollment of 1916-17. The academic year 1919-20 has shown in Maryland, as

everywhere in the country, an astounding increase in enrollment, amounting to an average of over 25 per cent, and accounted for by the fact that the war being over, people have determined, in the light of many appalling conditions our army statistics have demonstrated regarding illiteracy and partial education, that their children shall have at least a secondary education. No school of the thirty so far visited this year by the writer has shown a decrease in enrollment; and the increases vary from 10 to 27 per cent.

PERSISTENCE IN THE MARYLAND HIGH SCHOOLS

One of the most reliable marks of efficiency in a high school or a system of high schools is the persistence of the pupils to graduation; and the average persistence in public high schools for the country as a whole is about *one-third—*i. e.*, about one-third of those pupils who enter a high school in a given year remain to graduate four years later. For the period September, 1911-June, 1919, it is shown above (p. 16), that the persistence in our high schools was somewhat better than the average, rising to 42 per cent, and that except for last year (1918-19), when so many of our fourth-year pupils had been attracted to temporary war-work positions, it had ranged from 41 per cent to 50 per cent (period September, 1911-June, 1918). For the class entering in September, 1915, and graduating last June (1919), the persistence was only 35½ per cent, but that is a slightly better showing than the average, despite the war conditions.

During the year there was made by a graduate student in the educational department of Johns Hopkins University an interesting statistical study, entitled, "The Holding Power of Secondary Schools in Maryland." As confirming our statement of a persistency of about 42 per cent, the following excerpt from the *Summary and Conclusions* of this study is offered, it being understood that the investigation dealt with only ten first-group high schools widely distributed over the State: ". . . . The typical county high school in Maryland may be described as having an enrollment of 137 pupils, 86 per cent being in average daily attendance. While it attracts fifty entrants each year, 22 boys and 28 girls, it is successful in graduating only 7 boys and 14 girls." For these ten schools, accordingly, our persistence is 21-50ths, which is 42 per cent, and agrees with the calculation on page 16, above, for the nine-year period.

See Inglis: Principles of Secondary Education, p. 147.

III. TEACHING FORCE, 1918-1919

So many emergency teachers were employed in 1918-19 that the figures for the year would probably prove of little value as indicating the growth and composition of the teaching force. It is worthy of note, however, that in a year when the number of teachers was necessarily held to the lowest lawful figure, our schools required forty teachers more than in the preceding year, when the war pressure had not become so exigent.

IV. THIRD GROUP HIGH SCHOOLS

It will be seen that there were seventeen schools in 1918-19 on the third group list. Experience has proved the demand for these schools to be a genuine one, and the pressure for a greater number of them indicates that the school code will probably have to be so amended at the approaching session of the Legislature as to enlarge the list, with a corresponding increase in the amount of State aid. In several counties the demand is so strong that the County Boards have arranged to carry third group schools without any State aid for 1919-20, with the expectation of securing a place for these schools on the third group list for 1920-21.

There are one or two other directions in which slight changes would increase the usefulness of the third-group schools. Though it is hoped that the majority of the pupils will, upon finishing the work offered at the third-group schools, proceed to graduate at a four-year approved school, yet a considerable number will be unable to do so. These schools should, accordingly, be authorized to issue some form of diploma showing that their work for the number of years mentioned is approved by the State Board of Education; and with this result in view, these schools should be permitted to follow, within certain carefully considered limits, a course of study which is somewhat different from that of the first and second-group schools, and which will more nearly meet the needs of the pupils who cannot proceed to the four-year schools. In brief, for many of these children the third-group school will be a finality.

It is further worth while to consider whether the requirements of the law regarding the enrollment and the attendance of third-grade schools are not too high. At present the number of different pupils annually enrolled must be at least twenty-five, and the number in average daily attendance must be at least twenty. It is probable that twenty and fifteen, respectively, would be quite high enough; and it is

certain that the adoption of these limits would result in the establishment of more third-group schools, with the consequent widening of opportunities for pupils to procure some secondary instruction. This condition is discussed further in this report under the consideration of the strong and weak points of the present high school code.

SUPERVISOR'S WORK, 1919-1920

At the departmental conference held on August 21, 1919, the following scheme of work was assigned to the High School Supervisor :

SUPERVISOR OF HIGH SCHOOLS, 1919-1920

1. He shall visit and examine each State-aided high school at least once during the year; spend from one-half to a full day in each; observe the several causes which operate against pupils completing the full four-year high school course; and make a report to the State Superintendent on all extra-classroom activities.

2. He shall submit for the information of the Department a definition and an outline of work for both a junior high school and a junior college.

3. He shall submit to the State Superintendent, not later than February 1, a revision of the present high school curriculum.

4. He shall prepare a report for the year on high schools, and shall recommend first, second, and third group lists.

5. He shall keep a record of high school teachers, the subjects each is best prepared to teach, and a list of such as are available for employment in Maryland schools. He shall revise the list by the first of June and the first of January of each year, and mail copies of the revised list to the county superintendents.

6. He shall visit each college of the state that offers courses in education; compare its work in education with the standard requirements of this Department, both as to quantity and quality; and make a list of students taking such courses.

7. He shall assist the Supervisor of Rural Schools in the preparation of the teachers' Year-Book.

8. He shall have charge of the Department in the absence of the State Superintendent and the Assistant Superintendent.

9. He shall prepare for the information of the State Board of Education a summary of the strong and weak points in our present high school system, and submit such summary to the State Superintendent on or before November 1 of this year.

10. He shall inspect all such schools as apply for rating as "accredited" for preparing students for pre-professional studies; furnish the credential clerk with all information thus procured; supervise the written examinations of applicants for pre-professional certificates; and supervise the preparation of the published lists of accredited schools.

11. He shall edit, in connection with the Supervisor of Vocational Education, the third quarterly bulletin of the Department, to appear about March 1, 1920.

VI. NEEDED CHANGES IN THE PRESENT HIGH SCHOOL CODE.

In compliance with your directions, I beg to submit the following statement on this point :

Our present code possesses a number of the most desirable strong points on the professional side, *i. e.*, it safeguards both the interests of the children, by assuring them qualified instructors, and those of the

teachers by assuring them their standing as secondary instructors, freedom from examinations for renewal of their certificates, separation of the certificating from the employing authority, and the guaranty of a minimum salary. The forthcoming revision of the high school course of study will, moreover, assure them, when approved by the State Board of Education, certain substantial help and guidance in their classroom procedure and certain additional library and laboratory equipment. In fact, from every point of view, save one, our code, insofar as it concerns the high school teacher, is pretty generally regarded as a model one. That it needs amendment, however, by increasing the minimum initial salary is hardly open to question, in view of the unescapable increase in the cost of preparation for high school teaching and of living as a teacher must do.

It is accordingly urged that the minimum initial salary of the principal of a first group high school should be set at \$1,500; that of the principal of a second-group school at \$1,250; that the respective increases should be at the least at the rate of 25 per cent both for principals and teachers; and that the minimum scale of the law should stand at least as high as the following:

FOR I GROUP SCHOOLS.

	Initial.	3 Yrs. Exp.	5 Yrs. Exp.	8 Yrs. Exp.
Principals	\$1,500	\$1,625	\$1,750	\$1,875
Teachers	750	850	950	1,000
As against the present figures, which are:				
Principals	1,200	1,300	1,400	1,500
Teachers	600	675	750	800

FOR II GROUP SCHOOLS.

Principals	1,250	1,375	1,500	1,625
Teachers	750	850	950	1,000
As against the present figures, which are:				
Principals	1,000	1,100	1,200	1,300
Teachers	600	675	750	800

The only other point at which the code needs amendment is the distribution of State aid among the three groups of schools. The present provision allots \$140,000 annually to the first and second group schools, and \$15,000 to the third group schools. This arrangement has provided reasonably for the first and second groups, but it has been inadequate to meet the needs of the third group, the full third-group State aid having been granted this year to only three of the seventeen schools on the list, and the list being limited, by the meagerness of the allotment (\$15,000) to seventeen schools.

The most conspicuous fact in the high school situation in Maryland is the demand—a justifiable one, at that—for third-group schools. The present year (1919-20) finds the department with some unused money from the \$140,000 allotted to first and second group schools, owing to the fact that several second group schools dropped back into the third group; but this balance cannot lawfully be used to aid the large number of communities which are petitioning for third group schools. It is therefore urged that the law be so amended as to increase the State aid for high schools to at least \$200,000, the distribution of this appropriation among the several groups to be at the discretion of the State Board of Education.

VII. VOCATIONAL AGRICULTURE AND VOCATIONAL HOME ECONOMICS IN THE APPROVED HIGH SCHOOLS

The Supervisor of Vocational Education has elsewhere reported in detail the progress made in the high schools by the vocational work. It remains only for me to say that, with the opportunity to engage properly qualified instructors as they are trained and with the increasing understanding on the part of parents as to the real meaning and aims of this work, it will become in a large proportion of our schools, a standard course.



SUPERVISED PLAY IN RURAL SCHOOLS.



INADEQUATE PLAY GROUNDS.

AMPLE PLAY GROUNDS FOR A RURAL SCHOOL.
EQUIPMENT FOR A STANDARD SCHOOL.

LOCKERS NEEDED.
MUSIC IN RURAL SCHOOLS.

THE SUPERVISION OF RURAL SCHOOLS

By WILLIAM J. HOLLOWAY, *Supervisor of Rural Schools*

Supervision of elementary education under State direction and control has been in effect in Maryland two years. Following the recommendations of the Maryland Survey Commission the Legislature of 1916 remade the School Law and included in its provisions a State supervisor of rural schools and the requirements that "In each county employing not less than one hundred (100) teachers there shall be employed at least one primary grade supervisor" "County boards of education are free to employ as many additional supervisors as in their judgment are necessary." By-Law of the State Board of Education: "When only one supervisor of the elementary schools is employed in any county, such supervisor should be assigned to the one-teacher rural schools."

Accordingly, eighteen of the twenty-three counties selected supervisors of the elementary schools who, for the first year, performed their duties and established their policies under local initiative and direction. The activities of these supervisors were reported in a bulletin of the State Department in the fall of 1917.*

The State Supervisor of Rural Schools was appointed in the summer of 1917 and assumed office on August 1st. In my first annual report† the aims and principles of supervision were established, and the results accomplished through the active expert supervision of the elementary schools, with particular reference to the field of rural education, were discussed. This article will attempt to set forth in condensed form the achievements of the elementary schools for the past year.

This is done with the pleasure that arises from having a part, even though small, in the conduct of a successful enterprise. During the three years that supervision has been State-wide it has been subjected to the acid test of criticism; on the one hand by the public, ever critical of any change in the established order of procedure; on the other hand, by the teaching force, some of whom are, through ignorance of things professional, indifferent to the possibilities of growth in knowledge and skill through supervision; others, with the sheer weight of the inertia that afflicts the static and the decadent, oppose any step that has for its result the quickening of their energies along

*Elementary School Supervision in Maryland, 1916-1917.

†Rural School Supervision in Maryland, 1918.

unwonted lines; but most of whom, it is a delight to record, welcome all opportunities that are offered to vitalize and ennoble their daily tasks of instructing the youth in their care. Be it said to the credit of supervisors generally, that their delicate and arduous duties have been so tactfully and skillfully performed that supervision has justified the faith of its advocates, and is firmly established as a necessary and vital part of the public school system.

At the Department conference conducted by the State Superintendent at the beginning of the school year just closed, the following outline of the work of the Supervisor of Rural Schools was agreed upon.

SUPERVISOR OF RURAL SCHOOLS.

1. Visit as many schools as possible in company with supervisors, note conditions of school property, observe the teacher at work in the classroom and the supervisor's manner of working with the teacher, and advise with the supervisor about ways and means of improving classroom instruction, through
 - (a) proper grouping of teachers for teachers' meetings
 - (b) proper method of conducting observation lessons and critiques
 - (c) proper use of visiting days by teachers to schools in and out of the system
 - (d) proper method of conducting conferences with individual teachers
 1. in their classrooms
 2. elsewhere by appointment
2. Organize a tentative course of study to meet the needs of rural schools, the same to grow out of
 - (a) teachers' meetings
 - (b) experimental work in various kinds of subject matter.
 - (c) initiative of individual teachers
3. Encourage the professional growth of teachers and supervisors through private study.
4. Arrange for conferences of supervisors on their mutual problems and for visiting days with other supervisors for help on specific problems.
5. Encourage the organization and conduct of community councils, leagues, improvement associations, parent-teacher associations, and similar organizations.
6. Make photographs of school buildings and school activities, private houses, lawns, landscapes, etc., illustrative of rural life.
7. Develop a plan of cooperation between the Extension Department of the State College of Agriculture and the State Department of Education, looking to a larger recognition of the dominant industry of Maryland in public school instruction by bringing the work of agricultural extension under the direction of the former, and vocational training under the supervision of the latter, into closer union.
8. Grade and standardize rural schools.

9. Prepare plans and specifications for four types of approved one-room rural school buildings.
10. Arrange to have certificates of completion of elementary school work awarded during public exercises at one or more central places in each county.

In brief, all these objectives have been realized, in whole or in part. They will be discussed as fully as the limitations of space will permit in the pages which follow.

RURAL COURSES OF STUDY

Appreciable progress has been made in the formulation of courses of study for rural schools. This is to be the chief objective of the school officials and teachers of the State for the coming year. Each county has agreed to prepare its own course of study, adapted to local needs and based upon actual classroom procedure which has been initiated so far as possible by individual teachers and tested in the light of accepted educational principles. As a preparatory step the last two issues of the Year Book have contained authoritative articles on the principles that should underlie curricula making and the minimum essentials in elementary school subjects have been discussed with the supervisors.

PROFESSIONAL GROWTH

This Department has made special efforts to encourage the professional growth of teachers and supervisors through private study. Maryland, in common with other states, has suffered through the prevailing shortage of teachers. While nearly all the schools have been supplied with teachers in spite of the influenza epidemic and the war emergency, yet the fact remains that altogether too many of these for the good of the children were without adequate academic and professional training. Since our last report nearly one thousand teachers in service have attended approved summer schools and more than half as many have done the Reading Circle work or equivalent professional study under supervision. This has to a large degree been the salvation of the school system. Too much credit can not be given school officials generally for their support of all measures looking to maintaining the highest possible degree of professional spirit and skill in teaching. That it is vital for all rural teachers to avail themselves of every opportunity for growth while in service is shown by the fact that one-half of the one-and two-room teachers employed last year had taught two years or less, 29 per cent being beginners, 12½ per cent having one year's experience, and 8 per cent two years', on the other hand, 22 per cent have taught for ten years. Of these same teachers 15 per

cent held first grade certificates; 41 per cent, second grade certificates; 16 per cent, third grade certificates; while 28 per cent taught under provisional certificates.

That such a large percentage of untrained and inexperienced teachers makes more difficult the already puzzling problem of rural education received confirmation from another quarter. The superintendents and supervisors were asked to list ten handicaps to effective supervision. A tabulation of their replies shows that the most serious difficulty confronting supervisors is the large number of untrained and inexperienced teachers, 75 per cent naming this handicap, with the annual change in teachers mentioned by 65 per cent. Supervisors generally deplore the fact that so much of their work has to be begun at the beginning every year. Changes in the personnel of the teaching force are of course inevitable, but some remedy should be devised to make them less frequent and less extensive than has been the case for the past two years. Neither should supervisors be expected to give teachers their initial training for their work. The six weeks professional preparation required by holders of second and third grade certificates is good so far as it goes, and the requirement that such teachers secure additional professional training at stated intervals (Public School Laws, Ch. 8, Sec. 55) is most wise; but neither of these provisions strikes at the root of the difficulty. There should be no second and third grade teachers in the State. The children of Maryland have a right to the best there is in teaching. Graduation from a normal school does not of itself assure a successful teacher, but it is the best scheme so far devised for reducing the chances of failure.

It is stimulating to note the large percentage of county superintendents and supervisors who attend the summer schools, sometimes as instructors, more often as students. The consequent broadening of their professional outlook results in more sympathetic and more skillful supervision, to say nothing of the stimulus given their teachers to emulate their example.

Maryland is fortunate in having within her borders so many institutions offering facilities for the professional training of teachers in service. The excellent summer schools conducted by the State Board of Education at the three State Normal Schools and in the State Educational Building at Ocean City; the well arranged and well conducted summer school for Washington County teachers at Hagerstown; and the richness and variety of the summer courses at Johns Hopkins University and Maryland State College render it easy and inexpensive for

Maryland teachers to keep themselves in the vanguard of the army of progress.

Johns Hopkins University, through Professor Buchner and Miss Bamberger, is rendering public education an added service by means of extension courses for teachers. Such courses have been successfully conducted at Salisbury, Frederick and Elkton.

CONFERENCES OF SUPERVISORS

Two general conferences of supervisors were conducted during the year. The deliberations of the first, held in November, during the session of the Maryland State Teachers Association, were reported in the proceedings of the fifty-first session of that body, page 113.

The second conference was held in Baltimore, May 22-24, carrying out the following program:

1. How can the Year Book be made most helpful to supervisors and teachers?
2. Improvement of teachers in service through conferences
 - (a) when to hold teachers' meetings
 - (b) proper grouping of teachers for meetings
 - (c) how to conduct observation lessons and critiques
 - (d) proper method of conducting conferences with individual teachers.
 1. in their classrooms
 2. elsewhere by appointment.
3. Clerical assistance for the supervisor.
4. Report of committee on subject matter in the rural school.
5. Report of committee on rural school schedules.
6. Pictures for the rural school. (Report of Committee.)
7. Approved Victrola Records. (Report of Committee.)

SUBJECT MATTER IN RURAL SCHOOLS

The committee on subject matter for rural schools submitted the following report and recommended that emphasis be first placed upon the elimination of text-books, combinations and alternations of classes in the four subjects named:

ENGLISH

Grades 1, 2, 3, and 4, studies in Home Geography, Hygiene, Nature Study, Civics, community interests in general, will form the basis for projects in Oral English.

Grade 5—Suitable text-book.

Grades 6 and 7 combined—Texts in English and Formal Grammar.

HISTORY

Grades 1, 2, 3, and 4—No text. See English.

Grade 5—Texts, Community Interests and History of Maryland.

Grades 6 and 7 combined; Alternate years—1919-20 and successive odd years—Text in European background, two-thirds year; text in American History,

one-third year, through the Revolution. 1920-21 and successive even years—Text in American History, completed, beginning with the formation of the Constitution.

GEOGRAPHY

No text in grades 1, 2, 3 and 4. See English.

Grade 5—The first part, continent of North America, advanced text.

Grades 6 and 7, combined: Alternate years.—1919-20 and successive odd years—Second part of advanced text, three foreign continents. Elementary Agriculture. 1920-21 and successive even years—Second part of advanced text, completed. Elementary Agriculture.

HYGIENE

No text in grades 1 to 5, inclusive.

Grades 6 and 7, combined—Suitable text. Practical First Aid and Home Nursing.

COMMUNITY ORGANIZATION

Our efforts to encourage the formation and conduct of community organizations were attended with a reasonable degree of success despite the influenza epidemic and other hindrances. The county superintendents were asked to give somewhat in detail a report on such organizations for the past year, including name used, number formed during the year, total number in the county, average membership, and their accomplishments for the year in the interest of the community and the school. More than fifty new associations were formed during the year. In Carroll County \$2,000 was raised locally by 27 communities for school improvement purposes.

RURAL LIFE PICTURES

Having been provided with a Graflex camera I have made six or seven hundred photographs illustrative of rural schoolhouses, homes and farms, and of various phases of elementary education. Many of these have been used to illustrate publications of this Department. Lantern slides have been made from over one hundred of them and these are used as a basis of an illustrated lecture on "Standard Rural Schools" which I have given before normal schools, summer schools, teachers associations, and community organizations.

BOYS AND GIRLS CLUB WORK

An important step in the interest of rural education has been taken in the formulation of a boys and girls' club plan of instruction in elementary agriculture and home economics for Maryland's rural schools. This is the result of a tentative outline of work prepared and submitted by the State Department of Education and the Extension Service of the Maryland State College of Agriculture, recommended

by the county superintendents of schools at their annual conference in Baltimore in February, and jointly approved and adopted by the State Board of Education and the Maryland State College of Agriculture. The agreement appears in full in our Teachers' Year Book for 1919-1920, p. 63 ff. (q. v.).

SCHOOL LIBRARIES

Two hundred additional libraries for schools in twelve counties have been secured, Frederick County leading with one hundred. Montgomery makes the next best showing with thirty-five to her credit, followed by Harford with twenty, Cecil with fourteen, Carroll with ten, Wicomico with eight, and the others ranging from three to one each. There is wide diversity in the elementary schools that have libraries, the range being from 2 per cent in one county to 100 per cent in another with an average of about 50 per cent for the State.

STANDARD RURAL SCHOOLS

During the year requirements for a one and two-room standard school were prepared and submitted to the State Superintendent of Schools. These were considered by the county superintendents at their March conference, revised in accordance with suggestions there given, and subsequently adopted by the State Board of Education. These requirements appear in the Year Book of this Department* and elsewhere in this report. A printed copy has been furnished every one- and two-room school in the State. The good effects have already been apparent in an increased interest on the part of teachers, pupils, and parents, in better rural schools.

APPROVED ONE-ROOM BUILDINGS

Plans for one-room rural school buildings have been prepared, and approved by the State Board of Education. A competent architect has made detailed drawings and specifications, which are herewith submitted with the recommendation that they be published in a separate bulletin. These show four modifications of one general type, graduated in style and cost from the minimum that will be approved by the State Superintendent of Schools to the most desirable rural school-house. The plans, when published in the form contemplated, will provide the boards of education with all the information needed for the erection of a modern, sanitary, and properly equipped rural school.

*Maryland Teachers' Year Book, 1919-1920.

RURAL SCHOOL CLOSING EXERCISES

Prior to the past year, no special efforts had been made to lend dignity and importance to the closing exercises of elementary schools. True, some counties for years have been granting certificates to such pupils as completed the course, but the ceremonies attendant thereupon had been left to individual schools. Most of the county superintendents agreed during the past year to arrange to bring together the children who completed the elementary school course at one or more central places in each county and award their certificates during public exercises of a worthy nature. Emphasis was to be placed not alone upon the value of the school training so far received by the children, but also upon the importance of their continuing through the high school. The results exceeded our fondest expectations. Particularly successful were the exercises in Carroll, Cecil, Kent and Talbot counties.

CLEAN-UP AND SCHOOL IMPROVEMENT DAY

Plans were made to have a day or part of a day early in the year set apart for cleaning and beautifying the rural school houses and grounds. (See Teachers' Year Book for 1918-1919 p. 64 ff.). A "Clean-Up" was observed in most of the counties with gratifying results. The best reports come from Cecil, Harford, Montgomery, Queen Anne's, Talbot and Worcester counties.

CHARITABLE AND RELIEF WORK

The elementary schools, as a whole, have reason to be proud of their contributions to worthy charitable causes for the past year. Not only have the children done their part in all war drives of a national character, many schools as well as individual pupils making subscriptions to government bonds, W. S. S., and the like, but they have also responded liberally to appeals for the Red Cross, Salvation Army, United War Work, Armenia and Belgian Relief, etc. In addition, many schools have carried on systematic relief work of a local nature. Baltimore county has about four thousand children in the upper grades who are members of the Junior Children's Aid Society. This is a civic organization optional with the individual school, and affiliated with the Baltimore County Branch of the Maryland Children's Aid Society. In the schools which organized societies all children in grades from the fourth year through the high school are members and are given opportunity to participate in all discussions. A small membership fee is paid by all who become members. This money, supple-

mented by voluntary contributions of food and outgrown clothing, is sent to the social director of the county to be used in relieving distress among unfortunate children. The supervisors recognize this activity as a factor in futhering the work in supervision through vitalizing phases of classroom instruction. The schools initiated at Christmas and carried on for several weeks a project which is typical of work motivated through the Junior Children's Aid Society activities, and shows how subjects of spelling, language, arithmetic, music, and penmanship may be brought into close correlation by means of a vital civic problem.

A special request was made of all schools in Harford County for the Poor Relief which is carried on by a committee appointed by the Juvenile Court. Several bundles of clothing were gathered by the teachers and delivered to the committee for use in needy cases. In addition, ninety dollars in money was donated by the children for the home relief work.

In Wicomico county two large graded schools, following their long established practice, furnished clothing to children whose parents could not provide it for them. The rural schools of Worcester county contributed \$200 to the Child Welfare Fund. Garments to the value of about one hundred dollars were also collected by the supervisor and given, through the teachers, to the poor children of the county.

HOT LUNCHES

Less than seventy-five teachers made any attempt to have warm lunches in their schools. There is need for an awakened community conscience on this subject. Supervisors generally have been encouraging the introduction of this form of activity into rural schools, but the response is not as general or as enthusiastic as it might be. Those teachers who have been blessed with the desire, the courage, and the energy to make this provision for the physical welfare of their pupils are happy in the results of their efforts. That this enterprise is practical and possible, even under typical rural school conditions, is shown by the reports of seven teachers which appears in the Teachers' Year Book. (Op. cit. p. 32 ff.).

RURAL SCHOOL SANITATION

Some progress has been made during the year in improving the sanitary condition of rural schools. Individual drinking cups are quite generally used. Covered water jars are employed in some counties and a few one- and two-teacher schools have installed sanitary

drinking fountains. I find some rural schools, however, without a water supply, reliance being had upon a neighbor's well or spring.

Buildings recently erected or remodeled meet standard requirements in regard to lighting and ventilation, thanks to the wise provision of the law whereby building plans must be approved by the State Superintendent of Schools. Improvements are gradually being made to the toilets and more careful attention is being given to their condition and care. It is worthy of note that one county, Baltimore, has installed in ten schools, mostly one- and two-rooms, "Kaustine Sanitary Equipment," one of the very best types of toilet.

Conditions generally are still far from ideal in this respect. I find many rural school toilets, in the richest counties as well as the poorest, in the most "progressive" districts as well as the more "backward," that are maintained in direct violation of the law and are a disgrace and a reproach to civilized communities.

There has been a very commendable advance in medical inspection of school children. Montgomery, Prince George's, Carroll, Baltimore and Harford counties have, in cooperation with the Red Cross, the Tuberculosis Association, The Social Service League, or the Public Athletic League, maintained a county school nurse. Harford county reports that about six hundred pupils from the fourth grade through the high school were examined by physicians of the Public Athletic League. The parents and teachers of these children were notified of any defect. A county nurse employed by the Red Cross and the Tuberculosis Association began work about April 1st, and cooperated with the League by following up the cases needing medical attention. Several were treated or operated upon through her efforts.

In addition to the medical inspection given by professional people in the large schools, the teachers in the small schools made tests for sight and hearing. The annual report shows the following:

Number pupils tested.....	2,127
Number having defective sight.....	327
Number having defective hearing.....	114
Number of parents written to or consulted about defects.....	114
Number getting glasses or examined by specialists.....	43

Surely an achievement worth while!

Many of the schools have used the Modern Health Crusade as a vital means of establishing proper health practices among the pupils and of applying in a practical way the course in hygiene throughout the grades. Where teachers found the advocated procedure too complicated for use in their local situations, possible modifications were suggested by their supervisors. It is generally felt that progress in habits in health and cleanliness is resulting from this campaign.

THE SUPERVISION OF COLORED SCHOOLS

In a general way our colored schools suffered terribly as a result of the epidemic which was prevalent practically all the fall and, indeed, in some counties, until the first of February. Not only were schools throughout the State closed for some time, but by decree of the local health officer, schools were closed from time to time after the ban was lifted by the State authorities. Several of our teachers and pupils died from the disease. General demoralization among our colored schools seemed to follow in its wake.

The shortage of teachers was acute throughout the year. There were a very great number of persons, so-called teachers, in charge of schools, whose scholarship was so meagre as to be pitiable, and who were only keeping the schools open—nothing more.

The epidemic and the teacher shortage were during the past year our great hindrances to substantial progress in the colored schools.

THE COUNTY SUPERINTENDENT

I found in every county that the superintendent was anxious for the progress of the colored schools.

This official was always more than courteous to me and did everything in his power to grant every request which seemed to be for the advancement of the colored schools of his county. Not one superintendent is indifferent to the needs of the schools or fails to appreciate that he is superintendent of the colored as well as of the white schools.

There is, perhaps, some disposition in a few of the counties to put the negro off with less than he should have in the way of school advantages, but this can in no wise be placed at the door of the superintendent. It is the result of circumstances which he cannot control.

It has been a pleasure in my work to be associated with the superintendent.

THE COUNTY SUPERVISORS

Eighteen counties will have supervisors of colored schools in 1919-20. These counties are as follows: Worcester, Somerset, Wicomico, Dorchester, Caroline, Talbot, Queen Anne's, Kent, Cecil, Harford,

Carroll, Frederick, Montgomery, Howard, Prince George's, Anne Arundel, Charles, St. Mary's.

I am hoping that Calvert County will provide for a Central Industrial School very soon, so that it, too, may employ a county supervisor. When this occurs the list of counties employing such supervisors will be complete.

Most of our supervisors are well qualified for their work and are doing splendid service for the cause of negro education. Just a few of them have still not rid themselves of the idea that their duties are only to inspect schools occasionally and to look for teachers. This group will, I think, gradually become smaller.

The well qualified county supervisor is one of the most important officials we have in the system of negro education. It is he who must formulate and execute in his county plans for the progress of the schools. He must see that community leagues are organized and kept active in the county; must encourage and direct communities to raise money for school improvement; must wage a campaign for libraries in all his schools; must marshal his schools for participation in a county rally; must direct his schools and communities in improved sanitation; must be able to give instruction in industrial work; must criticise constructively a class exercise; must help the weak teacher to grow stronger and keep the strong teacher from becoming atrophied; he must take the lead in every movement which has for an aim the advancement of the colored schools of a county.

I am glad to report that Maryland has many colored supervisors who can and are doing the very things enumerated above. Some of these supervisors are being sought by other States.

HELP FOR THE SUPERVISORS

As State Supervisor it is my duty to direct and help the county supervisors. During 1918-19 three conferences with the group were held here in Baltimore. At these meetings plans were formulated for the work in the counties, and discussions as to the best methods and means of getting the work done were held. Topics discussed at the several conferences are herewith appended.

SEPTEMBER CONFERENCE

1. Improvement of classroom instruction.
2. Plans for holding regular conferences with the teachers.
3. How to get the teachers to do the Reading Circle work.
4. Plans for a campaign to secure libraries.

5. The further organization of community leagues, and definite plans for the working of each league.

6. How to raise money among the people to make possible financial aid from Mr. Rosenwald for school buildings. This conference was addressed by Assistant State Superintendent Reavis.

THE NOVEMBER CONFERENCE

1. Improvement of the sanitary conditions about the school.
2. A better attendance of pupils.
3. How the teachers may raise the grade of their certificate.
4. A better grading of the pupils.
5. Types of industrial work for the rural school.
6. Plans for a county mass meeting.

THE MARCH CONFERENCE

1. Summer schools for the teachers.
2. Plans for a clean-up week in April.
3. Gardening by the pupils.
4. A field day for the colored schools in April and May.
5. A discussion of the visits of the County Supervisor to his schools.
6. A checking up of accomplishments and failures up to date.
7. A discussion of the needs of the colored schools.

This conference was addressed by State Superintendent Stephens; and Dr. Burdick and his assistant, Mr. Pittman, gave the supervisors instruction in games which they could teach the teachers of the counties.

In order to assist the supervisor to make his visit to the school worth while and to direct him to look for something definite rather than simply go into the schoolroom, look around, and then leave, with nothing accomplished, the following blank was prepared and distributed in sufficient numbers among all the supervisors. These were mailed to me at the end of the year. That there was a need for something of this kind was shown by the fact that a few of our supervisors left many spaces unfilled, with the comment that they hardly knew what to say. At least a beginning in definite supervision was made and I am hoping that this blank was somewhat helpful:

RECORD COUNTY COLORED SUPERVISORS

School (name and postoffice).....	.....	.....
Date of visit.....	Length of visit.....	.....
Teacher	Grade of Certificate.....	Experience.....
Personal appearance.....	.....	.....
Enrollment.....	No. Present.....	Punctuality of pupils.....
Grounds	Toilets.....	.....
Building	What equipment?.....	Condition.....
Schedule—Arrangement	Distribution of time.....	.....
Sanitation	Ventilation.....	.....
Spirit of the school.....	.....	.....

Class Exercise. Subject....	{	(a) Teacher's preparation.....
		(b) Aim
		(c) Method of approach.....
		(d) Questions
		(e) Procedure in accordance with type of lesson e. g., development, drill, appreciation.....
		(f) Assignment
		(g) Participation by pupils.....
Teacher's plan book.....		
Children at lunch—at the desks, or on the grounds.....		
Games at recess—the teacher leading.....		
I taught a class in.....		
I gave the teacher help in the following phases of industrial work.....		
Comparison with observation of last visit.....		
How the teacher is carrying out instruction from conferences, associations, etc.....		
Attitude of the teacher toward help.....		
In substance, my criticisms were.....		

During the year the supervisors studied two books, on which they were requested to submit a written report. All save two responded. The books studied last year were, "Education for the Needs of Life," by Miller, and "The Rural Teacher and His Work," by Foght. I felt that these books would furnish just the information that Maryland supervisors need. They will study next year "The Work of the Teacher," by Davis, and "Modern Elementary School Practice," by Freeland.

The following outline as an objective for the study of the first-named books was mailed the supervisors in December, 1918:

Requirements for Supervisors' Study of "Education for the Needs of Life" and "The Rural Teacher and His Work."

PART I.

Write a paper of not less than 2,500, nor more than 3,500, words on the following as bases:

1. Why I accept or reject the biological point of view in education. (If you reject, state and substantiate your point of view.)
2. Discuss the meaning which education has for you.
3. Explain your aim in helping to educate children.
4. Show what must be known about the child in order to instruct him successfully.
5. Discuss the principles underlying method.
6. Show the value of the project and the problem in teaching.
7. Give the order of function and technique.

PART II.

1. Compare each of your teachers with the type of teacher needed as given in the Introduction, Part I, II, III, of "The Rural Teacher and His Work" and in Chapter VI of "Education for the Needs of Life." Suggest specific remedial measures for those who suffer by the comparison. State what defect your remedy will relieve. Name those who seem to be incapable of improvement. Give a reason for your belief.

2. Measure your own qualifications and work with those described in Chapter II, Part II, of Foght's book, and in Chapter VI of "Education for the Needs of Life." If you are defective according to these requirements, prescribe remedies for yourselves.

3. Explain how you can re-direct each of the rural schools in your county, and what steps as a supervisor you propose to take to effect this re-direction. (Of course, it is understood that you haven't full authority, but work under the County Superintendent.)

4. Study carefully Chapter IV, in "Education for the Needs of Life"; Chapters I, II, III, IV, VII, Part III in "The Rural Teacher and His Work." With this material as a basis, criticize and revise the Courses of Study for Maryland Colored Schools. Give a reason for every step you take in the criticism and in the revision.

5. What can you do to square your rural communities with standards given in Chapters V and VI, Part III in "The Rural Teacher and His Work?"

Note:

1. Please write on only one side of the paper.
2. Do not fold papers, but mail them flat.
3. Be sure to have papers reach me by July 1, 1919.
4. Properly punctuate your quotations and give page of book from which they were taken.

The direct help was extended by going into the several counties and visiting the schools with the County Supervisor. (In the counties where there is a supervisor all my visiting is done in his company.) Upon these visits I not only observe what the supervisor does, but try to offer constructive criticisms of his visit, with the view of improving his work and of making his visit one of helpfulness to the teacher and uplift to the school.

During the past year I visited 421 schoolrooms in company with the supervisor.

From time to time during the year, as I note an immediate need of the supervisors, I send out to them a circular letter, in which I try to meet the need as explicitly as it is possible to do by letter.

(Copy of a circular letter mailed to the County Supervisors):

To the Colored Supervisors:

- I. I am urging that you hold Saturday conferences with groups of your teachers. You can do more effective work in this way than by trying to get them all in attendance for an association. This means that you, as well as the teachers will be obliged to use some of your Saturdays. The following items may be considered:
 1. Lesson taught, followed by a discussion
 2. Reports of improvements
 3. Reading Circle work
 4. Assignments
 5. Types of questions
 6. Choice of subject matter
 7. Emphasis in subject matter
 8. Preparation for county athletic meet
 9. Clean-up week
 10. Gardening
 11. Criticism! (constructive) of what the Supervisor has seen in the schools
- II. Go out to help organize and set to work the community league. Go on Sunday to get facts before the people. Teachers will wait for you to do this. Organize a county league, which will include the Trustees. This department will not be satisfied with less than 75 per cent in leagues—for this our second year of endeavor. The Supervisor must be responsible for this. When I am in your county, I shall be glad to assist in these organizations. Have a committee for the improvement of the grounds, one for the improvement of the interior of the building, one for the exterior, one for the library, one for the pictures, etc.
- III. Begin early to prepare for a county mass meeting. Sunday is not a bad day. I shall be glad to go on a Sunday. Don't let the year slip away without this. Try to get your preachers interested.
- IV. Try to arouse interest in the building of a schoolhouse. Let no country fall behind in this. You must stir up the interest and get the people aroused so they will do their share.

- V. I expect you to try to have your teachers raise the grade of their certificates.
- VI. What you are to do in securing libraries must be done soon. We are pledged, you recall, to 175 for the State. Who will be the first to secure several for his county?
- VII. Don't relieve your teachers from the Reading Circle simply because the Board does not pay a part or all expense of the books. They must learn that they must spend something on themselves if they are to progress. We shall not be satisfied with less than 25 per cent of the teachers completing the work this year.
- VIII. Let teachers understand that absence from conferences, associations, etc., will seriously interfere with the renewal of their certificates. (It will.)
- IX. See pages 289 and 317 in "The Rural Teacher and His Work" for suggestions relative to the *hot lunch* and to *playground apparatus*. Try to utilize them in your schools.
- X. I hope you are studying our two texts. Later on I will mail you subjects for your theses on both books.
- XI. You can hardly say you are a successful supervisor unless you, during the year, improve the quality of instruction in your schools, the buildings inside and out, the grounds, the toilets, the morale of your teachers, etc. To do these things requires *study, planning, work*. It *does not require* "wire pulling."
- XII. I am mailing you supervisor's records. I shall ask you to preserve all of them and mail to me by June 1. See that one is used for every school you visit.
- XIII. The supervisors can bring these things concerning which we have talked to pass. Let no one be satisfied unless they are brought to pass.
- XIV. I am sending you copies of "Code of Morals." See that your teachers secure and use them.
- XV. The supervisors will be judged (for certificate renewal) largely on the following points.
1. Helpfulness to the teachers
 2. Supervisory power in and out of the schoolroom
 3. Carrying out the courses of study for colored schools. (This is, of course, subject to the authority of the County Superintendent.)
 4. Effective organizations; e. g., community leagues, trustees, teachers' conferences and associations.
 5. General improvement in the surroundings of buildings and the interior—including the securing of a library, pictures, etc.
 6. Directing the teachers in the Reading Circle work and the study of our Supervisors' texts.
 7. General ability of leadership among the people.

J. WALTER HUFFINGTON,
Supervisor Colored Schools.

As far as practicable I participate in night meetings in any county where the supervisor feels the need of some one to emphasize his plea for community organization, for the raising of money for school purposes, etc.

I am happy to report that the supervisors as a body responded to every effort put forth for their assistance. They attended our conferences; they tried to make use of the supervisors' outline; they studied the books; they respect the circular letters; they readily call on me for assistance in county projects.

VISITS BY THE SUPERVISORS

In the counties of Wicomico, Prince George's, Caroline, Montgomery and Anne Arundel, the supervisor is free to visit his schools five days

per week. In all the other counties, where the supervisor is a man, he teaches manual training in the Central Industrial School two days per week and visits three days; where the supervisor is a woman, she teaches domestic science two days per week and visits three days. The number of colored schools in most of the counties is small; so, if the supervisor be energetic he can make many visits to all his schools under this arrangement. Last year the average number of visits made to the schools was from three in some counties to seven in others.

OTHER EMPLOYMENT OF SUPERVISORS

All the supervisors save three give all their time to the schools. Two of the three do work for pay outside of school hours; one has charge of her own household.

While I do not believe they would actually seek work during the school day or intentionally permit outside work to interfere with their school duties, there is always the danger of an encroachment of the outside occupation upon educational obligations. This can so easily happen with the supervisors, since at least three days per week they have no legal schedule of 9 to 4 o'clock to follow.

OUR TEACHERS

My belief, resulting from observation, is that many of our teachers are doing splendid work in the classroom; that many are self-sacrificing; that many have the spirit of a real teacher and are willing to spend and be spent in the service of the race and of the State. We have a great number—far too large—who are only keeping school and making a poor job even of that.

I think there are several causes for poor teaching in many of our schools, among which are:

1. We have never trained even one-eighth of our teachers.
2. Many who were fairly well trained a few years ago have failed to continue to study.
3. We have been satisfied, in several counties at least, to let almost anybody teach a colored school.
4. Prior to 1916, when the school year was less than seven months, a great many of these absolutely incompetent people were put into schools simply in order to have them open. Many of this group are still in.
5. We even now lack facilities to train 10 per cent of the teachers needed in normal times.

6. The tempting salaries in other lines of endeavor have drawn away many competent teachers since very small salaries are paid.

A few counties are no worse off now than they have been, for their teachers as a whole have always been of the incompetent class, yet most of the counties have seriously suffered within the past two years from the cause mentioned in paragraph 6.

Last year there were 112 teachers in our State uncertificated, eighty with a provisional certificate. Several schools were not opened at all, because no one could be found to teach. This means that more than 27 per cent of the teachers in charge of schools were not in the position entirely on the basis of qualification. And the probabilities are that most of this 27 per cent were actually lacking in the legal qualification. The result of it all is that more than one-fourth of the colored children of Maryland were poorly taught last year.

To improve materially our teaching force, I think the following things are necessary:

1. Provision must be made to train at least seventy-five teachers a year. This can be done by enlarging the plant at Bowie and granting some financial aid to students who attend and who will agree to become teachers. The earliest this can be consummated, however, will be five years hence. Our needs are with us now.

2. Develop training schools in a few counties.

3. Hold second and third grade teachers strictly to summer school attendance and the first grade teachers to some form of continued study, such as the Reading Circle work.

4. Provide extension centers in the State as an opportunity for intensive study during the year. Let the teachers who desire this work bear the expense of it, but permit the acceptance of this work in lieu of summer school attendance for certificate renewal. These centers should be supervised by the State Department of Education. This would leave the teachers free to do other work during the vacation season. Many of them must do this in order to live.

5. Encourage the graduates of the four high schools to attend the State Normal School for a year.

6. Close up such schools as are being taught by manifestly unqualified persons. This, I think, would have a tendency to arouse the colored people themselves to their obligation to try to get young people to attend a teachers' training institution.

7. Pay those who are really qualified a higher wage.

8. Give those in the schools closer supervision, more explicit and intensive aid.

Some of these things I myself can do, and it will be my obligation to do them this year. Some of them the county supervisors can do. It shall be my purpose to try to direct the supervisors in this work. As noted elsewhere in this report, we are establishing two training schools. We are inducing a good number of students to attend the Normal School as a result of granting them some financial aid toward expense. I am hoping that, with efforts directed into several channels, the teaching body in Maryland will show some improvement by the end of the year.

WHAT WAS DONE FOR THE TEACHERS IN 1918-19

Under the direction of the State Superintendent of Schools, a Year Book, designed to meet some of the needs of the colored teachers, was prepared and sent to the teachers of the State. Among the subjects treated in this publication were: The community league, with suggestive programs for several meetings; libraries, with a suggested list of suitable books; how to raise the grade of certificate; the Reading Circle, with the full explanation by the Board of Managers; health essentials for rural school children; importance of the summer school for teachers, etc.

I believe the help afforded by this issue justifies a similar publication in succeeding years.

The teachers were urged to do systematically the Reading Circle work. The response was excellent. Two hundred and sixty teachers in thirteen counties studied in group meetings the books of the Reading Circle courses. In two of the thirteen counties the work had been done in preceding years, but in the eleven others it marked a step forward, as this was the first year it had ever been done. The one element of weakness was that most of these teachers failed either to write the theses or to take an examination on the books studied. Only a few actually completed the work for credit.

Teachers were urged to take an examination to raise the grade of certificate. This was done in order to get them to do the studying necessary to pass the examination, which study would certainly improve them as teachers. There were several in the State who did this and were successful in the examination.

Regular monthly meetings were held in most of the counties, at which instruction in some subject was given; a demonstration lesson

was taught, followed by discussion; demonstration and instruction in industrial work formed a part of the program; helps were given in schoolroom routine. In some of the counties, where travel was inconvenient, the county was districted, and the teachers of a particular section were grouped for instruction similar to that offered before the teachers of the entire county. The attendance at these meetings, which were generally held on a Saturday, was good. It is believed that the teachers received help.

There was an effort made on the part of the State Supervisor, working with the county supervisor, to make the visits to the schools of the supervisory officer one of helpfulness to the teacher, through constructive yet courteous criticism of the class exercise, the condition of the room, the general activity of the teacher, the appearance of the grounds, the condition of the toilets, etc. Several teachers did show, during the year, some benefit from this help.

In a few instances teachers were directed to spend the day at the school of another teacher. The particular school to be visited was so selected that the weaker teacher would have an ocular demonstration of the way it was hoped she would conduct her own work. She was advised beforehand just what she was to look for, and advised that a report of the day's visit would be expected.

The help indicated above was efficiently given in every county where there was a good county supervisor. As a result of it, I am constrained to believe that in the counties of the strong supervisor the work of the teachers was better in 1918-19 than in 1917-18.

RESPECT FOR AN OBLIGATION

There is one phase of the attitude of many colored teachers that merits severe condemnation. It is their failure to appreciate the binding force of a contract, the obligation to regard as a duty a written pledge with respect to a school. From almost every county in Maryland last year came the complaint from the superintendent that "Miss So-and-So or Mr. So-and-So wrote me accepting an appointment to a certain school and either failed to be present on the opening day without giving any notice whatever of expecting to be absent," or she did write, perhaps, a week before the opening of the schools and declined the appointment. This same condition is existing again in September, 1919. No teacher can be censured for desiring a higher salary, in fact, she needs more pay; but as a teacher of youth she must, it seems to

me, be made to respect her contract or a promise to teach a particular school, unless she be honorably released by the superintendent.

This sort of thing is demoralizing to the colored schools of the county and reacts unfavorably on the whole body of colored teachers—the honest as well as the dishonest.

I would respectfully recommend that in the future, where flagrant cases are established, the certificate of the guilty parties be canceled.

There seems to be among them now a feeling that there is no penalty for such action, that they can violate an agreement at will; and, unless the county owes them money which may be withheld, they may break their promises or contracts with impunity.

The cancellation of the certificates of about twenty-five teachers would have, I am persuaded, a most salutary effect. It may be strange, but it is true, nevertheless, that some folks have to be made do the square thing. It appears that this must be done with a small number of our teachers.

COUNTY ASSOCIATIONS

During the year I participated in association meetings of one, two or three days in length, in the following counties: Wicomico, Dorchester, Caroline, Queen Anne's, Kent, Harford, Baltimore, Carroll, Frederick, Montgomery, Howard, St. Mary's, Prince George's, Anne Arundel.

The following topics were discussed by me at these several meetings: (1) lesson assignment; (2) lesson plans; (3) types of questions; (4) securing a library for the school; (5) opening exercises; (6) sanitation in and about the school; (7) clean-up week in the school and community; (8) basis for certification; (9) how to raise the grade of certificate; (10) the teacher's obligation with respect to attendance of pupils; (11) summer schools; (12) why do the Reading Circle work? (13) where to place the emphasis in subject matter; (14) methods in some subject.

The attendance of teachers was generally good. In most of the counties the meetings were on a Saturday—a few on Friday.

EXTRA MEETINGS

I spoke at the following places, either at night or on a Sunday, for the purpose of inducing the people to subscribe money toward a Rosenthal Building: Vienna, in Dorchester County; Salisbury, in Wicomico;

Wetupquin, in Wicomico; Catonsville, in Baltimore; Elkridge, in Howard; Prince Frederick, in Calvert; Cumberland, in Allegany.

It was my privilege to participate in the dedication of the new buildings at Easton and at Federalsburg.

The authorities of the Colored State-wide Fair held at Salisbury were courteous enough to give me an opportunity to speak at that event; also, I was privileged to address and to participate in the deliberations of the meeting of the Colored State Teachers' Association, which convened in Baltimore during Thanksgiving week.

MASS MEETINGS

During the year I spoke at a meeting of colored people assembled from the entire county in the following counties: Worcester, Somerset, Wicomico, Dorchester, Caroline, Talbot, Queen Anne's, Kent, Cecil, Prince George's, Howard, Anne Arundel and Allegany.

Many of these meetings were held on a Sunday afternoon, for the reason that a larger number of colored people could be assembled on that day than on other days. The chief topics on which I dwelt in my talks were:

1. Need for improvement in sanitation and how it could be effected.
2. Need for raising money to extend the school year, help build school houses, secure equipment for the school, library, etc.
3. Obligation resting on the colored people to send their children to school regularly and punctually.
4. Need for positive coöperation with the school for the benefit of the children. Several items in this connection were enumerated.
5. A description of what we are trying to do in the colored schools.
6. An emphasis on what the county supervisor and the local teachers were attempting to do in the county.

At many of these meetings the county superintendent was present and spoke. The size of the crowds present was an encouragement, in that one's message was at least being heard by many, even though there might not be a favorable reaction from all the auditors.

I believe that these meetings have a distinctive educative value. They do acquaint the colored people with what the white people, who are in control of affairs in the State, and of whom some of the colored people are more or less suspicious, are attempting to do for the colored children along educational lines. The meetings serve also to put publicly the stamp of official approval upon what their own teachers are doing in the local schools in the way of modernizing the work. This tends to

ally somewhat harsh criticisms leveled at the teachers by many unreasonable colored patrons. The meetings, I think, have also a real inspirational value which counts for much in forwarding movements among the colored people.

BUILDINGS

The need for better buildings is really pressing. The present condition is a result of a partial failure for many years to construct suitable schoolrooms for the colored people. From a survey made of the State, I find that 27 schools are being conducted in churches; 54 in lodge halls; 79 in so-called schoolhouses which are totally unfit for school purposes. This means that more than 30 per cent of our buildings should be replaced by modern ones, if the colored children are to have the proper school advantages. I fully realize that all this cannot be done in one year or even in two or three years. But I do feel that there should be a systematic effort on the part of the county authorities which looks to the gradual substitution of good buildings for poor ones, of schoolhouses for churches or lodge halls.

I know the county authorities are not at all indifferent to this need. But on account of the scarcity and the high cost of labor, the limited supply and the expense of building material, the pressing need for money for increased teachers' salaries, building operations for the two past years have been practically at a standstill in the counties.

I am glad to report that a new building has been opened for use in the following counties: Talbot (Easton); Caroline (Federalsburg); Wicomico (Sharptown); Montgomery (Kensington) (this is portable); Frederick (Oldfields); Carroll (Priestland). Three buildings are in course of construction in Worcester, one in Queen Anne's, one in Harford. Money has been levied for a building in Kent, in Howard, in Charles and in Dorchester. The colored people have purchased a tract of thirty acres in St. Mary's, on which to locate a Central Industrial School; a tract of sixteen acres in Charles for the same purpose. The County Board of Education of Frederick County has recently bought a desirable site in the town of Frederick, at a cost of \$3,100, for the erection of a modern colored school building. The colored people of Calvert have raised about \$1,500, which will be used in the construction of a Central Industrial School during this present year, so the superintendent advises.

Practically all over the State I have found that the people are willing to raise money to supplement the amount so generously given

by Mr. Julius Rosenwald, of Chicago. The chief drawback has been to induce the county commissioners to levy sums that will make the construction possible after a sum has been raised by the people and aid extended by Mr. Rosenwald.

I am expecting a better spirit in this direction within a year or two.

During the past year the people at Elkridge raised \$500 toward a new building; at Vienna, \$350 toward one; at Wetipquin, \$500; Kent County, \$300.

I believe the attitude of many communities expressed by the sentence, "We pay our taxes, therefore we should give nothing toward a new building, but the County Board should do it all," is being improved. I am doing what I can to effect an improvement.

LIGHT AND VENTILATION

Even among most of the buildings that are physically good, the lighting is poor. Often there is light on three sides, or cross lighting. No provision has been made for ventilation. Last year an effort was made with varying degrees of success to correct this condition as far as possible. The lighting was improved in several schools, and devices were resorted to in seventy-three schools of the State to improve the ventilation.

We shall continue in 1919-20 our efforts in this direction.

INDIVIDUAL DRINKING CUPS

An effort was made last year to have the pupils provide themselves with individual cups or glasses from which to drink and some success was attained. The pupils in about 50 per cent of our schools supplied themselves with individual drinking cups or glasses. While it is too much to believe that there was no drinking after others in all of these schools, yet I am persuaded that the effort put forth was worth while. We shall try to raise the percentage materially this year.

COMMUNITY LEAGUES

There are approximately 500 colored school communities in Maryland outside the City of Baltimore. Last year 338 of these communities were organized into community leagues. These organizations had for an aim the placing of the community as such squarely behind every movement which dealt with any phase of community improvement, whether this improvement was needed in the church, in the school, or elsewhere.



USES OF THE TALKING MACHINE



UPPER THREE—SCHOOL USES OF THE VICTROLA.
LOWER THREE—ATHLETIC TEAMS AND GAMES.

As an aid to these leagues, a helpful program for several meetings, prepared by Superintendent E. W. Broome, of Montgomery County, was published in the 1917-18 Year Book for Colored Schools.

While not every one of these 338 leagues was fully active, yet in most instances the organization proved to be a valuable adjunct to community activity. Among some of the things they did for the schools may be mentioned: whitewashing and painting; donating window shades, flagpoles, sanitary water-coolers, furnishing labor to build wood sheds and toilets; cleaning land for larger playgrounds; taking the lead in securing money for libraries and Rosenwald Schools; and for extension of the school year.

The activity of the league depends very largely on the leadership of the county supervisor and the local teacher. In every instance where these individuals proved themselves to be capable, enthusiastic and energetic, the league did things.

I have sufficient confidence in the organization as an element for service to bend every energy to try to bring the number nearer the 100 per cent mark in 1919-20.

In addition to the individual community organizations, there are twelve counties which have county-wide organizations either of the trustees or of representatives from the several communities. In two of the twelve counties this organization has amounted to nothing, in the others it has been helpful in putting over a movement that affected the entire county, such as instituting a Rally Day and securing money for a Central Industrial School. The last named service has been notably apparent in Talbot, Charles, St. Mary's and Calvert Counties.

The league in Cecil County, under the direction of the county supervisor, raised money to provide a half-scholarship for a student from the county to the State Normal School. One worthy student is thus being helped by the activity of this organization.

The success of the county-wide organization depends almost entirely on the county supervisor. For it to be active and energetic, the supervisor must plan, direct, lead, occasionally drive, be ever alert, and never become discouraged.

While I am hoping for more extended service from the organizations in 1919-20, they have by no means been a failure so far.

CLEAN-UP WEEK

The first week of April was observed by our colored schools as a clean-up period, not only in the school, but throughout the community.

About 60 per cent of the communities observed the week. An effort was made during the week to have every householder make repairs, paint, whitewash, clear away rubbish and make the premises both sightly and sanitary. I feel encouraged that 300 communities would enter into the spirit of a clean-up period. We shall make an effort to increase very much the number of these communities in 1920.

Special mention in this connection should be made of the County Board of Education of St. Mary's County. This board bought several barrels of lime and distributed it among colored communities of the county, that they might have full opportunity to improve the appearance of fences, outbuildings and dwellings.

In Cecil County a community league bought lime for distribution, so that the whole neighborhood might be improved in appearance. The result of this expenditure is an improvement in the appearance of the entire county. It is hoped that other Boards of Education will find it convenient to do what this Southern Maryland Board did.

THE COUNTY FIELD DAY

I want to express to you my keen appreciation of the service to the colored schools of Dr. Wm. Burdick, Supervisor of Physical Education for the State.

Dr. Burdick, though having only a limited number of assistants, went into twelve counties and conducted a field day for the colored schools of those counties. I am sure that nothing else has been done within the two past years, which proved to be a greater stimulus to the schools than these county events. One teacher in Howard County said to me: "I won't be able to keep my boys out of school next year as a result of this meet." Two thousand five hundred and sixty pupils entered the various contests and this number Dr. Burdick seems to feel was encouraging.

Field day brought together colored people from every section of the county for a sort of gala event, which, for the first time in the history of the colored schools, was under school direction, just one of the conditions we have been striving for.

There was in most of the twelve counties a parade of the school children; in a few, an exhibition of the industrial work done during the year. In no county was there any incident to mar the pleasure and success of the day.

The following from local papers in Cecil and in Howard County are typical descriptions of the event in the several counties:

COLORED SCHOOL RALLY

The Rally of the Colored Schools of Cecil County on Monday at Elkton was a most creditable affair and was thoroughly enjoyed. The parade in the morning, with three bands and numerous banners, was enlivening and very interesting to watch, the most noticeable feature, perhaps, being the way even the smallest children kept step to the music. The costumes worn by the children of the different schools were neat and attractive, and the parade as a whole was a great success.—*Cecil Whig*.

The first "Rally Day" and athletic meet of the Colored Public Schools of Howard County, which was held in Ellicott City on Tuesday of last week was largely attended by friends and patrons of the Colored Schools from all parts of the County. The children, to the number of more than three hundred, made a most creditable showing and despite the fact that they had little time in which to prepare for the meet they went through the whole program without a hitch.

Especially commendable was the industrial exhibit in the Ellicott City A. M. E. Church, where specimens of the pupils' work, showing real merit, were displayed. The industrial work was introduced into the Colored Schools last year, and the pupils have shown wonderful aptitude for the work. This department is conducted under the able supervision of Wilson S. Leigh, Jr., a graduate of Hampton Institute, the alma mater of Booker T. Washington. The work is directed from a central school, located at Cooksville, but the supervisor makes regular trips each week to the other schools. Domestic science, consisting of sewing, cooking and laundering is taught the girls under supervision of Miss E. J. Abrams, who exhibited splendid specimens of the pupils' work, consisting of underclothing, cooked viands and laundered garments.

The work of the boys is subdivided as follows:

Shuck work, consisting of the making of ordinary corn husks, of door mats, table mats, picture frames, napkin rings and hats. Chair caning, repairing furniture, shoe cobbling. Woodwork making from white oak splits and honeysuckle. In all of this work the use of native material is urged, and while the work is very good and practical it is inexpensive. This season, in the Cooksville School alone the boys turned out the following work: Caned 53 chairs, repaired 35 pairs of shoes, upholstered 6 chairs, made 1 bookcase, 1 mahogany stand and 1 waste basket, 1 hay rack and many smaller articles. All of these were sold and Liberty Bonds bought.

Supervisor Leigh has succeeded in establishing a school improvement league in every community in the county, for the purpose of assisting the teachers in improving the conditions around the schools and also for securing material for the industrial exhibit. There were only two such leagues, now there are twelve and they are all doing good work. At the County teachers' meetings demonstrations are given the teachers in the different phases of industrial work.

The Supervisor has been engaged for the summer to direct and assist the garden work and sanitation among the children. Through the clubs which have been formed in the county, demonstration will be given in canning and drying fruits and vegetables, instructions in raising pigs and poultry and general uplift work among all of the colored people, old and young.

The school authorities took the right step when they secured the services of Supervisor Leigh. His training and education have fitted him for the work he is engaged in and the results already obtained reflect credit on his preceptors at Hampton Institute. While not neglecting the "three R's," he is quietly demonstrating the ideas set forth by Booker T. Washington and other leaders of his race by teaching the colored children the rudiments of useful pursuits.

The athletic meet, which was the principle feature of the Rally Day exercises, was held on "Forty Acres," the Rock Hill College Athletic Field. More than 200 children took part in the field and track events. About 500 children and patrons of the Colored Schools formed a procession from the Ellicott City A. M. E. Church to the grounds. It was led by the colored band of Glenwood and made a very good showing. The athletic meet was a marked success, many of the contestants having won bronze medals and badges, presented by the Public Athletic League under whose auspices the meet was conducted.

After the athletic meet the public was invited to inspect the industrial exhibit at the Ellicott City A. M. E. Church, where addresses were made by Professor J. Walter Huffington,

State Supervisor of Colored Schools; W. C. Phillips, County Superintendent; and Michael J. Sullivan. Very creditable specimens of work were submitted by the following schools: Cooksville, Ellicott City, Colesville, Guilford, Alpha, Atholton, Jonestown, Daisy Highland, Folly Quarters, Dayton and Dorsey. The schools of Pine Orchard, Annapolis Junction and Elkridge failed to send exhibits.—*Ellicott City Times*.

It is worthy of record in connection with the physical improvement of the colored children that the County Board of Education of Montgomery County gave to each of its colored schools early in the year a dodge ball, that the pupils might have the benefit of the dodge ball game and of basketball as well.

An incident indicative of the spirit of sacrifice of our teachers is worthy of note in connection with the field day. The schools of Montgomery County open September 1, hence close early in April. It was not possible for Dr. Burdick to hold the field day until a week after the schools would close. The teachers of the county, led by their supervisor, continued their school work one week after the official closing day without any charge for the extra service so as to prevent the children becoming disorganized before the day of the meet.

I honor teachers of that type who are willing to do more than their salaries call for when the welfare and progress of the schools, which exist for the children, is at stake.

EXTENDING THE SCHOOL YEAR

In 1917-18 there were scarcely any schools whose year was extended by the colored people. Nineteen eighteen-nineteen showed a very great improvement in this. There were fifteen schools whose term was extended one week; four whose term was extended two weeks; thirty-two whose term was extended one month—all from money raised by the people.

Summarizing by rooms, this extension represents seventy-five rooms and approximately 3,000 children who enjoyed the benefit of a longer term. Thirteen counties were partners in the extension.

When we note that the counties of Cecil, Baltimore, Washington and Allegany make no distinction between the races in the length of the school year, and the counties of Harford and Prince George's grant between an eight and nine months' year to the colored schools, it may be readily seen that most of the counties which really need an extension of the school year were participants in this effort.

I am pleased to record that a white philanthropist in Frederick County extended the year of one school of that county to the full nine months' period. Also, Mr. Rosenwald, though giving generously toward the construction of new buildings, will donate toward the

prolongation of the session of a Rosenwald School. His gift is conditioned here, as in the case of the building, on the people's giving an equal amount. We received \$40 from him last May toward the extension of the year in the Rosenwald School at Federalsburg, in Caroline County.

I think the fact that many communities were willing to raise some money for the purpose herein indicated and did so is at least one evidence of an increased interest on their part in the progress of the children of the race.

ATTENDANCE

The attendance of the pupils in school is irregular throughout the State. My visits after the middle of March disclosed an average attendance of less than 60 per cent of the enrollment.

It seems that a vast number of colored people fail to appreciate any responsibility of their own to keep their children in school. They are either kept out or allowed to stay away from school with no valid reason whatever.

The colored people must be led to feel some obligation in the matter of their children's education. We are trying to inculcate this sense of responsibility. The process is rather a slow one, however, because the teachers, through whom we must primarily work, are disposed to excuse this irregularity on the basis of a racial characteristic and to censure the lax enforcement of the Attendance Law. It is the old story of placing the blame on the shoulders of others. Eventually, I am hoping to show progress in this regard.

Poor attendance is expensive for the State, for it congests the lower grades in the schools, since the pupils are not promoted from year to year, and it also means that the teacher is serving only a small number of pupils when she could serve a larger number at the same time on the same salary. It prevents proper and regular grading in the schools and interferes with group teaching, for there will always be as a result of one, two or more days' absence, pupils who do not fit in properly with the grade and cannot keep up with their classmates. The reaction on the children themselves is one of shame and discouragement. What boy of eleven wants to be graded with one of seven or eight years of age? The result is that the older boy does little work when thus classified, even though his irregular attendance be responsible for the classification.

Irregular attendance further helps to deaden the children's ambition,

when they realize they are far behind, and as soon as possible they drop out of school.

There is now little excuse among the colored people for permitting the children to stay out of school on the plea that their financial help is needed. This may or may not have been formerly a justifiable plea. It is not justifiable now.

The problem is of sufficient importance and its effects are so far-reaching that its solution is worthy of much energy being expended. We shall attack it as vigorously as possible.

SAVING BY THE PUPILS

I regret to report that not as much was saved by the pupils this past year as in 1917-18. I confess that the fault is probably mine in that I failed to urge this as strongly as I did the preceding year. The situation simply indicates that in my work, to have the folks moving in the right direction with any speed at all, one must "keep his shoulder to the wheel" solidly all the time.

The amounts reported from all sections of the State total as follows:

Saved by the Thrift Stamp Plan.....	\$1,531.00
Saved by Christmas Fund Deposits.....	1,802.00
Saved by Savings Bank Deposits.....	2,308.00
Total	\$5,641.00

I believe that the saving idea should be kept prominently before the colored pupils. It shall be my aim to do this in 1919-20.

FLAGS

The colored teachers displayed a most commendable spirit in securing flags for their schools last year. In most of the counties the Boards of Education were not in a financial position to purchase flags for their schools, so the task of securing this national symbol was undertaken by the supervisors and teachers. Although the session was a short one—due to the epidemic—yet flags were purchased and raised on the grounds by 147 schools. The counties of Wicomico and Carroll donated a flag to every school in the county. The counties of Calvert and Anne Arundel gave them to a small number of schools. From the most reliable information I am able to secure it seems that about 40 per cent of our colored schools are now supplied with the Stars and Stripes.

I want to mention especially the white citizens of the town of Greensboro, in Caroline County. These good people voluntarily pur-

chased and presented to the one-room colored school of that town a handsome flag.

A fine spirit of patriotic and school devotion was displayed by a little colored girl of Prince George's County, who made a flag for the use of her school. Incidentally, this was the only flag hoisted over a colored school in that county, a large percentage of whose teachers live in the District of Columbia, almost under the shadow of the National Capitol, yet they failed to do what teachers in almost all other counties did, viz., secure a flag for their schools.

LIBRARY CAMPAIGN

During the year a campaign was waged to secure for the colored schools suitable libraries. This effort was made necessary by the fact that very few schools in the State possessed anything for the children to read. Teachers were urged to raise the \$10 necessary to secure a like sum from the funds of the State. The response was most gratifying. In every county where there is a colored supervisor, save Worcester, and in some of those where there is no such official, money was raised for the purpose of a library.

A total number of 120 libraries were actually secured and money was in hand at the close of the school year to secure fifty additional ones. This means that library provision was actually made in about 34 per cent of the colored schools of Maryland during 1918-19.

In addition to the libraries secured as the result of the teachers' efforts, the Lend-a-Hand Book Mission, of Boston, was kind enough to put our colored schools on its list, and shipped into five counties, freight prepaid, a very acceptable collection of new books, especially designed for schools. This organization has promised to continue its aid year-by-year.

The County of Caroline has a professional library of about seventy-five volumes for the use of its colored teachers. These books are placed under the immediate care of the colored supervisor, who distributes them from the Central Industrial School.

I wish to record that this county now has nineteen of its twenty schools supplied with libraries, a percentage which is decidedly larger than that in any other county in Maryland. During last year the Board of Education of this county supplied sixteen out of twenty of the schools with bookcases.

SUMMER SCHOOL ATTENDANCE

I am rather proud to report that more than 25 per cent of our teachers were in summer schools in 1919. I feel that this was a most creditable showing and that it augurs well for their devotion to the cause of public schools as they affect the education of the race. This was particularly true in 1919 in view of the fact that in very few counties of Maryland were the colored teachers paid more than the letter of the law required, and this salary was so low that it was imperative for the teachers to do other work during the vacation period in order to have the necessities of existence, not to provide for even the conveniences of life. Then, too, many were tempted with positions which paid three and four times as much as they were receiving as teachers. In these positions no additional preparation, such as a summer's course for teachers, was required.

The teachers were distributed in the following summer schools: Maryland Normal and Industrial, ninety-four; Hampton, thirty-five; Cheyney, twenty-two; Dover, twelve; Tuskegee, five; Wilberforce, five. A small number attended the University of Pennsylvania and Columbia University. The General Education Board generously donated a sum of money to pay the traveling expense of ten teachers to the Hampton Summer School and five to Tuskegee Institute for the summer session.

VISITS TO SUMMER SCHOOLS

During the summer vacation I visited several schools where work was being carried on for teacher improvement. I made these visits with the view of ascertaining the quality of instruction, as well as to learn whether the work as given was of such a character as to meet the needs of those teaching in Maryland. I am very happy to report that the work at Cheyney Institute, Cheyney, Pa., is in every way worthy of recognition by our State Department; that the courses at the Dover State College, Dover, Del., were excellent from an academic point of view, but there is need of a stronger course in the types of industrial work to meet the needs of our rural teachers; that the work along industrial lines at the Manassas Institute was good, but the academic subjects were handled by a faculty who knew little of the needs of rural teachers; that the program of studies, both academic and industrial, at Tuskegee Institute, was well adapted to the needs of the rural teachers of Maryland; that the courses, spirit and general atmosphere at Hampton Institute, were of such a nature that the Mary-

land teacher receives not only direct help for her work, but the inspiration and encouragement which are necessary to make her a factor for progress in the community.

From what I observed on these visits I am convinced that if the session at Cheyney could be lengthened to six weeks (it is only four weeks in length now), so as to meet our minimum summer school requirements for certificate extension, our teachers can with profit spend six weeks at the institution. Unless the industrial work at Dover College be enlarged in its scope I should not recommend it as a summer school for the Maryland teachers. Our Maryland Law explicitly states that work of an industrial character is to be made a part of the daily program of every colored school in the county which draws the \$1,500 from the State to maintain a colored supervisor and a Central Industrial School. For this work to be done intelligently the teachers must be prepared to do it. The summer schools furnish the chief opportunity for this preparation. Hence, the teachers should go to those schools which offer not only strong academic courses, but effective industrial courses as well.

I cannot recommend the Manassas Institute unless several changes be made in the summer school faculty. As I wrote above, the faculty of last session, with one or two exceptions, did not grasp the rural situation.

Tuskegee Institute is so far away that the traveling expense to and from practically eliminates it as a summer school for our teachers.

I am reliably informed that in the future Hampton Institute will confine its efforts to the helping of special groups, such as high school teachers, training school teachers, matrons of boarding schools, industrial supervisors, teachers of manual training and domestic science teachers.

It seems to me that as a result of this specialization this institution will prove to be the very school to which such groups as those enumerated above, most of whom we have in Maryland, should go to receive the maximum help for their activity.

NEED FOR AN INTRA-STATE SUMMER SCHOOL

I am sure we cannot do better for our rural and primary teachers than to provide an opportunity for them to procure at our State Normal School during the summer the added preparation necessary, as has been done for the two past summers. The courses given there this past summer and the aid extended in extra-school activities by the summer

school faculty, were, I think, of inestimable value for Maryland teachers. The spirit of the students and the zest with which they applied themselves are proofs that such a school meets with a ready response from the teachers of Maryland. Every county save Worcester was represented in 1919 by one or more teachers, all of whom, so far as I could learn, expressed themselves as being helped by the faculty of the summer session.

MONEY RAISED FOR SCHOOL IMPROVEMENT

There was a decided improvement over the preceding year in the activity of the colored people in raising money among themselves for school improvement. From data at hand, I find that they have raised in cash during the year for this purpose \$12,220. Practically every county has had a share in making this amount so large. The counties that presented the sums represented by four figures, however, are: Charles, Howard, Talbot, Calvert, Wicomico.

This money was and is being expended toward new buildings; pianos and victrolas for the schools; pictures; flags; furniture and blackboards; materials, such as reed, raffia, cardboard; globes; mechanical tools, including cobblers' outfits, etc.

I believe that the spirit displayed in this regard last year augurs for better conditions among our colored schools. It will inevitably be some time before the counties can provide every piece of apparatus and all equipment necessary for instructional and other purposes in our schools; so, when the people, under the leadership of the supervisor and the teacher, will at once meet some of the pressing needs of the schools, the education of the children in those schools is thus accelerated.

Furthermore, the human being has more interest in any project to which he has directly contributed than in one to which an indirect contribution has been made or for which an assessment has been placed, as is true of tax money for schools. As a result of this direct contribution for school improvement, it is believed the colored people of the community who have given will have a more intense and positive interest in the local institution which is educating their children.

A genuine interest on the part of the colored people in the progress and in the improvement of their own schools is perhaps as much needed as anything else to make of these schools a more effective means for the training of the colored youth.

INDUSTRIAL WORK

There was, I think, some improvement during 1918-19 in the attitude of colored teachers and supervisors toward industrial work. I know that in many schools where it was not attempted at all in 1917-18, creditable work was done during the past year.

I regret to have to report, however, that there are still a few counties in the State that take the \$1,500 assigned by the commonwealth yet do not carry out even the letter of the law—"that industrial work shall be made a part of the daily program of every colored school in the county"—to say nothing of the spirit of the statute.

There seems to be a feeling that if there be a Central Industrial School and a colored supervisor of colored schools, the law is satisfied.

I think the reason for this condition is that there have been selected as county supervisors people who lack both a broad knowledge of industrial work and a full understanding of the educative value of handwork, and that, in spirit at least, this has been made a prerequisite of their appointment as supervisors. As a result, in some instances the supervisor is unable to direct this type of work, and in one or two cases this official has been actually hostile to it.

It does seem strange that some of these same persons will talk freely about educating the head, *the hand*, the heart, of the child, and yet oppose or neglect the only means we have in our schools to educate *the hand*.

In every country where the supervisor is in sympathy with handwork as an educative process, the law is obeyed in letter and in spirit. I may add also that in those same counties the academic work shows greater advancement and the schools have more of the earmarks of progress than is generally true in the other counties.

I trust I may be pardoned when I urge that in the future confirmation of a county supervisor be withheld unless he possess the requisites mentioned above, which will be a guarantee that the law will be obeyed.

Lest I be misunderstood, I beg to say that in no way will I agree to a cutting down of the academic work, and I would by no means make the above named qualifications for a county supervisor the only ones, but I would insist that they be included. Fortunately, we can find many who can not only measure up to these requirements, but can supervise the academic work well, who have administrative ability, who know how to strengthen the schools of their system. Several supervisors with just such qualifications were selected last year.

TOILET CONDITIONS

Some of our colored people do not as yet fully appreciate the necessity for sufficient and suitable toilet accommodations at their schools. It is clear that this necessity must be met, both for sanitary reasons and for the moral welfare of the growing child.

My belief is based upon a survey of toilet accommodations made throughout the State. The result of this survey shows that among the 500 schools in Maryland there are thirty-five with no toilet accommodation whatever. This condition is not confined to one county only, but is found in ten counties of the State. There are fifty-one schools with only one toilet for the use of both sexes. The one toilet school is found in eleven counties. In many counties where there are two toilets they have been found upon inspection to be in poor condition and unsanitary.

I think I am justified in my conclusion that this condition is almost entirely the fault of the trustees and not of the Board of Education. I have known these officials to make a request of the Board of Education for new desks, although they were not needed, when at their school there was but one toilet, and it without a roof, yet they had failed to note this defect or to make a request for money to repair the old toilet and to build a new one. The statute places on these officials the responsibility of seeing not only that there are two toilets, but that they be clean, comfortable and sanitary.

I feel sure, too, that our teachers have not been as energetic as they might have been in taking care that the toilets are kept clean and free from an offensive odor, and markings.

Whatever may be said with respect to the trustees' obligation, if the teachers will take hold of this matter of better toilet conditions the schools will have them.

HIGH SCHOOLS

The establishment of four high school of the third group by the State Board of Education was a matter of encouragement and great inspiration to many colored people of the State. In two counties, the inspirational effect is noted by the way the people are keeping their children in the rural schools, with the idea of sending them to the county high school when they have completed the seventh grade in the local school. The encouragement is evident in the appreciation the people seem to feel because they may actually have high schools for their children. The colored folk seem also to realize that the re-

sponsibility is theirs if they do not secure high schools, not that of the white man.

In accordance with the law governing Third Group high schools, only three years' work is being attempted in them, but domestic science and manual training are given. Because everything offered in a First Group school is not given in these Third Group schools, and also because of the lack of knowledge of what a high school is, there are a few colored people in Maryland who have derided the very idea of these institutions being high schools. False statements have been made relative to the qualifications of the faculties of the schools, and threats are being made that the schools will be killed. This spirit is manifest, however, in only a very small group of people.

The result of the first year's existence of the high schools leads me to believe that they are worth while, that they should be encouraged, that everything possible should be done for their development. Everyone of them maintained an enrollment and an average in excess of the minimum legal requirement. The faculty of three of the four was strong. They all had the hearty support of the superintendent of the county in which they were located. The term of the Cumberland School was nine months; of Cambridge and Annapolis, eight months; of Salisbury, seven months.

I am glad that these schools will henceforth have the benefit of the supervision of the High School Supervisor, Mr. North.

TRAINING SCHOOLS

As a result of the generosity of the Slater Board (Dr. James H. Dillard, president), which is giving us \$1,000 a year for three years, we are establishing a training school at Easton, in Talbot County, and at Pomonkey, in Charles County.

The program of studies for these schools provides for three years' work in advance of the elementary grades, in domestic science and manual training. During the last year in the schools some elementary work in teaching will be given in addition to the other subjects.

It is not desired nor intended to have such schools supplant our Normal Institution at Bowie. The shortage of teachers, however, is so acute, and the facilities in Maryland for training an adequate supply of them are so meagre, that such schools will for at least five years undoubtedly be of tremendous service to the system in helping to meet this shortage.

I should add when writing of the donation through Dr. Dillard that the General Education Board very kindly gives us money to assist in providing equipment for the training schools.

THE STATE NORMAL SCHOOL

It is my belief that prospects for the Normal School to become an instrument of service in the State are brighter. The construction of the new dormitory for girls will go far toward removing some of the criticism leveled at the institution. The intense interest displayed by the State Board of Education in permitting me to grant half-scholarships to deserving youths who agree to teach upon graduation has been a big factor, perhaps the biggest in materially increasing the enrollment for the year 1919-20.

The service of a good normal school is an imperative necessity in the development of a system of schools for our colored people.

We have no adequate source of supply for teachers, about 150 of whom are needed every year. The school is turning out very few at present. It is not meeting our needs in this regard. It can, however, be made to do so.

With the development of a few colored high schools, and with some improvement in our elementary schools, we should be able, within a few years, to make the Normal School a standard institution.

I do not feel we are ready for its standardization as yet, for this would mean that the average child would have to remain at the school six years and few colored youths can afford to do this.

It seems to me, however, that our aim should be to make it standard just as soon as circumstances will permit.

I think the State should very materially increase the appropriation for the maintenance of the school and provide for the erection of another dormitory before the opening of the next session.

The increased appropriation would justify the improvement of the farm, so that it could be made a source of revenue for the school. The present appropriation is hardly sufficient to permit of much being spent on the farm.

An increased appropriation would also permit us to pay part of the expense of deserving colored youth at the institution, on condition that the recipient of this aid would agree to teach a few years in Maryland after graduation. By this means I believe that within five years we could supply most of our schools with trained teachers. As a result of an increased appropriation the State will, it seems to me, get

back from the school a hundred fold more in the way of service than is now true on a meagre appropriation. So far, the school has given to the State only sixty graduates throughout its life, from 1911 to 1919. There should be more than that number in one year. I believe it can be done.

SUMMER WORK OF THE SUPERVISORS

The General Education Board again generously donated money toward the employment of the county supervisors during the vacation season. They were to organize, as far as practicable, the girls, the mothers, and the boys, into clubs, for the purpose of gardening; canning and drying fruits and vegetables; raising chickens and pigs; receiving instruction in home improvement, including sanitation, etc.

General instructions were mailed to these supervisors early in the spring. They were advised about beginning the gardening and distributing helpful literature dealing with gardening, poultry and pig raising, canning, etc.

The supervisors showed a spirit of helpfulness to the people of the counties. In the main, these efforts met with a hearty response from the several communities in the counties.

When it is remembered that very few of our counties have a colored demonstration agent for the colored people, it would seem that such work as our supervisors are directing is important in the increase of production and the conservation of foodstuffs. It seems to me, too, that the lesson of thrift is a very important by-product of the work.

Some of the best of our summer supervisors did not lose sight of the fact that they are supervisors of the schools, as well as directors of this particular line of work. Hence, they met and kept active their community leagues; they continued to stimulate an interest in the schools, when visiting among the people to show them how to conserve their fruits and vegetables; they tried to impress their people with the necessity of educating the children.

In return for the relatively small expenditure, I think the results are indeed excellent. I trust we may be able not only to continue this type of work, but to have it in many other counties in 1920.

The following counties availed themselves of this particular form of help in 1919: Somerset, Dorchester, Talbot, Kent, Cecil, Carroll, Frederick, Washington, Howard, Anne Arundel, St. Mary's.

FORM OF REPORT OF SUMMER SUPERVISORS.

1. Number clubs organized.....
2. EnrollmentGirls.....Mothers.....Boys.....
3. Number canning demonstrations held.....
4. Number homes visited.....
5. Fruits (quarts) canned for home use.....
6. Fruits (quarts) canned and sold.....
7. Vegetables (quarts) canned for home use.....
8. Vegetables (quarts) canned and sold.....
9. Fruit (gallons) dried.....
10. Vegetables (gallons) dried.....
11. Estimated value of fruits and vegetables canned.....dried.....
12. Estimated value of chickens raised.....
13. Estimated value of pigs raised.....
14. What use is being made of the money earned by the children.....
15. Number individual homes.....communities.....improved.....
16. Character and cost of these improvements.....
17. Additional amount raised for school improvement.....
18. Approximate value of foodstuffs grown, whether marketed or used in the home.....
19. What literature did you distribute.....
20. How many pints of broom corn seed were planted.....
21. What is the attitude of the people toward this work, i. e., are they eager for it, passively co-operative, indifferent, or hostile.....
22. How many days did you actively give to this work during the vacation season.....
23. Write on a separate sheet anything of special interest which had to do with your work this season.

	Fruits and Vegetables, Canned Quarts.	Estimated Value of Fruits and Vegetables, Canned.	Value of Fruits and Vegetables, Dried.	Value of Chickens Raised.	Value of Pigs Raised.	Additional Amount Raised for School Im- provement.
Anne Arundel..	\$3,400	\$680	\$228	\$1,500	\$2,400	\$400
Carroll	6,164	1,232	69	336	360	75
Cecil	3,517	703	42	1,275	3,500	150
Dorchester	3,500	700	—	600	500	175
Frederick	27,596	5,519	555	2,360	3,750	300
Howard	1,000	200	48	325	800	600
Kent	14,052	2,810	375	4,500	3,500	220
St. Mary's	15,134	3,026	1,098	2,000	2,500	400
Somerset	2,500	500	45	100	400	140
Talbot	3,000	600	18	100	140	363
Washington	9,016	1,803	130	960	2,625	700
Total	88,879	\$17,770	\$2,608	\$14,051	\$20,475	\$3,523

A SUMMARY OF THE CHIEF ITEMS OF THE SUPERVISORS' REPORTS.

Counties.	Supervisors.	No. of Clubs.	—ENROLLMENT—				No. Canning Demonstra- tions		No. Homes Visited.
			Girls.	Mothers.	Boys.	Total.	Held.	Visited.	
Anne Arundel..	G. W. B. Overton....	61	211	54	90	355	8	160	
Carroll.....	Ada R. Fulton.....	13	71	113	47	231	15	91	
Cecil.....	Portia Miller.....	23	60	80	30	170	10	35	
Dorchester....	Edna B. Moore.....	27	196	105	86	387	20	50	
Frederick.....	J. W. Bruner.....	20	240	120	125	485	18	122	
Howard.....	W. S. Leigh.....	12	87	30	58	175	20	70	
Kent.....	E. L. Miller.....	27	146	105	101	352	17	280	
St. Mary's....	Carrie Anderson	51	185	379	98	662	20	169	
Somerset.....	H. S. Wilson.....	11	114	8	30	152	2	60	
Talbot.....	Nellie Turner	14	20	131	23	174	11	40	
Washington....	N. L. Williams.....	24	73	112	53	238	4	116	
Total		283	1403	1237	741	3381	145	1193	

In practically all of the eleven counties the reports indicate that the people are eager for just the help the supervisors are extending during the summer months.

The children seem to be either saving the money earned by this specific work, or spending it wisely, in the purchase of clothing, etc.

A large number of communities have apparently been stimulated to make community improvements, and individual householders seem to have felt a personal responsibility for home improvement.

AIMS WHICH WE HOPE TO REALIZE IN 1919-20.

During the year we are hoping to secure playground apparatus in at least 50 per cent of our schools.

We shall continue our library campaign with an objective of libraries in 75 per cent of the schools.

The colored children need the hot mid-day lunch perhaps even more than do the white children. We are undertaking this work in our schools, with the hope that hot lunches will be served this year in 50 per cent of the colored schools.

The average colored school is, indeed, an unattractive room. To make some improvement in it, we shall endeavor to have 75 per cent of the schools secure at least one good picture, selected from the list approved by the State Board of Education.

We shall try to improve the condition of grounds and toilets of 50 per cent of our schools.

To make many of our colored schools standard in one year's time is, indeed, a big undertaking, on account of the present condition of the buildings, yet we shall endeavor to make as many as 5 per cent of them standard by April 1, 1920.

There has been gross neglect on the part of the colored schools in the observation of the special days in our school calendar: Washington's Birthday, Maryland Day, Arbor Day. We shall try to see that all are observed in all the colored schools of Maryland.

We shall strive for an enrollment of 75 per cent of the teachers in the State Teachers' Reading Circle, and endeavor to have 25 per cent of this number complete the work either by writing the required themes or by taking the examinations.

The grading in our colored schools is, from a variety of causes, in a deplorable condition.

In only three counties do we find as many as seven grades in the rural schools. Usually as many as four children twelve and thirteen years of age are found in the first or second grade, though they have been in school for four or five years. We are going to make a beginning at improving this situation.

I am convinced that the domestic science departments of the Central Industrial Schools are doing little to serve the communities in which they are located. I am hoping that we may be able to devise some way by which these departments will help not only the pupils, but the girls and women in the community. We are attacking this as one of our problems.

We are undertaking to secure a more regular attendance in the schools in 1919-20. This is a much needed improvement, since a vast number of the colored people do not realize its importance and seem wholly indifferent to it.

There are being organized in some of the counties night schools whose function is to reduce illiteracy. We are hoping to have such schools during the year in at least 75 per cent of our counties.

The so-called opening exercises in which the colored teachers utilize from ten to fifteen minutes of the morning period are generally a veritable farce, so far as their having any educative value. We are making an effort this year to improve the character of school work in this period of the day.

Most of these objectives have been treated in the latest Year Book for Colored Teachers. I purposely discussed these matters in order to lay a foundation for our efforts during the year. This treatment alone

will not at all insure that what we are attempting will be done. The next step was to discuss all these matters with our supervisors in conference in September. They are now in a coöperative mood relative to these objectives, and will continually keep them before the teachers.

At teachers' meetings and upon my visits to the schools I shall emphasize just these things. I am hoping for results.

The one objective, however, that should overshadow all others is the improvement of our teachers. We shall keep it before us throughout the year. We are hoping to accomplish something in this regard by means of the Reading Circle, the Teachers' Conference, the County Teachers' Meeting, the personal visits of the county supervisor to the schools, the visit of the State Supervisor, and the occasional visit of the county superintendent.

I want again to thank the State Superintendent of Schools for giving me an opportunity to direct the work of the colored schools of Maryland. The vastness of the task sometimes overwhelms me, and I am often discouraged when I realize how much there is to be done to make any appreciable improvement in the colored schools. Yet, the work has a fascination for me. We are trying to work along constructive lines—lines that will have to do with fitting the colored youth to meet the demands of society. It seems to me that unless we do this our colored schools are a failure.

May I express the pleasure one has in working under the direction of the State Superintendent of Schools of Maryland, and an appreciation of his sympathetic interest and unfailing courtesy.

The Maryland State Normal School

by

Henry S. West, Principal

The fifty-fourth year of The Maryland State Normal School, the academic year 1918-1919, has been made memorable chiefly by an extraordinary number of faculty changes, by the inauguration of new curricula, by the low point reached in the enrollment of normal students, and by the high point reached in the Model School, both in the matter of enrollment and in the efficiency of the work the elementary rooms presented for demonstration and practice purposes. The graduates of 1919 therefore enjoyed advantages quite superior in some respects to those afforded preceding classes.

CHANGES IN PERSONNEL.

At the reopening of school in September, 1918, seven members of the staff of the preceding year had left the faculty, and five new members joined the faculty. In the last week of October, one of the new appointees, Miss Lulu J. Townsend, fell a victim to the prevalent influenza-pneumonia, and died on November 2. She was succeeded by Miss Leah C. Watts, a sixth new member of the faculty. In addition to these thirteen changes, five other changes in the faculty occurred at the end of the summer session of 1919. Miss Mary Theresa Wiedefeld resigned from the principalship of the Model School in order to accept appointment to the county supervisorship of Anne Arundel county; and no successor will be appointed in accordance with the action that reduced the number of teachers on the Model School staff. Miss Leah C. Watts, after less than a full year at Normal, resigned to accept a very attractive position that was offered her while the question of the number of teachers for the Model School in 1919-1920 was being deliberated. Miss M. Lucetta Sisk, after only one year at Normal, resigned to enter the Baltimore County service under conditions that promise unusually rapid advancement. The playground instructor and the librarian also resigned. These summer resignations therefore will require four new appointments.

Thus within a single twelve-month period, by the reopening of school in September, 1919, there will have occurred a total of eighteen exits and entrances in this faculty. Not all of these changes, it can be recorded, were disadvantageous to the school: for all the new appointees to the staff are expected to prove strong faculty additions. Any such number of changes, however, recurring year after year, would be quite disastrous to the steady and progressive development of the school; and, in connection with the changes of the present summer, special mention should be made of the serious loss involved in the resignations of Miss Wiedefeld and Miss Sisk. It seems a great pity, too, that Miss Watts should be lost after special pains had been spent upon her in passing her successfully through her apprenticeship in critic teacher work. And the primary cause of at least some of these changes in the

faculty, notably in the cases of the conspicuous losses, has been the salary problem. Seven at least of the persons who have left this faculty since June, 1918, went to higher salaries; and the immediate increase in two cases is reported to be as marked as from \$1,100 to \$1,800, and from \$1,800 to \$2,500.

The conclusion is plain: while efforts are being made to advance generously the salaries paid to Maryland elementary school and high school teachers, the teachers of The Maryland State Normal School must not be forgotten. The recommendation can be urged that at the proper time each year action will be taken just as promptly as possible upon the principal's nominations for the faculty; and that the attitude toward salary advances for reappointed teachers and salary allowances for new teachers shall be just as liberal as the available funds will warrant.

ENROLLMENT

Under the stressful conditions brought on by the Great War and the mounting cost of living, this school, in common with other normal schools all over the country, suffered in 1918-1919 a continued fall in enrollment, until what is believed to be the absolute low water mark was reached. As was pointed out last year, this diminishing total began in 1914; but the decrease first became very noticeable in 1916-1917 when the number fell below 300, then a more marked decrease appeared in 1917-1918 when the comparatively low figure of 220 was reached, and finally the roll dropped this year to 131. Moreover it has to be recorded that this unprecedentedly low student membership through the academic year was not counterbalanced so well by the succeeding summer school attendance as was the low roll of the preceding year offset by the summer attendance at the first summer session. [See the section on Second Summer Session.]

In tabular form the enrollment figures for the past ten years are as follows:

	1918	1917	1916	1915	1914	1913	1912	1911	1910	1909
	1919	1918	1917	1916	1915	1914	1913	1912	1911	1910
Senior Class.....	56	99	110	72	79	76	73	63	73	64
Junior Class.....	47	76	93	113	76	87	68	70	61	76
Second Year or Academic Class	28	25	48	66	77	72	74	43	63	57
First Year Class.....	Dropt	20	45	69	99	108	102	136	95	84
Total.....	131	220	296	320	331	343	317	312	292	281

Obviously the first remark to be made concerning this year's column in the foregoing table is that the total enrollment would have been appreciably better if the "first year" class had not been discontinued just at this time; for the correspondence with students and parents through the summer of 1918 showed that there could have been accepted for the first year class, had that been continued, at least twenty students who had to be rejected because they were not far enough advanced to undertake the tenth to eleventh grade work given in the new *academic* (old "second year") class. But the senior and junior figures are the really disappointing items of the column: because only 56 seniors returned from the preceding junior class of 76, and the new junior class dropped to the very low figure of 47, from which will come an even lower graduating class for 1920.

The main causes for the present low roll of the school, as was shown in last year's report, can still be summed up quite simply in three words: War work, commercial opportunities, high cost of living. The State Superintendent, in his address to the school at the last commencement, said: "This school was never better managed than it is now, the faculty was never stronger than it is now. The big drop in Normal School enrollment, here and elsewhere, has come about because we have been in a great war and we are suffering the consequences." Everywhere in fact, for full two years now, high school students, as they approached graduation, have heard on every hand urgent patriotic appeals to "Do your bit for Uncle Sam," set forth in terms of immediate salaries twice as large as beginning teachers were granted even after two years of additional professional training beyond the high school; and to high school graduates there have also been open of late amazingly attractive commercial opportunities. Again, there was laid upon the high school graduate thinking of teaching not only the requirement of two more years of preparation, but also the expense of boarding in the Normal dormitory for those two years; and this dormitory charge, with the added necessary traveling expenses, would be felt as a very considerable financial burden in homes wrestling with the increased cost of living. A final factor, however, and in some high and elementary schools of the State probably a very potent factor, operating to deter high school students, particularly the more able and the more ambitious students, from choosing the teacher's vocation has been the attitude of profound discouragement felt and manifested by many teachers in service, suffering under the pinch of the times with their salaries hopelessly stationary or advancing most inadequately. Humiliating indeed it has been to the teaching profession that a high school graduate of June could revisit his teachers in September to tell them how well he was getting on in his "first job," and incidentally inform them that he was already making more than the school board was paying those faithful and efficient teachers after years of devoted service. A demonstration of this state of affairs is to be found in a later section of this report presenting data on the first year salaries of the Normal graduates of 1918: wherein are shown sixty-five graduates, teaching as assistant teachers in elementary schools, on salaries ranging from \$500 to \$600 with a median salary of \$525; and alongside of these are eleven graduates in government war work or commercial positions on salaries ranging from \$900 to \$1,500 with a median salary of \$1,100.

But better days for the teacher are certainly immediately ahead. If the high school commercial graduate can easily get in his first position \$15 or more a week and have rapid increases for good work, so that by the end of his first year he will have drawn considerably more than \$780, the Normal graduate must be guaranteed by law an initial salary of \$850 at the very least. This or something better is sure to come soon in Maryland. If nothing else will bring it about, such action will have to be taken in self-defence against the rising legal minimum salaries for public school teachers in the States surrounding Maryland. Already, for example, the Eastern Shore is feeling the effect of the new Delaware law requiring a minimum salary of \$750 for Normal graduate teachers. Moreover a strong feeling is abroad through the State that communities must and will pay the price to secure for their children's education the same quality of expert service as they do not fail to get for the breeding and

care of their hogs and cattle. It is significant that the National Education Association has issued a declaration in favor of a minimum salary of \$1,000 for all public school teachers; and the Board of School Commissioners of Baltimore City, after a thorough study of the question of teachers' salaries, is going to advocate for the elementary school teachers of Baltimore a minimum salary of \$900. Indications, too, are not lacking that the encouraging outlook for the immediate future in the teaching profession is seen already by high school students, and that the turn of the tide in Normal enrollment may be at hand. It seems safe to assert, however, that high school graduate recruits for the teaching service will never come to the Normal Schools in sufficient numbers until the high school teachers lend their active and hearty coöperation to the recruiting process, taking steps early in the high school course and throughout the course to interest capable boys and girls in the teacher's vocation; and for this reason it is recommended that the State Supervisor of High Schools keep constantly on his docket of things to do, to advance the interests of the State school system, the bringing of all reasonable influences to bear upon high school students to arouse their interest in the teaching profession.

THE WORK OF THE ACADEMIC YEAR

Of the progressive movements of the year 1918-1919, undertaken for the development of the school, the one that aroused most interest on the part of the faculty was the inauguration of the new standard Two-Year Normal Curriculum, approved by the State Board of Education in March, 1918. The new junior class was carried through the junior year of the new curriculum exactly according to the published program; but the seniors necessarily had to be provided with a transition program, bridging the changes between the old senior course and the assignment for the senior year of the new curriculum. The whole school, however, was changed from the old two-semester schedule to the new three-term schedule, each term being twelve weeks long; and all the work of the year was planned to be conducted in twelve-week units; and the seniors were classified in three sections, and so scheduled that one section after another went into practice teaching in the Model School for fifteen periods a week through a term. This concentration of the practice for each group of seniors into a single term, with the arrangement that the members of the group were continuously engaged with the elementary school children for half of each day, had, as was anticipated, marked advantages over the old plan of practice teaching, by which a senior's practice was spread through the whole year, but she spent only one period a day in the Model School, and she was in consequence precluded from observing continuous class instruction, involving the changes of program from lesson to lesson through the day, and precluded also from extending her own teaching any day beyond a single lesson. Moreover, because of the splendid enrollment in the Model School this year, 151 pupils in seven grades, and the highly efficient organization of the school in four rooms, presided over by the four strong critic teachers, the Normal seniors secured their twelve weeks of concentrated practice under exceptionally favorable circumstances; and the small size of the senior section at practice each term proved a further advantage in that the number of seniors

assigned at any one time to each of the four practice rooms could be kept quite small.

In other respects than in the matter of strengthening the senior practice teaching the excellent conditions in the Model School afforded opportunities that were utilized to make steps of progress toward the production of better trained teachers. The coöperation between the theory teachers of the Normal staff and the critic teachers of the Model School was pushed beyond the stage it had reached in the preceding year. Observation periods in the lower school for both seniors and juniors were given more point and more definite purpose: for example, by prior arrangement between a critic teacher and a theory teacher, particular types of lessons and particular phases of classroom management were demonstrated; or again graded demonstrations were arranged in series through all four of the practice rooms, so that a particular subject, as reading, could be shown in its development grade by grade from the first grade through to the seventh grade where conscious foundations for high school work were laid. The seniors in practice, at the children's recesses and frequently in the afternoons, were shown, and given opportunity to participate in directed play, this experience being a development of the new systematic playground instruction; and the playground work was made to culminate in a Field Day, when games were played and contests held in a program that surpassed in scope and variety the program of the corresponding day in the preceding year. A great day, too, was the day on which the Model School presented, on the lawn beside the dormitory, the *Pageant of the Great War*, conceived and in large part composed by Miss Wiedefeld and staged under her direction, but worked up in the dramatic and musical episodes and the costuming by the coöperation of various other members of the faculty. Another notable day was Memorial Day when a simple but effective program of exercises, arranged by the seniors, was carried out, the entire membership of the school participating, to celebrate the raising of a new flag for the Model School on the school playground on a tall flagstaff made from a tree grown in the woods belonging to the school and cut down, trimmed into shape, and set up by employees on the place. A new experience of value that the Normal students had in connection with the children of the lower school was the observation of a medical inspection of the pupils, and a study of the summarized data from this inspection and the resulting recommendations to parents; for many of the students had hardly even heard of a school medical inspection, and all the students were made to realize for the first time the extent of physical defect in children from the best of homes, the close correlation between physical defect and backwardness in school, the appropriate remedial measures for the various kinds of defect, and the proper hygienic precautions and habits to establish in and about the schoolhouse. Again, the establishment of helpful connections between the home and the school and modes of arousing the interest of school patrons were demonstrated to the seniors by introducing them into the newly organized parent-teacher club of the Model School. The seniors' interested attendance at the monthly meetings of this club and their assistance in the social phases of the programs, particularly in the management of the refreshments, were very pleasing to the parents, who felt a further interest in the seniors because of their association with the children in the practice teaching. Finally, out of the correlations

effected for the seniors between the work of the Normal staff theory teachers and the demonstrations of the Model School practice teachers, developed an essay that received considerable distinction: for one of the seniors, Miss Lola Agnes Wood, studied in the history-civics room about the international movement for a League of Nations and observed in the upper-grade practice room certain lessons on this topic, and then wrote an essay upon *Teaching the Idea of a League of Nations* and submitted that paper in the national essay contest for senior Normal School students conducted by the American School Peace League—and in due time back came the announcement that this essay had been judged second best of all those received and the writer was awarded the second prize of \$50. Concerning Miss Wood's success Mrs. Fannie Fern Andrews, secretary of the American School Peace League, wrote: "It is a great honor, since the contest was open to every public and private Normal and training school in the country; and more essays were received this year than ever before."

The foregoing citations of activities connected with the Model School form merely a few illustrations of the efforts that were made, more consciously and more persistently this year than in previous years, to use the Model School as the vital laboratory of the whole Normal institution. Thus viewed, a good Model School is seen to be an indispensable factor in the most effective and therefore the most economical training of the future teacher. The Model School of 1918-1919, with its one hundred and fifty-one happy children, its effective four-room organization of the whole seven grades of a standard Maryland elementary school, and its four devoted critic teachers, led by Miss Mary Theresa Wiedefeld, a real genius in the art of elementary teaching, represented a teacher-training instrumentality that one would most unwillingly see reduced in efficiency; and therefore it is that the resignation of Miss Wiedefeld and the resulting decision to reduce the Model School staff to three teachers is regarded at Towson with great regret. The work of the critic teacher in a Normal demonstration school should indeed be considered equal in importance to the work of any theory teacher; and, whenever critic teachers for the Model School rooms can be secured with qualifications, including college degrees, equal to the qualifications required in the case of the theory teachers, such critic teachers should be paid salaries equal to the salaries paid the theory teachers. Accordingly it is gratifying to note the salary increases granted for 1919-1920 to the teachers of the Model School; and the action in reference to coöperation between the State Board of Education and the School Board of Baltimore County upon the salary roll of the Model School is felt to be very encouraging in that the State Board took the position that, after Baltimore County paid toward any critic teacher's salary the full amount such teacher would draw under the county schedule, the State Board would grant as much additional compensation as would be required to secure "the very highest type of teachers" for the critic work.

Other developments of the year, worthy of record in this report, grew out of certain recommendations offered in the report of 1918. One of these was the new Two-Year Domestic Science and Art Curriculum, formally approved by the State Board of Education in December, 1918. Specialized work along the line of this curriculum had indeed been undertaken the previous year by two students, without any assurance, however, that their course could receive

official sanction by the time they were due to be graduated; but the timely Board action secured upon this matter enabled these two students to be presented at the commencement of 1919 as the first graduates from the new course, receiving Normal School certificates of proficiency and the State *special* teacher's certificate for the teaching of domestic science and art in the public schools. The work undertaken in this new curriculum is being made the more significant because, in addition to the use of the excellent equipment in the domestic science department, the students of this special course gain valuable practical experience in the school cafeteria, in the dormitory, and in the school gardens and the farm truck patches. A second development from the recommendations of last year's report, approved in December, 1919, was the continuance of the old "second year" class, on an altered course of study and under the new name of the *Academic* class, with a new double aim alongside its old purpose of furnishing the equivalent of a finishing high school year in preparation for entrance upon Normal work, the new aims being: first, its adaptation as a one-year course for completing the requirements for raising third grade certificates to the second grade; and second, its further adaptation as a one-year course for the completion of preparation for the State examinations for the third grade certificate. To accomplish the first purpose, raising the grade of certificate, the new academic curriculum was made to have as its principal elements four full-year courses in the four subjects, English, science, history, and mathematics, specified in the State Board's by-law (By-law 33-II) defining the academic work that will represent the fundamentals of a standard high school course; and to accomplish the second purpose, preparation for the third grade certificate, the academic curriculum will be modified in the third term of the year to introduce in place of certain academic work a course of at least six weeks of *professional* preparation for any group of students enrolled for the third grade certificate. These two new opportunities, published as going into effect in September, 1919, are expected to bring into the academic class of 1919-1920 some mature students, not yet prepared for the Normal course proper, unsuited because of their age to go back to some high school, but certain to find at the Normal School a sympathetic atmosphere and a curriculum arrangement well suited to their needs.

Still another curriculum development from a recommendation of the report of 1918, definitely formulated during the year and approved by the State Board for operation in September, 1919, was the One-Year Normal Curriculum for high school graduates unable or unwilling to spend two years beyond high school graduation before entering upon productive teaching. This new professional course is to be a modified junior course, altered so as to introduce at least a minimum of practice teaching; students completing this curriculum satisfactorily will be granted the State teacher's certificate of the second grade without further examination, in just the same way as this certificate may be granted without examination to post-graduate students of the county high school teachers' training course, permitted under the School Law. This new One-Year Normal Curriculum offers to students from the county high schools a short teacher-training course that can easily be made quite superior to anything a single county could offer even in its strongest first group high school, because the extensive facilities and the excellent equipment and the complete faculty at the central State training school could not be duplicated



FESTIVAL OF CERES.—PAGEANT, MARYLAND STATE NORMAL SCHOOL, 1919.



MISSION OF FREEDOM.—PAGEANT, CENTREVILLE GRAMMAR SCHOOL, 1919.

in any one of the counties; and indeed county high school students at the end of the tenth grade, considering a two-year high school training course, can be safely advised to come to Normal School instead, and enter the academic class for two years of study ending with the modified junior course that constitutes the One-Year Normal Curriculum. County superintendents on their part may be assured that one of the main purposes in view at the State Normal School in the continuance of the Normal academic class and the inauguration of the One-Year Normal course leading to definite professional recognition from the State Superintendent was to make it unnecessary for any county to maintain a high school teachers' training course, and at the same time to increase the supply of trained teachers in the present emergency without unduly lowering the State's professional standards.

The greatest national event of the year was the signing of the Armistice of November 11, 1918, which brought to an end the actual fighting of the Great War. This event was duly observed in a special school assembly; and school was dismissed early enough to permit the students, in groups under the chaperonage of teachers, to go into Baltimore to see some of the tremendous popular street demonstrations in celebration of the great victory to which America had contributed the final decisive blow. The war work of the school, however, was not dropped. In the very week of the Armistice there was conducted in the school a campaign for the United War Work Fund; and pledges were given to the amount of \$582, every dollar of which was duly paid. The various Liberty Loan bond issues of the year were brought to the attention of the school, and several public meetings of the loan campaigns of Baltimore County were held in the school auditorium; but actual bond selling to the students was not actively undertaken in school, because they wanted in most cases to have the bonds bought by them or their parents reported as subscriptions in their home counties. Inquiries were made though to show that the State Normal representation in bond buying was satisfactory; for example, in the case of the Fourth Liberty Loan the total purchases in families represented at the Normal School amounted to over \$10,000. The remaining line of Normal School work quite faithfully pursued by groups of students was the continuance from the preceding year of systematic Red Cross work in knitting, sewing, and the preparation of surgical dressings; and the proceeds of the Christmas play of the school, presented this year by the Normal Literary Society, were turned over to the Red Cross Fund. In the latter part of the year, under the auspices of the Red Cross, a registered nurse was offered the school to conduct classes in a short course in home nursing; and three such classes were formed, and most of the students enrolled attended for the full course, took the final examination, and earned the official certificate of "nurse's assistant."

THE COMMENCEMENT OF 1919

The commencement exercises of 1919, the fifty-fourth annual commencement of the school, were held in the school auditorium on the evening of June 12. The address of the evening was delivered by Judge Frank I. Duncan, associate judge of the Third Judicial Circuit of Maryland, who spoke upon the supreme importance of the teacher's work and the stabilizing effect

of education in this day of intricate industrial problems and worldwide social unrest. The graduates felt highly honored to have present His Excellency, Governor Harrington, His Honor, Mayor Broening of Baltimore, State Superintendent Stephens, and Assistant State Superintendent Reavis. Upon the call of the principal, both the Governor and the Mayor gave short but appropriate talks that greatly pleased the audience; and then the State Superintendent of Schools, speaking as the representative of the State Board of Education, congratulated the graduates, complimented the school upon the way it was being maintained during the trying times of war, and gave to the junior class and the audience an explanation of the new plan of practice teaching in field assignments in the counties to be introduced for the seniors of 1919-1920.

The roll of the graduates, numbering fifty-one, makes the class of 1919 the smallest graduating class in fifteen years, except the class in 1906, as may be seen from the following memorandum: the graduates of 1905 numbered 63; of 1906, 50; of 1907, 79; of 1908, 76; of 1909, 63; of 1910, 64; of 1911, 73; of 1912, 57; of 1913, 72; of 1914, 75; of 1915, 79; of 1916, 72; of 1917, 107; of 1918, 89; and of 1919, 51. The present year's low figure appears, however, disproportionately low because it happens to follow the two highest figures of the whole table, for the 1919 roll of 51 does not look so bad when compared with the average number of graduates of the fifteen successive classes, which is 71. On the other hand, no attempt should be made to gloss over the seriousness of the situation that Maryland, in common with her sister States, is now facing in the matter of low enrollment in teacher-training institutions and diminished number of trained teacher graduates.

Forty-nine graduates of the class of 1919, having completed the standard two-year Normal course, were awarded the regular diploma of the school, and received with their diplomas, in accordance with the new School Law, the State elementary teacher's certificate of the first grade. The remaining two graduates, the first to complete the new domestic science and art course, were awarded official Normal School certificates in place of the regular diploma, but received the State special certificate for the teaching of domestic science and art in elementary or high school grades. The Honor Roll of the class of 1919, announced at commencement, gave the names of the ten graduates who had attained the highest graduating averages; and to Miss Sara Spear Price of Cecil County, the leader of the class, was awarded the Baltimore County Bank prize of \$10. Mention could not be made at commencement of Miss Lola Agnes Wood's success in winning the \$50 prize in the American School Peace League essay contest, referred to in a foregoing section of this report, for notification of this outcome of the contest was not received until midsummer.

THE SECOND SUMMER SESSION

The second summer session of The Maryland State Normal School was held during the six weeks from June 23 to August 1 inclusive. Monday, the opening day, when the teacher-students were arriving all day long, was given over to registration and getting the teachers settled in their rooms in Newell

Hall; but this day was made up by holding school on Saturday, June 28, and the day of instruction missed by the National holiday of Friday, the Fourth of July, was made up by holding school on Saturday, July 12. In this way thirty days of school work were secured, so that the teachers taking a regular summer school assignment of three subjects could get credit for the full ninety hours of instruction.

The teachers in attendance numbered 165, and they came from twenty counties. Frederick County was by far the leading county with a group of 40 students; Harford came second with 21 students; Wicomico third with 19; Carroll and Worcester were tied for fourth place with 14 students each; and only three counties, Allegany, Howard, and St. Mary's, were not represented at all. The whole body of students was not so large as to prevent the school from accommodating them all in Newell Hall, the dormitory building, and there they were all most comfortably cared for throughout the six weeks; and in this way no one had to undergo the inconvenience and greater expense attached to living in private houses of Towson, where, however, accommodations for a limited number had been offered. Though the total attendance was lower than was expected, and lower also than the summer roll of 1918, this second summer session was, for the teachers enrolled, quite as complete a success as was the first summer session. The reduced attendance in fact can be attributed, at least in part, to the ruling of the State Board of Education that Towson should receive "only students who hold regular elementary certificates" (i. e., persons already in teaching service), whereas

The teachers in attendance numbered 165, and they came from twenty counties. Frostburg was to receive "students of all classes" and Ocean City "students taking their first summer course to meet the minimum requirement for first certificate." Quite a number of students of the latter class, especially young girls just graduated from high school, were by the Board's rule turned away from Towson, though there was room to accommodate them in the dormitory; and some of these girls then turned away from teaching, because they could not or would not undergo the expense of a summer course at Ocean City, or their parents would not permit them to spend six weeks, under little if any chaperonage or supervision, in a hotel or boarding house of a seaside resort when the expectation of such parents had been that their daughters, as well as teachers in service, would be granted admission to the State Normal School at Towson just as to the Frostburg Normal. It is indeed a fair question to raise: why should the school with the large dormitory and the fully developed system of dormitory management not be exactly the place to be designated for the summer training of the younger students, particularly the girls just graduated from high school?

The faculty of the second summer session, like that of the first, was made up in part of persons selected from the school faculty and in part of outside persons, chosen for their special fitness for the courses they were asked to give. The outsiders included: Professor Walter Barnes, head of the English department of the Fairmont, West Virginia, State Normal School; Dr. William Burdick, director of the Maryland Public Athletic League and State Supervisor of Physical Education; Mr. Clarence G. Cooper, Assistant Superintendent of Schools of Baltimore County in charge of rural education; Miss Lydia Martin, registered nurse, instructing under the auspices of the Red

Cross; and State Supervisor of Music Thomas L. Gibson, who held the whole school the last week for one period daily in ensemble singing.

The program of courses of instruction, as finally adopted, though not presenting all the subjects of the first summer's program, nevertheless offered a quite liberal array of courses, including differentiated treatment of several of the principal subjects of the elementary school curriculum to permit teachers who so desired to specialize on teaching in primary grades or teaching in upper grades. This particular feature of the second summer's program constituted a very great improvement over the program of the first summer session. In tabular form the courses offered and the number of students enrolled in each were as follows:

ENROLLMENT IN SUMMER SESSION COURSES

Course 1—The Theory and Practice of Teaching.....	48
Course 2—School Organization and Management.....	10
Course 3—Educational Psychology.....	16
Course 4—Modern Elementary Education.....	10
Course 5—Educational Measurements.....	7
Course 6—Rural School Methods.....	36
Course 7—Primary Methods.....	29
Course 8—Upper Grade Methods.....	19
Course 9—Fundamentals in the Study of English.....	11
Course 12—The Teaching of English in Primary Grades.....	58
Course 13—The Teaching of English in Upper Grades.....	24
Course 14—The Teaching of Arithmetic in Lower Grades.....	48
Course 15—Mathematics in Upper Grades.....	18
Course 16—Elementary Science	2
Course 17—Elementary Geography	36
Course 18—Advanced Geography.....	14
Course 19—United States History.....	7
Course 20—The Teaching of History and Civics.....	15
Course 21—Modern European History.....	11
Course 22—Physical Education and Recreation.....	70
Course 30—Elements of Vocal Music.....	6
Course 31—Music in Primary Grades.....	28
Course 33—Community Singing (without credit).....	12
Course 34—Red Cross Home Nursing (without credit).....	17

The experience of the previous summer led to the expectation that the heaviest enrollment would fall in Course 1, The Theory and Practice of Teaching; and the assignments to instructors had been so made beforehand as to have this course conducted in two sections. When, however, registration was completed, it was seen that at least two other courses, Course 22 and Course 12, needed to be sectioned. This was accomplished by dropping two courses (Courses 10 and 11), for which the registration was very small. The group of numbers 24 to 29 inclusive, omitted from the table, represented courses in mathematics, music, games, industrial arts, and agriculture, given in the other two summer schools under the direction of the State Board of Education. Course 23, not listed in the table, was the designation of the Demonstration School, an excellent little vacation school of six grades in two rooms, enrolling 64 pupils, taught by Miss Hichew and Miss Watts. This was the school of observation especially for students pursuing Course 1 and Course 6, but open also to other students.

A further examination of the foregoing table of courses discloses the fact that after the course in Physical Education (22) and the general method course in Theory and Practice (1) the courses most largely elected were the Rural Methods course (6) and the various primary methods courses, Nos. 7, 12, 14, 17, and 31. The total of the class registration in these five distinctly primary courses was 199. On the other hand, the enrollment in the five distinctly upper-grade courses, Nos. 8, 13, 15, 18, and 20, totalled 90, a figure one naturally expected to find decidedly lower than the primary total, but still a very satisfactory figure. These two totals from classes differentiated between primary and grammar grade work are high in comparison with the total roll of the school, 165 students. The course enrollment figures correspond therefore with the expressed satisfaction of the students that their needs were more nearly met in having opportunities to elect between primary and grammar methods, each of which in a given subject field attempted work related to all the grades. It is moreover probably very significant that the registration in the Rural Methods course, devoted particularly to the one-teacher country school, 36 students, though a very good class membership absolutely, is relatively a very low figure beside the total of the 85 students reporting themselves as teachers in one-room schools and the 38 students reporting from two-room schools. Do these three latter figures then indicate that many of the country teachers at summer schools are turning away from the Rural Methods course and taking other courses preparatory to moving into graded town schools?

All the instructors of the summer staff remarked upon the fine attitude of the students as a whole and their serious application to the work they had elected. At the end of the course, when the reports were all in hand, an honor roll was prepared to distinguish the students who had earned 90 per cent or more in each of the three subjects taken to constitute a full summer assignment; and on this roll appeared nineteen names, a larger number proportionately than the number on the honor roll of 1918 (24) when the summer students in attendance numbered 245, for had there been this summer only the same ratio of honor students the honor roll of 1919 would have held but sixteen names. On this honor roll eight counties were represented, with Frederick in the lead with 6 honor students, Harford second with 4, Baltimore third with 3, and Caroline fourth with 2.

Interesting tabulations were made from the registration cards of the students to record the kinds of certificates they held, their aims in attending summer school, the character of schools they had taught in, and the salaries they received for the year 1918-1919. As to their certificates the distribution was: holding first grade certificates, 11; holding second grade certificates, 63; holding third grade certificates, 30; and holding provisional certificates, 61. As to their purposes in coming to summer school the distribution was: to meet the minimum legal requirement for original regular certificate (third grade or second grade), 52; to renew the certificate held, 82; to raise the grade of certificate held, 18; to advance the class of certificate held, 2; and to secure professional improvement without reference to certificate, 11. As to the character of the schools they were teaching in during 1918-1919 the distribution was: one-room schools, 85; two-room schools, 38; three-room schools, 7; and schools of four or more rooms, 35.

To study the salaries the teachers reported they had received in the school year just ended, a tabulation was made by counties and on a salary scale with \$50 intervals from \$350 to "over \$750." Of the 165 teachers enrolled nine had to be left out of the salary table, because they had taught only on a per diem basis for a limited number of days; and it should also be recorded that some of the cards reporting the lowest salaries left doubt as to whether the teacher had taught for the full school year or only part of the year in the given county. The distribution of the 156 salaries tabulated was as follows:

SALARIES OF SUMMER SESSION STUDENTS

Below	\$350	\$400	\$450	\$500	\$550	\$600	\$650	\$700	over
\$350	to \$399	to \$449	to \$499	to \$549	to \$599	to \$649	to \$699	to \$749	\$756
0	3	33	71	25	5	13	3	2	1

Here it is immediately seen that over two-thirds of the salaries, 107 or 68 per cent, fell below \$500; and down this lower part of the table are to be found eighteen counties represented out of the total of twenty counties, the two counties happily not appearing below the \$500 line being Anne Arundel and Washington. Upon such a showing as this one wonders, not that the counties had in their service many totally untrained or only partially trained teachers on low-grade and provisional certificates needing summer school instruction, but rather that so many acceptable women could anywhere be found to enter and remain in school work on salaries so pitiful for these times. At the upper end of the table appear an insignificant number, 6, of salaries at \$650 and more; and only 19 salaries, 12 per cent, occur in the range from \$600 to the highest salary reported, the solitary \$960 in the "over \$750" column drawn by a Baltimore county teacher. These nineteen "high" salaries all fall in the columns of six counties—Anne Arundel, Baltimore, Carroll, Dorchester, Frederick, and Harford; so that not a single teacher from the remaining fourteen counties drew as much as \$600. The whole number of salaries from the upper end of the table down to the \$500 line is only 49, that is 32 per cent, of the total of 156. The median salary of the 156, ranging from \$360 to \$960, is a salary of \$475. On grouping these salaries, however, in another way, one can make a direct and interesting comparison between the year 1919 and the year 1918, which is decidedly encouraging as far as it goes. The salaries of the summer students of 1919 listed: below \$350—0 salaries—0 per cent; \$350 to \$450 inclusive—76 salaries—49 per cent; above \$450—80 salaries—51 per cent. The salaries of the summer students of 1918 listed: below \$350—42 salaries—20 per cent; \$350 to \$450 inclusive—143 salaries—60 per cent; above \$450—22 salaries—11 per cent; and the median salary of the whole series in 1918 was \$375. Here appears a clear gain in the salaries of the teachers attending summer school, with their median salary moved upward \$100 in one year. On the other hand, is it not a significant and serious offset to this encouraging but small salary rise that the summer school of 1918 enrolled 245 students, whereas in 1919 the enrollment dropped to 165?

Social and recreative diversion was supplied for the whole body of summer students by having some particular social event each week-end. First

there was the very enjoyable "Get-together Evening," held on the first Saturday, when a reception and dance were given. On other Friday and Saturday evenings musical and literary entertainments were presented. One evening, in the latter part of the session, the students themselves furnished the program, consisting of an entertainment in the auditorium, a dance in the music room, and refreshments served in the cafeteria dining room. The most significant entertainment event of the summer, however, was the pageant, *A Festival of Ceres*, developed under the leadership of Miss M. Theresa Wiedefeld as a project growing out of the class work of several courses. The speeches, songs, and dramatic action of this piece brought in a considerable number of the students, several members of the faculty, and a group of children from the Demonstration School, just the sort of combination of people that can be most effective in pageantry. Thus this event was made highly instructive for the summer students in the direction of possibilities of the dramatic sort with their own schools and communities. This performance showed again how the beautiful lawns adjoining Newell Hall form an ideal setting for all sorts of open-air dramatics.

REPORTS FROM GRADUATES OF 1918

A highly interesting set of postcard returns was secured during the course of the year from the graduates of 1918, reporting on a little questionnaire concerning their first year's work after leaving the Normal School. The cards answered the questions: where the graduates were; whether they were teaching or in other employment; if teaching, in what sort of school position and on what salary; and, if not teaching, how otherwise employed and at what salary? Eighty-seven graduates out of the eighty-nine composing the class sent in replies, no response being received from two even after repeated letters to their last addresses. Of the 87 who responded, 74 were teaching and 13 were in United States Government or commercial positions. In respect to the latter group it should be recorded that some of them stated they had turned away from teaching only temporarily in accepting Government calls to emergency war service. Of the 74 who were teaching, 2 had taken positions outside of Maryland (at salaries of \$600), 2 were teaching in private schools in Maryland (one at \$400 and one at \$780), and 70 were placed in Maryland public schools. A tabulation of the 70 graduates in Maryland public school positions, according to their salaries, produced the following:

SALARIES, GRADUATES OF 1918 IN MARYLAND PUBLIC SCHOOLS

\$500	\$550	\$600	\$650	\$700	\$750	\$800	\$900
to \$549	to \$599	to \$649	to \$699	to \$749			
35	12	18	0	2	1	1	1

Here exactly one-half the whole number of salaries falls in the lowest block. Moreover 31 of the 35 are at \$500, the thirty-second is at \$520, the thirty-third at \$525, and the thirty-fourth and thirty-fifth are at \$540. Similarly in the next two blocks: of the 12 salaries in the second block 9 are at \$550 and the remaining 3 are at \$575; and in the third block all of the 18 salaries are at \$600. On the other hand, the five higher salaries, in the

blocks covering salaries ranging from \$700 to \$900, were drawn only by graduates fortunate enough to secure immediately school principalships, the three highest salaries in fact going to women who had had teaching experience before they came to the Normal School. Fixing attention upon the sixty-five teachers in ordinary assistantship positions, one sees that they all come within the salary range of \$500 to \$600; and the median salary of this group is \$525 (the thirty-third salary). This result is a clear illustration of the truism in school administration that in many communities the legal minimum salary tends to be the only salary paid, for by the amended law of 1918 "no white teacher in a public school holding a first grade certificate shall receive less than \$500 per school year"—and probably but for this law the Normal graduates of 1918 who began teaching on \$500 salaries would have been obliged to begin at \$400, the former legal minimum.

Turning now from the 74 graduates of 1918 in teaching to the 13 graduates in other employment, one finds a strikingly different state of affairs when these graduates are tabulated according to their salaries.

SALARIES, GRADUATES OF 1918 IN NON-TEACHING POSITIONS

Salary Not Reported.	\$900	\$1,000	\$1,050	\$1,100	\$1,200	\$1,300	\$1,500
2	1	2	1	2	3	1	1

Here are eleven salaries ranging from \$900 to \$1,500, with the lowest salary at the point reached by the very highest salary in the table of teaching positions; and the median salary of this non-teaching group is \$1,100. One cannot but wonder, not that thirteen of the graduates of 1918 were drawn away from teaching, at least for a time, but rather that the Normal influence and the ideals of the profession were strong enough to hold so many for service in the schools on a minimum wage basis in the face of unprecedented living costs. Indeed, when the principal wrote letters to the graduates employed otherwise than in teaching to urge upon them the moral obligation incurred by them in taking the Normal course, the father of one of the graduates holding an \$1,100 government position in Baltimore replied comparing his daughter's present work and pay with what she would have "in a backwoods country school," and concluded by saying he thought the Normal School principal's letter asking the girl to take a country school position ought to be taken as a joke!

From a study of the correspondence between the salaries received by the graduates in the teaching service and the kind of schools where they taught, a table was constructed which shows a drift of the high salaries toward the larger schools and a corresponding majority of the Normal graduates going into the larger schools. This tabulation excludes the five graduates who were made school principals; and it is therefore concerned only with the sixty-five graduates appointed to assistantships at salaries ranging from \$500 to \$600.

SALARIES AND SIZE OF SCHOOLS.

GRADUATES OF 1918, ASSISTANT TEACHERS IN MARYLAND PUBLIC SCHOOLS

Kind of School	No. of Grads.	Salaries			Per Cent in Each Kind of School	Per Cent of Grads. at \$500+	Per Cent of Grads. at \$600
		\$500 to \$549	\$550 to \$599	\$600			
One-teacher Schools.....	11	8	3	0	17%	In Schools of One to Three Teachers 70%	In Schools of One to Three Teachers 9%
Two-teacher Schools....	9	7	1	1	14%		
Three-teacher Schools...	3	1	1	1	5%		
Four-teacher Schools....	6	4	0	2	9%	In Schools of Four or more Teachers 45%	In Schools of Four or more Teachers 38%
Schools of Five or more Teachers	36	15	7	14	55%		
Totals	65	35	12	18	100%		

The interesting \$600 column in this table begins with no teachers in the one-teacher schools drawing this salary, and grows up to fourteen teachers on this salary in the large schools, the schools of five or more teachers. This drift of the \$600 salary toward the larger schools is shown on a percentage basis in the last column, which records the fact that only 9 per cent of the Normal graduates in schools of one, two, or three teachers received \$600, whereas 38 per cent of the graduates in schools of four, five and more teachers were paid \$600. On the other hand, the next to last column shows that, although 45 per cent of the graduates teaching in the larger schools received salaries of only \$500 to \$549, a much larger proportion, 70 per cent, of those teaching in the small schools were paid those lowest salaries; or, as the first salary column shows up this relationship, almost half of the graduates on \$500 to \$549, 46 per cent of them (8+7+1), are found in the little schools of only one, two, or three teachers. The common practice, here illustrated, of paying only minimum salaries to teachers in the smaller schools, those in rural districts and small villages, is based largely upon the persistent but utterly erroneous notion that teaching in the small rural or village school is easier work than teaching in a large town or city school. The fact is, however, that in one very important feature of a teacher's assignment, and the feature that most teachers will give most consideration to, the teacher in the school of half a dozen or more teachers has by far an easier task than the teacher in the school of three or two teachers or only one teacher; that feature of the assignment is the number of grades to be taught in the teacher's room. In all the larger schools a teacher will have in her room generally only one grade and never more than two grades; whereas in the smaller schools the number of grades the teacher must have in her room will never be fewer than two, will frequently be three or four, and will in the rural one-teacher school run up as high as eight grades to be managed and instructed simultaneously—and under these circumstances the teacher faces constantly the serious problem

of constructing and operating an intricate alternation-combination program. Indeed in those little wayside schools in various parts of the State there are Normal graduates on \$500 salaries bravely and successfully carrying on an educational job that would quite overwhelm many a city teacher drawing more than twice as much pay for teaching a single grade. The following table shows the distribution of the seventy graduates (including the five principals) of 1918 according to the kind of school they were appointed to and the number of grades assigned to the teacher's room:

NUMBER OF GRADES IN THE TEACHER'S ROOM
GRADUATES OF 1918 IN MARYLAND PUBLIC SCHOOLS

No. of grades	Kind of School					Total of Grads.
	One-Teacher Schools	Two-Teacher Schools	Three-Teacher Schools	Four-Teacher Schools	Schools of Five or more Teachers	
One Grade	0	0	0	2	28	30
Two Grades	0	0	2	5	8	15
Three Grades	0	5	3	0	0	8
Four Grades	1	6	0	0	0	7
Five Grades	0	0	0	0	0	0
Six Grades	3	0	0	0	0	3
Seven Grades	3	0	0	0	0	3
Eight Grades	4	0	0	0	0	4
Totals	11	11	5	7	36	70

Here the very evident curve of the significant figures across the table from the lower left block to the upper right block shows the multiple-grade situations in the one-teacher schools reduced to single-grade situations in the larger schools. It is not surprising either that the small school and multiple-grade situations were held by a minority of the graduates (25 or 36 per cent in one-teacher to three-teacher schools holding assignments of three to eight grades), whereas the majority of them (45 or 64 per cent) were in the larger schools and upward of one-half held single-grade assignments; and the latter would, of course, be in the larger towns and cities. This apparent drift of the Normal graduate away from the country schools and into the graded schools of the larger towns is to be explained, not upon the supposition of any influence at the Normal against rural school teaching, but upon the simple facts that many of the students now attending Normal are not country girls but are town girls, that because of their low beginners' salaries they naturally try to secure positions in their home town schools, and that in the towns there is found more often than in the rural districts an enlightened public sentiment that demands the Normal trained first grade teacher.

A final tabulation was made to show the particular grades taught by the forty-eight graduates in schools of three or more teachers. The result was the following:

GRADUATES TEACHING IN THE SEVERAL GRADES
SCHOOLS OF THREE OR MORE TEACHERS

(Grades in Roman Numerals.)

Single Grade Assignments.....	I—6	II—7	III—2	IV—4	V—7	VI—2	VII—2	Totals 30
Double-Grade Assignments.....	I } and } —3	II } and } —2	III } and } —2	IV } and } —4	V } and } —1	VI } and } —3		15
Triple-Grade Assignments.....			III, IV, and V—2		V, VI, and VIII—1			3

This table shows the graduates distributed throughout the grades of the typical county seven-grade school. The distribution indicates also the correctness of what was said in the Report of 1918, namely, that the County Superintendent feels free to assign a Normal graduate to any grade or combination of grades standing vacant. In expectation of such a distribution, and in the absence of any advance information as to the particular grade assignment any graduate would be given, the standard Normal curriculum has been made a general course, providing a survey of the whole elementary school course of study and some teaching experience in primary grades, intermediate grades, and upper grades. If, however, the destination in the grades of the different groups of seniors could be known beforehand, then (as was reported a year ago) at least some degree of differentiation might be developed during the training course at the Normal, by which some students could specialize for primary teaching and others for upper-grade teaching, with the result that this narrowing of the scope of the grades they would study for should produce graduates much more perfectly trained for the particular field of teaching they were to enter. Quite similarly whenever there could be gotten together a group of students committed to service in the one-teacher country school, such group might be given a strong rural education course teeming with possibilities for the improvement of rural life and rural school conditions.

OUTLOOK FOR THE YEAR 1919-1920

The foregoing six sections of this report, though limited to a record of strictly instructional activities of the institution [and therefore not treating at all other matters requiring much attention from the principal and business manager: for example, care of buildings and grounds; improvement of equipment and management in the dormitory, power house, and laundry; supervision and development of the school farm; and cost accounting and financial forecasting], will doubtless serve as a sufficient story of the year 1918-1919. It is hoped it will appear as a second year of real progress under the direction of the new principal, in spite of the fact that the reduced enrollment curtailed the good the school could do. There now remains to be presented certain statements concerning the outlook for the new academic year just about to begin and certain recommendations to help solve problems that have become clearly defined and to promote developments for increasing the service of the school to the State.

1. The outlook as to student membership for 1919-1920 indicates the beginning of a period of increasing enrollment: if all the students who have

applied for admission and asked for dormitory reservations come, the new roll will be not under 150, and the new junior class will be upward of a third larger than the last junior class. There will be a worth while class, with a membership of about a dozen, beginning the new two-year domestic science and art course. There is likely to be also a small registration for the new one-year courses, the modified junior course for second grade certificate and the modified academic course for third grade certificate or for raising one's certificate from third grade to second. Every effort should be made to maintain the standard preparation for elementary school teaching as nothing less than the full two-year Normal course built upon a first grade four-year high school course; yet, if persons below standard, with only second grade and third grade certificates, must be put in charge of classrooms during the present emergency period of shortage of teachers, such persons should be led to understand the greater value of a year at the State Normal School over any six-weeks summer course.

2. As the academic class can now be operated as a one-year course for the two purposes named in the foregoing paragraph, as well as for its old purpose of supplying the final part of high school training for students from districts without any four-year high school (for example, Calvert County), it is recommended that this class be maintained just as long as the juniors and seniors in attendance do not fill the dormitory. The present prospect is for an academic class for 1919-1920 of thirty students; and these, even if all boarding students, will leave still a number of unoccupied rooms. Moreover, up from the sub-professional classes of the past at the Normal have come some of the most competent teachers the school has ever graduated.

3. In view of the experience of both 1918 and 1919 with the Ocean City Summer School, it is not out of order to raise the question: is there any need for continuing that school? Each year persons from the Eastern Shore, even from the southernmost counties, willingly came to the Towson Summer School; and at the same time some at least of the students at Ocean City from both the Eastern Shore and Western Maryland were there only on compulsion and because they were excluded from Towson by the regulation limiting the class of persons to be accepted at Towson. Moreover, unless some very special course had been ordered for summer students just from high school and without teaching experience, the whole group of Ocean City students both summers could have been instructed at Towson without additions to the Towson summer faculty. Such consolidation and economy on salary expenditure would seem to be all the more reasonable as long as the Ocean City School is charged against the Maryland State Normal School fund.

4. The data brought together in this report suggest several quite definite recommendations for building up the enrollment of this school, so as to make it before long contribute its full share toward filling the State's annual need of trained teachers.

First, a new minimum salary law for first grade teachers should be enacted, guaranteeing the Normal graduate not less than \$850 as an initial salary. With the Federal aid that would be available on the passage of such an act as the Smith-Towner Bill the first grade teacher's initial salary could easily be made \$1,000; and it is quite noteworthy that the State Board of Education went on record even a year ago, in their Foreword to the *State Board*

Annual Report of 1918, as declaring it "a modest claim that first grade first class elementary school teachers should receive a minimum salary of \$1,000."

Second, the increases allowed on the salary schedules of the various counties should be made greater—especially for the second and third years of service—so as to expedite the teacher's promotion to the maximum salary.

Third, there could be established for the several counties at least a limited number of *maintenance* scholarships at the State Normal Schools, providing free board and lodging as well as free tuition. Such scholarships should, of course, be properly safeguarded so as to have them awarded only to students of ability, qualified by temperament and inclination to become public school teachers, and probably put under legal bond to teach for a stated period.

Fourth, the County Superintendents should be led to assume their full share of the responsibility for getting good high school students into teacher training at the Normal Schools. Surely the latter cannot provide many trained teachers for the counties as long as the counties send but few students to the Normals; and, once the inducements cited in the three preceding recommendations were set up, it should immediately become an easy matter to get a goodly number of students to take the Normal course and enter teaching. Furthermore, it would seem to be following better business principles if the Superintendents did that, and thus all joined together to make the most of the State's large investment in Normal institutions, than if each superintendent attempted to solve his teacher shortage problem locally by the continued employment of low certificate persons or the introduction of short and more or less feeble high school training courses.

Fifth, the influence of the county high school principals and teachers should be systematically exercised in the recruiting of Normal students to be made into strong elementary teachers. County superintendents should recurrently place this matter before their high school faculties as a duty and responsibility they should gladly assume. To the same purpose without doubt the State Supervisor of High Schools will give hearty coöperation.

5. It is planned to have the faculty and students through the year 1919-1920 devote particular attention to the rural school problem. Consideration of this problem has not by any means been absent from the Towson classrooms, but now all members of the staff will be directed to develop explicitly the adaptations of their courses of instruction to rural school situations; and at least one section of the senior class will be given a course in rural sociology. The State Supervisor of Rural Schools has been invited to coöperate in this matter; and his advice will be gladly heard upon all phases of the proper presentation of rural education in a State Normal School. Indeed it is quite possible that a special one-year or two-year curriculum for Rural School Teaching will be worked out and submitted to the State Board for approval, provided there appears any likelihood that students can be attracted to enroll in such a course—a doubtful matter so long as a single six-weeks summer course, the legal minimum, is accepted as sufficient preparation, at least in the present educational emergency, for rural school work. Such steps as these will remove, it is hoped, any erroneous impression abroad that the teachers of this Normal School are indifferent to the educational needs of rural communities and are interested only in the preparation of teachers for town graded schools. The shortage of country teachers and the large number of incum-

bents of country school positions "entirely without professional training" are both phenomena certainly due in the main to causes quite far removed from the alleged indifference of the Normal Schools to rural needs or the supposed unruralized minds of the Normal School teachers. Moreover the section of this report on the positions and salaries of this school's graduates of 1918 shows 31 per cent of them (22 out of 70) in Maryland one-teacher and two-teacher schools, not an altogether bad showing surely; and even if 51 per cent of them (36 out of 70) were in schools of five or more teachers, those graduates too were doubtless meeting needs felt by the communities concerned to be just as acute as the needs of the rural communities. Finally, it may be said that, unless rural communities are thoroughly awakened to the correction of the injustice that the country school teacher is generally paid a distinctly smaller salary for a relatively hard teaching task without any janitorial service and under poor boarding and social conditions than the town teacher is paid for a relatively easy teaching task with full janitorial service and under very good boarding and social conditions, then it will be only human nature for country teachers even with the most approved "attitude of rural-mindedness" to move from country to town.

6. In respect to the new plan of having the seniors get their practice teaching in county school positions, every effort is going to be made through the year 1919-1920, so far as the matter lies in the hands of the faculty of this school, to give the seniors an instructive and successful experience; and they will be prepared to enter courageously and cheerfully upon their assignments even though the selected practice period does take them out of the comfortable Normal dormitory and put them into unfamiliar county situations at a time of unattractive seasonal conditions. To be sure, there is in Normal School management nothing new about the matter of having *field* practice in "real" schools rather than in a model school. The plan to be inaugurated in Maryland, however, has the two new features: first, that seniors will be placed in all the coöperating counties, and therefore distributed over the entire State, instead of being all assigned to a restricted area easy of access from the Normal School; and second, that the supervision of the practice is to be placed in the hands of the county superintendents and their supervisors, the Normal faculty being relieved of that supervision in order that they may remain at the Normal School in full-time assignments for the special six-weeks course to be given the incoming teachers whom the Normal seniors will displace. A thorough try-out of the new plan, and a close comparison of this mode of practice teaching with the Model School plan heretofore followed, will without doubt develop suggestions from which both the county school officers and the Normal faculty can profit.

7. The outlook for the new department of hygiene and physical education, to be established on a Federal grant of \$4,000 for the first year, is most promising. Dr. William Burdick, director of the Public Athletic League of Maryland, has been secured to act as head of the new department; and there will be added to the staff a woman physician for physical and medical examinations of the students as well as for instruction in hygiene, and a full-time teacher of physical education. These additions to the faculty should greatly promote health instruction in the school, the physical development of the students themselves, and their training in playground supervision, so that eventually



1919 GRADUATING CLASS OF THE MARYLAND STATE NORMAL SCHOOL—TOWSON.



Mr. C. J. ...

F S S
1919

1919 GRADUATING CLASS, FROSTBURG STATE NORMAL SCHOOL.

the slogan may be realized: "Every county teacher her own playground director."

8. Finally, this report must conclude with a request for favorable consideration of recommendations to be presented at the proper time on the subject of more liberal salary increases to the teachers of the Normal School faculty. Certainly the important positions these teachers hold should command salaries much above what is now paid the present incumbents; and, if any present incumbent is to be judged unworthy of the full salary, by present standards, that the position should pay, such person should be replaced by some superior teacher who would be granted and would deserve the higher salary. If the State Board of Education considers \$1,000 as a *modest* minimum salary for any and every first class elementary teacher in the State, surely a teacher worthy of appointment or retention in The Maryland State Normal School should expect not less than \$1,400 as the minimum salary for any position on this faculty—but in fact \$1,400 is now the maximum salary paid in the school except to two men heads of departments. Figures suggestive of a reasonable salary schedule for this school are found in the forthcoming special report of the Board of School Commissioners of Baltimore, wherein salaries ranging up to \$2,600 for both women and men assistant teachers and up to \$2,800 for heads of departments are to be recommended for the faculties of the Baltimore secondary schools and Teachers' Training School.

FROSTBURG STATE NORMAL SCHOOL

By JAMES WIDDOWSON, Principal.

Due in a large measure to the general unrest, the loss of time caused by influenza, the large opportunities for high school graduates to enter other fields, and the small inducement for young people to enter teaching as a life work. I am unable to report that the Frostburg State Normal rendered to the State as much service as it is capable of performing. In view of the demand for trained teachers in all parts of Maryland, the school should be operating to its full capacity.

The number of students receiving professional training during the past year was 208. At commencement forty-five received diplomas and now are teaching. The junior class was very small. A personal canvass of properly qualified persons to enter the Normal School emphatically reveals the fact that these young people are regarding the education of the children of the State as a branch of public service which justly demands a compensation comparable with other branches of public service. It is the testimony of high school principals, county superintendents, and all those who make an effort to

assist these young people to select a life work, that the financial consideration is a very effectual barrier to the high school graduate who contemplates entering the normal school. Fortunately, some are gifted with prophetic vision and enter, optimistically relying on the State to remove in the near future this barrier to progress in the profession of teaching. There is a considerable number of students who by great sacrifice on the part of themselves and family have completed the high school course and who are ambitious to teach. By virtue of the brave struggle they have made and the high appreciation of education they hold, they become valuable assets of society. Some provision by way of scholarships should be made for these worthy young people.

Since the work of the school at the beginning of the past year was interrupted by the prevalence of influenza, it was necessary to concentrate upon the fundamentals in teacher training. The aim was to make prospective teachers self-developing rather than comprehensively trained. This implies the acquisition of a fund of accepted theory and principles which have been demonstrated and reduced to practice in the main types of teaching worked out by each student in her practice in the training school. It is hoped that this will enable the young teacher intelligently to supplement her experience, enlarge her resources, besides creating a desire, and increasing her ability to cooperate effectively with the splendid county supervision of instruction established by our State system.

The commencement exercises were held in the Lyric Theatre. Admission to these exercises was by ticket, the demand for which was much greater than the capacity of the theatre. Since friends and relatives of the graduating class were given the preference, the audience was largely selected by the class. We were very much pleased to have on this occasion two members of the State Board of Education, Dr. Thomas Hamilton Lewis and Mr. Clayton Purnell. The program consisted of choruses and essays by the graduating class and an address. The address of the evening, a forceful and suggestive talk to the graduates and their friends on some important features of public education, was delivered by Dr. Lewis, the President of the State Board of Education.

THE SUMMER SESSION

The summer session at Frostburg has become a center of professional enthusiasm. The members of the faculty who came to the

normal for this session expressed themselves as being especially pleased with the spirit of the student body and with the work accomplished. The attendance and interest is growing from year to year. Many of the teachers have made their plans to accomplish a definite piece of work each session and will attend from year to year until they have earned a first grade elementary certificate. The registration of the 1919 session was 139, composed of all grades of elementary teachers and graduates of high schools who wished to obtain the minimum professional requirements.

The new dormitory was open during this session and added greatly to the comfort and convenience of students. With the mountain climate of Frostburg, not surpassed by Deer Park and other noted summer resorts of this section of the State, these added facilities for comfortable living make the session a delightful place for recreation, as well as a place where the largest possible amount of work may be done during the summer season.

The number of courses in the past session was, probably, too limited fully to meet the demand; but what we may have lost in this way was fully compensated by the quality of the faculty. The number of students in each course was as large as could be advantageously handled and a very gratifying interest was manifested in all the courses. In order to enable those who come from year to year to carry out their plans, it will be necessary to add some courses for the session of 1920.

A very popular and valuable part of the session was the work conducted by Professor T. L. Gibson, State Supervisor of Music. Professor Gibson gave regular instruction for two weeks, meeting practically every student in classroom work and in the general assembly, which, during his visit, was set apart for this work. The students were very enthusiastic in this department of instruction and manifested serious appreciation of the definite direction this work is to receive from the recently established supervisorship.

Daily lectures for one week were given by Dr. R. H. Riley, of the State Board of Health, on school and community hygiene. In this course the State law and the provisions of the State Board for making the law uniformly effective were emphasized, the nature of communicable diseases and methods of preventing them from spreading were made sufficiently clear, by means of lectures and demonstrations,

to enable every student to cooperate intelligently with the State Board in this important field of public service.

Assistant State Superintendent Dr. G. H. Reavis, accompanied by Mr. Clayton Purnell, visited the classes of this session. Dr. Reavis addressed the assembly on some important features of the summer school work, setting forth the aims of the State Department and their relation to the improvement of the teaching profession.

THE MODEL SCHOOL.

The Model School gave exceptional opportunity in the past year for the Normal student to get actual experience in certain forms of community activity, and in the direction of games and play in the recess periods, with a view to enriching the community of young people by establishing habits of wholesome recreation. Regular scheduled assignments were made for each student teacher, and the selection of the exercises and the procedure to be followed were as carefully thought out as a regular lesson plan. The aim constantly before the student was to select an exercise which would develop some phase of the child's life as well as give the largest possible amount of freedom and pleasure in the activity. This furnished an opportunity to study the spontaneous life of the child and to become intimately acquainted with the motives and instinctive tendencies which control the activities of children. This feature of the work has been found to furnish an excellent situation in which the student may find the true methods of management and discipline and teach the elements of social coöperation.

The school, with Normal students assisting, took a very active part in such war work as purchasing and selling Thrift and War Savings Stamps and Red Cross work. The average amount of Thrift and War Savings Stamps purchased by each pupil was \$36.18, making a total for the school of \$4,270. The school had an enrollment of 100 per cent as purchasers. By the numerous essays, songs and assembly meetings, with programs prepared and rendered by the students and pupils, excellent ideals of thrift and Americanism were taught and the students were given actual experience in types of work which they will be called upon to direct in their own communities.

AN OUTSTANDING NEED

The outstanding need of the Normal school from the standpoint of equipment is a thorough overhauling of the library and the apparatus

for the science department. I would place the sum needed for these items at not less than \$2,000.

SUMMARY OF ENROLLMENT, 1918-1919.

Students in Senior Class.....	45
Students in Junior Class.....	10
Students in Evening Class.....	16
Pupils in Model School.....	130
Students in Summer Session.....	139
Pupils in Demonstration School.....	30
Total	370

FACULTY, 1918-1919.

JAMES WIDDOWSON, A. B., A. M., Principal
Psychology and School Management

PATRICK O'ROURKE, B. S.
Methods and History of Education

EDNA M. MARSHALL
Science and Art

ELIZABETH G. BALDERSTON, A. B.
English

MARY E. NELLIGAN, A. B.
Music and Physical Training

DR. R. H. RILEY, State Board of Health
Lecturer on Hygiene

MODEL SCHOOL.

GRACE H. DANDO, Principal
First and Second Grades

MABEL HITCHINS
Third and Fourth Grades

L. MARIE SMITH
Fifth and Sixth Grades

INA K. SPITZNAS
Seventh and Eighth Grades

SUMMER SESSION FACULTY.

JAMES WIDDOWSON, A. B., A. M., Director
Psychology

FRANKLIN E. RATHBUN, A. B.
Methods and School Management

WILLIAM R. MCDANIEL, A. M., Sc. D.
Mathematics

ROBERT S. COTTERILL, A. B., Ph. D.
History

LUCILE D. SMITH, A. M.
English

DEMONSTRATION SCHOOL.

GRACE H. DANDO

GRADUATES OF THE CLASS OF 1919.

Florence C. Aldridge	Nana F. Loar
Virginia L. Andrews	Jane P. Lucas
Nellie M. Baker	Margaret Marie Lyons
Edith V. Bartlet	St. Elmo Martin
Angela M. Burmingham	Bertha C. Miller
Lulu May Blonskey	Frances E. Naughton
Earl F. Brain	Margaret Louise Neff
Olive Julia Broadrup	Myra Powel Neville
Anabel Brode	Anna Lee Lamont Pagenhardt
Mary E. Burt	Otilia M. Pearce
Mary Margarite Campbell	Hazel M. Pressman
Alma Casey	Mary E. Royer
Myrtle Elizabeth Dean	Nellie M. Royer
Isabella Ewing	Gladys Scott
Helen Mae Fresh	Daisy W. Shannon
Caroline Fischer	Pearl Skidmore
Hazel Holler	Mary Elsie Stump
M. Leota Hinebaugh	Sue Weddell Todd
Eleanor E. Hunt	Ethel Pauline Waring
Viola M. Hunt	Lillian Mae Willets
Catherine A. James	Henrietta Roberts Willison
Monroe F. Keister	Mildred Mae Zinkin
Anna K. J. Lehr	

MARYLAND NORMAL AND INDUSTRIAL SCHOOL

By D. S. S. GOODLOE, Principal.

The enrollment for the year ending July 31, 1919, was as follows: first year, normal department, 24; second year, normal department, 5; third year, normal department, 7; model school, 44. Total 80.

The enrollment in the normal classes showed a distinct decrease, as was the case in almost every normal school in the country. The reasons were set forth, to the best of my ability, in the last report. Some of these reasons still exist, but the coming of peace and the return to normal conditions, accounts, perhaps, for the fact that our enrollment for this time of the school year is the largest in the history of the school, with the exception of that of 1913-1914. The prospects are that we will not be able to accommodate all those who seek admission. It is true, however, that the students who come are more poorly prepared, as compared with former students from the same grades, than has been the case since the school opened here. War conditions may be responsible for this. We must have better trained teachers.

During the last year we gave very much more attention to methods and practice teaching, and find encouragement in the results.

Mr. Noble, the new instructor, who gave some of his attention to handwork, was reasonably successful with the limited apparatus in hand, and proved himself not only a useful member of the teaching force, but a clean, honorable, and efficient helper in many respects.

We are beginning the year with a faculty largely composed of new members: Mr. Thompson, from the University of Kansas, will chiefly direct the professional training of the school, and is on the ground acquainting himself with his work. Miss Merle Stokes, of Butler College, Indianapolis, is teaching English, literature, and domestic science. Mrs. E. J. Wilson, who came to us last year, has charge of the model school and is continuing her very excellent work. Her success seems largely due to the fact that she is really interested in her people and not teaching solely for the salary. Mr. Hiram Wildy has begun his work as the Smith-Hughes instructor and scientific farmer. The needed farm operations are under way and we expect very definite results from these activities. The Federal Government, through Dr. Storey and Dr. Burdick, has turned over to the school sufficient funds to employ two physicians—one male, one female—to look after the

health of the students, and also money to employ a director of physical training. Dr. Burdick will supervise this work.

We are disappointed that the new dormitory is hardly under way, but realize that trade conditions following the war are perhaps responsible.

About one hundred students were enrolled in the summer school of 1919 and most of the teachers seemed distinctly benefited.

I beg leave to make these observations:

If the negroes of Maryland, or, indeed, of the whole country, care to make any permanent improvement, or if they are even to hold their present ground, very much more stress must be placed on their agricultural education. The Maryland Normal and Industrial School is ideally located for the combination of agricultural and Normal training. I trust that these lines of work may be unified here at this institution.

I am an enthusiastic believer in certain types of industrial training for the people of my race. They must learn to work with their hands if they are to be of the most service in a community.

May I offer the following suggestions that indicate pressing needs if this school is to supply the State with an adequate number of trained teachers? There should be an appropriation of \$25,000 for the construction of a girls' dormitory, south of the administration building. The building now in course of construction will be needed for a boys' dormitory.

The sum of \$5,000 is needed for a barn, stock, water, and farm supplies. The present barn should be moved from such close and unhealthy proximity to the school buildings.

An annual appropriation of at least \$15,000 is needed.

The farm should be managed as a separate department, so far as finances are concerned.

I trust that these recommendations may be adopted.

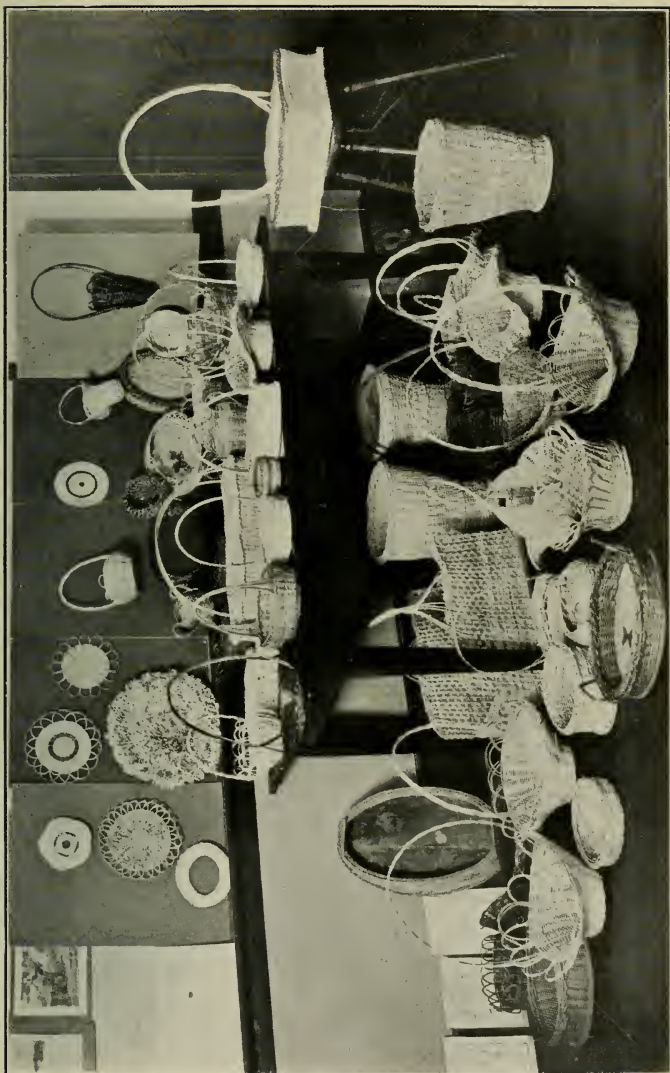
D. S. S. GOODLOE,

Principal Maryland Normal and Industrial School.

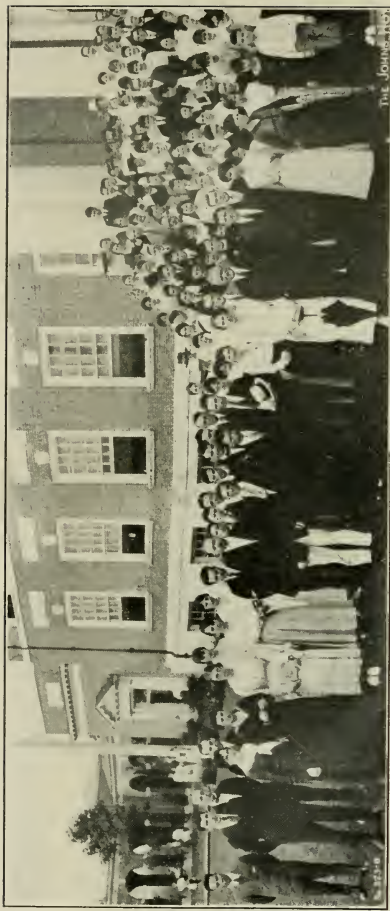
GRADUATES OF 1919.

Brown, Sereta
Davenport, Caroline
Dorsey, Theresa
Johnson, Mildred
Parker, George R.
Parker, Leona

Bowie, Maryland
Cockeysville, Md.
Atholton, Md.
Towson, Md.
Halethorpe, Md.
Cooksville, Md.



SOME CRAFT WORK PRODUCTS, MARYLAND STATE NORMAL SCHOOL.



THE JOHNS HOPKINS



THE JOHNS HOPKINS UNIVERSITY - 1919 SUMMER SESSION

A GROUP OF STUDENTS AND FACULTY
 THE JOHNS HOPKINS UNIVERSITY SUMMER SCHOOL, 1919.

THE 1919 SUMMER COURSES OF THE JOHNS HOPKINS UNIVERSITY

By DR. EDWARD F. BUCHNER, *Director.*

The ninth summer session of the Johns Hopkins University was held at Homewood, Baltimore, beginning Tuesday, July 8, and closing Friday, August 15, 1919. The cessation on November 11, of the hostile activities of the great war brought Maryland and the other States of the nation face to face with the many problems of post-war reconstruction. While it was to be expected that social and educational conditions would inevitably continue to be in a disturbed state for some time to come, the University resolved to undertake the task of rehabilitating, as fully as possible, the interests served by a summer session, as well as to contribute towards the program of educational reconstruction. With the end of the war in sight, the resumption by institutions within and without the State of summer sessions which had been suspended in 1918, and the continuance of the free summer schools maintained by the State Department of Education for white teachers, the University's summer program underwent such modifications as the experience of the preceding session warranted. The needs of administrative and supervisory officers of both elementary and secondary schools, and the academic needs of teachers of various subjects, as defined in terms of graduate and collegiate courses of instruction, characterized the plans which were perfected for 1919.

THE PROGRAM OF COURSES

The scope of the instruction provided by these plans and the extensive variety of programs of study open to teachers and other types of students appear readily from the list of the sixty-eight courses which were given. It included: general biology, zoology; the teaching of botany in secondary schools; organic chemistry, qualitative or quantitative analysis, introduction to general chemistry; American economic history, the child in industry, elements of economics; experimental education, educational psychology, educational administration, modern educational theory, secondary education, the junior high school, the teaching of literature in secondary school, the teaching of English composition in secondary schools, the teaching of history in secondary schools, the teaching of algebra and geometry in secondary schools,

the teaching of general science in secondary schools, elementary demonstration school, elementary school supervision, school management and school law, grammar grade methods, primary grade methods, the teaching of English in elementary schools, story telling, rural school problems, problems in Americanization (double course); the short story, expository writing, English composition; modern English drama, Milton and his time, English literature, 1775-1892; portrait painting, landscape and still-life in oil painting, elementary school color work, drawing; the French novel, practical French, intermediate French, elementary French; advanced prose composition and practical exercises in German, readings in German, elementary German; American history, American diplomacy and foreign policy, 1776-1919, modern English history, Roman history; Latin literature from earliest beginnings to the end of the second century after Christ; bench work in wood, elementary manual training, mechanical drawing; finite groups, analytic geometry, trigonometry; social ethics, political theories of modern times; American national government, American state government; research in psychology, scientific method in psychology, introductory psychology; Red Cross, first aid to injured; Spanish literature, intermediate Spanish, elementary Spanish. That teachers and others were ready to return to the undertakings representing their various lines of activity is evidenced by the fact that only six other courses which had been provided in five subjects were withdrawn because of limited registrations. As in former years, the University continued to enjoy the cooperation of several agencies in maintaining the summer program, including the State Board of Education, the Baltimore Board of School Commissioners, the Maryland Institute, the Maryland League for National Defense, and the American Red Cross.

THE DEMONSTRATION SCHOOL

A graded demonstration school, including the fourth, fifth, sixth, seventh, and eighth grades, was conducted in Gilman Hall, in conjunction with the work in the department of education. This school was made possible, as in 1918, by the generous cooperation of the Board of School Commissioners of Baltimore, who designated and maintained this as one of the three city vacation schools for white children. Although it was conducted under the regular vacation school rules during a period of eight weeks, it was so adjusted as to facilitate the observational, demonstrational, and experimental needs of summer students particularly interested in these phases of educational study and processes. The school enrolled two hundred and sixty pupils. Had

the capacity of the rooms made it possible, the enrollment would have been larger, as the popularity of a vacation school in the environs of Homewood, literally a city school in the country, was very marked.

During the mid-four weeks of the session, the following demonstration lessons were conducted with these classes: a supervised lesson in geography; outside reading (silent and oral combined); the teaching of a poem; settlement of New York; the telephone; the approach to a long narrative poem, illustrated by "The Lady of the Lake"; oral composition (group work as a basis); drill as a project; story telling; dramatization; supervised study in history; spelling (a study recitation); use of graphs in the eighth grade; why is Southern California the center of the moving picture in the world? use of graphs; arithmetic (insurance); a manual training lesson with a socializing influence.

As an aid to the more thorough organization of the observations of these lessons, there was conducted a series of special conferences, beginning July 14, and ending August 13, as follows:

Miss Brochhausen, reading; Mr. Isanogle, geography and history; Mr. Edwards, general science; Miss Simons, literature; Miss Simpson, oral composition; Miss Brochhausen, story telling and dramatization; Mr. Isanogle, history; Miss Simpson, spelling; Mr. Edwards, algebra; Mr. Gaither, manual training; Mr. Johnson, tests and results of tests; Miss Bamberger, how to study, and project-problem method; Dr. Weglein, junior high school; Dr. Enders, nature study material; Dr. Ramsay, spoken English; Dr. Mitchell, juvenile delinquency; Mr. Downey and Dr. Lonn, Americanization; Mr. Holloway, standard schools; Mr. Durham, thrift organization in the schools; Mr. Smith, school uses of the graphophone; Miss Bassett, junior Red Cross.

CONFERENCES ON ADMINISTRATION

To foster the further adoption of sound educational principles in the administrative practices of our State schools and thus to assure further progress along lines indicated in the 1916 school law, a special series of conferences was, through the cooperation of the State Board of Education, conducted by Assistant Superintendent George R. Reavis. The conferences were not, as in former sessions, consolidated in a single week, but were held on successive Mondays, July 14, 21, 28, August 4 and 11. The weekly interval was found to be especially satisfactory in that it allowed longer time for reading and for preparing other material relative to the topics which were selected from the business aspects of educational administration. The topics included in this

series of conferences were: school building plans and problems of construction; the purchase, distribution, and use of school supplies; types of school records and reports; the classification, organization and efficient accomplishment of the office work of a superintendent or a principal; influences controlling attendance in rural schools in Maryland, based on reports on six thousand children. These conferences were incorporated as a regular part of the course on educational administration.

THE FACULTY

The faculty of the summer session consisted of thirty-seven instructors and assistants, fourteen of whom were women. The visiting members were: Miss Cornelia Barton, teacher, Baltimore City School; Dr. C. E. Bingman, American Red Cross; Miss Florence R. Bonn, teacher, Baltimore Teachers' Training School; Miss Anna Brochhausen, Supervising Principal, Indianapolis Public Schools; Dr. James M. Callahan, Professor of History and Political Science, University of West Virginia; Dr. Teresa Cohen, Fellow, Wellesley College; Miss Edna Correll, teacher, Baltimore City School; Mr. Michael J. Downey, Director of Evening Schools, Boston Public Schools; Mr. Victor Dulac, Baltimore Polytechnic Institute; Dr. Herman L. Ebeling, Associate Professor of Greek and Instructor in Latin, Goucher College; Mr. Charles William Edwards, Professor of Physics, Trinity College, N. C.; Dr. Howard E. Enders, Professor of Zoology and Head of General Biology, Purdue University; Mr. George M. Gaither, Supervisor of Manual Training, Baltimore Public Schools; Miss Anabel E. Hartman, Instructor in English, Eastern High School, Baltimore; Mr. Alvey M. Isanogle, Instructor, Thurmont High School, Maryland; Dr. Buford J. Johnson, Bureau of Educational Experiments, New York; Mr. Edwin J. Kohl, Instructor in Biology, Purdue University; Dr. Ella Lonn, Assistant Professor of History, Goucher College; Dr. John M. Mathews, Associate Professor of Political Science, University of Illinois; Miss Katherine Milbourne, teacher, Baltimore City School; Dr. Robert L. Ramsay, Associate Professor of English, University of Missouri; Mr. Henry A. Roben, Instructor, Maryland Institute of Art; Mr. J. Hiram Shamberger, Principal, Baltimore City School; Miss Sarah E. Simons, Head of Department of English, High Schools, The District of Columbia; Miss I. Jewell Simpson, Supervisor of Elementary Schools, Carroll County, Maryland; Miss Edith H. Stewart, Instructor, Maryland Institute of Art; Miss Winifred Sturdevant; Mr. John E. Uhler, Educational Director, United States Hospital No. 7;

Dr. David E. Weglein, Instructor in Education, and Principal of Western High School, Baltimore; Mr. Alfred M. Withers, Associate Professor of Romance Languages, Southern Methodist University, Dallas, Texas. The members of the University faculty included: Dr. Edward F. Buchner, Miss Florence E. Bamberger, Dr. Knight Dunlap, Dr. J. Elliott Gilpin, Dr. Broadus Mitchell, Dr. Robert B. Roulston, and Dr. Henry Slonimsky.

THE STUDENTS

The enrollment of University students was four hundred and twenty-two, an increase of ninety-six, or nearly thirty per cent, over the attendance in 1918. One hundred and forty-nine, or over thirty-five per cent, were men, and two hundred and seventy-three, or nearly sixty-five per cent, were women. The increase in the number of men, both relative and absolute, over the preceding year is peculiarly striking, in view of the war and the post-war conditions. Over twenty-one per cent were graduate students. Nearly twenty-four per cent were students in colleges, normal schools and other institutions; nearly sixty-two per cent of the students held administrative, supervisory, and teaching positions in colleges, normal schools, and public and private secondary and elementary schools; thirteen other occupations were represented by nearly seven per cent of the students; while seven per cent represented no occupation.

The interests and industry of the students is shown by the total number of course registrations of one thousand and five, or an average of nearly two and four tenths courses taken per person distributed as follows: One course was taken by forty-nine students; two courses, by one hundred and sixty-nine; three courses by one hundred and ninety-eight; and four courses by six, each. Three hundred and seventy students, or nearly eighty-eight per cent, undertook to complete the courses by taking final examinations. Eight of these students failed,—five in one course each, two in two courses each, and one in three courses.

In the matter of geographical distribution, the students presented a different composition from that of former sessions. It is noteworthy that the student body, in bringing together from a wide area representatives of school systems of different types, created an intellectual and social atmosphere which stimulated and broadened the students. Three hundred and fifty-one, or over eight-three per cent, were from Maryland. Of these one hundred and twenty-four, or nearly thirty per cent, represented the counties, and two hundred and twenty-seven, or

nearly fifty-four per cent, were representatives of Baltimore. As in former years, the University's endeavor to meet Maryland needs continues to be serviceable to educational and other workers in distant parts of the country. Over sixteen per cent of the students represented twenty other states, the District of Columbia, Costa Rica, the Philippines, China and Japan. The attendance of public school teachers from Baltimore was eighty-two. The attendance of public school teachers from Maryland counties was one hundred and eighteen, distributed as follows:

Allegany	10	Howard	5
Anne Arundel	5	Kent	10
Baltimore	11	Montgomery	8
Calvert	0	Prince George's	6
Caroline	3	Queen Anne's	4
Carroll	15	Somerset	1
Cecil	6	St. Mary's	0
Charles	0	Talbot	6
Dorchester	0	Washington	2
Frederick	4	Wicomico	5
Garrett	2	Worcester	4
Harford	11		

As in 1918, the University extended to public school teachers of Maryland half scholarship benefits (\$12.50), when such teachers were certified by state, county or city superintendents.

SOCIAL FEATURES

In addition to the several receptions extended to faculties and students, and Saturday excursions to Annapolis and Washington, the following special program of public lectures and recitals, arranged in cooperation with the summer session of the Peabody Conservatory of Music was carried out:

July 11—Mr. Eugene Martenet, Baritone: Recital. July 13—Mr. Frederick R. Huber, Organist, of the Conservatory: Recital. July 18—Professor James M. Callahan, of West Virginia University: "The Struggle for Freedom of Commerce and Freedom of the Seas." July 20—Miss Agnes Zimmisch, Organist: Recital. July 25—Mr. George F. Boyle, Pianist, of the Conservatory: Recital. July 27—Mr. Mortimer Browning, Organist: Recital. August 1—Mr. J. C. Van Hulsteyn, Violinist, of the Conservatory; Miss Vivienne Cordero, Violinist; Miss Audrey Cordero, Pianist: Recital. August 3—Miss Blanche J. Hartlage, Organist: Recital. August 8—Professor Knight Dunlap, of the University: "Psychology and the Aviator." August 10—Mr. Harold D. Phillips, F. R. C. O., Organist, of the Conservatory: Recital.

THE PUBLIC ATHLETIC LEAGUE

By DR. WM. BURDICK, *Director.*

The Public Athletic League herewith reports its activities in connection with State-wide athletics during the school year 1918-1919.

Maryland has serious problems ahead for in common with all States she must realize that while it is a time of reconstruction of society this is also the time when she is constructing the lives of her children. The Great War has dislocated industry and will allow readjustments and highly desirable progress in social life. These changes and reforms will not be welcome for Bagehot says: "Our habitual instructors, our ordinary conversation, our inevitable and ineradicable prejudice, tend to make us think that 'Progress' is the normal fact in human society, the fact which we should expect to see, the fact which we should be surprised if we did not see. But history refutes this. The ancients had no conception of progress; they did not so much as reject the idea; they did not even entertain the idea. Savages, again, do not improve; they hardly seem to have the basis on which to build, much less the material to put up anything worth having. Only a few nations, and those of European origin, advance; and yet these think—seem irresistibly compelled to think—such advance to be inevitable, natural, and eternal." This means our present high school children will largely carry out if not finally solve the pressing questions of the day. It demands that strong bodies and forceful wills shall be developed in our school children, It requires redoubled efforts on the part of the League, the teachers, and the children.

Young people in their games and athletics exhibit the same individual characteristics which Ward and Dealey tell about when they narrate the development of government: "There has been only one way by which society has been formed, and that is through social assimilation by conquest, caste, inequality, compromise, equilibration, and final interaction, unification and solidarization." They almost seem to be describing the attitude of children as it changes from year to year in the growth from the individualistic disregard for those younger and weaker toward the altruistic care for the inefficient and co-operative efforts for good with their equals and superiors. The boy of ten

prefers to be master but acknowledges like a savage the right of the stronger boy to order him around. He will even bring tribute to his hero. There is a real caste system among the eleven year olds toward the bigger boys of the school. Each almost has a language of his own unless we limit these tendencies to games and not life. Sometimes the jealousies of small towns toward one another appear as if the older inhabitants had not grown up; while race hatreds show that not all have reached the ideal stages of society. The inequality in physical skill receives little sympathy among girls of twelve. If her teammate of equal size cannot throw the dodge ball across the circle, there is the same contempt present which we elders have for the illiterate alien whom perhaps we could help. A boy who misses an "easy basket" receives little sympathy from his fellow eighty pounders. Soon in boy life appears the wonderful regard for rules and the insistence upon law and justice. So bad is considered an infraction of the letter of the law that rule makers designate it "foul." Woe to the teacher who does not cherish and guide this instinctive basis of right living.

When rules are established there appear rights for the smaller and hitherto inferior girl for she will insist upon her right to catch the ball without being pushed by the bigger opponent. At fourteen along with rights go duties the boy must arrange his affairs so that he may practice with the rest of the team. He feels an obligation to do his best because he belongs to the gang—the embryo society. Is this not the method whereby we may instruct him in the obligations to the State of Maryland? Yet, these boys will not be a real people until they have first united all the boys and girls in the school in some common effort like winning the county championship at the track and field meet. The selfish interests of the older will require "as a defense against a common foe" even their inferiors in the lower grades. If victory comes gratitude toward the weaker will fuse the real gold in each child into a visible mass. If defeat, mayhap the "lost cause" may yield even a deeper social consciousness. There seems no other method so important for developing a right kind of State and Nation.

The committee of county school superintendents of Maryland (Messrs. Caldwell, Cook, Grimes, Holloway, Phillips, Unger, and the Supervisor) in addition to the same scheme of badge tests, dodge ball, and track and field championships recommends endball for high school girls and soccer-football for high school boys. This committee also suggested track and field work for the colored schools. The disastrous

fire at McCoy Hall destroyed nearly every record so that the usual table is missing but there was an increase of ten per cent in the number of entrants and entries for the various county meets. Every county took part except Charles. There was a fine increase in the number of boys and girls passing the badge tests as the following table shows:

**BADGES WON BY PUPILS AT COUNTY SCHOOL MEETS
DURING 1919**

County	BOYS				GIRLS				
	Bronze	Silver	Gold	Total	Bronze	Silver	Gold	Total	
Allegheny	143	37	1	181	130	73	26	279	460
Anne Arundel	50	26	5	81	87	19	1	107	188
Baltimore	127	32	8	167	308	23	5	336	503
Calvert	29	6	0	35	16	3	0	19	54
Caroline	39	13	0	52	85	22	11	118	170
Carroll	38	16	2	56	102	21	6	129	185
Cecil	17	5	0	22	53	16	1	70	92
Dorchester	21	4	1	26	28	0	0	28	54
Frederick	154	48	2	204	111	32	9	152	356
Garrett	25	10	0	35	38	3	1	42	77
Harford	75	33	3	111	81	21	1	103	214
Howard	13	4	0	17	47	7	6	60	77
Kent	11	6	0	17	42	5	0	47	64
Montgomery	73	16	5	94	187	24	6	217	311
Prince George's	66	12	4	82	124	12	0	136	218
Queen Anne's	21	18	2	41	67	28	6	101	142
St. Mary's	6	1	0	7	2	0	0	2	9
Somerset	15	4	0	19	10	0	0	10	29
Talbot	27	16	5	48	31	15	4	50	98
Washington	81	26	1	108	76	8	2	86	194
Wicomico	42	17	5	64	54	6	1	61	125
Worcester	53	11	0	64	60	4	1	65	129
Totals	1,126	361	44	1,531	1,789	342	87	2,218	3,749

The League believes soccer football has established itself as the Fall game for high school boys. Seven counties had a series of games to determine the best teams in the county while four other counties had one representative team in the inter-county tournament. County champions played their neighboring county's winning team until finally Catonsville representing Baltimore County defeated Salisbury, Wicomico's boys who had won the Eastern Shore Championship.

Endball brought five hundred girls into a game better adapted to the high school age without lessening the number of elementary players of dodge ball. It is gratifying that several superintendents are requesting some new game for the one room rural school as well as extensions of our badge test scheme.

The introduction of athletics into the colored schools was successful. Twelve counties and the City had field days. The teachers of Montgomery County kept schools open an extra week so that the children might have the county holiday. Twenty-five hundred and sixty colored boys took part in the intra-county athletics. Dodge ball was played by forty boys' and seventy-seven girls' teams, one hundred and seventy-two boys and four hundred and eighty-five girls won bronze badges.

The State Meet at Homewood Athletic Field, Johns Hopkins University, now seems a feature in the life of our public school boys. Good officials assist in making it the best meet held in Maryland. The dodge ball championship was won by Wicomico County. The City boys had difficulty in winning the laurels.

Half the boys and girls in the high schools throughout the State were examined by the League's physicians. It is the plan to finish all the coming year. Medical examinations will be made in five counties next year.

The League is gratified at the opportunity it has of helping the teachers of Maryland's schools. It realizes it is receiving wonderful support from county school superintendents, teachers, pupils, as well as of so many public-spirited men and women. It is sure Maryland is constructing in its children the foundations of healthy citizens who will be truly loyal in the days to come.

REPORT OF THE MEDICAL DIRECTOR

(Dr. G. L. Timanus)

Our examination consists of as complete a survey of the child's physical condition, from head to foot, as the time allotted will permit. Special stress, however, is laid on the examination of the heart and genitalia, in order to detect conditions such as leaky valves with lack of compensation and ruptures. Either of these conditions limit or restrict the child from athletic competition. Six (6) hearts were found with broken compensation, ninety-seven (97) with organic valvular murmurs and three hundred and twenty-seven (327) with minor heart defects. There were eighty-nine (89) unilateral complete hernias, one (1) bilateral and seventeen (17) incomplete hernias. Incidentally, thirty-one (31) cases of cryptorchidism were discovered and forty-nine (49) children and phimosis.

As a result of our year's efforts thirteen thousand and eighty-four (13,804) examinations were made, five hundred (500) of which were colored boys. Six thousand and thirty-eight (6,038) boys and five thousand three hundred and forty-eight (5,348) girls were examined in the counties, including the examinations at the State Meets which numbered two thousand and one (2,001) boys. Three thousand and thirty-one (3,031) boys and four thousand two hundred and forty-two (4,242) girls were found defective, while nine hundred and thirty-six (936) boys and one thousand and twenty-eight (1,028) girls received white buttons having attained our standard of perfection. Five thousand four hundred and seventy-two (5,472) defects detected in boys and seven thousand three hundred and twenty-nine (7,329) defects in girls. Two thousand one hundred and forty-one (2,141) letters of notification were sent to the parents of defective boys and three thousand five hundred and eighty-six (3,586) were distributed to the parents of girls.

The parents of nine hundred and ninety-nine (999) boys and five hundred and ninety-nine (599) girls were seen by the nurses of the Instructive Visiting Nurses Association and advised as to the necessity of attending to their children's defects as well as assisting them in securing the proper treatments. Three thousand and twenty-eight (3,028) visits were made to the different homes.

The following report gives in detail the results of the examinations in the different counties of Maryland.

FINDINGS IN PHYSICAL EXAMINATIONS.

	Allegany	Anne Arundel	Baltimore	Caroline	Carroll	Cecil	Dorchester	Frederick	Garrett	Hartford	Howard	Kent	Montgomery	Prince George's	Queen Anne's	St. Mary's	Somerset	Talbot	Washington	Wicomico	Worcester	Total	
<i>Girls</i>																							
Teeth	306	339	903	—	122	—	—	499	—	406	95	—	195	192	—	—	—	—	—	—	358	3,415	
Tonsils	101	128	426	—	76	—	—	254	—	256	61	—	113	102	—	—	—	—	—	—	180	1,697	
Cervical Glands	44	1	3	—	9	—	—	1	—	31	2	—	—	12	—	—	—	—	—	—	61	103	
Defective Vision	73	69	251	—	22	—	—	178	—	86	24	—	62	36	—	—	—	—	—	—	61	862	
Strabismus	—	1	1	—	1	—	—	6	—	2	1	—	2	—	—	—	—	—	—	—	—	14	
Deafness	1	—	1	—	—	—	—	—	—	1	—	—	—	—	—	—	—	—	—	—	—	3	
Otitis	—	—	3	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	5	
Enlarged Thyroid	86	3	6	—	3	—	—	27	—	21	9	—	9	9	—	—	—	—	—	—	1	178	
Chest Abnormality	—	—	14	—	4	—	—	—	—	4	—	—	1	1	—	—	—	—	—	—	1	25	
Lung Diseases	11	14	17	—	4	—	—	11	—	16	1	—	5	4	—	—	—	—	—	—	1	84	
Organic Heart Lesions	3	10	23	—	2	—	—	13	—	8	—	—	1	5	—	—	—	—	—	—	6	71	
Functional Heart Murmurs	6	5	30	—	1	—	—	21	—	7	2	—	4	3	—	—	—	—	—	—	6	85	
Pediculosis	10	65	216	—	—	—	—	27	—	23	7	—	4	7	—	—	—	—	—	—	29	388	
Skin Diseases	—	5	6	—	3	—	—	5	—	2	—	—	3	1	—	—	—	—	—	—	7	32	
Miscellaneous	71	57	40	—	36	—	—	47	—	42	4	—	27	13	—	—	—	—	—	—	30	367	
Total Defects	712	697	1,940	—	283	—	—	1,089	—	905	206	—	426	386	—	—	—	—	—	—	685	7,329	
Girls Defective	376	303	1,270	—	155	—	—	681	—	462	117	—	252	214	—	—	—	—	—	—	412	4,242	
Girls' Parents Notified	336	280	950	—	133	—	—	587	—	423	105	—	169	201	—	—	—	—	—	—	402	3,586	
White Button Girls	109	54	420	—	45	—	—	173	—	61	15	—	48	52	—	—	—	—	—	—	51	1,028	
Girls Examined	485	357	1,767	—	200	—	—	854	—	524	132	—	300	266	—	—	—	—	—	—	463	5,348	

<i>Boys</i>																						
Teeth	199	204	808	2	118	—	7	324	5	313	89	2	144	155	2	7	1	11	—	9	197	2,597
Tonsils	52	53	208	1	36	1	11	89	5	86	28	2	31	50	—	1	—	—	—	2	32	688
Cervical Glands	21	34	61	—	20	—	3	55	4	63	18	2	29	18	—	—	—	—	—	3	25	359
Defective Vision	54	30	110	—	30	—	—	81	—	34	10	—	19	21	—	—	—	—	—	—	26	415
Strabismus	—	2	4	—	—	—	—	3	—	1	1	—	1	2	—	—	—	—	—	—	3	17
Nasal Obstruction	42	19	69	—	9	—	—	40	—	23	10	—	15	25	—	—	—	—	—	—	20	272
Deafness	7	—	19	—	6	1	—	18	—	14	1	—	2	7	—	—	—	—	—	—	5	80
Otitis	2	—	3	—	1	—	—	3	—	—	—	—	—	—	—	—	—	—	—	—	—	9
Chest Abnormality	1	—	4	—	1	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	9
Organic Heart Murmurs.....	5	4	9	—	—	—	—	2	—	3	—	2	—	—	—	—	—	—	—	—	—	9
Lung Diseases	—	2	3	—	—	—	—	—	—	1	—	—	—	—	—	—	—	—	—	—	—	28
Functional Heart Murmurs..	6	4	23	—	4	—	—	14	—	4	1	—	2	2	—	—	—	—	—	—	—	7
Inguinal Hernia	7	5	12	—	3	3	3	18	3	6	1	2	6	4	1	1	2	—	—	—	4	64
Variocoele	39	8	20	4	17	8	—	24	5	18	2	2	10	17	6	3	—	—	7	2	6	81
Undescended Testis	4	2	6	—	1	—	1	1	—	4	—	—	2	1	—	—	—	—	—	—	2	217
Phimosis	—	3	5	—	2	—	2	10	—	5	1	—	—	3	—	—	—	—	—	—	2	41
Skin Diseases	2	3	5	—	—	—	—	11	—	2	—	—	6	2	—	—	—	—	—	—	1	32
Miscellaneous	10	108	172	1	28	—	—	49	—	71	18	—	22	30	—	—	—	—	—	—	22	532
Total Defects	451	478	1,551	8	276	13	27	742	22	648	181	12	290	339	9	12	3	11	12	16	371	5,472
Boys Defective.....	248	253	869	8	161	13	20	397	16	341	97	8	167	177	9	10	3	11	12	13	198	3,031
Boys' Parents Notified.....	176	160	599	5	119	11	13	204	6	278	90	7	117	150	4	9	2	11	9	10	161	2,141
White Button Boys.....	29	78	415	—	34	—	—	142	—	113	18	—	45	39	—	—	—	—	—	—	23	936
Boys Examined	590	378	1,323	193	250	99	111	602	106	496	168	89	337	318	118	50	60	90	270	157	233	6,038

Financial Statement

Before the inauguration of the State Budget system, the fiscal year for the accounts of the State Board of Education ended July 31. In order to conform to the Budget system, it was necessary to change the end of the fiscal year to September 30. The following report, therefore, consists of two parts; one, a report covering the period August 1 to September 30, 1918; and the other covering the year October 1, 1918, to September 30, 1919.

STATE BOARD OF EDUCATION

Statement of Cash Receipts and Disbursements for the period Aug. 1, 1918 to Sept. 30, 1919.

SUMMARY

RECEIPTS:

Vocational Education		\$500.00
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DISBURSEMENTS:

State Board of Education.....	\$3,855.12	
Maryland State Normal School—		
Towson, Md.	10,245.65	
Frostburg, Md.	1,563.07	
Maryland Normal and Industrial School, Bowie, Md.....	1,003.58	
Book Fund	16.00	
Vocational Education	598.08	
General Education Board.....	416.66	\$17,698.16
Excess of Expenditures for Period.....		\$17,198.16
Balance August 1, 1918.....		91,926.96
Balance September 30, 1918.....		\$74,728.80
Credited to the following Accounts		
State Board of Education.....		\$12,139.74
Maryland State Normal School—		
Towson, Md.	54,295.51	
Frostburg, Md.	*979.69	
Maryland Normal and Industrial School, Bowie, Md.....	4,143.20	
Frostburg Dormitory	3,339.61	
Pension Fund	1,416.99	
Book Fund	888.18	
Vocational Education	*98.08	
General Education Board.....	*416.66	
		\$74,728.80

*Over drafts.

STATE BOARD OF EDUCATION

Statement of Cash Receipts and Disbursements for the period Oct. 1, 1918 to Sept. 30, 1919.

SUMMARY

RECEIPTS:

State Department of Education.....	\$27,435.07	
Maryland State Normal School		
Towson, Md.	89,848.81	
Frostburg, Md.	12,678.08	
Maryland Normal and Industrial School, Bowie, Md.....	12,437.50	

FINANCIAL STATEMENT

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Frostburg Dormitory		
Pension Fund	34,000.00	
Book Fund	419.00	
General Education Fund.....	4,587.50	
Vocational Education	7,808.72	
Homemakers Club	1,275.00	
		\$190,489.68

DISBURSEMENTS:

State Department of Education.....		\$28,733.11
Maryland State Normal School—		
Towson, Md.	87,916.88	
Frostburg, Md.	12,418.04	
Maryland Normal and Industrial School, Bowie, Md.....	9,723.23	
Frostburg Dormitory	3,339.61	
Pension Fund	33,316.23	
Book Fund	520.36	
General Education Board.....	3,363.66	
Vocational Education	6,140.66	
Homemakers Club	900.00	
		\$186,371.78

Excess of Receipts.....		\$4,117.90
Balance October 1, 1918.....		74,728.80
		\$78,846.70

Made up as follows—

Denton National Bank, Denton, Md.....		\$56,363.28
Title Guarantec & Trust Co., Balto.....		2,577.24
The Farmers National Bank of Annapolis, Md.....		2,100.76
First National Bank of Frostburg, Md.....		*362.33
Second National Bank of Towson, Md.....		720.23
The Baltimore County Bank, Towson, Md.....		16,932.59
Cash on hand, Md. State Normal School, Towson.....		500.00
Cash on hand, State Department of Education.....		14.93
		\$78,846.70

Credited to the following accounts—

State Department of Education.....		\$10,841.70
Maryland State Normal School, Towson, Md.....		56,227.44
Maryland State Normal School, Frostburg, Md.....		*719.65
Maryland Normal and Industrial School, Bowie.....		6,857.47
Pension Fund		2,100.76
Book Fund		786.82
General Education Board.....		807.18
Vocational Education		1,569.98
Homemakers Club		375.00
		\$78,846.70

* Over draft.

STATE DEPARTMENT OF EDUCATION

Statement of Cash Receipts and Disbursements for the period Oct. 1, 1918 to Sept. 30, 1919.

RECEIPTS:

Appropriation, State of Maryland.....	\$25,000.00	
Interest on Deposits.....	2,258.36	
College Fees	155.66	
Telephones	1.05	
Sale of Desk.....	20.00	
		\$27,435.07

DISBURSEMENTS:

Salaries	\$15,774.95	
Postage	647.13	
Office Supplies	807.99	
Printing and Stationery.....	2,761.09	
Books and Periodicals.....	91.15	
Telephone and Telegraph.....	270.83	
Freight and Express.....	9.98	

Hall Rent	5.00		
Association Dues	40.50		
Luncheons	240.00		
Photographs	11.00		
Repairs to Camera	1.75		
Lantern Slides	27.25		
Films, Printing and Developing.....	156.09		
Carfare	2.17		
Board Meeting	110.22		
Miscellaneous .....	.16		
Traveling Expense	3,201.48		
Office Furniture and Fixtures.....	818.02		
Refund State of Maryland.....	1,250.00		
		<u>\$26,226.76</u>	
Discount		117.90	
			<u>\$26,108.86</u>
Balance			
Association Dues	\$12.00		
Rent	600.00		
Traveling Expenses	875.56		
State Board Expenses.....	188.50		
Furniture and Fixtures.....	312.55		
Board Meetings	432.94		
Superintendents' Conference	110.20		
Insurance	50.00		
Flag	12.50		
Expressage	6.00		
Carfare	1.40		
Office Supplies	2.00		
Postage	1.50		
Extra Help	15.60		
Luncheon	3.00		
Notary .....	.50	\$2,624.25	\$28,733.11
Deficit for period.....			\$1,298.04
Balance October 1, 1918.....			\$12,139.74
Balance September 30, 1919.....			<u>\$10,841.70</u>

MARYLAND STATE NORMAL SCHOOL, TOWSON

Statement of Cash Receipts and Disbursements for the period Oct. 1, 1918 to Sept. 30, 1919.

RECEIPTS:

Appropriation, State of Maryland.....	\$49,962.00	
U. S. Treasurer, Interdepartmental Social Hygiene Board....	4,000.00	
Salary Baltimore County School Board.....	800.00	
Tuition	337.50	
Dormitory	26,876.38	
Laboratory	238.00	
Books	370.00	
Music	369.00	
Elementary Tuition Refund.....	500.00	
Miscellaneous	2.19	
Telephone	20.81	
Rent	250.00	
Sale of Pigs	10.83	
Dormitory Sales	5,720.05	
Stationery Sales	392.05	\$89,848.81

DISBURSEMENTS:

Salaries	\$45,341.43
Fuel	7,486.86
Postage	443.13
Office Supplies	240.81
Printing	567.50
Books and Periodicals.....	1,022.17
Food	18,362.15
Fodder	120.60

Medicines, Medical and Surgical Supplies and Expenses.....	68.96	
Laboratory Supplies	311.15	
Administration Building Supplies and Expenses.....	395.76	
Dormitory Supplies and Expenses.....	693.49	
Agricultural Implements and Supplies.....	833.11	
Live Stock	87.00	
Telegraph and Telephone	319.70	
Freight and Express.....	48.94	
Dormitory Refurnishings	1,010.10	
Engineers' Supplies and Expenses.....	357.06	
Laundry Supplies and Expenses.....	228.18	
Repairs—Building	735.66	
Machinery	1,046.87	
Commencement, Entertainment, Educational Association and Meetings	511.00	
Electricity	1,296.38	
Water	1,195.53	
Automobile Supplies and Expenses.....	402.77	
Equipment (Not Educational).....	756.63	
Improvements to Grounds.....	314.07	
Equipment (Educational)	1,845.53	
New Construction	1,480.91	
Refund of Board.....	202.10	
Music Commission	115.00	
Traveling Expenses	45.63	
Lunches	1.20	
Carfare	2.88	
Domestic Science	13.56	
Drawing	2.90	
Explosive License .....	.25	
Officers Badge	1.10	
Library Supplies	3.06	
Tuning Piano	4.00	
Gymnasium Supplies	1.75	\$87,916.88
Excess of Receipts		\$1,931.93
Balance Oct. 1, 1918.....		54,295.51
		<hr/>
		\$56,227.44
Balance Sept. 30, 1919.....		\$56,227.44

MARYLAND STATE NORMAL SCHOOL, FROSTBURG

Statement of Cash Receipts and Disbursements for the period Oct. 1, 1918 to Sept. 30, 1919.

RECEIPTS:

Appropriation, State of Maryland.....	\$12,500.00	
Cash transferred from Dormitory Fund.....	178.08	\$12,678.08
		<hr/>

DISBURSEMENTS:

Salaries	\$9,413.04
Fuel	382.67
Postage	20.50
Office Supplies and Expenses.....	25.20
Painting	20.50
Books	145.26
Laboratory Supplies	7.36
Agricultural Implements and Supplies.....	5.00
Telephone and Telegraph.....	47.40
Freight and Express.....	4.43
Commencement Expenses	114.59
Gymnasium Supplies	6.56
Kindergarten Supplies	1.36
Light	56.69
Janitor's Supplies	67.34
Repairs Machinery	172.22

Miscellaneous	201.20	
Dormitory Furnishings	1,713.17	
New Construction	13.55	\$12,418.04
Balance for period.....		\$260.04
Excess of Expenditures Oct. 1, 1918.....		979.69
Excess of Expenditures September 30, 1919.....		\$719.65

FROSTBURG DORMITORY FUND

Statement of Disbursements for the period Oct. 1, 1918 to Sept. 30, 1919

DISBURSEMENTS:

Traveling Expenses, Account of Pipe Covering.....	\$18.45	
C. M. Anderson, Architect.....	254.08	
Olin Gerlach, Final Payment.....	2,889.00	
Transferred to Frostburg State Normal School.....	178.08	\$3,339.61
Balance Oct. 1, 1918.....		\$3,339.61

MARYLAND NORMAL AND INDUSTRIAL SCHOOL, BOWIE

Statement of Cash Receipts and Disbursements for the period Oct. 1, 1918 to Sept. 30, 1919.

RECEIPTS:

Appropriation, State of Maryland.....	\$10,000.00	
Appropriation, U. S. Interdepartmental Social Hygiene Board	2,400.00	
Refund, Beds	37.50	\$12,437.50

DISBURSEMENTS:

Salaries	\$4,794.69	
Fuel	555.12	
Postage	6.54	
Office Supplies	4.75	
Printing	88.10	
Books	193.02	
Fodder	66.19	
Medicine, Medical and Surgical Supplies.....	.45	
Laboratory Supplies	73.15	
Household Supplies	555.64	
School Expense (Traveling and Supplies).....	29.72	
Agricultural	940.29	
Telephone	62.50	
Freight and Express.....	13.82	
Traveling Expenses	21.76	
Hauling	7.50	
Axes and Handles.....	5.30	
Engraving Diplomas	3.50	
New Dormitory	1,278.00	
Engineer's Supplies	11.29	
Repairs, Building	15.56	
Repairs, Machinery	178.03	
School Supplies	49.19	
Light	146.84	
Furniture	82.61	
Domestic Science, Equipment and Supplies	39.67	
Architects Commission, Dormitory Building.....	500.00	\$9,723.23
Excess of Receipts.....		\$2,714.27
Balance October 1, 1918.....		4,143.20
Balance September 30, 1919.....		\$6,857.47

PENSION FUND

Statement of Cash Receipts and Disbursements for the period Oct. 1, 1918 to Sept. 30, 1919.

RECEIPTS:

Appropriation, State of Maryland.....	\$34,000.00
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DISBURSEMENTS:

Pensions Paid Teachers.....	\$33,316.23
Excess of Receipts.....	\$683.77
Balance Oct. 1, 1918.....	1,416.99
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	\$2,100.76
Balance Sept. 30, 1919.....	\$2,100.76

BOOK FUND

RECEIPTS:

From Students' Deposits.....	\$419.00
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DISBURSEMENTS:

Refunds to Students	520.36
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Excess of Disbursements.....	\$101.36
Balance Oct. 1, 1918.....	888.18
	<hr/>
	\$786.82
Balance Sept. 30, 1919.....	\$786.82

GENERAL EDUCATION BOARD

Appropriation for Supervision of Colored Schools.

Statement of Cash Receipts and Disbursements for the period Oct. 1, 1918 to Sept. 30, 1919

RECEIPTS:

Appropriation	\$4,587.50
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DISBURSEMENTS:

Salaries	\$2,687.43	
Traveling Expenses	676.23	3,363.66
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Excess of Receipts.....		\$1,223.84
Excess of Expenditures, Oct. 1, 1918.....		416.66
		<hr/>
		\$807.18
Balance Sept. 30, 1919.....		\$807.18

VOCATIONAL EDUCATION

Statement of Cash Receipts and Disbursements for the period Oct. 1, 1918 to Sept. 30, 1919.

RECEIPTS:

Appropriation—		
State of Maryland.....	\$5,000.00	
Federal, Smith-Hughes Act	2,808.72	\$7,808.72
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DISBURSEMENTS:

Salaries	\$4,982.06	
Traveling Expenses	890.86	
Printing	67.00	
Drafting	15.00	
Miscellaneous	185.74	6,140.66
	<hr/>	
Excess of Receipts.....		\$1,668.06
Excess of Expenditures Oct. 1, 1918.....		98.08
		<hr/>
Balance Sept. 30, 1919.....		\$1,569.98

MARYLAND DIRECTORY SCHOOL OFFICIALS AND TEACHERS

Corrected to October 1, 1919

STATE BOARD OF EDUCATION

THOMAS H. LEWIS, President, Westminster
M. BATES STEPHENS, Secretary, Baltimore

<i>Name</i>	<i>Address</i>	<i>Term expires</i>
THOMAS H. BOCK.....	Princess Anne.....	1920
DR. J. M. T. FINNEY.....	1300 Eutaw Place, Baltimore.....	1920
T. H. LEWIS.....	Westminster.....	1922
CLAYTON PURNELL.....	Frostburg.....	1922
WILLIAM T. WARBURTON.....	Elkton.....	1923
STERLING GALT.....	Emmitsburg.....	1924

STATE SUPERINTENDENT'S OFFICE

M. BATES STEPHENS.....	State Superintendent of Schools
G. H. REAVIS.....	Assistant Superintendent
SAMUEL M. NORTH.....	Supervisor High Schools
WM. J. HOLLOWAY.....	Supervisor Rural Schools
J. W. HUFFINGTON.....	Supervisor Colored Schools
L. A. EMERSON.....	Supervisor Vocational Education
THOS. L. GIBSON.....	Supervisor of Music
WILLIAM BURDICK.....	Supervisor Physical Education
MERLE S. BATEMAN.....	Credential Clerk
E. S. WALTER.....	Bookkeeper
PAULINE F. POLLITT.....	Certificate Clerk
GRACE E. STEELE.....	Stenographer

PRINCIPALS OF STATE NORMAL SCHOOLS

HENRY S. WEST.....	Maryland State Normal School.....	Towson
JAMES WIDDOWSON.....	State Normal School No. 2.....	Frostburg
D. S. S. GOODLOE.....	Maryland Normal and Industrial School	
	(For Colored Students).....	Bowie



SENIOR TEACHING IN MODEL SCHOOL, MARYLAND STATE NORMAL SCHOOL



A DORMITORY PARLOR CORNER, MARYLAND STATE NORMAL SCHOOL.

BOARDS OF EDUCATION

ALLEGANY COUNTY

<i>Name</i>	<i>Address</i>	<i>Term expires</i>
WILLIAM L. SPERRY.....	Cumberland	1920
J. M. PRICE.....	Frostburg	1922
FERMAN GILBERT PUGH.....	Cumberland	1924

ANNE ARUNDEL COUNTY

BENJAMIN WATKINS, SR.....	Chesterfield	1920
FRANK A. MUNROE.....	Annapolis	1922
GEORGE T. MELVIN.....	Brooklyn	1924

BALTIMORE CITY

OFFICE, MADISON AND LAFAYETTE AVENUES

JAMES W. CHAPMAN, JR.....	2016 Park Ave.....	1922
JAMES M. DELEVETT.....	621 Columbia Ave.....	1918
Vacant .....	.....	1920
SIDNEY P. THANHOUSER.....	Coca Cola Building.....	1922
CLARENCE DEEMS.....	The Plaza, Park Ave.....	1918
A. BARNEVELD BIBBINS.....	2600 Maryland Ave.....	1918
RICHARD J. BIGGS.....	12 South St.....	1920
ALBERT L. FANKHANEL.....	11 E. Baltimore St.....	1920
JOHN FERGUSON.....	25 Franklin Bldg.....	1922

BALTIMORE COUNTY

SAMUEL M. SHOEMAKER.....	Eccleston	1920
JOHN ARTHUR.....	Fork	1920
EDWIN R. STRINGER.....	Glyndon	1922
JAMES P. JORDAN.....	White Hall.....	1922
ALBERT A. BLAKENEY.....	Ilchester	1924
JOHN H. GROSS.....	Rossville	1924

CALVERT COUNTY

A. S. LEATHERING.....	Lusbys	1924
WILLIAM H. HELLEN.....	Solomons	1920
JOHN W. LEITCH.....	Huntingtown	1922

CAROLINE COUNTY

DR. H. W. B. ROWE.....	Hillsboro	1920
Vacant	Denton	1922
W. M. WRIGHT, President.....	Preston	1924

CARROLL COUNTY

CHAS. P. GLOVER.....	Mt. Airy.....	1920
J. HERMAN ALLENDER.....	Hampstead	1920
ARTHUR W. FEESER.....	Silver Run.....	1922
J. PEARRE WANTZ.....	Westminster	1922
JOSHUA F. MAGEE.....	Westminster	1924
MILTON A. KOONS.....	Taneytown	1924

CECIL COUNTY

WILLIAM M. POGUE.....	Rising Sun.....	1920
DELMAR SMITHERS.....	Chesapeake City.....	1922
WILMER J. FALLS.....	North East.....	1924

CHARLES COUNTY

<i>Name</i>	<i>Address</i>	<i>Term expires</i>
WM. W. DYSON.....	Du Bois.....	1920
GEORGE I. GARDNER.....	Malcolm	1922
GEORGE W. GRAY.....	Grayton	1924

DORCHESTER COUNTY

OLIVER SPEDDEN.....	Cambridge	1918
EDGAR F. BRADLEY.....	Hurlock	1918
JOSEPH W. BROOKS, JR.....	Madison	1920
EDWIN DASHIELL.....	Cambridge	1920
R. LEE MORRIS.....	Federalburg	1922
WILLIAM P. ANDREWS.....	Crapo	1922

FREDERICK COUNTY

WILLIAM CRAWFORD JOHNSON.....	Frederick	1922
OSCAR B. COBLENTZ.....	Braddock Heights.....	1920
R. FRANK SAPPINGTON.....	Libertytown	1920
RALPH BROWNING.....	Myersville	1922
WILLIAM P. MORSELL.....	Frederick	1923
A. W. NICODEMUS.....	Buckeystown	1924

GARRETT COUNTY

R. E. SLIGER.....	Oakland	1920
THOMAS J. JOHNSON.....	Frostburg	1922
JOSEPH T. GLOTFELTY.....	Oakland	1924

HARFORD COUNTY

W. BEATTY HARLAN.....	Churchville	1920
CHARLES H. McNABB.....	Darlington	1922
(MRS.) HELENE A. B. LEE.....	Bel Air.....	1924

HOWARD COUNTY

THOMAS CHRISTIAN.....	Ellicott City.....	1920
JOHN W. SELBY.....	Ivory	1922
JOSEPH L. LEISHER, JR.....	Ellicott City.....	1924

KENT COUNTY

JOHN P. AHERN.....	Millington	1920
C. ROMIE SKIRVEN.....	Worton	1922
WILLIAM G. SMYTH.....	Chestertown	1924

MONTGOMERY COUNTY

CHARLES T. JOHNSON.....	Germantown	1920
JAMES E. DEETS.....	Clarksburg	1920
WARREN PRICE.....	Kensington	1922
ZADOK M. COOK.....	Gaithersburg	1922
JOSEPH E. JANNEY.....	Brookeville	1923
LEDOUX E. RIGGS.....	Laytonsville	1924

PRINCE GEORGE'S COUNTY

GEORGE P. McCENEY.....	Laurel	1920
BRICE BOWIE.....	Riverdale	1922
GEORGE W. RAWLINGS.....	Duley	1924

QUEEN ANNE'S COUNTY

JOHN R. BENTON.....	Stevensville	1920
PERCY MERRICK.....	Sudlersville	1922
JAMES M. CORKRAN.....	Centreville	1924

ST. MARY'S COUNTY

<i>Name</i>	<i>Address</i>	<i>Term expires</i>
ALEXANDER KENNEDY.....	St. Mary's City.....	1920
L. J. SOTHORON.....	Mechanicsville	1922
J. DONELAN HURRY.....	Clements	1924

SOMERSET COUNTY

GORDON T. ATKINSON.....	Crisfield	1920
CHARLES W. WAINWRIGHT.....	Princess Anne.....	1922
H. G. ALEXANDER.....	Deals Island.....	1924

TALBOT COUNTY

JAMES McK. WILLIS.....	Oxford	1920
W. D. J. MORRIS.....	St. Michaels	1922
MARTIN M. WRIGHT.....	Easton	1924

WASHINGTON COUNTY

W. B. KING.....	Hagerstown	1920
ROY C. DAWSON.....	Hancock	1920
CHAS. A. WEAGLEY.....	Beaver Creek.....	1922
W. H. MILLER.....	Williamsport	1922
J. FRANK MILLER.....	Hagerstown	1924
FRANK E. BUSHEY.....	Cavetown	1924

WICOMICO COUNTY

L. T. COOPER.....	Sharptown	1920
L. W. GUNBY.....	Salisbury	1922
HARRY L. BREWINGTON.....	Salisbury	1924

WORCESTER COUNTY

JAMES H. VINCENT.....	Pocomoke City.....	1920
JOHN W. HUMPHREYS.....	Berlin	1922
ZADOK POWELL.....	Snow Hill.....	1924

ADMINISTRATIVE AND SUPERVISORY OFFICERS

ALLEGANY COUNTY

CUMBERLAND

EDWARD F. WEBB.....	Superintendent
JOHN J. TIPTON.....	Assistant Superintendent
LILLIAN COMPTON.....	Supervisor
THOMAS H. MORGAN.....	Attendance Officer
MARY B. WICKARD.....	Clerk
F. ESTHER STEINER.....	Stenographer

ANNE ARUNDEL COUNTY

ANNAPOLIS

GEORGE FOX.....	Superintendent
M. THERESA WIEDEFELD.....	Supervisor
MARGARET WARE.....	Attendance Officer
ELIZABETH E. MUMFORD.....	Clerk

BALTIMORE CITY

OFFICE, MADISON AND LAFAYETTE AVENUES

CHARLES J. KOCH.....	Superintendent
CHARLES A. A. J. MILLER.....	First Assistant Superintendent
ROBERT W. ELLIOTT.....	Second Assistant Superintendent
JOSEPH C. HANDS.....	Assistant Superintendent
ROWLAND WATTS.....	Assistant Superintendent
ANDREW J. PIETSCH.....	Assistant Superintendent
JOHN A. KORFF.....	Assistant Superintendent
GEORGE M. GAITHER.....	Supervisor Manual Training
OLIVIA F. KEACH.....	Supervisor Drawing
VACANT	Supervisor Sewing
ADOLPH PICKER.....	Supervisor Physical Training
JOHN DENUES.....	Supervisor Music
WALTER E. BURNHAM.....	Supervisor Buildings
ROSABEL E. HALL.....	Chief Attendance Officer
JOHN H. ROCHE.....	Secretary
FRANK N. CLARIDGE.....	Assistant Secretary
JOSHUA R. JOLLY.....	Assistant Secretary
VACANT	Clerk
EDWIN HEBDEN.....	Statistician
LOIS C. SMITH.....	Clerk
EDNA JONES	Clerk
BERTIE W. COX.....	Clerk
HENRIETTA PRICE.....	Clerk
RUTH HAWES.....	Clerk
BERTHA J. KOLLMAYER.....	Clerk
VACANT	Clerk
VACANT	Clerk

BALTIMORE COUNTY

TOWSON

ALBERT S. COOK.....	Superintendent
JOHN T. HERSHNER.....	Assistant Superintendent
CLARENCE G. COOPER.....	Assistant Superintendent in Charge of Rural Schools
M. ANNIE GRACE.....	Supervisor
AMY C. CREWE.....	Supervisor
EMMA A. BOETTNER.....	Assistant Grammar Grades
EVALYN C. COOK.....	Assistant Primary Grades
JEANNETTE BROWN.....	Chief Clerk
ANNA MIEDWIG.....	Stenographer
MARY ELIZABETH WARD.....	Stenographer

CALVERT COUNTY

PRINCE FREDERICK

T. G. BENNETT.....	Superintendent
W. H. TALBOTT.....	Attendance Officer
DAISY P. TURNER.....	Clerk

CAROLINE COUNTY

EDWARD M. NOBLE.....	Superintendent
LAVINIA R. CROUSE.....	Attendance Officer
MRS. AGNES R. CASE.....	Clerk

MARIAN HAMILTON.....	Supervisor Colored Schools
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CARROLL COUNTY

WESTMINSTER

MAURICE S. H. UNGER.....	Superintendent
I. JEWELL SIMPSON.....	Supervisor
G. C. TAYLOR.....	Attendance Officer
CHARLES REED.....	Clerk

CECIL COUNTY

ELKTON

HUGH W. CALDWELL.....Superintendent
 ALICE E. MILLER.....Supervisor
 LUCY G. STAPP.....Clerk

CHARLES COUNTY

LA PLATA

F. BERNARD GWYNN.....Superintendent
 W. B. BILLINGSLEY.....Clerk

 JOSEPH C. PARKS.....Supervisor Colored Schools

DORCHESTER COUNTY

CAMBRIDGE

JAMES B. NOBLE.....Superintendent
 JOSEPH B. MEREDITH.....Assistant Superintendent
 NETTIE A. MAURER.....Supervisor
 MARY WHERRETE.....Clerk

FREDERICK COUNTY

FREDERICK

G. LLOYD PALMER.....Superintendent
 MARGARET A. LEMON.....Rural Supervisor
 F. D. HARSHMAN.....Attendance Officer
 FRANCES R. DOUB.....Clerk
 CHARLOTTE M. STOCKMAN.....Stenographer

GARRETT COUNTY

OAKLAND

FRANKLIN E. RATHBUN.....Superintendent
 EDNA M. MARSHALL.....Grade Supervisor
 BESS HENDRICKSON.....Clerk
 FRANCES B. MILLER.....Stenographer

HARFORD COUNTY

BEL AIR

C. MILTON WRIGHT.....Superintendent
 FRANK DAVIS.....Attendance Officer
 STEWART O. DAY.....Clerk

HOWARD COUNTY

ELLICOTT CITY

WOODLAND C. PHILLIPS.....Superintendent
 MRS. S. E. M. POISAL.....Attendance Officer
 IRENE E. MEADE.....Clerk

KENT COUNTY

CHESTERTOWN

EDWARD J. CLARKE.....Superintendent
 M. ADELE FRANCE.....Elementary Supervisor
 OWEN C. BLADES.....Supervisor Manual Training
 MERLE J. WHITE.....Clerk
 MRS. T. HYNSON BECK.....Attendance Officer

 EMMA L. MILLER.....Supervisor Colored Schools

MONTGOMERY COUNTY

ROCKVILLE

EDWIN W. BROOME.....Superintendent
 NETTIE E. BROGDEN.....Supervisor
 EILEEN DAVIS.....Attendance Officer
 MRS. ETHEL W. JACOBS.....Clerk

A. D. OWENS.....Supervisor Colored Schools

PRINCE GEORGE'S COUNTY

UPPER MARLBORO

E. S. BURROUGHS.....Superintendent
 BLANCHE E. OGLE.....Supervisor
 E. S. McCENEY.....Attendance Officer
 JOHN L. RUSSELL.....Clerk

MAHALATH WIGGINTON.....Acting Supervisor Colored Schools

QUEEN ANNE'S COUNTY

CENTREVILLE

BYRON J. GRIMES.....Superintendent
 HANNAH A. KIEFFER.....Supervisor
 VACANTAttendance Officer
 HELEN G. GIBSON.....Clerk

L. T. KENNARD.....Supervisor Colored Schools

ST. MARY'S COUNTY

LEONARDTOWN

GEORGE W. JOY.....Superintendent
 ELIZABETH I. MURPHY.....Supervisor
 MARGARET H. GREENWELL.....Clerk

SOMERSET COUNTY

PRINCESS ANNE

WILLIAM H. DASHIELL.....Superintendent
 ADDIE E. BOND.....Attendance Officer and Clerk

HERBERT S. WILSON.....Supervisor Colored Schools

TALBOT COUNTY

EASTON

NICHOLAS OREM.....Superintendent
 FRANCIS H. CLARK.....Supervisor
 MAUDE CHAPLAIN.....Clerk

LEONIDAS S. JAMES.....Supervisor Colored Schools

WASHINGTON COUNTY

HAGERSTOWN

RAYMOND E. STALEY.....Acting Superintendent
 HULDAH BRUST.....Rural Supervisor
 M. GRACE BOYER.....Primary Supervisor
 WILLIAM B. HUTZELL.....Attendance Officer
 E. P. EYLER.....Clerk

WICOMICO COUNTY

SALISBURY

JAMES M. BENNETT.....Superintendent
 C. NETTIE HOLLOWAY.....Supervisor
 L. CORA GILLISS.....Attendance Officer
 MARGARET J. HOLLOWAY.....Stenographer

P. E. GORDY.....Supervisor Colored Schools

WORCESTER COUNTY

SNOW HILL

EDGAR W. McMASTER.....Superintendent
 MARY B. PUSEY.....Supervisor
 LUCY STAGGAttendance Officer
 MRS. MARY P. NORTHAM.....Clerk

STEPHEN H. LONG.....Supervisor Colored Schools.

PRINCIPALS OF APPROVED HIGH SCHOOLS

ALLEGANY COUNTY

Group	Principal	High School	School Address
1	S. R. GAY.....	Allegany County.....	Cumberland
1	OLIVER H. BRUCE.....	Westernport	Westernport
2	GILBERT C. COOLING.....	Barton	Barton
1	ARTHUR F. SMITH.....	Central	Lonaconing
1	HENRY M. WOODS, JR.....	Beall	Frostburg

ANNE ARUNDEL COUNTY

1 LOUISE LINTHICUM.....Annapolis

BALTIMORE CITY

1	WILBUR F. SMITH.....	Baltimore City College.....	Baltimore
1	WILLIAM R. KING.....	Baltimore Polytechnic Institute.....	Baltimore
1	ERNEST J. BECKER.....	Eastern High School.....	Baltimore
1	DAVID E. WEGLEIN.....	Western High School.....	Baltimore
1	MASON A. HAWKINS.....	Colored High School.....	Baltimore
1	NORMAN W. CAMERON.....	Director Teachers' Training School.....	Baltimore
1	JOSEPH H. LOCKERMAN.....	Colored Training School.....	Baltimore

BALTIMORE COUNTY

1	MARY O. EBAUGH.....	Catonsville	Catonsville
1	ADDISON J. BEANE.....	Franklin	Reisterstown
2	WILLIAM B. KEMP.....	Sparks Agricultural.....	Sparks
1	ARTHUR C. CROMMER.....	Towson	Towson
1	JOSEPH BLAIR.....	Sparrows Point.....	Sparrows Point

CAROLINE COUNTY

1	A. C. NORSTEDT.....	Caroline	Denton
2	THOS. B. McCLOUD.....	Preston	Preston
2	ADDIE L. WILSON.....	Ridgely	Ridgely
2	A. C. BROWER.....	Federalsburg	Federalsburg

CARROLL COUNTY

Group	Principal	High School	School Address
3	J. L. HONSBERGER.....	Taneytown	Taneytown
1	WALTER H. DAVIS.....	Westminster	Westminster
2	J. KELLER SMITH.....	Mt. Airy	Mt. Airy
3	ADDA MAI CUMMINGS.....	Sykesville	Sykesville
3	ELMER A. WOLFE.....	Union Bridge.....	Union Bridge
3	LLOYD C. KEEFAUVER.....	Hampstead	Hampstead

CECIL COUNTY

2	GUY JOHNSON.....	Chesapeake City.....	Chesapeake City
1	EDWIN B. FOCKLER.....	Cecil County.....	Elkton
3	MARY E. CLARK.....	Cecilton	Cecilton
2	ALFRED B. McVEY.....	Calvert Agricultural.....	North East
2	MARSHALL THOMPSON.....	North East	North East

DORCHESTER COUNTY

1	E. C. SEITZ.....	Cambridge	Cambridge
2	O. PERRY SIMMONS.....	Hurlock	Hurlock

FREDERICK COUNTY

1	C. H. REMSBURG.....	Frederick Girls'.....	Frederick
1	JAMES C. BIEHL.....	Frederick Boys'.....	Frederick
1	R. E. KIEENY.....	Middletown	Middletown
2	H. D. BEACHLEY.....	Thurmont	Thurmont
1	OSCAR M. FOGLE.....	Brunswick	Brunswick
3	THOMAS C. BITTLE.....	Emmitsburg	Emmitsburg

GARRETT COUNTY

3	A. W. DEWITT.....	Friendsville	Friendsville
1	CHARLES H. KOLB.....	Garrett County.....	Oakland
3	A. W. RAMSDELL.....	Kitzmiller	Kitzmiller

HARFORD COUNTY

2	J. WILLARD DAVIS.....	Aberdeen	Aberdeen
2	WILLIAM K. KLINGAMAN.....	Bel Air.....	Bel Air
2	HAROLD M. DOWNES.....	Jarrettsville	Jarrettsville
1	J. HERBERT OWENS.....	Havre de Grace.....	Havre de Grace
2	REXFORD B. HARTLE.....	Highland	Street

HOWARD COUNTY

1	GROVER W. NORRIS.....	Ellicott City.....	Ellicott City
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KENT COUNTY

1	MARK CREASY.....	Chestertown	Chestertown
2	W. A. P. STRANG.....	Rock Hall.....	Rock Hall
3	MARTHA R. PENNINGTON.....	Millington	Millington

MONTGOMERY COUNTY

2	F. R. YOUNG.....	Sherwood	Sandy Spring
2	T. W. TROXELL.....	Gaithersburg	Gaithersburg
1	R. MILTON HALL.....	Montgomery	Rockville
3	R. W. STOUT.....	Poolesville	Poolesville

PRINCE GEORGE'S COUNTY

2	ROGER X. DAY.....	Upper Marlboro.....	Marlboro
2	W. R. C. CONNICK.....	Baden	Baden
2	ANNIE MacKAY.....	Surrattsville	Clinton
2	J. ED. FORD.....	Laurel	Laurel
1	K. J. MORRIS.....	Hyattsville	Hyattsville
1	R. I. MANNING.....	Brandywine	Brandywine

QUEEN ANNE'S COUNTY

<i>Group</i>	<i>Principal</i>	<i>High School</i>	<i>School Address</i>
2	ANNA HARRISON.....	Sudlersville	Sudlersville
1	J. FRED STEVENS.....	Centreville	Centreville
2	A. LEONARD LEARY.....	Stevensville	Stevensville
2	(MRS.) MARY COOPER.....	Tri-County	Queen Anne

SOMERSET COUNTY

2	W. A. N. ROWLAND.....	Washington	Princess Anne
1	FREDERICK E. GARDNER.....	Crisfield	Crisfield

TALBOT COUNTY

1	C. A. McBRIDE.....	Easton	Easton
2	T. J. HOOVER.....	St. Michaels.....	St. Michaels
3	CLYDE E. BOUNDS.....	Trappe	Trappe
3	THOMAS TAYLOR.....	Oxford	Oxford

WASHINGTON COUNTY

1	JOHN D. ZENTMYER.....	Hagerstown Male.....	Hagerstown
1	JOHN B. HOUSER.....	Hagerstown Female.....	Hagerstown
2	GEORGE A. SITES.....	Clear Spring.....	Clear Spring
2	EDGAR F. LONG.....	Boonsboro	Boonsboro
2	J. FRANK McBEE.....	Smithsburg	Smithsburg
2	CLAUDE L. SMITH.....	Williamsport	Williamsport

WICOMICO COUNTY

2	PAUL C. PHILLIPS.....	Sharptown	Sharptown
2	CLARENCE CORDREY.....	Delmar	Delmar
2	C. ALLAN CARLSON.....	Nanticoke	Nanticoke
1	R. LEE CLARK.....	Wicomico County.....	Salisbury

WORCESTER COUNTY

1	E. CLARK FONTAINE.....	Pocomoke	Pocomoke City
2	JOHN S. HILL.....	Stockton	Stockton
2	EUGENE W. PRUITT.....	Buckingham	Berlin
1	ARTHUR C. HUMPHREYS.....	Snow Hill.....	Snow Hill

PRINCIPALS OF ELEMENTARY SCHOOLS

Having Three or More Teachers, Including the Principal

DIST.	SCHOOL	NAME AND ADDRESS	DIST.	SCHOOL	NAME AND ADDRESS
ALLEGANY COUNTY					
4	1	O. B. Boughton.....Cumberland	18	1	Bessie McKenna.....Midland
4	2	Sue McKnight.....Cumberland	18	2	John W. Hunt.....Ocean
5	1	F. C. Scott.....Cumberland	19	1	Carrie V. Haberlein.....S shaft
5	3	Molly Bopst.....Cumberland	19	3	Jas. E. Winter.....Midlothian
6	3	(Mrs.) Margaret Upham..Cumberland	19	4	Mary M. Stakem.....Midland
8	3	Wm. G. Fatkin.....Luke	20	1	Charity Hartley.....E llerssle
10	2	Agnes McGiunn.....	20	3	Althea R. Fuller.....Cumberland
11	2	Kate M. Shriver.....Frostburg	22	1	Isabel Ireland.....Cumberland
12	1	Mary J. Rank.....Frostburg	22	2	Margaret Richmond ..Cumberland
12	2	Orgie Hawkins.....Frostburg	22	5	Agnes Carroll ..Cumberland
13	1	J. O. Kefauver.....Mt. Savage	24	1	D. A. Boyle.....Eckhart
15	1	(Mrs.) Louise W. Bell...Lonaconing			
ANNE ARUNDELL COUNTY					
1	7	Samuel Fox	5	13	A. Maud Roberts..Linthicum Heights
2	9	Lillian Baker	6	G.S.	Josephine Riordan
4	10	Nannie H. Lowman.....Odenton	8	1	Ethel Andrews
5	12	R. LeRoy Cockran.....Glen Burnie			Shady Side
BALTIMORE COUNTY					
1	9	Mary V. Kavanaugh.....Ellicott City	12	3	J. Clarence Francis.....Colgate
2	1	Helen M. Thomas.....Woodlawn	12	6	George W. Schluderberg...St. Helena
2	3	Marie L. Kemp.....Catonsville	13	1	(Mrs.) Victor H. Sheridan.....Relay
2	5	Susie C. McClure.....Randallstown	13	6	Ida M. R. Riley.....Halethorpe
2	7	Elizabeth Ogelsby	13	7	Mary A. Cullen.....Lansdowne
3	1	E. Mary Cross.....Garrison	13	10	Jennie A. Ruhl.....Lakeland
3	2	Emma L. Wilson.....Pikesville	14	4	Margaret H. Smith.....Rosedale
4	7	Preston H. Shaver.....Owings Mills	14	5	Stella E. Brown.....Overlea
8	10	M. Ellen Logan.....Warren	15	4	Helena Link
8	11	Theodore H. Crommer...Cockeysville	15	8	Lillian M. Smith.....Chase
9	6	Thomas F. Mallonee.....Parkville	15	9	M. Elenora Corbin.....Rossville
11	8	Henrietta Fox	15	10	Branford C. Gist.....Rossville
CALVERT COUNTY					
1	8	M. Susie Magruder.....Solomons			
CAROLINE COUNTY					
1	1	Maud Hummer.....Marydel	2	3	Laura C. Cochrane.....Greensboro
1	2	Eva Williamson	3	5	Laura Melvin
1	4	Nevin Bender	7	4	(Mrs.) S. E. Parsons.....Ridgely
CARROLL COUNTY					
4	5	Adda Mai Cummings.....Sykesville	8	4	Lloyd C. Keefauver.....Hampstead
4	6	Irving L. Buckingham..Mechanicsville	11	1	Hannah M. Shunk.....New Windsor
6	1	Grover C. Knipple....Manchester, Pa.	12	1	Elmer A. Wolfe.....Union Bridge
7	2	Emory O. Ebaugh.....Westminster			

DIST.	SCHOOL	NAME AND ADDRESS	DIST.	SCHOOL	NAME AND ADDRESS
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CECIL COUNTY

1	4	Mary E. Clark.....Cecilton	4	5	M. Helen Scott.....Childs
3	11	Addie C. Ford.....Elkton	6	6	M. Ethel Hall.....Rising Sun
4	2	Mary E. Conner.....Elkton	7	2	Theo. W. Currier.....Perryville

CHARLES COUNTY

Walter H. Thomas.....Indian Head

DORCHESTER COUNTY

1	2	M. L. Dodd.....Eldorado	5	4	E. A. Coughlin.....Crapo
2	1	Georgia Bloxom....East New Market	7	1	(Mrs.) W. A. Martin....Cambridge
2	4	Benjamin W. Holland.....Secretary	7	4	Blanche Matthews .....Cambridge
3	1	J. W. Geoghegan.....Vienna	7	7	Nannie LeCompte....East Cambridge

FREDERICK COUNTY

1	6	Charles Blentlinger ...Point of Rocks	11	5	Olive Bowlus .....Woodsboro
2	3	G. L. Miller.....Frederick	14	2	Margaret Rodrick .....Jefferson
2	4	Chester G. Clem.....Frederick	22	2	W. R. Bell.....Burkittsville
6	3	Claude U. Stottlemeyer.....Wolfsville	25	1	Ella V. Krieg.....East Brunswick
8	1	Wallace R. Beall.....Libertytown	25	2	E. Virginia Wenner...West Brunswick
9	3	Martha A. Kemp.....New Market	26	3	Bertha Grabill .....Walkersville

GARRETT COUNTY

3	1	E. A. Browning.....Grantsville	14	1	Charles R. Bissell.....Oakland
5	1	Lillie V. Cutter.....Accident	14	8	Charles B. Callis.....Crellin
13	1	A. W. Ramsdell.....Kitzmiller			

HARFORD COUNTY

5	2	Marian J. Galbreath.....Delta, Pa.	5	15	A. F. Galbreath.....Darlington
5	13	A. C. Burgard.....Street			

HOWARD COUNTY

1	1	(Mrs.) Ella J. Connor.....Elkridge	6	1	Henry C. Hall.....Savage
5	2	L. M. Hodges.....Clarksville			

KENT COUNTY

1	2	Martha R. Pennington.....Millington	5	3	W. A. P. Strang.....Rock Hall
1	3	Lelia N. Ware.....Massey	5	4	Alice D. Wood.....Rock Hall
1	6	Harry Hunt Ransom.....Galena	4	1	Fannie E. Stuart.....Chestertown
3	7	Florence M. Jewell.....Berterton			

MONTGOMERY COUNTY

1	1	Mary E. Oliphant.....Laytonsville	12	1	L. Belle Foard.....Damascus
6	1	James W. White.....Darnestown	13	1	(Mrs.) Grace L. Ryan....Kensington
7	1	Ethel G. Van Hoessen.....Bethesda	13	2	(Mrs.) Gena Hickox....Gaithersburg
7	3	Edna E. Hanke.....Chevy Chase	13	7	(Mrs.) Stella Thomas....Takoma Park
9	2	W. E. Bower.....Germantown			

PRINCE GEORGE'S COUNTY

1	5	Antoinette Motzen .....Berwyn	16	3	Nellie Pumphrey .....Hyattsville
10	1	Emma E. Burton.....Laurel	17	2	C. L. Tighe.....Mt. Rainier
10	3	Alice McCullough .....Laurel	18	1	Emma E. Walker.....Capitol Heights
14	5	Edna Connick .....Bowie	18	2	Margaret A. Hawkins....Seat Pleasant
16	1	H. M. Sturgis.....Hyattsville			

DIST.	SCHOOL	NAME AND ADDRESS	DIST.	SCHOOL	NAME AND ADDRESS
QUEEN ANNE'S COUNTY					
2	2	Mary Clough .....Church Hill	5	6	Harry Perry .....Queenstown
3	8	Gertrude Morgan .....Centreville	5	7	Wm. Fargo Bayle.....Winchester
4	6	Estelle Kersey .....Chester			
ST. MARY'S COUNTY					
7	3	Lettie M. Dent.....			Oakley
SOMERSET COUNTY					
2	1	Emma W. Somers.....Oriole	9	1	Ada M. White.....Chance
3	3	Mary Lucille Tull.....Marion Station	12	1	Beatrice Nelson .....Crisfield
6	2	Mary A. Long.....Upper Fairmount	14	1	Elizabeth Anderson .....Deal's Island
7	2	O. B. Landon.....Crisfield			
TALBOT COUNTY					
1	1	Carrie B. Smith.....Easton	4	11	(Mrs.) Alexandria W. Mullikin Cordova
1	G.S.	Isabelle B. Mullikin.....Easton			
2	1	Addie M. Dean.....St. Michaels	5	4	Samuel B. Boyle.....Tilghman
3	2	M. Ella Smith.....Oxford			
WASHINGTON COUNTY					
1	1	J. W. Eavey.....Sharpsburg	12	4	G. Harvey Sprecher.....Fair Play
3	2	H. L. Rinehart.....Hagerstown	13	4	Wm. E. Sperrow.....Mangansville
3	3	Clara Bazell .....Hagerstown	14	3	Alice B. Fitz.....Buena Vista
5	1	R. Raymond Stouffer.....Hancock	17	1	G. W. McBride.....Hagerstown
7	6	H. G. Seigman.....Greensburg	17	2	F. D. Bell.....Hagerstown
8	3	W. D. Albin.....Rohrersville	18	1	Harry E. Snyder.....Chewsville
9	1	Ernest F. Hoover.....Leitersburg	19	1	Frank L. Hutzell.....Keedysville
10	1	Clarence W. Foltz.....Funkstown	20	1	Myron L. Bloom.....Downsville
WICOMICO COUNTY					
1	2	F. P. Blount.....Mardela Springs	9	3	Ella Lee Berts.....Salisbury
4	6	Thomas H. Truitt.....Pittsville	9	4	Alice Toadvine .....Salisbury
5	1	Mamie Hastings .....Salisbury	13	2	May C. Hill.....Salisbury
8	7	Pauline Nelson .....Fruitland	15	1	Margaret C. Waller.....Hebron
WORCESTER COUNTY					
3	8	Ralph Dennis .....Ocean City	5	2	Elizabeth Bishop .....Bishopville
4	2	Mary E. Holloway.....Newark	9	5	Elizabeth Dale .....Whaleyville

TEACHERS OF THE COUNTIES

DIST.	SCHOOL	NAME AND ADDRESS	DIST.	SCHOOL	NAME AND ADDRESS
ALLEGANY COUNTY					
1	1	Anna G. Rafferty.....Barton	4	2	Hazel K. Davis.....Cumberland
1	2	Hannah M. Struckman.....Oldtown	4	2	Florence Hensey .....Cumberland
1	3	Veronica Coleman.....Cumberland	4	2	Agnes Nee .....Cumberland
1	4	B. F. Teeter.....Flintstone	4	2	Jessie Riggleman .....Shaft
1	6	Winnie Norton.....Paw Paw, W. Va	5	1	F. C. Scott.....Cumberland
1	10	Elizabeth Byrne .....Midland	5	1	B. A. Noone.....Cumberland
1	11	T. T. Mann.....Belle Grove	5	1	Emma Everstine .....Cumberland
1	12	Sue Todd .....Lonaconing	5	1	Blanche Snyder .....Cumberland
1	13	Nellie V. Smith.....Flintstone	5	1	Maggie A. Rowe.....Cumberland
2	1	Margaret Ewing .....National	5	1	Lydia H. Deneen.....Cumberland
2	1	Maggie M. Twigg.....Oldtown	5	1	Doratheia Matthaci .....Cumberland
2	2	Irene Harkness .....Green Ridge	5	2	Louise Jamison .....Cumberland
2	3	Isabella Ewing .....National	5	3	Molly Bopst .....Cumberland
2	4	St. Elmo Martin.....Ocean	5	3	Mary Grabenstein .....Cumberland
2	5	Elizabeth Rafferty .....Nikep	5	3	Alma Niedbala .....Cumberland
2	6	Mary E. Manley.....Midland	5	3	Blanche Brinkman .....Belle Grove
2	7	Florence Skelley .....Oldtown	5	3	Bertha Connor .....Cumberland
3	1	Ruth Engle .....Frostburg	5	3	Helen Kean .....Cumberland
3	1	Anna Nicht .....Frostburg	5	3	Katharine A. Templeton..Cumberland
3	1	Julia Hileman .....Frostburg	5	3	Isabel Kinnison .....Frostburg
3	1	Elsie Hill .....Cumberland	5	3	Margaret E. Reilly.....Frostburg
3	1	Harriette Llewellyn.....Frostburg	5	3	Pearl Close .....Frostburg
3	3	Virginia Andrews .....Cumberland	6	1	Eliza Wright .....Eckhart Mine
3	4	Lula M. Blonskey.....Cumberland	6	2	Myrtle E. Dean.....Cumberland
3	5	Catherine James .....Frostburg	6	3	(Mrs.) Margaret S. Upham, Cumberland
3	6	Henrietta Willison .....Cumberland			land
3	7	Lena Pearl Struckman.....Oldtown	6	3	Rachel Anthony .....Cumberland
3	9	Elizabeth Richardson ....Lonaconing	6	3	Katie M. Lippold.....Cumberland
3	13	William B. Dicken.....Flintstone	6	3	Katherine McNamar ....Cumberland
4	1	O. B. Boughton.....Cumberland	6	3	Margaret Hudson .....Cumberland
4	1	(Mrs.) Sallie Giffen.....Cumberland	6	3	Sophia Deneen .....Cumberland
4	1	Mollie Copeland .....Cumberland	6	3	Phyllis Copeland .....Cumberland
4	1	Manetta Straub .....Cumberland	7	1	Agnes Howatt .....Frostburg
4	1	Margaret F. Smith.....Cumberland	7	1	Lola Plummer.....Frostburg
4	1	Louise Harrison .....Cumberland	7	2	Elsie Stump .....Luke
4	1	Nellie Cadden .....Ridgely, W. Va	7	3	Anna K. J. Lehr.....Frostburg
4	1	Helen M. Allee.....Cumberland	7	4	Margaret Neff .....Frostburg
4	1	Flossie Skidmore .....Frostburg	7	5	Edith Bartlett .....Cumberland
4	1	Helen Parker .....Frostburg	7	6	Elizabeth Frenzel .....Barton
4	1	Loretto McGeady .....Cumberland	8	1	O. H. Bruce.....Westernport
4	1	Nell Thomas .....Cumberland	8	1	Lilias C. Abbott.....Lonaconing
4	1	Nellie Dreyer .....Cumberland	8	1	Marion Picken .....Lonaconing
4	1	Gertrude Ranck .....Cumberland	8	1	Alberta Saunders .....Westernport
4	1	Estella Lutz .....Frostburg	8	1	Isabel Durst .....Barton
4	1	Minnie Rankin .....Frostburg	8	1	Hazel Poland .....Westernport
4	1	Rosalie Storer .....Cumberland	8	1	Margaret Hohing .....Lonaconing
4	1	Harriet Bradley .....Frostburg	8	1	Pearl McDonaldson .....Barton
4	1	Ada Lucas .....Cumberland	8	1	Ella Wallace .....Pekin
4	1	Leota Hinebaugh .....Cumberland	8	1	Nellie Dowling .....Westernport
4	1	Elizabeth Miley .....Mont Alto, Pa.	8	1	Margaret Thomas .....Barton
4	1	Verna Ort .....Frostburg	8	1	Stella Geis .....Frostburg
4	1	Angela Dilley .....Frostburg	8	2	Mary Poland .....Westernport
4	2	Sue McKnight .....Cumberland	8	2	Janet Ayers .....Barton
4	2	Mabel Burke .....Cumberland	8	3	William G. Fatkin.....Luke

DIST.	SCHOOL	NAME AND ADDRESS	DIST.	SCHOOL	NAME AND ADDRESS
8	3	Shirley Biggs .....Westernport	13	3	Ruth O'Rourke .....Frostburg
8	3	Anna Butler .....Piedmont, W. Va.	13	3	Mary A. Powers.....Frostburg
8	3	Marie Finzel .....Frostburg	13	4	Mary Campbell .....Mt. Savage
8	4	John Park .....Frostburg	13	5	Nellie Ryan .....Frostburg
8	4	Clara V. Dempsey.....Barton	13	5	Dorothy Hannon .....Frostburg
9	1	Gilbert C. Cooling.....Barton	15	1	Louise W. Bell.....Lonaconing
9	1	Martha McDonaldson .....Barton	15	1	Jessie B. Orr.....Lonaconing
9	1	Lillie M. Inskeep.....Barton	15	1	Jessie B. Abbott.....Lonaconing
9	1	B. F. Birmingham.....Barton	15	1	Pearl Stevenson .....Lonaconing
9	1	Maud Mowbray .....Barton	15	1	Jennie Dixon .....Lonaconing
9	1	Mary Major .....Barton	15	2	Marion Richmond .....Lonaconing
9	1	Mary Donahey .....Pekin	15	2	Julia Quinn .....Midland
9	1	Mary Longridge .....Barton	15	3	Margaret Inskeep .....Barton
9	2	Nannie C. Davis.....Barton	15	5	Sarah E. Higgins.....Lonaconing
9	3	Anna Lee Pagenhardt...Westernport	15	5	Elizabeth Love .....Lonaconing
9	4	Ethel J. Hyde.....Moscow	16	1	Olive Broadrup .....Cumberland
9	5	Agnes Stakem .....Midland	16	2	Olive Piper .....Spring Gap
10	1	Arthur F. Smith.....Lonaconing	16	5	Bertha Lancaster .....Gilmore
10	1	Janet Anderson .....Ocean	17	1	Tena Barber .....Vale Summit
10	1	Ida M. Eichhorn.....Lonaconing	17	1	Dolores Scott .....Eckhart Mines
10	1	Emma G. Bradley.....Lonaconing	17	2	Eva Roach .....Frostburg
10	1	Anna B. Morgan.....Lonaconing	17	3	Loretta Seifarth.....Frostburg
10	1	Mary Walsh .....Lonaconing	17	3	Katie Jack .....Frostburg
10	1	Lizzie Meyers .....Lonaconing	18	1	Bessie McKenna .....Midland
10	1	Marie H. Worgan.....Lonaconing	18	1	Mary A. Manley.....Midland
10	1	Nora R. Geary.....Lonaconing	18	1	Bessie L. Stakem.....Midland
10	1	Cecilia A. Burns.....Midland	18	1	Agatha Dorsey .....Midland
10	1	Margaret Sloan .....Lonaconing	18	2	John W. Hunt.....Frostburg
10	2	Agnes McGinn .....Lonaconing	18	2	Annie A. Reilly.....Midland
10	2	Arlina Atkinson .....Frostburg	18	2	Margaret Powers .....Frostburg
10	2	Mollie Peel .....Lonaconing	18	3	Esther Burns .....Midland
10	3	Mary M. Manley.....Midland	19	1	Carrie V. Haberlein.....Frostburg
10	4	Margaret P. Orr.....Lonaconing	19	1	Nellie R. Powell.....Frostburg
11	1	John Smith .....Frostburg	19	1	Estelle D. Williams.....Frostburg
11	1	Agnes Hannon .....Frostburg	19	2	Vera B. Chapman.....Midlothian
11	2	Katie M. Shriver.....Frostburg	19	2	Mary E. Dougherty.....Frostburg
11	2	Kathleen Crowe .....Frostburg	19	3	James E. Winter.....Midlothian
11	2	Martha L. Downton.....Zihlman	19	3	Edith A. Brain.....Midlothian
12	1	Mary J. Rank.....Frostburg	19	3	Ethel Joyce .....Midlothian
12	1	Lula Seifarth .....Frostburg	19	4	Mary M. Stakem.....Midland
12	1	Lillie Wasmuth .....Frostburg	19	4	Elizabeth Adams .....Carlos
12	1	Angela Brady .....Frostburg	19	4	Ursula McGuire .....Midland
12	1	Althea Hartig .....Frostburg	20	1	Charity I. Hartley.....Cumberland
12	1	Winifred Greene .....Frostburg	20	1	Lavern Schombert .....Midland
12	1	Bessie Gehauf .....Frostburg	20	1	Stella Sterry .....Frostburg
12	1	Dorothy Purnell .....Frostburg	20	2	Catherine Barncood ...Corriganville
12	1	Lillie Aspinall .....Frostburg	20	2	Imogene Caudill.....Frostburg
12	2	Orgie Hawkins .....Frostburg	20	4	Margaret O'Donnell.....Cumberland
12	2	Mabel Myers .....Frostburg	21	1	Thomas Johnson .....Cumberland
12	2	Anna G. Elias.....Frostburg	21	2	Nellie R. Miller.....Cumberland
13	1	J. O. Kefauver.....Mt. Savage	21	3	Anna B. Reuschell.....Cumberland
13	1	Anna B. Higgins.....Mt. Savage	21	4	Bertha C. Miller.....Long
13	1	Gertrude B. O'Toole.....Mt. Savage	22	1	Isabel Ireland .....Cumberland
13	1	Kathleen McDermitt.....Mt. Savage	22	1	Laura M. Young.....Cumberland
13	1	Irene Condry .....Frostburg	22	1	Rose Schmutz .....Cumberland
13	1	Mary T. Witte.....Mt. Savage	22	1	Mary I. Murphy.....Cumberland
13	1	Ada Lewis .....Frostburg	22	1	Margaret Carroll .....Cumberland
13	2	Beulah M. Farrady.....Barrellville	22	1	Belle Wilson .....Cumberland
13	2	Agatha Witte .....Mt. Savage	22	1	Esther L. Andrews.....Barton

DIST.	SCHOOL	NAME AND ADDRESS	DIST.	SCHOOL	NAME AND ADDRESS
22	1	Williet Houck .....Cumberland	28	1	Ina K. Spitznas.....Frostburg
22	1	Nellie Hawkins .....Frostburg	29	1	Althea R. Fuller.....Cumberland
22	1	Jessie F. White.....Cumberland	29	1	Elizabeth Hendley .....Frostburg
22	1	Cora Albright .....Cumberland	29	1	Henrietta Purnell .....Frostburg
22	1	Dora E. Richard.....Ellerslie			
22	1	Anna Joyce .....Midlothian			HIGH SCHOOLS
22	1	Mary E. McMichael.....Cumberland	6	4	S. R. Gay.....Cumberland
22	1	(Mrs.) M. J. Flemming...Cumberland	6	4	Esther Foster .....Cumberland
22	1	Martha Henckel .....Zihlman	6	4	Anne M. Luman.....Cumberland
22	2	Margaret I. Richmond...Cumberland	6	4	Anna M. T. Webster....Cumberland
22	2	Bessie Volk .....Cumberland	6	4	Ethelyn Selby .....Cumberland
22	2	Catherine Flynn .....Cumberland	6	4	Ruth Maxwell Palmer...Cumberland
22	2	Margaret Stapleton ....Cumberland	6	4	Kathryn H. Walker....Cumberland
22	2	Katherine F. Crowe....Cumberland	6	4	Mary G. Walsh.....Cumberland
22	2	Ina Morgan .....Cumberland	6	4	Virginia A. Gaunt.....Cumberland
22	2	Mary Laffey .....Cumberland	6	4	Florence Ryland .....Cumberland
22	3	Irene Jamison .....Cumberland	6	4	Neva P. Lansdale.....Cumberland
22	4	Anna B. Manley.....Midland	6	4	Vera R. Palker.....Cumberland
22	5	Agnes Carroll .....Cumberland	6	4	L. A. Blake.....Cumberland
22	5	Feulah Kelso .....Cumberland	6	4	Page G. Young.....Cumberland
22	5	Mildred Willison .....Cumberland	8	1	O. H. Bruce.....Westernport
22	5	Hazel Crupper .....Cumberland	8	1	Carrie Hepburn ....Piedmont, W. Va.
23	1	Alma Casey .....Frostburg	8	1	Anne Wagner .....Westernport
24	1	D. A. Boyle.....Eckhart	8	1	Mary Hanna .....Westernport
24	1	Kate Bannatyne .....Eckhart	8	1	Florence McAlpine .....Lonaconing
24	1	Virginia Neff .....Frostburg	8	1	Rev. S. H. Jewell.....Barton
24	1	Anna Ruge .....Frostburg	9	1	Gilbert C. Cooling.....Barton
24	1	A. May Hill.....Frostburg	9	1	Estelle Powell .....Frostburg
24	1	Clara C. Blank.....Eckhart	10	1	Arthur F. Smith.....Lonaconing
24	2	Kathleen Footen .....Frostburg	10	1	Lena Wineberg .....Lonaconing
25	1	Ella C. Martin.....Pekin	10	1	Daisy Cline .....Lonaconing
25	1	Cleona Chapman .....Midlothian	10	1	Margaret Bell .....Lonaconing
27	1	B. V. Reilly.....Midland	10	1	W. S. Morris.....Lonaconing
27	1	Jean Russell .....Midland	10	1	Rhea Morgan .....Lonaconing
28	1	Henry M. Woods, Jr.....Frostburg	10	1	D. M. Allan.....Lonaconing
28	1	Kathleen Wolfe .....Frostburg	10	1	A. H. Macy.....Lonaconing
28	1	Aggie T. Davis.....Frostburg	28	1	Henry M. Woods, Jr.....Frostburg
28	1	Effie B. Thomas.....Frostburg	28	1	Margaret Ewald .....Mt. Savage
28	1	Nan Jeffries.....Frostburg	28	1	S. M. Kanady.....Frostburg
28	1	Alpha Garrett .....Frostburg	28	1	Jane Morton .....Frostburg
28	1	Nellie T. Raley.....Frostburg	28	1	Helen L. Griffith.....Frostburg
28	1	Olive A. DeWitt.....Frostburg	28	1	Katherine A. Porter.....Frostburg
28	1	Mary Cronley .....Frostburg	28	1	M. Alice Kearsing.....Frostburg
28	1	Stella Hosken .....Frostburg	28	1	Leslie W. Orr.....Lonaconing
28	1	May Simons .....Frostburg	28	1	James Spitznas .....Frostburg
28	1	Nan McCulloh .....Frostburg	28	1	Martha J. Thomas.....Frostburg
28	1	L. Marie Smith.....Frostburg	28	1	A. S. Millican.....Frostburg
28	1	Mabel Hitchins .....Frostburg	28	1	J. Stanley Hunter.....Frostburg
28	1	Grace H. Dando.....Frostburg			

ANNE ARUNDEL COUNTY

1	1	Lula W. Hunt.....Galloways	1	6	Blanche Parrott .....South River
1	1	Ida W. Dixon.....Galloways	1	7	Samuel R. Fox.....Mayo
1	2	Mary W. Biscoe.....West River	1	7	Mildred Kolb .....Mayo
1	2	Mary E. Owens.....West River	1	7	Corinne Alvey .....Mayo
1	3	Lillian D. Shepherd.....West River	1	8	R. Merle Leatherbury....Edgewater
1	4	R. Bradley Jones.....Davidsonville	1	9	Dora Powell .....Davidsonville
1	4	M. Luckett Iglehart....Davidsonville	1	10	Alma King .....Davidsonville
1	5	.....	2	1	Margaret J. Tucker.....Annapolis

DIST.	SCHOOL	NAME AND ADDRESS	DIST.	SCHOOL	NAME AND ADDRESS
1	C.H.	Hannah Scott (Com.)...Ellicott City	4	1	Grace L. Ingham.....Hampstead
		Minnie P. Gerwig.....Catonsville	4	4	Mattie E. Hipsley.....Owings Mills
		L. May Smith.....Catonsville	4	4	Elizabeth Diggs.....Raspeburg
		Anna E. Schotta.....Catonsville			
		Maggie R. Molesworth...Catonsville			
		Margaret E. Hoffman.....Catonsville			
		Maude Sherwood ....118 E. 25th St.			
		Dorothy Bendewald.12 N. Monroe St.	4	F.H.	Addison J. Beane.....Reisterstown
		Laura B. Insley.....6 N. Calhoun St.	4	F.H.	Margarite Zouck.....Reisterstown
		Bessie K. Stoddard.....Catonsville	4	F.H.	Mollie F. Saffell.....Reisterstown
		M. Caroline Hammond...Catonsville	4	F.H.	II, Gertrude Fleurer...Princess Anne
		Lillian B. Soper..2119 W. North Ave.	4	F.H.	Ada E. Zouck.....Reisterstown
			4	F.H.	Louise Lambert..1627 N. Fulton Ave.
			4	F.H.	Ethel A. Parsons.....Oxford
			4	F.H.	Georgia Belt .....Govans
1	3	Florence E. Peddicord...Ellicott City			Emma K. Hanna.....Garrison
1	3	Lillian Lafferty.....Ellicott City			Nellie M. Gorsuch.....Owings Mills
1	4	Frances Warren.....Ellicott City			Etha M. Frantz.....Reisterstown
1	5	Bessie G. Reinhold.....Woodlawn			Myrtle S. Eckhardt.....Glyndon
1	9	Mary V. Kavanaugh.....Ellicott City			E. Pauline Smith.....Glyndon
1	9	Leila Cairnes.....Catonsville			(Mrs.) Louise Bland Goodwin, Reisterstown.
1	9	(Mrs.) Anne E. Linsley..1320 Harlem Avenue.	4	5	Elsie Hanna .....Garrison
1	12	Julia W. Jones.....Catonsville	4	7	Preston H. Shaver.....Upperco
1	12	Marie M. Soper..2119 W. North Ave.	4	7	Edith A. Roach.....Reisterstown
2	1	Helen M. Thomas.....Woodlawn	4	7	L. Beryl Owings.....Pikesville
2	1	M. Katherine Stanfield.....Roslyn	4	8	Joshua G. Bosley, Jr....Cockeysville
2	1	Dorothy Hemp.....Woodlawn	4	9	Edith Mercier.....Glyndon
2	2	Ruth E. Hemp.....Woodlawn	4	9	Ethel M. Uhler.....Gwynnbrook
2	2	A. Hildreth Brown.....Alberton	5	1	A. Pearl Ebaugh.....Upperco
2	3	Marie L. Kemp.....Catonsville	5	2	Carroll H. Gorsuch.....Upperco
2	3	M. Thomasine Atherton....Granite	5	2	Grace Merryman.....Hampstead
2	3	.....	5	3	E. Bennett Bowen.....Owings Mills
2	4	Lillian Widerman.....Granite	5	3	Mabel D. Stifler.....Parkton
2	5	Susie C. McClure..401 Hayward Ave.	5	4	Lucy Williams.....Prince Frederick
2	5	M. Lucetta Sisk.....Glyndon	5	6	N. Frank Cofell.....Upperco
2	5	Ethel A. Ropp.....Westminster	5	7	Robert L. Davidson.....Upperco
2	5	Kitty G. Fite.....Roslyn	5	7	Pauline Hoffman.....Upperco
2	5	Ethel K. Atherton.....Granite	5	8	Jacob Hale.....Hampstead
2	5	Clarissa M. Muth..9 E. Lafayette Ave.	5	9	Mattie R. Shearer.....Millers
2	6	.....	5	10	Eva A. Akehurst.....Glencoe
2	7	Elizabeth Ogelsby .....Howard Park	5	11	(Mrs.) Nellie Saffell Hale...Parkton
2	7	Alice M. Winand...1118 N. Eutaw St.	6	1	Claudia Bull.....Lineboro
2	7	Mildred P. Travers..Montgomery Ave.	6	3	Gertrude S. Stabler.....Freeland
2	9	(Mrs.) Minnie E. Sellman..Woodlawn	6	4	Ozella G. Carr.....Freeland
2	10	A. Lue O'Dell.....Owings Mills	6	5	(Mrs.) Elizabeth Wilhelm McCollough, Freeland.
3	1	E. May Cross.....Parkton	6	6	Serena Morris Mascmore, Stewartstown, Pa.
3	1	E. Florence Mallonee.....Pikesville	6	7	E. C. Zera Dunnick, Stewartstown, Pa.
3	2	Emma L. Willson 1517 Mt. Royal Ave.	6	8	Ina Hermann.....Freeland
3	2	Florence R. Hall.....Arlington	6	9	Joseph A. Fowler.....Freeland
3	2	Charlotte S. Church, 2004 St. Paul St.	7	1	Alvah Hoffheiser.....Freeland
3	2	Blanche J. McCubbin...Owings Mills	7	2	Sarah Anderson.....White Hall
3	2	Ellen H. Gray.....Reisterstown	7	3	A. Mabel Trout.....White Hall
3	6	Eliza A. Burton.....Glen Arm	7	6	Grace V. Carr.....Parkton
3	6	S. Jeannette Mays.....Glencoe	7	7	Ada Foard.....Hydes
3	7	Mary V. Hendrickson, Mt. Washington	7	8	M. Emma Moore.....White Hall
3	7	Gertrude G. Mulheron, 2448 Md. Ave.	8	9	Nellie N. Ledley.....Childs
4	1	F. Dorsey Ensor.....Fowlesburg			

FRANKLIN HIGH SCHOOL

DIST.	SCHOOL	NAME AND ADDRESS	DIST.	SCHOOL	NAME AND ADDRESS
7	9	Mary M. Allen.....Stewartstown	9	T.H.	Nannie Feast .....Towson
7	10	Caroline D. Henderson.....Monkton	9	7	Mary J. Watson.....Towson
7	11	(Mrs.) Martha E. Wincholt..Parkton			
7	12	Gertrude H. Gemmill..New Freedom, Pa.			
7	12	Ethel V. Hunter.....Parkton	9	7	Ernestine Chenoweth....1210 Linden Avenue
7	12	Margaret T. Feeney.....Texas	9	7	Anna Pilson .....Towson
AGRICULTURAL HIGH SCHOOL					
8	A.H.	William B. Kemp.....Sparks	9	7	Lilla A. Conrey.....Towson
8	A.H.	Edna F. Schwartz, 520 N. Fulton Ave.	9	7	M. Cassie Ady.....Towson
8	A.H.	Ruth Miller.....Parkton	9	7	Emma K. Dunphy.....Towson
8	A.H.	Emily Kellogg.....Waco, Texas	9	8	Elsie Hichew .....Overlea
8	1	Daisy E. Foster.....Parkton	9	8	Nellie V. Gray.....Towson
8	1	Bertha B. Bland.....Sparks	9	9	Elizabeth M. Barrett, 1622 N. Calvert Street.
8	3	Olga Royston.....Cockeysville	9	9	Helen May Chalk....Mt. Washington
8	4	G. Jeannette Wimsett.....Lutherville	9	10	Mary V. Phelps.....Riderwood
8	5	Olive L. Smith.....Towson	9	10	Helen Galloway.....Texas
8	5	Margaret K. Canavan.....Texas	10	2	(Mrs.) Nettie Parks Hutchins Monkton
8	6	John M. Quinn.....Texas	10	4	Ida M. B. Krout.....Cockeysville
8	6	Katherine T. Moore.....Cockeysville	10	5	Margaret Baldwin.....Baldwin Avenue.
8	7	S. Cora Haile.....Cockeysville	10	10	Jennie E. Jessop...5221 Melvin Ave.
8	7	Mary Evans.....Phoenix	10	10	Julia M. Moore.....Cockeysville
8	8	Mary L. Hipsley.....Owings Mills	11	2	Stephen Muller.....Upper Falls
8	10	M. Ellen Logan.....Cockeysville	11	2	Emily V. Quinlin.....Kingsville
8	10	Anna E. Cockey.....Timonium	11	3	Grace O. Wann.....Upper Falls
8	10	Anna G. Logan.....Cockeysville	11	3	Lucy Burton .....Glen Arm
8	10	A. Leister Zink.....Cockeysville	11	5	Sarah M. Campbell, 1522 N. Fulton Avenue.
8	11	Theodore H. Crommer....Cockeysville	11	5	Mary L. Grau.....Long Green
8	11	Ella E. Connolly....149 W. Lafayette Avenue.	11	6	Lucy J. Atwill.....Glen Arm
8	10	Mary A. O'Conor....1119 Valley St.	11	7	Irene C. Bell.....Towson
8	11	Mary Louise Ensor.....Sparks	11	7	Emma M. Pearce.....Glen Arm
8	13	J. Walter Turnbaugh.....Butler	11	8	Henrietta Fox.....Fullerton
8	13	Rachel Ensor.....Cockeysville	11	8	Lulu S. Fox.....Fullerton
8	15	Cora E. Royston.....Phoenix	10	9	(Mrs.) Mary P. Nelson, 337 Rosebank
8	15	Edith E. Ensor.....Cockeysville	1	8	Viola Smith.....321 S. Stricker St.
8	16	Katherine V. Logan.....Cockeysville	1	12	Anna M. Mohring.....Baldwin
9	16	Madge DuH. Bowen.....Towson	11	13	M. Ruth Guyton.....Upper Falls
9	6	Thomas F. Mallonee.....Parkville	11	13	Louise Moon.....White Marsh
9	6	Sabina Fleming.....Parkville	11	14	B. Marie Hartley.....Glen Arm
9	6	Mildred J. Rodenhi.....Hamilton	11	14	Bertha M. Jordan.....Hamilton
9	6	Lora A. Finney.....Towson	12	3	J. Clarence Francis.....Raspeburg
9	6	Gladys Wilcox.....Hamilton	12	3	Annie E. Gray.....Sparrows Point
TOWSON HIGH SCHOOL					
9	T.H.	Arthur C. Crommer.....Towson	12	3	Mary Dorrett .....Colgate
9	T.H.	M. Jane Alford....4004 Roland Ave.	12	3	Iona Apsley .....Colgate
9	T.H.	R. Louise Balls.....Govans	12	6	George W. Schluderberg, 4718 Eastern Ave.
9	T.H.	Agnus Bandel .....102 W. 27th St.	6	6	Mary Louise Malone, 314 Ilchester Avenue.
9	T.H.	Edna Rothholtz.....2108 Bolton St.	12	6	Eliza C. Merritt...4224 Harford Ave.
9	T.H.	Edyth Gorsuch.....3028 St. Paul St.	12	6	Mary Culbertson...2937 Eastern Ave.
9	T.H.	C. May Townsend, 1605 W. Fayette St.	12	6	Anna Lambert.....Colgate
9	T.H.	Elsie Lee Lewis.....Govans	12	6	Willie Pritchett, 3616 Edmondson Ave.
9	T.H.	Mary Beth Hamilton, 3812 Roland Ave.	13	1	(Mrs.) Victoria H. Sheridan...Relay
9	T.H.	Lula N. Biddison.....Raspeburg	13	1	Ethel M. Baldwin.....Elkridge
9	T.H.	John J. Seidel.....Fullerton	13	1	M. Katherine Gilmer.....Elkridge
			13	2	Sophia Odensos .....Halethorpe

DIST.	SCHOOL	NAME AND ADDRESS	DIST.	SCHOOL	NAME AND ADDRESS
13	5	E. C. Shipley, Jr.....Hamilton	15	7	Ethel Bare .....Sparrows Point
13	5	Magdalene Silver...3725 Boarman Ave.	15	7	Addie Bell Robb.....Sparrows Point
13	6	Ida M. R. Riley.....Halethorpe	15	7	Helen M. O'Rourke...Sparrows Point
13	6	Ethel Cooper.....Bozman	15	7	Flora E. Thompson...Sparrows Point
13	7	Mary A. Cullen.....31 Augusta Ave.	15	7	.....Sparrows Point
13	7	Augusta Astfalk.....Lansdowne	15	2	Sallie J. Conner...33 W. Preston St.
13	7	Hazel M. Patterson.....Emmitsburg	15	2	Bessie B. Payne.....2416 Barclay St.
13	7	Emily J. Brandenburg.....Irvington	15	3	(Mrs.)Della Renner Parker, Sparrows Point.
13	7	Willetta C. Bennett...Mt. Washington	15	3	Ellen Huffington.....3012 Baker St.
13	7	Margaret Wade Stunz.....Lansdowne	15	4	Helena Link.....1313 W. North Ave.
13	7	Lillian F. Bond.....Lansdowne	15	4	Edith Hofferberth, 29 S. Highland Ave.
13	7	Gladys W. May.....St. Dennis	15	4	Gretheen Schramm...232 S. Highland Avenue.
13	9	Bertha V. Wright.....Elkridge	15	5	Alma M. Vandermast.....Colgate
13	10	Jennie A. Ruhl...306 E. Lanvale St.	15	5	Vilmina Weller.....Granite
13	10	L. Elizabeth Wooden, 1107 Edmondson Ave.	15	6	Sarah Pielert.....Bengies
13	10	Martha A. English, 1632 Ashburton St.	15	6	(Mrs.) Mary E. Schaefer...Raspeburg
13	10	Elsie B. Faringer....Mt. Washington	15	7	Marietta Knox.....Chase
13	10	(Mrs.) Lillian M. Smith, 926 Columbia Ave.	15	7	Myrtle Edwards.....Bengies
14	4	Margaret H. Smith.....Towson	15	8	Lillian M. Smith.....Halethorpe
14	4	Dora Will .....506 Poplar Grove St.	15	8	Ellen M. Vincent.....Chase
14	4	May Cooper .....Raspeburg	15	8	Anna B. Norris.....Fullerton
14	4	Rosalie S. Bowerman.....Rosedale	15	9	M. Elenora Corbin.....Loreley
14	5	Stella E. Brown.....1 E. 21st St.	15	9	Amelia C. Lantz.....Rossville
14	5	Estelle S. Walters...1716 St. Paul St.	15	10	Branford C. Gist...2023 E. North Ave.
14	5	Ellen C. Wilhelm.....Overlea	15	10	Annie C. Morgan...1217 Madison Ave.
14	5	Mary A. Grogan.....1108 E. 20th St.	15	10	Louise E. Smith, 4023 Philadelphia Rd.
14	5	Edna Foard.....37 Harford Rd.	15	10	M. Loretta Groening, 2218 E. Lombard Street.
14	5	M. Blanche Chipman.....Govans			
14	5	E. Height Hill.....530 E. 22nd St.			
14	5	Virginia L. Beck...2109 Maryland Ave.			
14	5	Cora A. Moffett...2743 Maryland Ave.			
14	5	Magdalena Schmuck.....Hamilton			
14	6	Rose Gilbert .....Benson	15	1	Henrietta M. Armstrong, The Boulevard Apts.
14	6	Mamie L. Peper .....Rossville	15	1	Mary D. Sherwood...118 E. 24th St.
14	7	Grace C. Lewis .....Raspeburg			
14	7	Estella L. Weikert.....Rossville			

KINDERGARTEN.

15	1	Henrietta M. Armstrong, The Boulevard Apts.
15	1	Mary D. Sherwood...118 E. 24th St.

Home Economics.

		Katherine E. Braithwaite.....Catonsville
		Marie L. Kraft.....2522 N. Calvert St.
		Bertha Ide.....100 N. Payson St.
		Edith S. Gibson (Colored)...1501 Presstman St.
		Anna Coleman (Colored)....2006 DivisionSt.

Manual Training.

		D. Fred Shamberger (Supervisor) 2835 St. Paul St.
		C. J. McAuliffe.....719 N. Calvert St.
		John J. Rodemeyer.....1628 Guilford Ave.

Assistant Supervisors—Baltimore Office
300 Park Ave.

		Clarence G. Cooper.....Glencoe
		M. Annie Grace.....110 Hermosa Ave.
		Amy C. Crewe.....Sparrows Point

SPARROW'S POINT HIGH SCHOOL

15	S.P.H.	Joseph Blair.....Sparrows Point
15	S.P.H.	Caroline L. Ziegler.....2704 N. Charles Street.
15	S.P.H.	Frances M. Lynch, 2645 N. Charles Street.
15	S.P.H.	Ruth A. Kramer...319 E. 25th St.
15	S.P.H.	Helen Gould (Com)...Sparrows Point
15	S.P.H.	Virginia B. Clary 1225 Madison Ave.
15	S.P.H.	S. Preston Hipsley, 1131 N. Gilmor Street.
15	7	Mabel B. Garrott....Sparrows Point
15	7	Mary E. Simmons....Sparrows Point
15	7	Martha Lynch .....Sparrows Point
15	7	Mary C. Elliott...303 Harwood Ave.
15	7	Lillian Emory, 3253 E. Baltimore St.
15	7	Clara Baldwin.....1529 Park Ave.
15	7	Agnes S. Myers.....Sparrows Point

DIST.	SCHOOL	NAME AND ADDRESS	DIST.	SCHOOL	NAME AND ADDRESS
		Evalyn C. Cook.....216 Laurens St.	14	6	Rose Gilbert.....Rossville
		Emuna A. Boettner.....2920 Mosher St.	14	7	Grace C. Lewis.....Rossville
		Mary Elizabeth Ward.....Rochambeau Apts.	15	S.P.H.	Joseph Blair.....Sparrows Point
			15	2	Sallie J. Connor.....Sparrows Point
			15	3	(Mrs.) Della Renner Parker, Sparrows Point.
			15	4	Helena Link.....Colgate
			15	5	Alma M. Vandermast.....Rossville
			15	6	Sarah Pielert.....Bengies
			15	7	(Mrs.) Marietta Knox.....Bengies
			15	8	Lillian M. Smith.....Chase
			15	9	M. Elenora Corbin.....Rossville
			15	10	Branford C. Gist.....Rossville
					KINDERGARTEN.
			15	1	Henrietta M. Armstrong...Sparrows Point.
		Attendance Officer			
		John T. Hershner—Chief.....Towson			
13	1	(Mrs.) Victoria H. Sheridan...Relay			
13	2	Sophia Odensos.....Halethorpe			
13	5	Emory C. Shipley.....Halethorpe			
13	6	Ida M. R. Riley.....Halethorpe			
13	7	Mary A. Cullen.....Lansdowne			
13	9	Gladys W. May.....Relay			
13	10	Jennie A. Ruhl.....Lansdowne			
14	4	Margaret Smith.....Raspeburg			
14	5	Stella E. Brown.....Ovrlea			

CALVERT COUNTY

1	1	(Mrs.) B. S. Dowell.....Love Point	2	6	(Mrs.) Cassie Bond Duke, Prince Frederick
1	2	(Mrs.) Rosa E. Gray.....Lusbys	2	7	(Mrs.) Mattie L. Hammett...Bowens
1	3	(Mrs.) B. J. Sollers.....Sollers	2	8	Mary Bowen.....Willows
1	4	(Mrs.) Pauline W. Bennett, St. Leonard	2	9	(Mrs.) George M. Boyd.....Barstow
1	5	Jennie N. Tongue.....Wallville	2	10	Ruth S. Williams...Prince Frederick
1	6	Rachel F. Gibson.....Island Creek	2	11	(Mrs.) Virginia McC. Sollers, Prince Frederick
1	7	M. Grace Dorsey.....Fort Republic	2	12	(Mrs.) E. Virginia Dorsey, Prince Frederick
1	8	M. Susie Magruder.....Solomons	3	1	Angela W. Chambers...Huntingtown
1	8	Mazie D. Williams.....Solomons	3	2	Mary Owings.....Chesapeake Beach
1	8	Violet Cherry.....Solomons	3	3	Helen Birkhead.....Sunderland
1	9	Margaret B. Duke.....Broomes Island	3	4	Caroline M. Coster.....Lower Marlboro
1	9	Ethel H. Parran.....Island Creek	3	5	Nellie A. Ward.....Paris
1	10	Myrtle Lusby.....Olivet	3	6	Julia Plummer.....Owings
1	11	S. Jennie Tongue.....Coster	3	6	Madeline Gibson.....Owings
1	12	Mattie V. Dixon.....Olivet	3	7	(Mrs.) James S. Jones.....Dunkirk
1	13	Margaret Condiff.....Solomons	3	8	Mattie V. Hardesty.....Chauey
2	1	Ruth Burroughs.....Bowens	3	9	(Mrs.) Lois R. Watson...Sunderland
2	2	M. Douglas Goldsborough.....Lowry	3	10	Lillian M. Gibson.....Wilburn
2	3	Ruth Coleman.....Barstow			
2	4	Lyda E. Leitch.....Cedar Hill			
2	5	Iva E. Sisson.....Wilson			

CAROLINE COUNTY

1	1	Maud Hummer.....Marydel	2	1	Ethel Eveland.....Greensboro
1	1	(Mrs.) Nina Boyce.....Marydel	2	2	Blanche Laird.....Greensboro
1	1	Mary Laird.....Ridgely	2	3	Laura Cochran.....Greensboro
1	2	Eva Williamson.....Ridgely	2	3	(Mrs.) Mary Wooters...Queen Anne
1	2	Grace Smith.....Henderson	2	3	Elise Roe.....Greensboro
1	2	Elsie Bilbrough.....Henderson	2	3	Grace Thompson.....Greensboro
1	3	Audrey Jewell.....Henderson	2	3	Sadie Allen.....Denton
1	4	Nevin Bender.....Greenwood, Del.	2	3	Bertha Shull.....Greensboro
1	4	(Mrs.) Olivia P. Roe.....Denton	2	4	(Mrs.) Mary Pleasanton..Greensboro
1	4	Elizabeth Montague.....Goldsboro	2	6	Mildred Norris.....Greensboro
1	5	Claudia Harman.....Marydel	2	7	Mildred Andrew.....Denton
1	6	Catherine Melvin.....Henderson	3	1	Myrtle Thompson.....Ridgely
2	1	Lillie Doty.....Greensboro	3	2	Mary Raughley.....Denton

DIST.	SCHOOL	NAME AND ADDRESS	DIST.	SCHOOL	NAME AND ADDRESS
3	3	Mildred Roe .....Denton			Grace Jackson .....Ridgely
3	4	(Mrs.) Hester Wyatt.....Denton	7	4	(Mrs.) S. E. Parsons.....Oxford
		(Mrs.) Mary B. Rairigh.....Denton	7	4	Harrictt Dunham .....Denton
		Lucy Garey .....Denton	7	4	Ethel Cade .....Ridgely
3	5	Laura Melvin .....Denton	7	4	Gertrude Morgan .....Denton
3	5	Ursula Slaughter .....Denton	7	5	Barbara Roberts .....Ridgely
3	5	Myrtle Dukes .....Denton	8	2	Katharine Baker .....Federalsburg
3	5	(Mrs.) Tenney C. Hulvey.....Denton	8	3	(Mrs.) Alice Hignutt.....Federalsburg
3	6	Florence Seeders .....Hobbs	8	4	Lynnie Wright .....Federalsburg
3	7	Lulu Roe .....Denton	8	5	(Mrs.) Myrtle Hignutt..Federalsburg
3	8	Delia Nelson .....Denton	8	6	Mina Horn .....Williamsburg
3	9	Pearl Fountain .....Federalsburg	8	7	Hazel Towers .....Federalsburg
3	10	Della Wooters .....Denton	8	8	Anna Ross .....Federalsburg
3	11	Nanna Bender .....Greenwood, Del.			HIGH SCHOOLS
4	2	Elma Todd .....Preston			CAROLINE
4	2	Minta Todd .....Preston			A. C. Norstedt.....Mt. Carmel, Pa.
4	3	Edith McMahan .....Preston			(Mrs.) E. E. Pippin.....Denton
4	4	(Mrs.) Amelia Cohee.....Preston			Helen Roe .....Denton
4	5	Katherine Cox .....Preston			Stephanie Ford .....Chestertown
4	5	Miriam Wrightson .....Preston			Jane Redden (Com).....Denton
4	5	Margaret Pastorfield .....Denton			(Mrs.) Mary Beckwith (H.E.), Denton
4	5	Elva Cheezum .....Preston			PRESTON
4	6	Esther Holland .....Choptank			4 5 Thomas B. McCloud.....Ridgely
4	7	(Mrs.) Bessie Cheezum.....Preston			4 5 Esther Lednum .....Preston
4	8	Henrietta McMahan .....Preston	4	5	Barry T. Fox.....Preston
4	9	Mildred Collins .....Bethlehem	4	5	Miriam Dennis (H. E.).....Preston
5	1	Lelia Cox .....Federalsburg			FEDERALSBURG
5	1	May Thompson .....Federalsburg	5	1	A. C. Brower.....Federalsburg
5	1	Edna Liden .....Federalsburg	5	1	Mary Davis .....Federalsburg
5	1	Lillian Cox .....Federalsburg	5	1	Sophia Kirwan .....Lloyds
5	1	Susan Quidort .....Federalsburg	5	1	A. C. Smoot .....Rock Hall
5	1	Florence Funk .....Denton	5	1	George Peel (M. T.)....Scranton, Pa.
5	2	Nettie Tribbett .....Federalsburg	5	1	W. E. Case (Com).....Denton
5	3	(Mrs.) Elizabeth Young..Federalsburg			RIDGELY
5	4	Hilda Covey .....Federalsburg			Addie L. Wilson.....Denton
5	5	(Mrs.) Marguerite Williams, Federal- burg			Margaret McCullough .....Oxford, Pa.
6	2	(Mrs.) Josephine Blades...Hillsboro			Henry Hollingsworth .....Denton
6	2	Edna Fleming .....Hillsboro			(Mrs.) Mamie Smith (H. E.)..Ridgely
6	3	(Mrs.) Martha Clark.....Denton			CARROLL COUNTY
6	4	Edna Wright .....Denton	1	1	Mary R. Ohler.....Taneytown
6	5	Susie Marvel .....Denton	1	2	Clara Hockensmith .....Taneytown
		Lydia Jones .....Millington	1	3	Mabel Lambert .....Taneytown
			1	4	Ruth Lemmon .....Taneytown
			1	5	(Mrs.) Stewart King.....Taneytown
			1	6	(Mrs.) Merle Ohler.....Taneytown
			1	6	Harry Ecker .....Taneytown
			1	6	Emma L. Reaver.....Taneytown
			1	6	Helen Reindollar .....Taneytown
			1	6	G. Mac Fouke.....Taneytown
			1	7	Alma R. Shriner.....Taneytown
			1	9	Mary A. Shaum.....Taneytown
			1	10	Harry L. Feeser.....Taneytown
			1	10	L. Pauline Wisotsky.....Taneytown
			2	1	Daniel J. March.....Taneytown
			2	1	Ruth Walsh .....Uniontown
			2	1	(Mrs.) Harry B. Fogle...Uniontown
			2	2	Bessie Mering .....Linwood
			2	4	.....
			2	4	Vesta E. Zepp.....Westminster
			2	5	Edna Blizzard .....Westminster
			2	5	Bessie Yingling .....Westminster
			2	6	Paul D. Yoder.....Westminster
			2	7	M. Jane Ecker.....Union Bridge
			2	8	.....
			2	9	Ralph U. Marker.....Westminster
			3	1	(Mrs.) G. C. Taylor.....Westminster
			3	2	W. M. Penn.....Westminster

DIST.	SCHOOL	NAME AND ADDRESS	DIST.	SCHOOL	NAME AND ADDRESS
3	2	(Mrs.) Esther Brown....Westminster	6	5	Theo. J. Myers.....Manchester
3	3	Margaret Cullen.....Westminster	6	6	Robert Kuhns.....Manchester
3	4	E. J. Wildasin.....Westminster	6	7	C. J. Sauble.....Manchester
3	5	Thurman N. Brown.....Westminster	6	8	Albert Zepp.....Manchester
3	6	L. Miraud Nusbaum....Westminster	6	9	Winfred Masenhimer....Manchester
3	6	Mary M. Warehime....Westminster	6	10	Adda Trump.....Manchester
3	7	.....Westminster	6	11	(Mrs.) Mae Gettier.....Manchester
3	8	A. J. Bemiller.....Westminster	6	12	Samuel Hoffacker.....Alesia
3	9	.....Westminster	6	13	Edith Crumrine.....Westminster
3	10	Ethel I. Kump.....Littlestown	6	14	H. T. Wentz.....Lineboro
3	11	Emma Caple.....Westminster	6	15	Letha Royer.....Westminster
4	1	E. Cora Lambert.....Westminster	6	15	.....Westminster
4	2	Noland E. Basler.....Hampstead	7	1	Ida Lockard.....Westminster
4	2	.....Hampstead	7	1	Emory Ebaugh.....Westminster
4	3	William Shamer.....Patapsco	7	1	Margaret Lockard.....Westminster
4	3	Ruth Chew.....Patapsco	7	1	Sara Schaffer.....Westminster
4	4	Florence Wenger.....Patapsco	7	1	Alma McCaffrey.....Westminster
4	4	Estie Bosley.....Finksburg	7	1	Mae Williams Turner...Westminster
4	5	Nellie Lee.....Finksburg	7	1	Rachael Buckingham....Westminster
4	6	I. A. Buckingham.....Westminster	7	1	Jessie Matthews.....Westminster
4	6	(Mrs.) Eva Owens.....Finksburg	7	1	Mary Weagley.....Westminster
4	6	Margaret Miller.....Sykesville	7	1	Evelyn Rinker.....Westminster
4	7	Laura O. Wagner.....Westminster	7	1	Hattie Willett.....Westminster
4	8	Joseph C. Wailes.....Westminster	7	2	Ethel Manahan.....Westminster
4	10	Alice Bennett.....Finksburg	7	2	May Musselman.....Westminster
4	11	Mary Betts.....Westminster	7	2	Lottie Moore.....Westminster
4	12	Lottie Barnes.....Patapsco	7	2	Carrie Panebaker.....Westminster
4	14	Maude Wenger.....Patapsco	7	3	.....Westminster
4	15	George Caple.....Finksburg	7	4	Emma Bixler.....Westminster
5	1	Julia M. Miller.....Sykesville	7	5	Dorothy Harmon.....Westminster
5	2	.....Sykesville	7	6	Almira J. Utz.....Westminster
5	2	.....Sykesville	7	8	Della Myers.....Westminster
5	3	Lily H. Becraft.....Sykesville	7	8	.....Westminster
5	4	Esther Sixx.....Sykesville	7	9	Eva Knadler.....Westminster
5	4	Edna Davis.....Sykesville	7	10	Lettie Neudecker.....Westminster
5	4	Louise Lacey.....Sykesville	7	11	Fred Jenkins.....Westminster
5	5	Elizabeth Shipley.....Sykesville	7	12	(Mrs.) Bessie Lockard..Westminster
5	6	Ella Frizzell.....Woodbine	8	1	Mary B. Fowble.....Westminster
5	7	Arthur Griffee.....Sykesville	8	2	David Frock.....Hampstead
5	7	.....Sykesville	8	2	.....Hampstead
5	8	W. F. Barnes.....Sykesville	8	3	Parker Monath.....Hampstead
5	9	Beryl Buckingham.....Woodbine	8	4	Miriam Bergman.....Hampstead
5	10	Frankie Wetzel.....Woodbine	8	4	Pearl Garrity.....Hampstead
5	10	Hazel Cleary.....Woodbine	8	4	Harvey Rill.....Hampstead
5	11	.....Woodbine	8	4	Ella Lee.....Hampstead
5	12	Catherine Miller.....Sykesville	8	4	Naomi Derr.....Hampstead
5	13	Ada Carter.....Sykesville	8	4	Mary Stansbury.....Hampstead
5	13	Marguerite Lauterbach....Sykesville	8	5	T. W. Buchman.....Hampstead
5	14	(Mrs.) C. M. Griffith.....Gaithers	8	6	.....Hampstead
5	15	(Mrs.) M. L. Smith....Westminster	8	7	(Mrs.) Gilbert Stimax...Westminster
5	16	Maude Shauck.....Finksburg	8	9	Mark Yingling.....Hampstead
5	17	.....Finksburg	8	10	Treva Wink.....Manchester
6	1	Grover C. Knipple.....Manchester	8	11	Christine Wright.....Tannery
6	1	Cecelia Shower.....Manchester	9	1	Lewis A. Koontz.....Westminster
6	1	Emma Cox.....Manchester	9	2	Maye Farver.....Westminster
6	1	Carrie LaMotte.....Manchester	9	3	Lillian Trayer.....New Windsor
6	2	Anna Ridgley.....Manchester	9	4	.....New Windsor
6	3	Nona Folk.....Alesia	9	5	Maye Grimes.....Westminster
6	4	Florence Strevig.....Manchester	9	6	Jacob Farver.....Westminster

DIST.	SCHOOL	NAME AND ADDRESS	DIST.	SCHOOL	NAME AND ADDRESS
9	7	O. M. Harrison.....Mt. Airy			HIGH SCHOOLS
10	1	Bertie Snyder .....Taneytown			WESTMINSTER
10	2	Carrie Harbaugh .....Middleburg	7	1	Walter H. Davis.....Westminster
10	2	Clara Devilbiss .....Middleburg	7	1	Marie Alleman .....Westminster
10	3	Marguerite Smith .....Keymar	7	1	Katherine Fiscel .....Westminster
10	4	.....Keymar	7	1	Florence Mason .....Westminster
10	5	Helen McNair .....Keymar	7	1	George Morelock .....Westminster
10	6	Rebecca Erb .....Detour	7	1	Winona Greiman .....Westminster
10	7	Lily Snyder .....Taneytown	7	1	S. P. Caltrider.....Westminster
11	1	Hanna Shunk .....New Windsor	7	1	Rosalie Lipscomb .....Westminster
11	1	Ivy Fowler .....New Windsor	7	1	M. Helen Fowle.....Westminster
11	1	S. Edna Wilson .....New Windsor	7	1	Maurice Bisgyer .....Westminster
11	2	.....New Windsor			MT. AIRY
11	3	Joseph Langdon .....New Windsor	13	5	J. Keller Smith.....Mt. Airy
11	4	Vera Fowler .....New Windsor	13	5	Myrle Reck .....Mt. Airy
11	5	Mora B. Haines.....Westminster	13	5	Isabel Clark .....Mt. Airy
11	6	.....Westminster	13	5	Omer Doubel .....Mt. Airy
11	7	Emma Ecker .....New Windsor	13	5	Margaret Knapp .....Mt. Airy
11	8	Anna Barnes .....Westminster			TANEYTOWN
11	9	Helen Etzler .....Linwood	1	6	J. L. Hunsberger.....Taneytown
12	1	Cleo Pittinger .....Union Bridge	1	6	Nellie Royer .....Taneytown
12	1	Ruth Klein .....Union Bridge			UNION BRIDGE
12	1	Thelma Miller .....Union Bridge	12	1	Elmer A. Wolfe.....Union Bridge
12	1	A. Grace Fair.....Union Bridge	12	1	Pauline Derr .....Union Bridge
12	1	Nena Roser .....Union Bridge	12	1	Helen Englar .....Union Bridge
12	1	.....Union Bridge			SYKESVILLE
12	2	Olivia Rinehart .....Union Bridge	5	4	Adda Mai Cummings.....Sykesville
12	3	Avis Ecker .....Uniontown	5	4	William V. Albaugh.....Sykesville
13	1	Clara Smith .....Mt. Airy	5	4	Blanche Spurrier.....Sykesville
13	2	Addie Spurrier .....Mt. Airy			HAMPSTEAD
13	3	Margaret Mullinix .....Mt. Airy	8	4	L. C. Keefauver.....Hampstead
13	4	.....Mt. Airy	8	4	Ernest Schwartz .....Hampstead
13	5	Edna Devilbiss .....Mt. Airy	8	4	Rebecca DeMott .....Hampstead
13	5	Alice V. Selby.....Mt. Airy			
13	5	Olive Mount .....Mt. Airy			
13	5	Naomi Day .....Mt. Airy			
13	5	Eleanor Runkles .....Mt. Airy			
13	6	Elzie Ripley .....Woodbine			

CECIL COUNTY

HIGH SCHOOLS

GEORGE BIDDLE—CECILTON

1	4	Mary Emily Clark.....Cecilton
1	4	Frances G. Griffith.....Cecilton

CALVERT AGRICULTURAL

9	3	Alfred B. McVey.....North East
9	3	Helen L. Teeple.....Rising Sun
9	3	J. Lawson Crothers.....North East

CECIL COUNTY—ELKTON

3	3	Edwin B. Fockler.....Elkton
3	3	Katherine M. Bratton.....Elkton
3	3	Henrietta Booth .....Elkton
3	3	Elizabeth Dawson .....Elkton

CHESAPEAKE CITY

2	5	Guy Johnson .....Chesapeake City
2	5	Ruth B. Mills.....Chesapeake City
2	5	M. Louise Van Dyke..Chesapeake City

NORTH EAST

5	5	J. Marshall Thompson ...North East
5	5	Emily Moore .....North East
5	5	Delphia Hunt .....North East

PERRYVILLE

7	2	Theodore W. Currier.....Perryville
7	2	Elizabeth B. Currier.....Perryville

COMMERCIAL

Chesapeake City—	Nettie L. Stone, Chesapeake City
Elkton—	

DIST.	SCHOOL	NAME AND ADDRESS	DIST.	SCHOOL	NAME AND ADDRESS
DOMESTIC SCIENCE AND ART					
		Elkton and Chesapeake City—Grace Walker Watt, Chesapeake City	4	3	Edith A. Robinson.....Elkton
		North East and Calvert—Dorothy J. McKenzie, North East	4	4	Ida Kimble .....Newark, Del.
MANUAL TRAINING					
		Elkton and Chesapeake City—Mr. Joseph George Johnson, Charlestown	4	5	M. Helen Scott.....Childs
		North East and Calvert—Louise Liebig, North East	4	5	Charlotte Cann .....Lewisville, Pa.
			4	5	Esther Martindell .....Elkton
			4	6	Elva Blackson .....Elkton
			4	7	Ella Reynolds .....Elkton
			4	8	Ella Cann .....Lewisville, Pa.
			4	9	Sara Ewing .....Childs
			4	10	Closed
			4	11	R. Elizabeth Mackey.....Cherry Hill
1	1	Blanche E. Knock.....Earleville	5	1	Rachel Cameron .....North East
1	2	Alverda Ferguson .....Earleville	5	2	Alice Hall .....North East
1	3	Gladys Riggin .....Georgetown	5	3	Elsie Howland .....Elkton
1	4	Mary Emily Clark.....Cecilton	5	4	Sadie Cavanaugh .....Elkton
1	4	Bessie Davis .....Cecilton	5	5	J. Marshall Thompson.....North East
1	4	Ada Davis .....Cecilton	5	5	Ruth McCracken.....North East
1	4	Ella Cannan .....Cecilton	5	5	Frances Cleaves .....Elkton
1	6	Stella M. Bishop.....Warwick	5	5	Mary G. West.....North East
1	7	Marie Price .....Earleville	5	5	Mary I. Bowland.....Elkton
1	8	Grace Burris .....Cecilton	5	5	(Mrs.) Mabel Knotts.....North East
1	9	Olive C. Oldham.....Earleville	5	6	Mildred Reynolds .....North East
2	1	Josephine B. Stearns.....Warwick	5	7	Violet L. Jones.....North East
2	3	Anna Luthringer .....Chesapeake City	5	8	Sarah R. Miller.....Leslie
2	4	Gertrude Manlove .....Chesapeake City	5	9	Blanche Ford .....Port Deposit
2	5	Guy Johnson .....Chesapeake City	5	10	Bessie Guthrie .....Rising Sun
2	5	Katie Loveless .....Chesapeake City	5	11	Anna Logan .....North East
2	5	Mary C. H. Walters.....Elkton	5	12	Bessie Wingate .....North East
2	5	Emma Willis .....Chesapeake City	6	1	Closed
2	5	Sadie T. Nicoll.....Chesapeake City	6	3	Ada B. Johnson.....Rising Sun
2	5	Sara S. Price.....Elkton	6	4	Lena Miller .....Port Deposit
2	6	(Mrs.) Marguerite Carty Potts, Chesapeake City	6	5	Helen Aiken .....Colora
3	1	Ella Maloney .....Elkton	6	6	M. Ethel Hall.....Rising Sun
3	2	Flora Marshbank .....Elkton	6	6	Lidie Stewart .....Rising Sun
3	3	Edwin B. Fockler.....Elkton	6	6	Mabel E. Barber.....Rising Sun
3	3	Harriet Evans .....Elkton	6	6	Laura Price .....Rising Sun
3	3	Bessie Squier .....Port Deposit	6	7	Maude M. Reynolds.....Rising Sun
3	3	Margaret Hartnett .....Elkton	6	8	Elsie Hill .....Rising Sun
3	3	Ethel Hopkins .....Elkton	6	9	Bertha C. Astle.....Colora
3	4	Florence R. Scott.....Childs	6	10	Elnora Martindale .....Port Deposit
3	5	Helen Emily McIntire.....Elkton	6	11	Mary P. Fulton.....Colora
3	7	Carmen Price .....Childs	6	12	Roberta J. Graham.....Colora
3	8	Flora Davis .....Elkton	7	1	Pearl Abrams .....Principio Furnace
3	9	Elizabeth Warburton .....North East	7	1	Debbie A. Jackson..Principio Furnace
3	10	Closed	7	2	Theodore W. Currier.....Perryville
3	11	Addie C. Ford.....Elkton	7	2	Hannah C. Whitelock.....Aiken
3	11	Mary L. Budd .....Elkton	7	2	Anna B. Gehr.....Perryville
3	11	Hannah C. Hartnett.....Elkton	7	2	Caroline W. Stump.....Perryville
3	11	Cora M. Pippin.....Elkton	7	2	Ethel Taylor .....Aiken
3	11	Mary Bratton .....Elkton	7	2	Edna Cleaves .....Elkton
3	12	Lizzie F. Wells.....Elkton	7	2	Priscilla M. Ross.....Perryville
3	12	Grace C. Wells.....Elkton	7	3	M. A. E. Phillips.....Port Deposit
4	1	Emma B. Jaquette.....Cherry Hill	7	4	(Mrs.) L. G. White.....Port Deposit
4	1	Mary Evans Harlan.....Cherry Hill	7	7	Helen Thompson .....Port Deposit
4	2	Mary E. Conner.....Elkton	8	1	Ben H. Wells.....Rowlandville
4	2	Isabel A. Scott.....Childs	8	2	Blanche M. Hill.....Rising Sun
4	2	Lillian Russell .....Elkton	8	3	Marguerite Zimmers .....Conowingo
			8	4	Bertha A. Sampson.....Conowingo
			8	5	Harriett Medairy .....Conowingo

DIST.	SCHOOL	NAME AND ADDRESS	DIST.	SCHOOL	NAME AND ADDRESS
9	1	(Mrs.) Ruth A. Haddock...North East	9	4	(Mrs.) Goodwin Terry....Rising Sun
9	2	Rhoda White .....North East	9	6	(Mrs.) E Lynch Boyd Nottingham, Pa.
9	3	Alfred B. McVey.....North East	9	7	M. Louise McDowell..Nottingham, Pa.
9	3	Lera White .....Rising Sun	9	8	Edith Reynolds .....North East
9	3	Grace Martindell ....Nottingham, Pa.			

CHARLES COUNTY

1	1	Lucille Barnes .....Port Tobacco	5	6	Maggie B. Dowlin.....Rock Point
1	2	(Mrs.) Abigail Matthews...La Plata	6	1	Ethel Cochranne .....La Plata
1	3	Janie Bowie .....La Plata	6	2	Dorothy Burdett .....La Plata
1	3	Eunice Burdett .....La Plata	6	3	(Mrs.) I Helen Queen.....Waldorf
1	4	Alma Atkins .....Bel Alton	6	3	(Mrs.) J. H. Adams.....Waldorf
1	4	Pearl Albrittain .....Bel Alton	6	4	Mae E. Canter.....Waldorf
2	2	Louise Haislip .....Welcome	6	5	(Mrs.) Annie Peterson...Billingsley
2	3	(Mrs.) Jessie F. Rison.....Rison	6	6	Louise Robey .....Pomfret
2	3	Grace E. Rison .....Rison	6	7	Lillian Bean .....Waldorf
2	4	Mary Kemp .....Welcome	7	1	Hazel Hungerford .....Marshall Hall
2	5	George E. Medley.....Mason Springs	7	2	Nellie Jenkins .....Pomonkey
2	6	Mabel Hyde .....Marbury	7	3	M. R. Stone.....Port Tobacco
2	6	Gladys Atkins .....Marbury	7	4	(Mrs.) G. M. Gardiner....Pomonkey
3	1	Sadie Gray .....Nanjemoy	7	4	Marguerite Greer ....Masons Springs
3	2	Effie J. Gray .....Nanjemoy	7	5	Walter H. Thomas.....Indian Head
3	3	Vacant	7	5	Elizabeth Martin .....Indian Head
3	4	Eloise V. Rison.....Doncaster	7	5	Kathleen Mahon .....Indian Head
3	5	Mary L. Speake.....Chicamauxen	7	5	(Mrs.) F. S. Shriber...Indian Head
3	6	Vacant	7	5	M. Parran .....Indian Head
3	7	(Mrs.) Edna Miller.....Ironsides	7	5	Vacant
4	1	Thos. M. Carpenter.....Newburg	7	6	M. Lucille Cox.....Bryans Road
4	2	Leo Wathen .....Newport	8	1	Nannia True Chapman...Spring Hill
4	3	Lucy B. Gough.....Wicomico	8	2	M. Louise Albrittain....La Plata
4	4	Edna M. Dyson.....Du Bois	7	3	Mary L. Gardiner.....Waldorf
4	5	Annie M. Harrison.....Wicomico	8	4	Ruth Martin .....Gallant Green
4	6	Annie St. Clair.....Dentsville	8	5	Aline Burch .....Bryantown
4	7	Joseph P. Tippet.....Newport	7	6	Amy L. Cooksey.....Dentsville
5	1	Mary E. Simpson.....Newburg	7	7	Grace Canter .....Hughesville
5	2	Birdie C. Garner.....Issue	9	1	Eva Chapplear .....Hughesville
5	2	John R. Cooksey.....Mt. Victoria	9	2	(Mrs.) Helen C. Hughes...Benedict
5	4	Marie Frere .....Tompkinsville	9	2	Maria Canter .....Benedict
5	5	Reeder Hungerford .....Wayside	9	3	Josephine Wilson .....Charlotte Hall

FREDERICK COUNTY

GIRLS' HIGH SCHOOL

2	5	Charles H. Remsberg, Braddock Heights	2	8	G. Nevin Rebert.....Frederick
2	5	Pearl A. Eader.....Frederick	2	8	Spencer C. Stull.....Frederick
2	5	Katharine M. Wiener.....Frederick	2	8	Charles E. Moylan.....Frederick
2	5	Edith S. Gardiner.....Frederick	2	8	Reed F. Myers.....Frederick
2	5	Lydia Rebert .....Frederick	2	8	M. Clare Filler.....Frederick
2	5	Mary R. Witter.....Frederick	2	8	Dorothy W. Warchime....Frederick
2	5	Nannette Shaffer .....Frederick	2	8	Sarah G. Adams.....Frederick
2	5	C. Bess Castle.....Frederick			
2	5	Mildred Lee DeLashmutt...Frederick			
2	5	Katharine Herwig .....Frederick			
2	5	*Mary J. Shuff.....			

BOYS' HIGH SCHOOL

2	8	James C. Biehl.....Frederick	3	3	R. E. Kieeny.....Middletown
2	8	S. Fenton Harris.....Fderick	3	3	W. E. Hauver.....Middletown
			3	3	M. C. Stallsmith.....Middletown
			3	3	Marcelene Kefauver ....Middletown
			3	3	Mary H. Wyand.....Middletown
			3	3	H. R. Shoemaker.....Middletown
			3	3	Blanche Howard .....Middletown

DIST.	SCHOOL	NAME AND ADDRESS	DIST.	SCHOOL	NAME AND ADDRESS
THURMONT HIGH SCHOOL			2	5	Edna M. Schaefer.....Frederick
15	2	H. D. Beachley.....Thurmont	2	5	Anna W. Simmons.....Frederick
15	2	A. M. Isanogle.....Thurmont	2	5	Elizabeth Goldsborough ...Frederick
15	2	Mary J. McCaffrey.....Thurmont	2	5	E. Louise James.....Frederick
15	2	Kathryn Robb.....Thurmont	2	5	(Mrs.) P. T. Kuhn.....Frederick
15	2	Evelyn Rutzahn.....Thurmont	2	5	Nellie E. Blentlinger.....Frederick
15	2	Abby McCardell.....Thurmont	2	5	Edythe Sigmund.....Frederick
15	2	Clarence E. Wolfe.....Thurmont	2	5	Helen Briscoe.....Frederick
BRUNSWICK HIGH SCHOOL			2	5	Dorothy Cramer.....Frederick
25	3	Oscar M. Fogle.....Brunswick	2	5	Minnie McBride.....Frederick
25	3	Foster E. Grossnickle.....Brunswick	2	5	Grace Cline.....Frederick
25	3	Charles C. T. Stull.....Brunswick	2	6	Harriet E. Smith.....Frederick
25	3	Roberta Carty.....Brunswick	2	8	Louise C. Blum.....Frederick
25	3	Mary C. Kaetzel.....Brunswick	2	8	Elsie K. Engle.....Frederick
25	3	Lily M. Moore.....Brunswick	2	8	Beula M. Tate.....Frederick
25	3	Margaret H. Krumm.....Brunswick	2	8	Marguerite Billmyer.....Frederick
1	1	Carrie Stup.....Adamstown	3	1	Robert J. Ridgely.....Myersville
1	2	Margaret Dronenburg.....Ijamsville	3	2	Lillian F. Derr.....Middletown
1	2	Minnie S. Kellar.....Buckeystown	3	3	Mary C. Deter.....Myersville
1	5	Emma Roelke.....Adamstown	3	3	Orpha R. Kefauver.....Middletown
1	6	Charles L. Blentlinger, Point of Rocks	3	3	Naomi F. Ifert.....Middletown
1	6	Nellie Sigafoose.....Point of Rocks	3	3	Edna Lighter.....Middletown
1	6	Bettie Specht.....Point of Rocks	3	4	Clara M. Wiles.....Middletown
1	7	Daisy Darner.....Doub	3	5	William E. Bowlus.....Middletown
1	7	Emily T. Moore.....Adamstown	3	6	Belva Biser.....Middletown
1	8	Mary V. Bell.....Tuscarora	3	7	Katharine H. Lamar.....Middletown
1	8	Edith Utz Thomas.....Adamstown	3	8	Anna E. Kinna.....Frederick
1	8	Charlotte Mohler.....Adamstown	3	9	Emmert C. Stottlemeyer.....Myersville
1	9	Elizabeth Michael.....Frederick	3	10	Myrie Kepler.....Middletown
2	2	Helen L. Holter.....Frederick	4	1	Emma I. Long.....Rocky Ridge
2	3	George L. Miller.....Frederick	4	2	Edna Hoover.....Graccham
2	3	Ida N. Reinhart.....Frederick	4	2	Bessie M. Bell.....Creagerstown
2	3	Hal Lee T. Ott.....Frederick	4	4	B. Lucy Adelsberger.....Thurmont
2	3	Grace S. Martz.....Frederick	4	5	T. Mae Seiss.....Rocky Ridge
2	3	Kate I. Shank.....Frederick	5	1	Beulah Weldon.....Emmitsburg
2	3	Irma V. Biggs.....Frederick	5	2	Anna M. Rowe.....Emmitsburg
2	3	Marion K. Green.....Frederick	5	3	Thomas C. Bittle.....Emmitsburg
2	3	S. Price Young.....Frederick	5	3	M. Frances Sidwell.....Emmitsburg
2	3	Beulah D. Moberly.....Frederick	5	3	Mary Ellen Eyster.....Emmitsburg
2	3	Alvida B. DeLashmutt.....Frederick	5	5	Eva Rowe.....Emmitsburg
2	3	Charlotte Motter.....Frederick	5	5	Lottie S. Eyer.....Emmitsburg
2	3	Pauline Gilbert.....Frederick	5	7	Mary J. Ohler.....Emmitsburg
2	3	Louise Swartz.....Frederick	5	8	Pauline Baker.....Taneytown
2	3	Hattie M. Buckley.....Frederick	5	9	C. Leone Brown.....Emmitsburg
2	4	Chester G. Clem.....Frederick	6	1	Roscoe G. Wolfe.....Smithsburg
2	4	Margaret E. Duvall.....Frederick	6	2	George R. Stottlemeyer.....Smithsburg
2	4	Mary H. Burger.....Frederick	6	2	Ethel Lewis.....Smithsburg
2	4	Sadie C. Hahn.....Frederick	6	3	C. U. Stottlemeyer.....Smithsburg
2	4	Bertha T. Trundle.....Frederick	6	3	Charles L. Leatherman.....Smithsburg
2	4	Hattie S. Bell.....Frederick	6	3	Belva R. Stottlemeyer.....Smithsburg
2	4	Charlotte T. DeLashmutt.....Frederick	6	4	Geraldine R. Hayes.....Smithsburg
2	4	Leota H. Roberts.....Frederick	6	5	C. N. Frushour.....Myersville
2	4	Edith M. Miller.....Frederick	6	6	Naomi O. Keller.....Myersville
2	4	Minnie E. Cookerly.....Middletown	6	7	Mary C. Rutzahn.....Myersville
2	4	Edith Miller.....Frederick	6	8	W. D. L. Harne.....Smithsburg
2	4	Katie A. Zeigler.....Frederick	6	9	Marshall Leatherman.....Myersville
2	5	Maude Miller.....Frederick	7	1	G. Pearl Thomas.....Frederick
			7	2	Mary T. Molesworth.....Ijamsville
			7	3	Rhudove M. Layman.....Monrovia

DIST.	SCHOOL	NAME AND ADDRESS	DIST.	SCHOOL	NAME AND ADDRESS
7	5	Violet M. Smith.....Frederick	14	4	Helen Kaufman .....Lander
7	6	Irene M. Ogle.....Adamstown	15	1	Marie A. Eyer.....Thurmont
7	7	Louise Murphy .....Ijamsville	15	1	Catherine Albaugh .....Thurmont
7	8	Anna Knott .....Frederick Junction	15	2	L. D. Crawford.....Sabillasville
7	9	C. C. Livingston...Frederick Junction	15	2	Nora M. Loy.....Thurmont
7	11	Roscoe M. Doub.....Dickerson	15	2	M. Beth Firor.....Thurmont
7	11	Cora Carper Doub.....Dickerson	15	2	Linnie McGuigan .....Thurmont
7	11	Jeannette U. Warrenfeltz...Dickerson	15	2	Anna M. Jones.....Thurmont
7	11	Eva R. M. Bussard.....Dickerson	15	2	Merle V. Wiles.....Thurmont
8	1	Wallace R. Beall.....Libertytown	15	3	Myrtle L. Eyer.....Rocky Ridge
8	1	Rose T. Yingling.....Libertytown	15	5	Ada C. Favorite.....Thurmont
8	1	Nettie M. Miller.....Libertytown	15	6	C. L. Munshour.....Thurmont
8	1	Samuel D. Crone.....Frederick	15	7	Howard Bussard .....Thurmont
8	2	Sarah M. Glisan.....Libertytown	15	7	Lillian M. Kelly.....Thurmont
8	3	Violet I. Beall.....Libertytown	15	8	Edith M. Brown.....Thurmont
8	4	Ruby Z. O. Welker.....Libertytown	16	2	J. William Hooper.....Myersville
9	1	Elizabeth D. Walker.....New Market	16	4	E. Clyde Duvall.....Myersville
9	2	Helen Mealey .....New Market	16	4	Sarah Hartman .....Middletown
9	3	Martha A. Kemp.....New Market	16	5	L. Burhl Dubel.....Myersville
9	3	Anna T. Helfenstein.....Frederick	16	5	Amy Brandenburg .....Myersville
9	3	Clara G. Hauver.....New Market	16	7	Lloyd M. Koogle.....Myersville
9	3	Miriam P. Chambers.....New Market	17	1	Lenore Whitmore .....Union Bridge
9	4	Alta O. Norris.....Mt. Airy	17	2	Gertrude Whitmore ....Union Bridge
9	5	Florence M. Green.....Monrovia	17	2	J. May Bond.....Union Bridge
9	6	Estelle Watkins .....Monrovia	17	3	Anna Wolfe .....Union Bridge
9	7	Beulah Hogarth .....New Market	17	4	Mildred E. Hively.....Union Bridge
9	8	Roberta I. Lewis.....Frederick	17	6	Sadie E. Spurrier.....Woodsboro
9	9	Nettie F. Jones.....New Market	18	1	Carrie E. Smith.....Union Bridge
10	9	Violet King .....Mt. Airy	18	2	No Teacher
11	9	Grace Burgee .....Frederick	18	3	Gertrude M. Barnes.....Mt. Airy
10	1	George W. Manahan.....Sabillasville	18	4	Sadie E. Moxley.....Mt. Airy
10	1	Olive Ruth Eyer.....Smithsburg	18	5	J. Chester Joy.....Mt. Airy
10	2	Nellie K. Gray.....Lantz	19	1	Asenath Ebbert .....Unionville
10	3	Mary S. Palmer.....Lantz	19	2	Millard J. Palmer.....New Windsor
10	4	George O. Poffinberger.....Lantz	19	3	Blanche E. Cover.....Mt. Airy
11	1	L. Virginia Biddinger...Walkersville	20	1	Blanche R. Rice.....Thurmont
11	2	Adam Roser .....Woodsboro	20	1	Florence DeMuth .....Thurmont
11	3	George L. Etzler.....Woodsboro	20	2	Elmira V. Renn.....Frederick
11	5	Olive E. Bowlus.....Woodsboro	20	3	J. Norman Harper.....Frederick
11	5	Mae I. Dorcus.....Woodsboro	20	4	Mildred B. Shorb.....Lewistown
11	5	Ethel I. Fogle.....Woodsboro	21	1	Thelma Summers .....Frederick
11	5	Hazel L. Fogle.....Woodsboro	21	2	Alverta Comer .....Frederick
11	6	Mary Burns .....Woodsboro	21	3	George L. Twentey.....Frederick
11	7	Denda I. Renner.....Woodsboro	21	3	Lena V. Maggio.....Frederick
11	8	A. Katie Murphy.....New Midway	21	4	Pauline R. Seeger.....Frederick
12	2	Helen Rice .....Jefferson	21	5	Elizabeth D. Brust.....Frederick
12	3	Emily A. Garrott.....Knoxville	22	1	Edna Fulmer .....Burkittsville
12	3	Carrie M. Rice.....Knoxville	22	1	Catherine Hooper .....Middletown
12	4	Elizabeth Arnold .....Knoxville	22	2	W. A. R. Bell.....Burkittsville
13	1	Helen Dudrow .....Walkersville	22	2	Bertha M. Wiener.....Burkittsville
13	2	Chloe Cecil Hamilton...New Market	22	2	Helen E. Wolfe.....Burkittsville
13	3	M. Edith Carter.....Libertytown	22	3	Elizabeth Magaha .....Burkittsville
13	4	Bettie R. Kolb.....Frederick	22	4	J. C. Travis.....Middletown
14	1	Cora O. Fry.....Jefferson	23	1	George F. Moss.....Frederick
14	2	Margaret G. Rodrick.....Jefferson	23	1	Eva M. Thomas.....Frederick
14	2	Mary Beachley .....Jefferson	24	1	Thomas G. Mumford.Braddock Heights
14	2	Mary Slagle .....Jefferson	24	1	Ethelene R. Thomas.....Frederick
14	2	Eva A. Doty.....Jefferson	24	2	Hazel Holter .....Frederick
14	3	Helen Cochran .....Jefferson	25	1	Ella V. Krieg.....Brunswick

DIST.	SCHOOL	NAME AND ADDRESS	DIST.	SCHOOL	NAME AND ADDRESS
25	1	Ottie E. McDonald.....Brunswick	25	2	Nellie E. Hargett.....Brunswick
25	1	Grace D. Cage.....Brunswick	25	3	Josephine Solomon.....Brunswick
25	1	(Mrs.) Anna Nichols.....Brunswick	25	3	Lavenia Hood.....Brunswick
25	1	Arminta M. Murray.....Brunswick	25	3	Helen Simpson.....Brunswick
25	1	Sadie M. Reed.....Brunswick	25	3	Edith O. Wenner.....Brunswick
25	1	Cassandra Hesson.....Brunswick	25	3	Charles L. Utterback.....Brunswick
25	1	Rose Sagle.....Brunswick	26	1	George W. Cecil.....Walkersville
25	2	E. Virginia Wenner.....Brunswick	26	2	Isabelle G. Zimmerman..Walkersville
25	2	Hazel N. Wayble.....Brunswick	26	3	Bertha M. Grabill.....Walkersville
25	2	Katharine Van Pelt.....Brunswick	26	3	Emma C. Devilbiss.....Walkersville
25	2	Flora C. Gross.....Brunswick	26	3	Edith Nicodemus.....Walkersville
25	2	Georgia A. Hood.....Brunswick	26	3	Nannie L. Reddick.....Walkersville
25	2	Grace V. Mills.....Brunswick	26	3	Hilda Martz.....Walkersville
25	2	Elsie Talbott.....Brunswick	26	4	I. Ruth Hummer.....Walkersville

GARRETT COUNTY

1	1	Ellen T. McKenzie.....Swanton	5	1	Dora Schlossnagel.....Accident
1	1	Cora M. Lohr.....Swanton	5	2	John Gies.....Accident
1	2	George W. Moon.....Swanton	5	4	Nellie Kaese.....Accident
1	4	Robert B. McCormick.....Swanton	5	5	Lulu Hartman.....Accident
1	5	Anna R. Campbell.....Swanton	5	7	Virginia Holliday.....Accident
1	6	Lovada E. Wilt.....Swanton	5	8	Roy C. Turney.....Accident
1	7	Dora V. Steiding.....Swanton	5	9	Clarence R. Hetz.....Accident
1	12	Mary Holtschneider.....Swanton	6	1	M. H. Frankhouser.....Hoyes
2	2	Ida Anne Liston.....Friendsville	6	3	R. M. Alexander.....McHenry
2	2	Ethel Coddington.....Friendsville	6	4	Martin L. Savage.....Sang Run
2	2	Izetta Fox.....Friendsville	6	5	Jesse Wilhelm....Cranesville, W. Va.
2	3	Vespie C. Fike.....Selbysport	6	6	W. Webb DeWitt.....Hoyes
2	5	Lena E. Friend.....Friendsville	6	7	Schrilla M. Ault.....McHenry
2	6	John J. Knapp.....Selbysport	6	10	Mary Callis.....Hoyes
2	7	Arch C. Friend.....Friendsville	7	1	Emma F. Hamill.....Mtn. Lake Park
2	8	Roy W. Umbel.....Selbysport	7	1	Rella M. Pope.....Mtn. Lake Park
2	9	Jeannette Guard.....Friendsville	7	3	Truman C. Bittinger.....Oakland
2	13	J. Milton Fike.....Friendsville	7	5	Mary O'Donnell.....Mtn. Lake Park
2	14	Lucretia E. Chisolm.....Selbysport	7	5	Agatha Martini.....Mtn. Lake Park
3	1	E. A. Browning.....Grantsville	7	6	Norris K. Welch.....Oakland
3	1	Marie E. Conner.....Grantsville	7	7	Verna Speicher.....Oakland
3	1	Hazel Younkin.....Grantsville	8	2	Della Savage.....Oakland
3	1	Hazel Pressman.....Grantsville	8	3	Stella Paugh.....Gormanian, W. Va
3	3	Bertha Spoerlein.....Grantsville	8	5	Ethel Hilleary.....Deer Park
3	4	Rosa Warnick.....Avilton	8	6	Bernard E. Thom....Kempton, W. Va.
3	5	Delphi E. Miller.....New Germany	8	6	Gladys R. Crane.....Kempton, W. Va.
3	6	Catherine Turner.....New Germany	8	6	Helen E. Bell.....Kempton, W. Va.
3	7	Nellie J. Beachy.....Jennings	8	7	Irene Friend.....Gormanian, W. Va.
3	8	Hester L. Beachy.....Grantsville	8	8	Katherine Porter....Bayard, W. Va.
3	10	Catherine Gtofely.....Frostburg	8	9	Mabel V. Fike....Gormanian, W. Va.
3	11	Lillieth B. Wiley.....Grantsville	8	10	Ada C. Fahey.....Oakland
3	12	Mary Pickrell.....Jennings	8	11	Rella G. McKenzie.Gormanian, W. Va.
3	12	Iva A. Plummer.....Jennings	8	12	Mary E. Foley.....Oakland
3	13	Norman Maust.....Grantsville	8	15	Myrtle L. Wilson.....Steyer
3	13	Alma Miller.....Grantsville	9	2	C. Arthur Murphy.....Frostburg
3	15	Mabel Custer.....Jennings	9	4	Sarah B. McKenzie.....Frostburg
3	16	Mary Davies.....Frostburg	9	5	Ethel Davies.....Frostburg
3	17	Almira E. Boucher.....Grantsville	9	6	Carrie May Jones.....Frostburg
4	1	Nellie McGowan.....Bloomington	10	1	M. Louise Marshall.....Deer Park
4	1	Martha McKenzie.....Bloomington	10	1	Susan E. Marshall.....Deer Park
4	2	Margaret R. Athey.....Bloomington	10	2	Nellie M. Schmidt.....Swanton
5	1	Lillian V. Cutter.....Accident	10	3	Florence Lee.....Swanton
5	1	J. Mahlon Speicher.....Accident	10	5	Ernest L. Moon.....Deer Park

DIST.	SCHOOL	NAME AND ADDRESS	DIST.	SCHOOL	NAME AND ADDRESS
4	9	Louise Miller .....Rocks	6	1	Laura B. Tammany....Havre de Grace
4	10	Margaret Wright .....Pylesville	6	1	Charlotte Carrol .....Havre de Grace
4	11	Anna M. Shane.....Fawn Grove, Pa.	6	1	Florence Cronin .....Havre de Grace
4	12	(Mrs.) Ruth K. Brooks.....Pylesville	6	1	Margaret McDonald ..Havre de Grace
4	13	Mary E. Moore.....Rocks	6	1	Susie Donnelly .....Havre de Grace
4	14	Virginia Horne .....Rocks	6	1	Pearl Howard .....Havre de Grace
4	15	Grace M. Foard.....Rocks	6	1	Esther O. Smith.....Havre de Grace
4	16	Bessie Forwood .....Sharon	6	1	Ruth Jackson .....Havre de Grace
4	18	Helen Rigdon .....Forest Hill	6	1	Grace Rawlings .....Havre de Grace
4	19	Grace Daugherty .....Delta, Pa.	6	1	Alice Harkins .....Havre de Grace
4	20	Sara H. Wright.....White Hall	HIGH SCHOOLS		
4	21	Beulah Allen .....White Hall	ABERDEEN		
4	22	Helen Breidenbaugh .....White Hall	2	1	J. Willard Davis.....Aberdeen
4	23	Ozella Phillips .....Fallston	2	1	Virginia Nowlin .....Aberdeen
4	25	Julia Lynch .....Fallston	2	1	L. Elsie Piet .....Aberdeen
5	1	Helen Smith .....Delta, Pa.	BEL AIR		
5	2	Marian J. Galbreath.....Delta, Pa.	3	14	W. K. Klingaman.....Bel Air
5	2	Oma Neepor .....Delta, Pa.	3	14	Phillena Hutton .....Bel Air
5	2	Ruth Thomas .....Delta, Pa.	3	14	G. Ethel McNutt.....Bel Air
5	2	(Mrs.) Ethel D. Whiteford..Whiteford	3	14	Mary M. Harlan.....Bel Air
5	2	Mary Treacle .....Cardiff	3	14	Maud Crissman .....Bel Air
5	2	(Mrs.) Emma Hughes.....Delta, Pa.	3	14	W. R. Ritchie.....Bel Air
5	3	Grace Dempsey .....Cardiff	3	14	Emma Lowe .....Bel Air
5	4	Doris Stokes .....Cardiff	JARRETTSVILLE		
5	5	Helen Miller .....Whiteford	4	8	Harold M. Downes....Jarrettsville
5	6	(Mrs.) Elizabeth Snodgrass...Streett	4	8	Margaret PPhillips .....Jarrettsville
5	6	Rose Galbreath .....Streett	4	8	Paul R. Menzel.....Jarrettsville
5	6	Bessie O. Mason.....Streett	HIGHLAND		
5	7	Priscilla Famous .....Streett	5	6	Rexford B. Hartle.....Streett
5	8	Ruth Cox .....Streett	5	6	Minnie M. Ward.....Streett
5	9	Susie Little .....Streett	5	6	Earl C. Baity.....Streett
5	11	Daisy Dunnigan .....Streett	HAVRE DE GRACE		
5	11	Helene Dunnigan .....Streett	6	1	J. Herbert Owens....Havre de Grace
5	13	H. C. Burgard.....Darlington	6	1	Helen R. Houck....Havre de Grace
5	13	Nellie Scarborough .....Streett	6	1	Sallie P. Galloway...Havre de Grace
5	13	Irene Little .....Darlington	6	1	Alice Price .....Havre de Grace
5	13	Anna Allen .....Darlington	6	1	Minnie Holland .....Havre de Grace
5	14	Elizabeth McCann .....Streett	6	1	D. N. Sharpe.....Havre de Grace
5	15	A. F. Galbreath .....Darlington	6	1	Ross J. Blocher.....Havre de Grace
5	15	Grace L. Nelson.....Darlington	HOWARD COUNTY		
5	15	Rose Puckett .....Darlington	1	1	(Mrs.) Ella J. Connor.....Elkridge
5	16	Marian Beattie .....Whiteford	1	1	Marian Mollman.....Elkridge
5	18	Mildred Wheeler .....Pylesville	1	1	(Mrs.) Rheba G. Moore.....Elkridge
6	1	Mattie Offley .....Havre de Grace	1	1	(Mrs.) I. B. Cate.....Elkridge
6	1	Nellie Barron .....Havre de Grace	1	2	Julia R. Kyne.....Elkridge
ELLICOTT CITY HIGH SCHOOL					
High School Department					
Grover William Norris....Ellicott City					
Florence I. Arnold.....Ellicott City					
Elementary Department					
Jennie E. Kirby.....Ellicott City					
Bessie Gawthrop.....Ellicott City					
Edythe Marden .....Ellicott City					
Annie E. Johnston.....Ellicott City					
Ida Brian .....Ellicott City					
Dora Grimes .....Ellicott City					
Mamie Scott .....Ellicott City					
2	3	Flora E. Brian.....Ellicott City	2	3	Flora E. Brian.....Ellicott City
2	4	Appalona Fahrney .....Ellicott City	2	4	Appalona Fahrney .....Ellicott City

DIST.	SCHOOL	NAME AND ADDRESS	DIST.	SCHOOL	NAME AND ADDRESS
2	5	Minerva Todd .....Alberton	4	8	Catherine Spurrier .....Glenelg
2	5	Mildred Fahrney.....Alberton	4	9	Frank E. Smith.....Woodbine
2	6	E. L. Linthicum.....Elioak	4	10	Mabel Perkins .....Woodbine
3	1	Sabra Ridgely .....Marriottsville	5	1	Grace Godbey .....Dayton
3	2	(Mrs.) Emma E. Saffell.W. Friendship	5	1	Mary J. Scrivnor.....Dayton
3	3	Joanna Saffell .....Marriottsville	5	2	Emily G. Parlett.....Clarksville
3	4	Annie Warthen .....Sykesville	5	2	Susie M. Parlett.....Clarksville
3	5	Nannie M. Dudley.....Ivory	5	3	Rosa Lee Johnson.....Ednor
3	6	(Mrs.) Elizabeth Davis....Woodstock	5	5	(Mrs.) Philip C. Moore....Highland
3	7	Etta B. Hanigan.....Woodstock	5	7	Emma Johnson .....Laurel
3	7	Lillian Brosenne .....Ellicott City	6	1	Rev. Henry C. Hall.....Savage
3	8	Anna McLean .....Sykesville	6	1	Rev. Lester Smallwood.....Savage
3	9	Emma Shipley .....Ellicott City	6	1	(Mrs.) John T. Cronmiller...Savage
4	1	.....	6	1	(Mrs.) Lucy Blakemore.....Savage
4	2	Ethel D. Patrick.....Mount Airy	6	2	Alice F. Peters.....Laurel
4	2	Bessie Selby .....Mount Airy	6	3	Mary Dorsey.....Guilford
4	3	Ruth Smith .....Lisbon	6	4	(Mrs.) Annie Rhine Whipps..Atholton
4	3	E. Pearl Mercier.....Lisbon	5	5	Viola Iager .....Laurel
4	4	(Mrs.) Lillian Thomas Mullinix, Cooks-ville	6	6	Louise Bloom .....Jessups
4	5	Mabel C. Hinton.....Woodbine	6	7	Katharine Warfield .....Atholton
4	5	Jeannette Patrick .....Woodbine	CLARKSVILLE HIGH SCHOOL		
4	6	Eugenia Saffell .....Glenwood	5	2	L. M. Hodges.....Clarksville
4	7	E. Violette Young.....Cooksville	5	2	Mrs. L. M. Hodges.....Clarksville
KENT COUNTY					
1	2	Edmund G. Coe.....Millington	3	6	Edna L. Kirby.....Lynch
1	2	Mattie G. Hazell.....Millington	3	7	Florence M. Jewell.....Betterton
1	2	Clara H. Bryan.....Millington	3	7	Grace M. Tull.....Betterton
1	2	Marguerite E. Ahern.....Millington	3	7	Jean C. Stokes.....Betterton
1	3	Lelia N. Ware.....Massey	3	8	Margaret G. Harris.....Worton
1	3	Anna P. Radnor.....Millington	3	9	Ruth C. Corey.....Worton
1	3	Mamie C. Donahoe.....Massey	4	1	Fannie E. Stuart.....Chestertown
1	4	Stella M. Moffett.....Golt	4	1	Marietta Loud .....Chestertown
1	5	Mary P. Garrett.....Golt	4	1	Barbara Anthony .....Chestertown
1	6	Helen C. Stradley.....Galena	4	1	Edith W. Harley.....Chestertown
1	6	Madge C. Wilmer.....Galena	4	1	Laura Thomas .....Chestertown
1	6	Ethel I. Luthringer.....Galena	4	1	Ella P. Robinson.....Chestertown
1	7	Helen M. Baxter.....Galena	4	1	Inez Russell .....Chestertown
1	8	Martha G. Walls.....Millington	4	1	Rose H. Duyer.....Chestertown
1	9	Henry Ransom.....Golt	4	1	Hannah W. Bell.....Chestertown
1	9	Blanche C. Huhn.....Golt	5	1	Mary E. Willson.....Rock Hall
2	1	Kathryn Myers .....Millington	5	2	C. Louise Kendall.....Rock Hall
2	3	Elizabeth Lusby .....Locust Grove	5	2	Marian Potts .....Rock Hall
2	3	Mary V. Crew.....Locust Grove	5	3	J. Frank McBee.....Rock Hall
2	4	Mary L. Rouse.....Kennedyville	5	3	Iona V. Apsley.....Rock Hall
2	4	Blanche C. Scotten.....Kennedyville	5	3	Anna Mae Ayres.....Rock Hall
2	4	Cynthia Clendaniel .....Kennedyville	5	3	Isabel R. Jones.....Rock Hall
2	5	Bessie R. Jewell.....Kennedyville	5	3	Anna C. Legg.....Rock Hall
2	6	Mildred C. Melvin.....Millington	5	3	Annie L. Duyer.....Rock Hall
2	7	Sophie Miller .....Still Pond	5	3	Maude E. Middleton.....Rock Hall
2	7	E. Katherine Gilpin.....Still Pond	5	3	Frances B. Morris.....Rock Hall
2	9	Elsie A. Comly.....Millington	5	4	Alice D. Wood.....Rock Hall
3	2	Josephine E. Walters....Chestertown	5	4	Edith B. Colison.....Rock Hall
3	3	Nettie M. Graham.....Chestertown	5	4	Helen L. Haymaker.....Rock Hall
3	4	Ruth M. Newton.....Worton	5	5	(Mrs.) S. E. Burgess.....Edesville
3	4	Anna M. Hamilton.....Betterton	6	2	Caroline I. Smyth.....Fairlee
3	5	L. Nellie Pearce.....Worton	6	2	Linda M. Morris.....Fairlee
3	5	A. Marie Meeks.....Chestertown	6	3	Margaret Elliott .....Chestertown

DIST.	SCHOOL	NAME AND ADDRESS
6	5	Frances Corey .....Worton
6	6	Frances L. Copper.....St. Paul
7	2	Myra C. Wheat.....Chestertown
7	3	Hope W. Meeks.....Chestertown
7	4	Dorothy Edwards.....Chestertown
7	5	Hope E. Malin.....Chestertown

DIST.	SCHOOL	NAME AND ADDRESS
4	1	Jeannette Gooding.....Chestertown
4	1	Mary W. Carroll.....Chestertown
4	1	E. Frances Howard.....Chestertown
4	1	Owen C. Blades.....Chestertown
4	1	Susan V. Hill.....Chestertown
4	1	Nellie E. Walters.....Chestertown

HIGH SCHOOLS

MILLINGTON

1	2	Edmund G. Coe.....Millington
1	2	Martha R. Pennington.....Millington

CHESTERTOWN

4	1	Mark CreasyChestertown
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ROCK HALL

5	3	J. Frank McBee.....Rock Hall
5	3	Estelle J. Biddle.....Rock Hall
5	3	Cora A. Moffett.....Rock Hall
5	3	Owen C. Blades.....Chestertown
5	3	Mollie R. Mason.....Rock Hall

MONTGOMERY COUNTY

1	1	Mary E. Oliphant.....Laytonsville
1	1	A. Grace Baker.....Laytonsville
1	1	Mary W. White.....Laytonsville
1	2	Lulu B. White.....Gaithersburg
1	3	Nellie M. Royer.....Gaithersburg
1	4	Jane P. Lucas.....Derwood
1	5	Sarah Riggs .....Gaithersburg
2	1	(Mrs.) Belle P. Hawkins.Germantown
2	2	Viola M. Hunt.....Hyattstown
2	2	(Mrs.) Margaret D. Ryan.Hyattstown
2	3	Margaret I. Grooms.....Clarksburg
2	4	Sarah G. Soper.....Boyds
2	5	Virgie Beall .....Boyds
2	6	Maud Ashton .....Clarksburg
2	7	(Mrs.) Wilber Jones.....Burdette
2	8	Julia M. Barber.....Monrovia
2	9	(Mrs.) Wilmer B. Bowen.Germantown
2	9	Annabel B. Brode.....Germantown
2	9	Anna S. Kroll.....Germantown
2	9	Laura Souder .....Gaithersburg
3	1	Mary E. Burt.....Poolesville
3	1	Gertrude A. Brady.....Poolesville
3	1	Ruth Beall .....Poolesville
3	1	Nannie Cromwell .....Poolesville
3	2	(Mrs.) Willie B. Magruder.Poolesville
3	3	Horace Davis .....Poolesville
3	4	Frances Bowman .....Dickerson
3	5	Etta Gartrell .....Dawsonville
4	1	Eiberta T. Rice.....Rockville
4	1	Maud R. England.....Rockville
4	1	(Mrs.) Hattie C. Kingdon..Rockville
4	1	(Mrs.) Sarah J. Ward.....Rockville
4	1	Mary M. Brewer.....Rockville
4	1	Virginia F. Brewer.....Rockville
4	1	Katherine Stevens .....Rockville
4	1	Mary Aldridge .....Rockville
4	2	Hazel E. Hollar.....Rockville
4	3	Catherine Stanley .....Rockville
4	5	Alice Pumphrey .....Derwood
4	6	Anna J. Lacey....Washington Grove
5	1	E. Pauline Waring.....Colesville
5	1	Catherine Riordan .....Colesville

5	2	Louise McCeney .....Silver Spring
5	3	Elsie M. Soper.....Burtonsville
5	3	Ethel Dorsey .....Beltsville
5	4	(Mrs.) Isabel B. Jones.....Eduor
5	4	Anna Lea Jones.....Ednor
5	5	T. R. Bowman.....Beltsville
5	5	Amelia Soper .....Beltsville
6	1	James W. White.....Gaithersburg
6	1	Virginia Mullinix .....Gaithersburg
6	1	Evelyn McAtee .....Germantown
6	1	Mary Rice .....Germantown
6	2	Jean B. Nicol.....Gaithersburg
6	2	(Mrs.) C. W. Nicol....Gaithersburg
6	3	Esther Pumphrey .....Germantown
6	4	Eleanor N. Darby.....Germantown
6	5	(Mrs.) Kathleen Tschiffely, Gaithersburg
7	1	(Mrs.) Ethel G. Van Hoesen.Rockville
7	1	Margaret E. Hughes.....Bethesda
7	1	Mareta Gano .....Bethesda
7	2	(Mrs.) Blanche B. Cramer..Glen Echo
7	2	(Mrs.) Katharine Pyles...Glen Echo
7	3	Edna Hauke .....Washington, D. C.
7	3	Alice B. Johnson..Washington, D. C.
7	3	Pauline Horsey .....Chevy Chase
7	3	Mary E. Waesche..Washington, D. C.
7	3	Marie Webster .....Chevy Chase
8	1	Anne M. Engle.....Sandy Spring
8	1	Marie E. Brinkley.....Sandy Spring
8	1	Eleanor Darby .....Sandy Spring
8	2	Margaret Creighton .....Rockville
8	3	Margaret Morton .....Brookeville
8	3	(Mrs.) Emma C. Braddock, Brookeville
8	4	Virginia Cauthron .....Olney
8	5	Daisy Shannon .....Brighton
9	1	Elizabeth Griffith .....Gaithersburg
9	1	Effie Ternent .....Gaithersburg
9	1	Leta Riggs .....Gaithersburg
9	1	Anna McGann .....Gaithersburg
9	1	Maricl V. Gott.....Gaithersburg
9	1	Sara Johnson .....Gaithersburg

DIST.	SCHOOL	NAME AND ADDRESS	DIST.	SCHOOL	NAME AND ADDRESS
9	2	Mary E. Green.....Germantown	13	2	Hattie J. Montgomery.....Woodside
9	3	Iva Fulks.....Gaithersburg	13	2	Eunice Gilliam.....Woodside
10	1	Violette Rainey.....Rockville	13	2	(Mrs.) Luella Davis.....Woodside
10	1	(Mrs.) W. H. Darby.....Rockville	13	2	(Mrs.) Bessie C. Rowley...Woodside
10	1	Ida L. Isherwood.....Rockville	13	2	Margaret A. Burke.....Woodside
10	1	Frances Naughton.....Rockville	13	3	Angela Birmingham...Silver Spring
11	1	Eleanor E. Hunt.....Barnesville	13	3	Mildred Zinkan.....Silver Spring
11	1	Jessie Bodmer.....Barnesville	13	4	Grace Hunter.....Kensington
11	2	Margaret Lyons.....Comus	13	5	Ruth Iddings.....Brookeville
11	3	Ara Lee Hicks.....Dickerson	13	6	F. W. Watkins.....Silver Spring
11	4	Archibelle Arnette.....Dickerson	13	7	(Mrs.) Stella E. Thomas..Washington, D. C.
11	5	Alice Darby.....Buck Lodge			
12	1	L. Belle Foard.....Germantown	13	7	Ravenell Monred.....Gaithersburg
12	1	John T. Baker.....Mt. Airy	13	7	Effie H. Shreve.....Dickerson
12	1	Gladys Scott.....Germantown	3	1	Robert W. Stout.....Poolesville
12	2	Albert E. Warthen.....Monrovia	3	1	Bernice E. Spring.....Poolesville
12	3	(Mrs.) Ola L. Burdette...Monrovia	4	1	R. Milton Hall.....Rockville
12	4	Edith O. Burdette.....Gaithersburg	4	1	Edith L. Ford.....Rockville
12	5	Wm. A. Baker.....Mt. Airy	4	1	Alice E. Hepburn.....Rockville
12	6	Irene Sibley.....Germantown	4	1	W. A. Euband.....Rockville
12	7	Rena Sheckles.....Monrovia	4	1	Katie L. Frizzell.....Gaithersburg
13	1	(Mrs.) Grace L. Ryan...Kensington	4	1	Maude V. Broome.....Gaithersburg
13	1	Lillian Sage.....Rockville	8	1	F. R. Young.....Sandy Spring
13	1	(Mrs.) N. R. Flinn.....Kensington	8	1	Margaret Karn.....Rockville
13	1	Grace Beall.....Rockville	8	1	Elizabeth Brooks.....Sandy Spring
13	1	Dorothy Clum.....Kensington	8	1	Effie G. Barnsley.....Rockville
13	1	(Mrs.) Anna F. Rose...Kensington	9	1	T. W. Troxell.....Gaithersburg
13	1	Ethel Simmons.....Rockville	9	1	Gail Wade.....Buck Lodge
13	2	(Mrs.) Gena Heckox....Washington Grove	9	1	Catesby Willis.....Gaithersburg
			9	1	R. L. Tolson.....Rockville

QUEEN ANNE'S COUNTY

1	1	Hildred Evans.....Templeville	2	4	Lulu Bartlett.....Price
1	1	Mary Cahall.....Templeville	2	5	Henrietta Roe.....Centreville
1	2	Edith Anderson.....Sudlersville	2	6	Elizabeth Peters.....Sudlersville
1	3	Blanch Jarman.....Clayton, Del.	2	7	Mary Clough.....Church Hill
1	4	Mary E. Jacobs.....Millington	2	7	Lillian Carter.....Church Hill
1	6	Martha Phillips.....Sudlersville	2	7	Grace Riggin.....Church Hill
1	6	Helen Peters.....Sudlersville	3	1	Dorothy Brown.....Centreville
1	7	Edith Quellen.....Kenton, Del	3	2	Elizabeth Emory.....Centreville
1	9	Elva Sparks.....Barclay	3	3	Katherine Bailey.....Queenstown
1	9	Emily Straughn.....Barclay	3	5	Lela Bailey.....Queen Anne
1	10	Ethel Hall.....Barclay	3	7	Mary Moore.....Centreville
1	11	Ida M. Dodd.....Ingleside	3	8	Gertrude Morgan.....Centreville
1	11	Margaret Wilson.....Ingleside	3	8	Elizabeth West.....Centreville
1	12	Olivia Knotts.....Templeville	3	8	Ruth Rittenhouse.....Centreville
			3	8	Bessie Kinnamon.....Centreville
			3	8	Edith Keating.....Centreville
			3	8	Isabel Tucker.....Centreville
			3	8	Barbara R. Harley.....Centreville

HIGH SCHOOLS

SUDLERSVILLE

1	H.S.	Anna Harrison.....Sudlersville
1	H.S.	Fannie Merrick.....Sudlersville
1	H.S.	Myrtle Derrickson.....Sudlersville
1	H.S.	Mary Sparks.....Sudlersville
2	1	Ivy Jewell.....Chestertown
2	2	Jennie Clough.....Church Hill
2	2	Ethel Roe.....Church Hill
2	3	Hazel Lipp.....Roberts
2	4	Grace Burris.....Price

CENTREVILLE

3	H.S.	J. Fred Stevens.....Centreville
3	H.S.	Nannie P. Keating.....Centreville
3	H.S.	M. Alice Dandy.....Centreville
3	H.S.	Margaret Wilson.....Centreville
3	H.S.	Ruth Branner.....Centreville
3	H.S.	John T. Bruelh.....Centreville
3	H.S.	Maybelle Davis.....Centreville

DIST.	SCHOOL	NAME AND ADDRESS	DIST.	SCHOOL	NAME AND ADDRESS
STEVENSVILLE					
4	H.S.	A. Leonard Leary.....Stevensville	5	7	Eliz. McKenney .....Fords Store
4	H.S.	Ola Carter .....Stevensville	5	7	Carolyn Coursey .....Fords Store
4	H.S.	Eleanor Perry .....Stevensville	5	7	Anita Butler .....Fords Store
4	2	Nellie Hopkins .....Stevensville	6	1	Elizabeth Cook .....Centreville
4	2	Mary E. Cockey.....Stevensville	6	2	Eva S. Hunter.....Hayden
4	2	Anna Porter .....Stevensville	6	3	Addie Schockley .....Ridgely
4	4	Helen Cray .....Stevensville	6	4	Sarah Turner .....Centreville
4	5	Reba Roc .....Chester	6	5	Ruth Voshell .....Centreville
4	6	Estelle Kersey .....Chester	6	6	Lillian Boyce .....Queen Anne
4	6	Myrtle Coleman .....Chester	6	7	Hattie Dukes .....Queen Anne
4	6	Beatrice Kenworthy .....Chester	6	7	Edna Morgan .....Queen Anne
4	7	Sarah A. Jones.....Chester	6	Tri-Co.	Mary Cooper .....Queen Anne
4	8	Eliz. Rapp .....Love Point	6	Tri-Co.	Anna D. Scott.....Queen Anne
5	1	Gertrude Price .....Queenstown	6	Tri-Co.	Meta Haldeman .....Queen Anne
5	2	Edna Price .....Carmichael	6	Tri-Co.	Gladys Cameron .....Queen Anne
5	3	Anna M. Dodd.....Carmichael	6	Tri-Co.	Chas. W. Jackson, Jr. ....Queen Anne
5	4	Edna Faulkner .....Queenstown	7	1	Nettie Neal .....Millington
5	5	Ethel Carroll .....Queenstown	7	2	Mary C. Stevens.....Crumpton
5	6	Harry Perry .....Queenstown	7	3	Edith Harrison .....Crumpton
5	6	Helen McConnor .....Queenstown	7	3	Ellen M. Skinner.....Crumpton
5	6	Elizabeth Bishop .....Queenstown	7	3	Grace J. Hartley.....Crumpton
5	7	Samuel B. Boyle.....Fords Store	7	4	Madaline Baxter .....Chestertown
			7	5	Elizabeth Nickerson .....Millington

ST. MARY'S COUNTY

1	1	Mattie E. Murphy.....Scotland	5	4	M. Ethel Joy.....Mechanicsville
1	2	Mary Myrtle Welch.....Dameron	5	4	Emma E. de Corse....Mechanicsville
1	3	Emerald Abell .....St. Inigoes	5	5	Maude M. Jarboe.....Oraville
1	4	Mary Edna Combs.....Ridge	5	Br.5	Lola A. Wood.....Laurel Grove
1	6	(Mrs.) Celeste B. Dent.St. Mary's City	6	2	.....
2	1	Essie M. Aud. ....Valley Lee	6	3	Erva R. Foxwell.....Morganza
2	2	Claudia V. Guyther.....Valley Lee	6	4	Beatrice Goldsborough ...Hollywood
2	3	Vera Guyther .....Piney Point	6	4	Roberta Goldsborough ...Hollywood
2	4	Mary E. Garner.....Drayden	6	5	Philomena Goldsborough ..Hollywood
3	1	T. Lee Mattingly.....Leonardtown	6	6	Bertha R. Brookbank.....Hollywood
3	2	M. Olivia Raley.....Leonardtown	6	7	Gladys B. Dixon .....Sandgates
3	3	Edna M. Wheeler.....Leonardtown	6	8	A. Doris Raley .....Hollywood
3	4	Estelle B. Drury.....Leonardtown	6	9	M. Pauline Hayden.....Hollywood
3	5	Myrtle Latham .....Loveville	6	10	Laura E. Mattingly.....Hollywood
3	6	Lewis C. Thompson....Leonardtown	7	1	Birdie V. Davis.....Bushwood
3	7	Goldie Ewell .....Compton	7	2	Ida Louise Dent.....Oakley
3	8	(Mrs.) J. E. Guy.....Clements	7	2	Olivia S. Dent.....Oakley
3	9	Eleanor L. Loker.....Leonardtown	7	3	Lettie M. Dent.....Oakley
3	10	Elizabeth G. Mattingly...Leonardtown	7	3	Loraine G. Hodges.....Oakley
3	11	A. Mignonette Russell.....Loveville	7	3	Carrie L. Cheseldine.....Palmer
4	1	Annie V. Brookbank.....Ryceville	7	4	Alma Morris .....Milestown
4	2	Lillian M. Wood.....Maddox	7	5	Sadie Morris .....Abell
4	2	Ella Simpson .....Maddox	8	1	Mary S. Fish.....Pearson
4	3	A. Louise Fowler.....Clements	8	2	Edith M. Clarke.....California
4	4	A. Dorothea Davis.....Helen	8	3	Edith Norris .....Great Mills
4	5	Theo. B. Carpenter.....Budd's Creek	8	4	(Mrs.) Helen S. Hayden..Great Mills
4	6	May D. Reeder.....Chaptico	8	5	Daisy S. Abell.....St. Inigoes
5	1	Dora Harrison .....Charlotte Hall	8	6	Virginia R. Miles.....Hermanville
5	2	(Mrs.) Pauline R. Barber, Charlotte Hall	8	7	Genevieve A. Matthews....Great Mills
5	3	Annie May Dixon.....Mechanicsville	9	1	A. Maude Wheeler..St. George Island
			9	1	Pauline T. Greenwell.St. George Island

DIST.	SCHOOL	NAME AND ADDRESS	DIST.	SCHOOL	NAME AND ADDRESS
SOMERSET COUNTY					
1	1	Florence PollittPrincess Anne	8	4	Helen F. MilesMarion
1	2	(Mrs.) Carrie C. WillingVenton	8	4	Nellie C. WardCrisfield
1	3	Nettie G. ByrdEden	9	1	Ada M. WhiteChance
2	1	(Mrs.) Emma W. SomersOriole	9	1	Lucy V. TarletonChance
2	1	Lena SmithOriole	9	1	Alice ToddChance
2	2	May CannonMonie	10	1	Mabel Porter JohnsonRhode's Point
2	3	Ernestine BaltzChamp	10	2	Arintha MarshTylerton
3	1	E. Virginia GosleeKingston	10	3	Carrie McNamaraEwell
3	1	S. Dora TurpinKingston	10	3	Mildred E. DrydenEwell
3	2	Ruth LankfordPocomoke City	11	1	W. H. RevelleChance
3	2	Elizabeth ChamberlinWestover	11	1	Helen M. WardChance
3	3	Mary Lucille TullMarion Station	12	1	Beatrice NelsonCrisfield
3	3	Carrie L. GunbyMarion Station	12	1	(Mrs.) Cristie Wilson HorseyCrisfield
3	3	Gussie E. HaynesMarion Station	12	1	M. Charlotte ShockleyCrisfield
3	4	Aileen BeauchampShelltown	12	1	Mabel SterlingCrisfield
3	5	Mary E. ParksMarumsc	13	1	Mary E. CoardWestover
3	6	Helen V. PuseyMarion	13	2	Dorothy BissellWestover
3	7	Mabel DennisMarion	13	2	Mary RitzellWestover
3	8	(Mrs.) Carrie B. WhittingtonMarion	13	3	Emma J. LayfieldManokin
4	1	Grace AlderPrincess Anne	13	4	Annie L. FurnissManokin
4	1	Hazel BrittinghamPrincess Anne	14	1	Elizabeth AndersonDeals Island
4	2	Elsie MelvinPocomoke City	14	1	Addie W. BradshawDeals Island
4	2	Myrtle L. DrydenPocomoke City	14	1	Esther M. WebsterDeals Island
4	3	Rose W. LankfordPocomoke City	14	1	Saydie C. WebsterDeals Island
4	3	Laura V. LambdenPocomoke City	14	2	L. Elizabeth BrownDeals Island
4	4	Ruth PorterPrincess Anne	15	1	Gussie Lankford PorterPrincess Anne
4	5	Sallie P. DrydenWestover	15	1	Bessie CahillPrincess Anne
5	1	Edna E. AndersonPrincess Anne	15	1	Nannie C. FontainePrincess Anne
5	2	Fred H. DeweyPrincess Anne	15	1	Jane D. WilsonPrincess Anne
5	2	Ruby N. BoundsPrincess Anne	15	2	Delsie Fooks PuseyPrincess Anne
5	3	Gladys E. LawsonPrincess Anne	15	3	Sallie E. DashiellPrincess Anne
5	4	Florence GosleePrincess Anne	15	4	Mary A. McNamaraEden
6	1	Viola FrenchRumbley	15	5	Blanche E. AdamsPrincess Anne
6	2	Mary LongUpper Fairmount			
6	2	Zenobia MilesUpper Fairmount			
6	2	Elizabeth SudlerUpper Fairmount			
7	1	Lillian Burke BettsCrisfield			
7	1	Marie S. DavisCrisfield			
7	1	Nellie H. DavisCrisfield			
7	1	E. Gertrude CurtisCrisfield			
7	1	Mildred HickmanCrisfield			
7	1	Priscilla SterlingCrisfield			
7	1	Marion A. NelsonCrisfield			
7	1	Ethel JohnsonCrisfield			
7	1	Nellie NelsonCrisfield			
7	1	Ethel H. CoulbournCrisfield			
7	2	O. B. LandonCrisfield			
7	2	Rae M. CoxCrisfield	15	1	W. A. N. BowlandPrincess Anne
7	2	Kate HowardCrisfield	15	1	W. Stewart FitzgeraldPrincess Anne
7	2	Ada B. CochraneCrisfield	15	1	(Mrs.) Mary D. Fitzgerald, Princess Anne
8	1	Ulmont BedsworthCrisfield			
8	1	Harriet SterlingCrisfield	15	1	Mildred PowellPrincess Anne
8	2	Lillie H. DalbyCrisfield	15	1	Frances MoorePrincess Anne
8	3	Mildred TullMarion	15	1	Florida AshbyPrincess Anne
TALBOT COUNTY					
1	1	Alice McDanielEaston	1	1	Carrie B. SmithEaston
1	1	M. Neva SeymourEaston	1	1	Grace S. HolmesEaston

HIGH SCHOOLS

CRISFIELD

7	1	F. E. GardnerCrisfield
7	1	J. E. BowlandCrisfield
7	1	Priscilla P. LankfordCrisfield
7	1	Lurline GibbonsCrisfield
7	1	Miriam DrydenCrisfield
7	1	Corinne W. AdamsCrisfield
7	1	E. Pearl KneisleyCrisfield
7	1	Neva Pearl WillisCrisfield

PRINCESS ANNE

15	1	W. A. N. BowlandPrincess Anne
15	1	W. Stewart FitzgeraldPrincess Anne
15	1	(Mrs.) Mary D. Fitzgerald, Princess Anne
15	1	Mildred PowellPrincess Anne
15	1	Frances MoorePrincess Anne
15	1	Florida AshbyPrincess Anne

DIST.	SCHOOL	NAME AND ADDRESS	DIST.	SCHOOL	NAME AND ADDRESS
2	1	Myra Neville .....Williamsport	5	1	R. Raymond Stouffer.....Hancock
2	2	Alma J. Dennis.....Clearspring	5	1	Mabel Harp .....Hagerstown
2	3	Ruth Ream .....Williamsport	5	1	Margaret E. Lakin.....Boonsboro
3	1	Estella Cochran .....Hagerstown	5	1	Mabel C. Brook.....Hancock
3	1	Isabella Beckenbaugh ....Hagerstown	5	1	Mary T. Boswell.....Hancock
3	1	Evelyn Clopper .....Hagerstown	5	1	Mary F. Thomas.....Hancock
3	1	Miriam Dunahugh .....Hagerstown	5	2	Rita P. Cooper.....Hancock
3	1	Maud R. Sperraw .....Hagerstown	5	5	Rose Barnhart .....Hancock
3	1	Ruth A. Gabriel.....Hagerstown	5	10	Mary E. Cooper.....Hancock
3	1	(Mrs.) Byron Staley.....Hagerstown	5	12	Sarah E. McAtter.....Hancock
3	1	Cora M. Besecker.....Hagerstown	6	1	Inez Alexander .....Boonsboro
3	2	H. L. Rhinehart.....Smithsburg	6	1	Otilia Pearce .....Boonsboro
3	2	Jacob Ziegler .....Hagerstown	6	1	Glady M. Thomas.....Boonsboro
3	2	Mary Gantz .....Boonsboro	6	1	Edna M. Cheney.....Boonsboro
3	2	Kittie Startzman .....Hagerstown	6	2	Kathleen Hoch .....Hagerstown
3	2	Ruth Poffinberger .....Hagerstown	6	3	M. Agnes Murphy.....Boonsboro
3	2	Edith L. Sheeley.....Lydia	6	4	Elizabeth Wagner .....Boonsboro
3	2	Nellie Brewer .....Funkstown	6	5	Albert Hutzell .....Boonsboro
3	2	Daysy E. Frushe .....Hagerstown	6	5	E. May Winders.....Boonsboro
3	2	Josephine La Mar.....Hagerstown	6	6	Sylva I. Stine.....Boonsboro
3	2	E. Margaret Kaylor.....Hagerstown	7	1	Mary E. Haller.....Smithsburg
3	2	Hulda Ingram .....Funkstown	7	1	Edna L. Donaldson.....Smithsburg
3	2	Alice M. Stephey.....Hagerstown	7	1	Edith Wolfinger .....Smithsburg
3	2	Clara V. Higgs.....Hagerstown	7	1	Josephine Smith .....Smithsburg
3	2	Loyola Snyder .....Hagerstown	7	1	M. M. Murray .....Smithsburg
3	2	Rosella Lynch .....Hagerstown	7	2	Ircne G. Oswald.....Cavetown
3	2	Mary Albert .....Hagerstown	7	3	Anna M. Ridenour.....Smithsburg
3	2	Hilda V. Varner.....Hagerstown	7	4	Ruth Sensenbaugh .....Smithsburg
3	2	Mildred Bowers .....Hagerstown	7	5	Chas. M. Clopper.....Smithsburg
3	2	E. Rebecca Brown.....Hagerstown	7	6	J. H. G. Seigman.....Smithsburg
3	2	Lucie Mae Newcomer....Hagerstown	7	6	Nora M. Williar.....Edgemont
3	2	Edna R. Fiery.....Hagerstown	7	6	Mary E. Wachter.....Edgemont
3	2	Mazie A. France.....Hagerstown	8	1	Nina M. Thompson.....Brownsville
3	2	Anna M. Storey.....Hagerstown	8	2	Chas. T. Reese.....Trego
3	2	Ethel L. Foltz.....Hagerstown	8	3	W. D. Albin.....Rohersville
3	2	Gossie Hipsley .....Hagerstown	8	3	Louise Miller .....Keedysville
3	3	Clara Bazal .....Hagerstown	8	3	Emma A. Grimm.....Rohersville
3	3	Eva A. Huyett.....Hagerstown	8	4	D. H. Snyder.....Rohersville
3	3	Alice McCardell.....Williamsport	8	5	Grace Haller .....Boonsboro
3	3	Beulah Tritsch .....Hagerstown	8	6	Joseph Otto .....Sharpsburg
3	3	Erma V. Gsell.....Clearspring	8	7	A. D. Snyder.....Keedysville
3	3	Alma K. Long.....Funkstown	9	1	E. F. Hoover.....Hagerstown
3	3	Ilda Kiracoff .....Hagerstown	9	1	Ruth Z. Poe.....Leitersburg
3	3	Frances Eavey .....Halfway	9	1	M. Gertrude Newcomer...Leitersburg
3	4	Ima D. Stotler.....Hagerstown	9	1	Mary H. Poe.....Leitersburg
3	5	Vera V. Faulders.....Hagerstown	9	2	Elsie N. Wolfinger.....Hagerstown
3	6	Edna Needy Bell.....Hagerstown	9	2	Grace A. Martin.....Hagerstown
3	6	Alice R. Newcomer.....Halfway	9	3	Mary W. Baumgardner...Hagerstown
3	6	Kathryn Eakle .....Halfway	9	4	Grace Schindeldecker ...Smithsburg
3	7	(Mrs.) Jacob Myers.....Hagerstown	9	6	Edna A. Powers.....Smithsburg
4	1	Geo. B. Young.....Clearspring	9	7	M. Evelyn Hollingsworth..Smithsburg
4	1	M. Louise Anderson.....Clearspring	9	8	Edward Weigand .....Hagerstown
4	1	Mabel V. McDonald.....Clearspring	10	1	Clarence W. Foltz.....Mapleville
4	1	Julia H. Boswell.....Clearspring	10	1	Pearl V. Hoffmaster.....Funkstown
4	3	Loulia E. Shank.....Clearspring	10	1	Sarah E. Isminger.....Funkstown
4	5	Pauline McKalvey .....Clearspring	10	1	Ruth Warrenfeltz .....Funkstown
4	6	Mary I. Steele.....Clearspring	10	3	Sarah E. Rowe.....Keedysville
4	8	Charlotte Knepper .....Clearspring	11	1	Alta Hoffman .....Boonsboro
4	9	Nellie R. Newkirk.....Big Spring	11	3	Clinton E. Miller.....Keep Tryst

DIST.	SCHOOL	NAME AND ADDRESS	DIST.	SCHOOL	NAME AND ADDRESS
11	3	Mildred Harrison .....Harper's Ferry	17	1	Ruth E. Derr.....Hagerstown
11	4	Della V. Houser.....Harper's Ferry	17	1	Floss Hoffine .....Hagerstown
11	5	(Mrs.) Birdie Graves...Harper's Ferry	17	1	Blanche Corderman .....Hagerstown
11	6	O. M. Younkins.....Weverton	17	1	Maude Hilderbrand .....Hagerstown
11	6	Blanche Itnyre .....Boonsboro	17	1	Irene Middlekauff .....Hagerstown
11	8	Mabel Benjamin .....Weverton	17	1	Nellie Hoover .....Hagerstown
11	9	Martin D. Welsh.....Hagerstown	17	1	Mattie M. Myers.....Hagerstown
11	9	Marie Mills .....Harper's Ferry	17	1	Gertrude Hoover .....Hagerstown
12	1	Myrtle L. Johns.....Breathedsville	17	2	Frank D. Bell.....Hagerstown
12	2	Naomi Wilson .....Keedysville	17	2	Cleta B. Whitmore.....Hagerstown
12	3	Madge Poffinberger .....Sharpsburg	17	2	Maud S. Smith.....Hagerstown
12	3	Celia Keplinger .....Sharpsburg	17	2	Emily M. Winebrenner...Hagerstown
12	4	G. Harvey Sprecher.....Fair Play	17	2	M. Catherine Gossard...Hagerstown
12	4	Emma B. Burtner.....Keedysville	17	2	Annie Humerichouse ...Hagerstown
12	4	Mary E. Rowland.....Fairplay	17	2	Mary R. Sherley.....Hagerstown
12	5	Thomas Moore .....Hagerstown	17	2	Goldie T. Middlekauff...Hagerstown
12	7	Carolyn Strock .....Hagerstown	17	2	(Mrs.) Cecile Guetilius...Hagerstown
13	1	(Mrs.) L. Pittinger.....Hagerstown	17	2	Lillian B. Hutzell.....Hagerstown
13	3	B. F. Conrad, Jr.....Hagerstown	18	1	Harry E. Snyder.....Chewsville
13	3	Carrie P. Grimm.....Hagerstown	18	1	Edith L. Harshman.....Chewsville
13	4	W. E. Sperrow.....Hagerstown	18	1	S. Frances Beck.....Chewsville
13	4	Leona Binkley .....Maugansville	18	2	S. Catherine Rowe.....Smithsburg
13	6	Frances Cottrill .....Williamsport	18	3	Agnes M. Bussard.....Hagerstown
13	7	Pearl Leshar .....Williamsport	19	1	Frank L. Hutzell.....Boonsboro
14	1	Barry G. Sheiss.....Smithsburg	19	1	Alice Blackford .....Sharpsburg
14	1	Katie E. Ridenour.....Smithsburg	19	1	Mary W. Kitzmiller.....Keedysville
14	3	Alice B. Fitz.....Smithsburg	19	1	Pauline Blackford .....Sharpsburg
14	3	Edna Kretsinger .....Smithsburg	19	2	(Mrs.) Urilla B. Miller...Keedysville
14	3	Lula M. Reynolds.....Edgemont	19	4	Hazel Stouffer .....Boonsboro
14	4	Vera I. Sensenbaugh.....Smithsburg	20	1	Myron Bloom .....Williamsport
15	1	Chas. E. McLucas.....Big Pool	20	1	Effie I. Long.....Williamsport
15	2	Clara Creek .....Hancock	20	1	Carrie Cline .....Fairplay
15	3	Sara Kellner .....Hancock	20	3	Aurelia C. Taylor.....Williamsport
15	5	Christina Rowland .....Big Pool	20	4	Edna Downs .....Williamsport
15	6	Laura Roach .....Clearspring	21	1	Virginia Lee .....Hagerstown
15	7	Maud Conrad .....Big Springs	21	2	Mary Daley .....Hagerstown
15	8	Annie E. Miller.....Clearspring	21	3	Ferne Byers .....Hagerstown
15	9	Daisy M. Martin.....Big Pool	22	1	Harrietta Harmon .....Hagerstown
15	10	M. Percy Walker.....Big Pool	22	1	Elizabeth Keller .....Hagerstown
15	10	Gladys Zimmerman .....Big Pool	22	1	Nellie P. Hill.....Hagerstown
15	12	Wm. F. Murray.....Big Pool	22	1	Maud M. Wolf.....Hagerstown
16	1	Edna E. Lum.....Boonsboro	22	1	Anna M. Whitmore.....Hagerstown
16	2	Stanley Hoffman .....Boonsboro	22	1	(Mrs.) J. D. Wolfinger...Hagerstown
16	3	Alvery Horine .....Myersville	22	1	Marie E. Hartman .....Hagerstown
16	3	Nellie B. Pettingall.....Myersville	22	1	Margaret McCauley.....Hagerstown
16	4	Susie Derr .....Boonsboro	22	1	Mildred Yeatts .....Hagerstown
16	4	Olive Hose .....Mapleville	22	1	(Mrs.) Mary R. Rauth...Hagerstown
16	6	Amelia Kefauver .....Boonsboro	22	1	Evelyn Lyon .....Hagerstown
16	7	Edna Ridenour .....Boonsboro	22	1	Ruth C. Fiery.....Hagerstown
16	7	Geo. W. McBride.....Boonsboro	22	1	Leah V. Schindel.....Hagerstown
17	1	Kleora A. Sands.....Hagerstown	22	1	Ida M. Watkins.....Hagerstown
17	1	Mary C. Ryan.....Hagerstown	22	1	Harriett J. Dunahugh...Hagerstown
17	1	Bess K. Martin.....Hagerstown	22	1	Olive L. Sponseller.....Hagerstown
17	1	Agnes E. Scheffer.....Hagerstown	22	1	Kathryn Garver .....Hagerstown
17	1	Winifred E. Campbell...Hagerstown	22	1	Sadie Summers .....Hagerstown
17	1	Kathryn Brown .....Hagerstown	22	1	Margaret Reichard .....Hagerstown
17	1	Mary Irving .....Hagerstown	22	2	Russell Fox .....Hagerstown
17	1	Ella Toms .....Funkstown	22	2	M. Cottie Baechtell.....Hagerstown
17	1	E. Maud Smith.....Williamsport	23	1	A. Ethel Widmyer.....Clearspring

DIST.	SCHOOL	NAME AND ADDRESS	DIST.	SCHOOL	NAME AND ADDRESS
22	2	Emma Glorious .....Clearspring	22	1	Mary M. Kaylor.....Hagerstown
23	2	Austin Herbert .....Clearspring	22	1	Innes Boyer .....Hagerstown
23	3	Nellie Pittinger .....Hagerstown			WILLIAMSPORT HIGH SCHOOL
23	4	Ada R. Gossard.....Clearspring			C. L. Smith.....Williamsport
23	5	Viola G. Swope.....Hagerstown			Samuel B. Plummer.....Hagerstown
23	6	Ethel A. Grove.....Charlton			Elizabeth E. Clever.....Hagerstown
		HAGERSTOWN HIGH SCHOOL			Mary K. Flemming.....Williamsport
		J. D. Zentmyer.....Hagerstown			CLEARSPRING HIGH SCHOOL
		T. B. Bowser.....Hagerstown	4	1	Geo. A. Sites.....Clearspring
		Louis E. M. Strite.....Hagerstown	4	1	Dorothy S. Nissley.....Hagerstown
		J. R. Rhoads.....Hagerstown	4	1	Iva Wisherd .....Boonsboro
		Harry E. Wolf.....Williamsport	4	1	Helen M. Beard.....Williamsport
		Chas. Hauver .....Hagerstown	4	1	A. F. Aulick.....Clearspring
		J. K. Shank.....Hagerstown			BOONSBORO HIGH SCHOOL
		H. M. Lippy .....Hagerstown	6	1	Edgar F. Long.....Boonsboro
		D. Webster Groh.....Hagerstown	6	1	McClure Haupt .....Boonsboro
		HIGH SCHOOLS	6	1	Nellie Wisherd .....Boonsboro
		HAGERSTOWN FEMALE	6	1	Hazel Miller .....Boonsboro
22	1	John B. Houser.....Smithsburg	6	1	Easton Fox .....Boonsboro
22	1	E. H. Troup.....Hagerstown			SMITHSBURG HIGH SCHOOL
22	1	Ina L. Slaughenaupt...Hagerstown	7	1	J. Frank McBee.....Smithsburg
22	1	Laura C. King.....Hagerstown	7	1	Ruth Reinecke .....Smithsburg
22	1	Electa Ziegler .....Hagerstown	7	1	Irvin Smith .....Smithsburg
22	1	Medora N. Mantz.....Hagerstown	7	1	Susie Utz .....Smithsburg
22	1	Margaret Kornegay ....Hagerstown			WICOMICO COUNTY
1	1	Lillian English .....Mardela	4	7	Maude Brittingham .....Pittsville
1	2	F. P. Blount.....Mardella	5	2	Winifred Brinsfield .....Pittsville
1	2	Blanche Owens .....Mardela	5	3	(Mrs.) Lela Lowe Figgs..Delmar, Del.
1	2	Lulo B. Bounds.....Mardela	5	4	Maude Brown .....Salisbury
1	4	(Mrs.) Berkley H. James...Mardela	7	5	Gertrude Hamblin .....Pittsville
1	4	Lula E. Wright.....Mardela	5	6	Mae Parsons .....Salisbury
1	5	Lucy B. Bailey.....Riverton	5	7	Agnes M. Brittingham...Parsonsburg
2	1	Florence Bounds .....Quantico	5	9	Amanda Downing .....Salisbury
2	1	Lettie Mae Lowe.....Quantico	6	1	E. Grace Wimbrow.....Parsonsburg
2	3	Blanche G. Heath.....Quantico	6	2	(Mrs.) Amelia F. Downing..Pittsville
2	4	Alice Robertson .....Tyaskin	6	3	Lee T. Pilchard.....Pittsville
2	5	Alma E. Dykes.....Hebron	6	3	(Mrs.) E. Ragains.....Pittsville
2	6	Hester W. Bounds.....Mardela	7	1	Iris L. Messick.....Allen
3	1	Sadye M. Insley.....Bivalve	7	1	Mildred Whayland .....Allen
3	2	Mabel L. Heath.....Wetipquin	7	2	Edith Pusey .....Eden
3	5	Virgil W. Lankford.....Tyaskin	7	3	Alice M. Pollitt.....Eden
3	5	Naomi C. Taylor.....Clara	7	4	Mildred E. Parker.....Hagerstown
4	1	(Mrs.) Garley E. Dennis...Pittsville	7	6	Ruth M. Wimbrow.....Eden
4	2	(Mrs.) Myra Cordrey.....Pittsville	7	7	Frances K. Harvey.....Eden
4	3	(Mrs.) Ruth Ennis Figgs..Delmar, Del.	8	1	Erle Johnson .....Salisbury
4	4	Alma M. Willing.....Parsonsburg	8	2	Mildred V. Dykes.....Salisbury
4	4	Edith Shockley .....Parsonsburg	8	3	Ruth M. Dykes.....Fruitland
4	5	(Mrs.) Roy Holloway.....Pittsville	8	4	(Mrs.) Eva K. Powell....Salisbury
4	6	Thomas H. Truitt.....Pittsville	8	5	Addie Parsons .....Salisbury
4	6	May Hamblin .....Pittsville	8	6	Maude Pryor .....Salisbury
4	6	Mattie L. Truitt.....Pittsville	8	7	Pauline Nelson .....Fruitland
4	6	Nellie E. Truitt.....Pittsville	8	7	Pauline Riall .....Fruitland

DIST.	SCHOOL	NAME AND ADDRESS	DIST.	SCHOOL	NAME AND ADDRESS
8	7	Nellie G. Fisher.....Salisbury	13	2	Josephine Porter .....Salisbury
9	1	Nellie I. Marshall.....Salisbury	13	2	Nancy H. Smith.....Salisbury
9	2	Olive Howard .....Salisbury	13	2	Belle J. Smith.....Salisbury
10	1	Paul C. Phillips.....Sharptown	13	3	Edna Owens .....Salisbury
10	1	Mary E. Mann.....Sharptown	5	1	Mamie Hastings .....Salisbury
10	1	Mary E. Cooper.....Sharptown	5	1	Gertrude Killiam .....Salisbury
10	1	Hattie N. Twilley.....Sharptown	5	1	Edna A. Wilkins.....Salisbury
11	1	Hettie F. Lowe.....Delmar, Del.	5	1	Agnes May Todd.....Salisbury
11	1	Myrtle Lewis .....Delmar, Del.	5	1	Frances P. Hopkins.....Salisbury
11	1	Viola Townsend .....Delmar, Del.	5	1	Minnie E. Anderson.....Salisbury
11	1	Edna L. Disharoon.....Delmar, Del.			
11	1	Lossie Hearne .....Delmar, Del.			HIGH SCHOOLS
11	1	Louise Hastings .....Delmar, Del.			WICOMICO
11	1	Mildred A. Parker.....Delmar, Del.			
11	2	Ada Parks .....Delmar, Del.	10	1	Edwin K. McIntosh.....Sharptown
12	1	Mary R. Larmore.....Tyaskin	10	1	Emma Caulk .....Sharptown
12	1	E. Helen Burton.....Tyaskin	10	1	Maryon Farrer .....Sharptown
12	2	Margaret A. Travers.....Nanticoke	10	1	Pauline Howard .....Sharptown
12	2	Mildred L. Insley.....Bivalve			
14	1	Ellie E. Baker.....Willards	11	1	Clarence H. Cordrey.....Delmar, Del.
14	2	Elsie O. Baker.....Willards	11	1	Ethel L. Jones.....Delmar, Del.
14	4	(Mrs.) Rosena C. Jones.....Pittsville	11	1	Maryon Farrer .....Delmar, Del.
14	4	Ruth W. Richardson.....Willards			
14	4	Gladys Rayne .....Willards			
14	5	A. Mae Parsons.....Willards			
14	6	Mattie E. Parker.....Willards			
15	1	Margaret C. Waller.....Hebron	12	2	C. Allen Carlson.....Nanticoke
15	1	Elsie V. Larmore.....Hebron	12	2	Natalie Robinson .....Jesterville
15	1	Mamie Morris .....Hebron	12	2	Gladys Pellit .....Jesterville
15	1	Maude B. Bennett.....Hebron			
15	2	Ruby F. Haynan.....Rockwalking			
15	3	Elsie E. Howard.....Sharptown			
9	3	(Mrs.) Ella L. Betts.....Salisbury	13	1	R. Lee Clark.....Salisbury
9	3	Nina G. Venables.....Salisbury	13	1	Nellie Hill .....Salisbury
9	3	Nellie L. Smith.....Salisbury	13	1	Alma Lankford .....Salisbury
9	3	Elsie Hearn .....Salisbury	13	1	Lois C. Eloxom.....Salisbury
9	3	Pearl Phillips .....Salisbury	13	1	E. Vaughn Jacobs.....Salisbury
9	3	A. May Reddish.....Salisbury	13	1	Emily Dashiell .....Salisbury
9	4	Alice Toadvine .....Salisbury	13	1	(Mrs.) Maude R. Toulson.....Salisbury
9	4	Elizabeth Woodcock .....Salisbury	13	1	Katherin Gunby .....Salisbury
9	4	Mildred Dougherty .....Salisbury	13	1	Alice Killiam .....Salisbury
9	4	Arietta Smith .....Salisbury	13	1	James B. Parsons.....Salisbury
13	2	May C. Hill.....Salisbury	13	1	Ida Morris .....Salisbury
13	2	Mary E. Toadvine.....Salisbury	13	1	Mary Wilson .....Salisbury
13	2	A. Edna Windsor.....Salisbury	13	1	May V. Powell.....Salisbury
13	2	Georgia M. Reddish.....Salisbury	13	1	Mary M. Dryden.....Salisbury
13	2	Mabel E. Waller.....Salisbury	13	1	Dorothy Mitchell .....Salisbury
13	2	Mollie L. Parker.....Salisbury	13	1	(Mrs.) Helen Fooks.....Salisbury
13	2	M. Elizabeth Davis.....Salisbury	13	1	Ruth Powell .....Salisbury

WORCESTER COUNTY

1	1	Elsie Bonneville .....Pocomoke	1	2	Zella Mapp Crockett.....Pocomoke
		POCOMOKE HIGH SCHOOL	1	2	Louise Matthews .....Pocomoke
			1	2	Jeanette White .....Pocomoke
1	2	Sadie O. Powell.....Pocomoke	1	2	Pearl Bratten .....Pocomoke
1	2	Annie Ross .....Pocomoke	1	2	Violet Chesser .....Pocomoke
1	2	Jennie Bonneville .....Pocomoke	1	3	Virginia Dryden .....Pocomoke
1	2	Lillian K. Scott.....Pocomoke	1	4	Edith L. Pilchard.....Pocomoke

DIST.	SCHOOL	NAME AND ADDRESS	DIST.	SCHOOL	NAME AND ADDRESS
1	4	Pauline EastPocomoke	7	7	Roberta GordyEden
1	5	Mary HickmanPocomoke	7	8	Dorothy ShockleyEden
1	6	Essie E. ByrdPocomoke	7	8	Mae RichardsonEden
2	1	Closed. Pupils conveyed to Snow Hill	7	9	Lillian DykesSnow Hill
2	2	Closed. Sixth Grade and above conveyed to Snow Hill	7	10	Ethel PuseySnow Hill
2	2	Virginia MooreGirdletree	7	11	.....
2	3	Helen W. JonesSnow Hill	8	1	Frank WarrenSnow Hill
2	5	Minnie WarrenSnow Hill	8	1	Elizabeth WarrenSnow Hill
2	5	Georgia F. BonnevilleSnow Hill	8	2	Helen TullStockton
2	5	(Mrs.) Mattie TuckerSnow Hill	8	2	Lottie E. BromleyStockton
2	5	Amy HickmanSnow Hill	8	2	Bertie E. JonesStockton
2	5	Elizabeth RichardsonSnow Hill	8	2	Annie B. ColonaStockton
2	5	Lillie HewardSnow Hill	8	3	Bessie GordySnow Hill
2	5	(Mrs.) Mary PowellSnow Hill	8	4	Catherine HancockGirdletree
2	5	(Mrs.) Margaret T. AmesSnow Hill	8	4	Kaleda WatsonGirdletree
2	5	Mabel DunlapSnow Hill	8	4	Hazel SmackGirdletree
2	5	Bessie RileySnow Hill	8	7	Closed. Pupils conveyed to Stockton
2	6	Mary HooverSnow Hill	9	1	Sallie K. TingleBerlin
3	1	May GriffinShowell	9	1	Pearl BostonBerlin
3	2	Edith TownsendBerlin	9	1	Daisy WiseBerlin
3	3	Irma JonesBerlin	9	1	Aralanta CoffinBerlin
3	4	Edith C. PruiittBerlin	9	1	Lurah CollinsBerlin
3	4	Jas. T. ParsonsBerlin	9	1	Minnie W. JonesBerlin
3	5	Lottie B. BurbageBerlin	9	1	Mary WarrenBerlin
3	6	(Mrs.) Beulah H. FarsonShowell	9	2	Mamie CoffinBerlin
3	6	May V. HastingsShowell	9	3	Albertine PerryBerlin
3	8	Ralph DennisOcean City	9	4	Nellie G. CollinsSt. Martins
3	8	Elizabeth ThomasOcean City	9	4	Mary A. F. GillissSt. Martins
3	8	Minnie CoffinOcean City	9	5	Elizabeth DaleWhaleyville
3	8	Annie L. PriceOcean City	9	5	Angie HudsonWhaleyville
3	8	Anna F. SchaeferOcean City	9	5	Mamie HopkinsWhaleyville
3	9	(Mrs.) John McCabeBerlin	9	6	Alice HudsonWhaleyville
4	1	Clara S. CropperSnow Hill	9	7	Katherine McCabeWhaleyville
4	2	Mary E. HollowayNewark	HIGH SCHOOLS		
4	2	Nan BrimerNewark	POCOMOKE		
4	2	Bessie DrydenNewark	1	2	E. Clarke FontainePocomoke
4	3	Elsie DonawayNewark	1	2	W. Coite SomersPocomoke
4	4	Wilsie WhittingtonBerlin	1	2	Evelyn GardnerPocomoke
5	1	(Mrs.) Grace H. HudsonBishop	1	2	Mary W. DavyPocomoke
5	2	Victor BonnevilleBishopville	1	2	Ida Belle WilsonPocomoke
5	2	Mildred RayneBishopville	1	2	Lucy AldermanPocomoke
5	2	Annie RyanBishopville	1	2	Annie MerrillPocomoke
5	3	Laura WalkerBishopville	1	2	Mary Merritt, M. T.Pocomoke
5	3	(Mrs.) Mamie T. GrayBishopville	1	2	Ethel M. Dix, D. S.Pocomoke
5	4	Jerdie HallWhaleyville	1	2	Roberta L. Moore, D. S.Pocomoke
5	5	(Mrs.) Della R. WilliamsSelbyville	1	2	E. L. Stevenson, C. C.Pocomoke
5	6	(Mrs.) Florence Johnson	SNOW HILL		
5	7	(Mrs.) Minnie T. DayBishop	2	5	A. C. HumphreysSnow Hill
6	1	Closed. Pupils conveyed to Snow Hill	2	5	Edna Staton WhaleySnow Hill
6	2	Cora PerdueSnow Hill	2	5	Julia F. BrattenSnow Hill
6	3	Elizabeth A. JonesSnow Hill	2	5	Emily K. DrydenSnow Hill
6	4	Fannie PerdueSnow Hill	2	5	Sallie SterlingSnow Hill
7	1	Ida S. LambdenPocomoke	2	5	L. J. Kelly, M. T.Snow Hill
7	2	(Mrs.) Zilpha C. W. Corbin, Snow Hill	2	5	Lottie Gordy, D. S.Snow Hill
7	3	Closed. Pupils conveyed to Snow Hill	2	5	Elsie Dryden, C. C.Snow Hill
7	4	Myrtle ParsonsSnow Hill			
7	6	Susie TownsendSnow Hill			

DIST.	SCHOOL	NAME AND ADDRESS	DIST.	SCHOOL	NAME AND ADDRESS
STOCKTON			BERLIN		
8	2	John S. Hill.....Stockton	9	1	Eugene W. Pruitt.....Berlin
8	2	Rev. R. P. Day.....Stockton	9	1	Carroll Bounds .....Berlin
8	2	Mary N. Hyland.....Stockton	9	1	Eleanor Meid .....Berlin
8	2	Mabel Jones, D. S.....Stockton	9	1	John T. McManis.....Berlin
GIRDLETREE			9	1	Nancy Purnell, D. S.....Berlin
8	4	Charles S. Adkins.....Girdletree	9	1	Mary F. Bailey, C. C.....Berlin
8	4	Mollie Mason .....Girdletree			

COLORED SCHOOLS

COUNTY SUPERVISORS OF COLORED SCHOOLS

Anne Arundel	GEORGE W. B. OVERTON	Annapolis
Caroline	MARIAN HAMILTON	Denton
Carroll	ADA R. FULTON	Westminster
Cecil	PORTIA MILLER	Elkton
Charles	JOSEPH C. PARKS	Pomonkey
Dorchester	EDNA M. MOORE	Cambridge
Frederick	J. W. BRUNER	Frederick
Harford	DENNIS W. NOBLE	Havre de Grace
Howard	WILSON S. LEIGH, Jr.	Cookstown
Kent	EMMA L. MILLER	Chestertown
Montgomery	A. D. OWENS	Sandy Springs
Queen Anne's	L. T. KENNARD	Centreville
Prince George's	M. F. WIGGINTON	Brentwood
St. Mary's	CARRIE L. ANDERSON	Leonardtown
Somerset	HERBERT S. WILSON	Upper Fairmount
Talbot	LEONIDAS JAMES	Easton
Wicomico	PHINEAS E. GORDY	Salisbury
Worcester	STEPHEN H. LONG	Pocomoke City

ALLEGANY COUNTY

14	1	Benjamin Smith	Cumberland	14	1	Edith Cooper	Cumberland
14	1	Esther J. Abrams	Cumberland	14	1	Ethel Burgee	Cumberland
14	1	Alice G. Taylor ..	Cumberland	28	1	Agnes A. Holder	Frostburg
14	1	A. Maye Stewart	Cumberland	28	1	Madeline Sheppard	Frostburg

ANNE ARUNDEL COUNTY

1	1	Rachel Lake	Lothian	5	1	Hezekiah Brown	Baltimore
1	3	Nellie Blake	Bayard	5	1	Mary Knight	Baltimore
1	4	Ellen Miller	South River	5	1	Veronica Carroll	Lutherville
1	5	Lucy Hardy	Galloways	5	2	Iantha Williams	Hanover
1	6	Bessie Rust	Davidsonville	5	3	Olive Maxwell	Baltimore
1	7	Eliza Allsup	Annapolis	5	4	Annex	
2	1	Calistine Brown	Annapolis	5	5	Sarah O. Wood	Brooklyn
2	2	Mary Earles	Parole	6	H.S.	Benjamin Price	
2	2	Ardenia Bell	Annapolis	6	H.S.	Madeline Williams	
2	3	Ethel Hall	Annapolis	6	H.S.	I. P. Council, Manual Training	
2	4	Sarah Johnson	Waterbury	6	H.S.	Lottie Ruddock, Domestic Science	
2	5	Closed					
2	6	Helen Savoy	Annapolis				
2	7	Wm. H. Howard	Annapolis				
2	7	Mary Burrell	Eastport				
3	1	Rachel Calvert	South River				
3	2	Nancy Powers	Solley				
3	3	Closed					
3	4	Alma Turner	Annapolis				
3	5	Mamie Williams	Baltimore				
3	6	Rosabel Landon	Arnolds				
3	7	.....				
3	8	Nannie Myers	Baltimore				
3	9	Emma Miller	South River	8	1	Eliza Matthews	Shady Side
3	10	Amaza Briggs	Elvaton	8	1	Rachel Matthews	Shady Side
4	1	Odelle Barbour	Woodwardville	8	2	Lula Scott,	Friendship
4	2	Rosa Brown	Jessups	8	3	Rachel Carter	McKendree
4	3	Edna Gaither	Millersville	8	4	Gazelle Matthews	Bristol
4	6	Edna Williams	Severn	8	5	A. B. Grant	Churchton
4	6	Carleon Williams	Brooklyn	8	6	Alice Thomas	Nutwell

ELEMENTARY SCHOOL.

DIST.	SCHOOL	NAME AND ADDRESS	DIST.	SCHOOL	NAME AND ADDRESS
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BALTIMORE COUNTY

1	21	(Mrs.) Mamie R. Bruce...Catonsville	9	22	Royal G. Addison.....Govans
1	22	Louisa L. Simms.....Ellicott City	10	21	Mamye N. Chatman.....Monkton
2	21	J. Franklin Nelson.....Roslyn	10	22	Mamie A. Patterson.....Phoenix
2	22	Minnie R. Chance.....Granite	11	21	Mildred A. Johnson.....Long Green
3	21	Florence B. Brown.....Pikesville	11	22	George R. Carter.....Loreley
3	22	S. S. Oliver.....Owings Mills	11	23	Alverta Boston.....Glen Arm
4	21	Francis E. Proctor.....Boring	11	24	Bessie Brown.....Glen Arm
4	22	W. Jefferson Moore.....Reisterstown	13	21	Julia A. Johnson.....Relay
4	23	Alverta L. Norris.....Owings Mills	13	23	Rachel L. Williams.....Halethorpe
7	21	Frances Hawkins.....Monkton	14	21	M. Iola Boston.....Fullerton
7	22	Nellie E. Watkins.....White Hall	15	21	Virginia E. Harris.....Bengies
8	21	Catherine Smith.....Cockeysville	15	22	Abraham E. Hall.....Sparrows Point
8	22	Emily Wickes.....Sparks	15	23	Priscilla V. Snith.....Rossville
8	23	Walter A. Washington.....Cockeysville	15	24	Henry J. Lowers.....Sparrows Point
8	24	(Mrs.) E. C. Johnston.....Lutherville	15	25	Alverta V. Pipes.....Sparrows Point
9	21	Jesse L. Nicholas.....Towson			

CALVERT COUNTY

1	1	Susie Johnson.....Lusbys	2	5	Annie I. Tate.....Huntingtown
1	2	Louise Howe.....Lusbys	3	1	Beatrice M. Parran.....Willows
1	3	Reta T. Bourne.....Island Creek	3	2	Edith Moten.....Sunderland
1	4	Jennie Arnold.....Prince Frederick	3	3	Lillian I. Scott.....Owings
1	5	(Mrs.) Jennie Howe.....St. Leonard	3	4	Owen Wills.....Chaney
1	6	Margaret Arter.....Mutual	3	5	(Mrs.) Elizabeth Thomas.....Lowry
1	7	Elsie Smith.....Olivet	3	6	Nellie V. Howe.....Lower Marlboro
2	1	(Mrs.) Emma Mason.....Prince Frederick	3	7	Augusta Chambers.....Paris
2	2	(Mrs.) Maggie M. Freeland.....Willows	3	8	(Mrs.) Eugenia B. Norfolk, Chesapeake Beach
2	3	Rev. C. H. Arnold.....Prince Frederick			
2	4	(Mrs.) Rosa H. Gray.....Adelina			

CAROLINE COUNTY

1	1	Mary E. Gross.....Marydel	5	1	Marjorie Eaton.....Federalsburg
1	2	Theresa Wayman.....Goldsboro	5	1	Margaret Lewis.....Federalsburg
1	3	J. F. Johnson.....Denton	5	2	Dora Brown.....Federalsburg
1	3	Lucy Haskins.....Denton	6	1	B. J. Elbert.....Hillsboro
1	3	Lauretta Cook.....Denton	6	2	(Mrs.) Pearl Jarman.....Denton
2	1	Malachi Matthews.....Greensboro	6	3	(Mrs.) Mary B. Truxon.....Denton
2	2	(Mrs.) Mary McGlotten.....Greensboro	7	1	(Mrs.) Bessie Boston.....Ridgely
2	3	Anderson Stokes.....Ridgely	7	1	Cora Williams.....Ridgely
3	3	Sadie Johnson.....Denton	7	1	Beulah Henry.....Ridgely
4	1	Lottie Webb.....Preston	8	1	Elva Knox.....Preston
4	2	Mary S. Webb.....Preston	8	2	Mary Lewis.....Federalsburg
4	3	Irene Hubbard.....Preston	8	3	Marian Dooley.....Preston
4	4	(Mrs.) Ellis Dix.....Preston			Marian Hamilton, Supervisor, Denton

CARROLL COUNTY

2		Saretta Brown.....Union Bridge	9		Katherine M. Esterday...Westminster
5		Lottie Collins.....Sykesville	11		Ada A. Watts.....New Windsor
5		Lottie Beverly.....Sykesville	12		Willie Clark.....Union Bridge
7		Isabel G. Cosly.....Westminster	13		Caroline Davenport.....Mt. Airy
7		Ivy Boone.....Westminster	13		J. Madison Roan.....Mt. Airy
7		Mary E. Thomas.....New Windsor			

DIST.	SCHOOL	NAME AND ADDRESS	DIST.	SCHOOL	NAME AND ADDRESS
CECIL COUNTY					
INDUSTRIAL					
		Portia M. Miller.....Elkton	4	1	Ila C. Butler .....Childs
		J. W. Payne .....Elkton	5	1	Beatrice Holland .....North East
1	1	Hallie Boyer .....Cecilton	5	2	Hallie Q. Hamer.....North East
1	1	Julia Jackson .....Cecilton	6	1	E. Veronica Carroll....Rowlandville
1	2	(Mrs.) Emma Boyer.....Warwick	7	1	Bernard Briggs.....Port Deposit
1	3	(Mrs.) Lula Hall Jones...Earleville	7	1	Mary C. Crutchfield ...Port Deposit
2	1	(Mrs.) Laura L. Haskins, Ches. City	7	2	(Mrs.) Emily S. Wilson..Port Deposit
2	2	Cora F. Smith.....Chesapeake City	7	3	Closed
3	1	Hattie Tilghman .....Elkton	8	1	Flossie Bass .....Conowingo
			9	1	Lewis H. Bass.....Rising Sun
CHARLES COUNTY					
1	1	Clara Price .....Port Tobacco	3	4	Aurora Jackson .....Cross Roads
1	2	Josephine Miles .....La Plata	3	5	Vacant
1	3	Winfred Brawner .....Brentland	4	2	Vacant
2	1	Gertrude E. Matthews .....Pisgah	4	3	Lillian Short .....Bel Alton
2	2	Edith V. Blair .....Brentland	4	4	Mary J. Wade.....Dentsville
2	3	Minnie E. Carroll.....Hill Top	4	5	Mabel Brown .....Wicomico
2	4	Hannah C. Ward.....Marbury	5	1	Marie L. Dyson.....Mt Victoria
2	5	Elizabeth Smock .....Mason Springs	5	2	Gertrude E. Hawkins.....Newburg
3	1	F. Smith Thomas.....Grayton	5	3	Susie E. Dyson.....Mt Victoria
3	2	Edith Warren .....Cross Roads	6	1	Lena Hawkins .....White Plains
3	3	Lizzie S. Franklin.....Doncaster	6	2	Anna Chapman .....Waldorf
INDUSTRIAL SCHOOL					
7	1	Murray R. Posey.....	7	6	Jeanette Chase .....White Plains
7	1	Daisy B. King.....Pomonkey	8	2	Vacant
7	1	Esther Sewell	8	3	Eleanor Key .....La Plata
7	2	Vacant	8	5	Blanch Whiten .....Charlotte Hall
7	3	Veronica Johns .....Indian Head	9	1	Vacant
7	4	Florence Johnson .....Pomonkey	9	2	Veronica Gray .....Malcolm
7	5	Mabel Powell .....Indian Head			
DORCHESTER COUNTY					
1	1	(Mrs.) Mary Jones.....Oak Grove	7	1	Ida Landrick .....Cambridge
1	2	(Mrs.) Bessie Bolden.....Rhodesdale	7	1	Edna More .....Cambridge
1	3	Edith Sampson .....Vienna	7	1	Mabel St. Clair.....Cambridge
2	1	Genevieve Reid .....East New Market	7	1	Lillian Coleman .....Cambridge
2	1	Flora Jackson .....East New Market	7	1	Elnora Jackson .....Cambridge
2	2	Benjamin Brown ..East New Market	7	3	Harriett C. Gary.....Cambridge
2	2	Nora Keene .....East New Market	7	3	S. W. Camper.....Cambridge
3	1	Rev. O. J. Hayman.....Vienna	7	3	(Mrs.) Mamie St. Clair...Cambridge
3	1	Mary Briscoe .....Vienna	7	4	Maggie O. Jones.....Cambridge
3	2	Mary Hughes .....Vienna	7	5	John Travers .....Cambridge
4	1	(Mrs.) Celestia Thompson, Taylor's Island	8	1	Edith M. Purnell.....Cornersville
4	2	F. L. Nelson.....Taylor's Island	9	1	Robert Taylor .....Church Creek
4	3	Closed	9	2	W. J. R. Hughes.....Church Creek
5	1	(Mrs.) Veronica Stafford, Golden Hill	11	1	Bertha Dashiell .....Vienna
5	1	Helen O. Phillips.....Golden Hill	11	2	(Mrs.) Agnes C. Baltimore...Vienna
5	2	(Mrs.) Emma Sampson, Golden Hill	12	1	Josiah Stanley .....Williamsburg
6	1	John W. Chester.....Golden Hill	13	1	(Mrs.) Mamie Hughes....Cambridge
6	2	(Mrs.) Ada J. Demby....Hoopersville	13	2	(Mrs.) M. E. B. Washington...Airey
7	1	F. B. Butler .....Cambridge	13	3	Sara Waters .....Cambridge
7	1	Amos Blake .....Cambridge	14	1	(Mrs.) Helen Stanley.....Airey
			14	2	Stephen Prattis .....Cambridge

DIST.	SCHOOL	NAME AND ADDRESS	DIST.	SCHOOL	NAME AND ADDRESS
14	2	(Mrs.) Cornelia Prattis, Cambridge, R. D.	15	3	Naomi Jackson .....Hurlock
14	3	E. G. Powell, .....East New Market	15	4	Clementina Jones .....Hurlock
14	4	Viola Young .....East New Market	16	1	James Vaughn..... Madison
15	1	Lillian Wilson .....Hurlock	16	2	Wm. W. Kiah .....Church Creek
15	2	Ernest Waters .....Hurlock	17	1	Levin Lee .....Salem
15	2	Magdelene Beach .....Hurlock	17	2	Helena Henry .....Vienna
			17	3	Myrtle Lewis .....Airey

FREDERICK COUNTY

1	1	Martha J. Russell....Point of Rocks	8	1	Helen Loud .....Libertytown
1	2	Laura B. Snowden.....Buckeystown	9	1	Adelaide Oram .....New Market
1	3	Nettie E. Jones .....Doub	9	2	Gladys Davis .....Frederick
2	1	M. Priscilla Butler.....Frederick	9	3	Marian Calvert .....Mt. Airy
2	1	Esther Wise Grinage.....Frederick	9	4	Eleanor Crampton .....Monrovia
2	1	Jeannette C. Brunner.....Frederick	12	1	C. Nicie Gross.....Knoxville
2	2	James M. Weedon .....Frederick	12	3	Lavinia O. McDaniel .....Knoxville
2	2	Emily Taylor .....Frederick	13	1	Fannie M. Brunner.....Mt. Pleasant
2	2	Mollie E. Wise.....Frederick	14	1	John W. McKinney.....Frederick
2	2	Mary H. Evans.....Frederick	19	1	Lillian M. Armwood ...Union Bridge
3	1	Edna Jenkins .....Middletown	22	1	George A. Whalen.....Burkittsville
7	1	Yaitsy E. Kenny.....Adamstown	22	2	Mollie L. Brunner.....Burkittsville
7	1	Ella A. Jones.....Adamstown	25	1	Robert E. McDaniel...Harpers' Ferry W. Va.
7	2	Marguerite M. Jones.....Ijamsville	26	1	Odetta V. Johnson .....Walkersville
7	3	Robert S. Chase.....Adamstown			
7	4	Lillian M. Proctor.....Dickerson			

HARFORD COUNTY

1	1	Florence Traverse....Havre de Grace	3	4	Cornelia Ruff .....Bel Air
1	2	Elizabeth Short .....Joppa	3	5	Margaret Davage .....Benson
1	4	Estelle W. Davis .....Aberdeen	4	1	Lettie Cohen .....Forest Hill
2	2	John Redmond .....Perryman	4	3	Emma Henry .....Rocks
2	3	Anita Tilden .....Aberdeen	4	4	Eva Tittle .....Rocks
2	4	Alberta Ross .....Havre de Grace	5	1	Kenton Presberry .....Darlington
3	1	Stanley Saunders .....Bel Air	5	1	Hester G. Smith.....Darlington
3	1	Irene Ware .....Bel Air	5	2	Ella Washington .....Darlington
3	3	Helen Yeager .....Bel Air	6	1	Mary L. Stewart ...Havre de Grace

HOWARD COUNTY

1	1	Bertha K. Jones.....Elkridge	4	3	(Mrs.) Hattie Harriday...Woodbine
1	2	Helen G. Johnson.....Elkridge	5	1	Blanche A. Hughes .....Dayton
2	1	Rev. Wm. Durham, Prin..Ellicott City	5	3	Ella Kennard .....Simpsonville
2	1	Ada Simpson, Asst.....Ellicott City	6	1	(Mrs.) Alice B. Green.....Jessups
2	2	Genevieve Clark .....Ellicott City	6	2	Agnes Wallace ...Annapolis Junction
3	1	Mattie P. Hill.....Marriottsville	6	3	Theresa E. G. Dorsey.....Guilford
4	1	Wilson S. Leigh, Jr., Prin..Cooksville	6	4	Florence B. Berry.....Ellicott City
4	1	Ida K. Parks, Asst.....Cooksville			

KENT COUNTY

1	1	Carrie M. Mann.....Millington	2	4	Marjorie Walley .....Millington
1	2	Rachel C. Brown .....Golt	2	5	Elbert Cotton .....Kennedyville
1	3	Emily J. Christy.....Golt	3	1	Blanche C. Hugues .....Worton
1	4	Leanna S. Peaker .....Golt	3	2	Marie D. Smith .....Worton
1	5	Elizabeth King .....Millington	3	3	Elizabeth Nutter .....Worton
1	6	E. Brooks Fuller .....Millington	3	4	Edna Dorsey .....Worton
2	1	Beatrice Fields Redding...Still Pond	3	4	Jennie E. Cotton .....Worton
2	2	Madeline M. Anthony.....Worton	4	1	Hattie H. Jones.....Chestertown
		Myrtle Butler .....Worton			Harrison Jenkins .....Chestertown
2	3	Martha Tucker .....Chestertown			Celia W. Ricketts .....Chestertown

DIST.	SCHOOL	NAME AND ADDRESS	DIST.	SCHOOL	NAME AND ADDRESS
		Ruby Harrison .....Chestertown	6	4	Virgie F. Bentley.....Chestertown
5	1	G. R. Hollis.....Rock Hall	6	3	Lucretia P. Henry .....Chestertown
5	2	Ethel M. Johnson.....Edesville	7	1	Lizzie A. Waters .....Chestertown
6	1	Elsie Morris .....Worton	7	2	Irene Smith .....Chestertown
6	2	Anna Rose .....Chestertown	7	3	Ruth M. Winder.....Chestertown

MONTGOMERY COUNTY

1	1	(Mrs.) Maud Howard....Brookeville	8	3	Rev. L. L. Williams.....Derwood
1	3	(Mrs.) Mattie E. Simpson Gaithersburg	8	3	(Mrs.) Julia E. Williams...Derwood
1	3	Susie Johnson .....Gaithersburg	8	4	Mahlon Jackson .....Brighton
3	1	Mildred Johnson .....Poolesville	9	1	Ruth Prather .....Gaithersburg
3	2	Levi Johnson .....Dickerson	9	2	(Mrs.) Dora E. Dorsey...Gaithersburg
3	3	Hester Elwood .....Poolesville	9	3	Fannie Riggs .....Gaithersburg
4	1	Ada M. Henderson.....Rockville	10	1	M. E. Harrison..Seat Pleasant, D. C.
4	1	(Mrs.) Harriet Gray.....Rockville	10	2	(Mrs.) Florence Johnson, Chevy Chase, D. C.
4	2	Clementine Sedgwick .....Rockville			
5	1	Gertrude Moxley .....Silver Spring	11	1	Daisy Lee .....Sellman
5	2	Marie E. Smith .....Spencerville	11	2	Katherine Roebek .....Boysd
5	2	(Mrs.) Mamie Birch.....Spencerville	11	3	Chas. M. Moore.....Sellman
6	1	Lillian M. Newman.....Germantown	12	1	Lavinia Welsh .....Monrovia
7	1	Margaret Dorsey ..Washington, D. C.	12	2	Fannie L. Gaither.....Mt. Airy
8	1	Geo. W. Parks.....Sandy Spring	13	1	(Mrs.) Mattie W. Bullock, Forest Glen
8	1	Lillian Johnson .....Sandy Spring	13	2	Emma Washington....Silver Spring
8	2	Madeline O. Dorsey.....Norbeck	13	3	Grace Hurley .....Kensington

PRINCE GEORGES

1	1	Gladys C. Waters..Washington, D. C.	8	2	Marie L. Brooks.....Poplar Hill
1	2	Susie I. Gray.....Lakeland	9	1	Henrietta E. Taliaferro....Clinton
1	3	Elizabeth H. Croce....Wash., D. C.	10	1	Ernestine E. Lancaster..Wash., D. C.
1	3	Mary E. Wallace..Washington, D. C.	10	1	Florence E. Burroughs.....Laurel
2	1	Lucy S. Robinson, Washington, D. C.	11	1	Cora L. Pinkney.....Clinton
3	1	James E. Diggs.....Upper Marlboro	11	2	Mary T. Ring.....Brandywine
3	1	Ruth Tuell .....Upper Marlboro	11	3	Mamie E. Proctor.....Cedarville
3	1	Catherine Sedgwick ..Upper Marlboro	11	4	Naomi C. Young.....Brandywine
3	2	Endora J. Kenney.....Browns Sta.	12	1	Elizabeth Sechrest .....Brentwood
3	3	Theresa Griffith .....Croom	12	2	Rebecca Washington...Wash., D. C.
4	1	Willa Garner .....Naylor	13	1	Rosa E. Neale...Washington, D. C.
4	2	Mamie E. Chew .....Croom Sta.	13	2	Odean E. Campbell...Wash., D. C.
4	3	(Mrs.) L. V. Spencer....Westwood	13	3	Grace N. Tanner.....Wash., D. C.
3	4	Edna S. Brown.....Upper Marlboro	14	1	Wm. H. Culver...Washington, D. C.
3	4	Juanetta Long .....Upper Marlboro	14	1	Florence B. Williams.....Bowie
5	2	Katherine Thomas..Washington, D. C.	14	2	Goldie Banks Makle.....Bowie
5	1	Ethel L. Bailey....Washington, D. C.	14	3	Mabel Parker .....Bowie
5	3	Estelle Brooks .....Accokeek	15	1	J. H. Small.....Garfield, D. C.
6	1	Lillian Huskerson, Washington, D. C.	15	2	Edythe Wade Younge...Rosaryville
6	1	Ruth E. Matthews, Washington, D. C.	17	1	Josephine Bryant .....Brentwood
6	2	Maria L. Brooks, Washington, D. C.	17	1	Sadie B. Ayres ....Grant Park, D. C.
7	1	Laura V. Cross .....Upper Marlboro	17	1	Addie Baker .....Brentwood
7	2	Mayme E. Ransome.....Collington	18	1	Justine Wilkes ....Washington, D. C.
7	3	Ruth E. Spriggs.....Mitchellville	18	1	Josephine L. Wycks...Wash., D. C.
6	3	Mary A. Thomas, Washington, D. C.	18	1	Elizabeth E. Mason....St. Pleasant
8	1	Matilda Glascoe .....Aquasco	18	1	Nettie L. Johnson...Wash., D. C.

QUEEN ANNE'S COUNTY

1	1	Nilah Cain .....Barclay	2	1	H. S. Stewart.....Chestertown
1	2	James I. Johnson.....Barclay	2	2	Evelyn Dunn .....Church Hill
1	3	Laura Handy .....Sudlersville	2	3	Mamie Anthony .....Centreville
1	4	Sarah Connor .....Sudlersville	3	1	L. T. Kennard.....Centreville

DIST.	SCHOOL	NAME AND ADDRESS	DIST.	SCHOOL	NAME AND ADDRESS
3	1	Daisy Dial .....Centreville	5	1	Edward Emory .....Carmichael
3	1	Mary F. Burke.....Centreville	5	2	Bertha Wilson .....Queenstown
3	2	E. V. Dennis.....Centreville	5	3	Piccola Castor .....Centreville
3	3	Helen Smith .....Centreville	6	1	Emma Rochester .....Hayden
3	4	Emeline Nichols .....Centreville	6	2	Clarenda H. Washington..Centreville
4	1	Josephine H. Dunn.....Chester	6	3	Lillian Rochester .....Centreville
4	2	Minnie Brown.....Stevensville	7	1	Mary B. Lee.....Millington

ST. MARY'S COUNTY

1	2	Josephine G. Thompson....St. Inigoes	5	1	Ethelyn Brown .....Charlotte Hall
1	3	(Mrs.) Martha Barnes.....Scotland	5	2	Gertrude Butler .....Charlotte Hall
1	4	(Mrs.) Nellie C. Porter.....Ridge	5	3	Mary A. Mack .....Charlotte Hall
2	1	Ella Thompson .....Valley Lee	5	4	Lillian Curtis .....Mechanicsville
2	2	Carrie L. Gross.....Drayden	6	1	Lillian M. Peterson.....Oakville
2	3	Gladys B. Bennett .....Valley Lee	6	2	Marie Stevens .....Hollywood
3	1	Julia C. Butler.....Leonardtown	6	3	Lorena H. Brown.....Morganza
3	3	Gertrude B. Neale.....Redgate	7	1	Pearl T. Stewart.....Milestown
3	4	Bertie P. Blakistone .....Compton	7	3	Sadie F. Jameson.....Milestown
3	5	Edna K. Thompson .....Britton	7	3	Lottie R. Mills.....Maddox
4	1	James H. Stewart .....Hurry	8	1	Ellen Butler .....Jarboesville
4	3	Beatrice E. Butler ....Mechanicsville	8	2	Wm. Frank Thonas.....California
4	4	Thelma T. Harper....Mechanicsville			

SOMERSET COUNTY

1	1	Wm. H. Hayman.....Princess Anne	6	1	Esther C. Johnson..Upper Fairmount
1	1	Cleste M. Hayman....Princess Anne	6	2	D. J. Hall.....Manokin
1	1	Mertha E. Morris....Princess Anne	6	2	Parthenia Waters .....Manokin
1	1	Myra Cordery (Domestic Science) Princess Anne	6	3	Lucy M. Waters ..Upper Fairmount
1	2	Lizzie Jones .....Venton	7	1	M. Adalyn Brown.....Crisfield
1	3	Fannie Cottman .....Eden	7	1	Margaret Miles .....Crisfield
2	1	Anna Handy Maddox.....Oriole	7	1	Esther Townsend Daniels...Crisfield
3	1	Clarence T. Cottman..Marion Station	7	1	Mary E. Smith.....Crisfield
3	1	Clara M. Waters.....Marion Station	8	1	Evelyn O. Lloyd....Marion Station
3	1	Viola M. Ridout ....Marion Station	8	2	Mabel L. Ward.....Crisfield
3	2	Nora Horsey .....Marumsc	9	1	Della Elzey .....Chance
3	3	Bertha M. Johnson.....Kingston	11	1	Olivia H. Barkley....Dames Quarter
3	4	Mary A. Douglas.....Marion	11	1	Naomi E. Jones....Dames Quarter
3	5	Mabel Johnson .....Marion	12	1	Estella M. Cooper.....Crisfield
3	6	Edith M. Logan.....Shelltown	12	1	Lyda Jewett Miles.....Crisfield
4	1	Hattie J. Hitch.....Pocomoke	13	1	James Wilson .....Westover
4	2	Lelia Waters .....Westover	13	1	Nettie J. Wilson .....Westover
4	2	Bertha M. Collins.....Westover	13	2	Allena Wilson Waters.....Westover
4	3	Laura King Benson.....Pocomoke	14	1	Hazel M. Cottman ...Deal's Island
5	1	Florence Stevens.....Princess Anne	15	1	Thomas H. Dennis.....Eden
5	2	Edwin Jones .....Princess Anne	15	2	Joseph H. Hayman ....Princess Anne
6	1	Odele G. Harrison..Upper Fairmount	15	2	Ella Maddox .....Princess Anne

TALBOT COUNTY

		Leonidas S. James, Sup.....Easton	2	1	Georgine C. M. Moore...St. Michaels
1	1	W. D. Earle.....Easton			Mamie H. W. Brooks.....Easton
		Elsie G. Earle.....Easton			Annic E. S. Jones....St. Michaels
		Bessie B. Davenport.....Easton	2	2	Narcissa E. C. F. Beale ...Royal Oak
		Mary E. Riley.....Easton	2	3	Nellie E. J. Turner.....Bellevue
		Sadie E. Jones.....Easton	2	4	Julia A. C. Burke.....Bozman
		Bertha L. Munson.....Easton	3	1	Odessa R. Hewlett.....Trappe
1	2	Prince A. Cooper.....			Retha E. Mandly .....Trappe
1	3	Hilda Moore .....Easton	3	2	Sadie B. Stiles .....Oxford

DIST.	SCHOOL	NAME AND ADDRESS	DIST.	SCHOOL	NAME AND ADDRESS
3	3	Velma Nutter	4	2	Ella Z. C. Johnson.....
3	4	Selena E. Chase	4	3	Bertha S. Richardson.....
3	5	Mary E. J. Dashiell.....	4	4	Sadie L. Queen
3	6	Flora J. D. Turpin	4	5	Maggie E. Downs
		Annie F. Mackey	4	6	Wm. H. Griffin.....
3	7	Susie A. E. Brooks.....	5	1	Helen G. Turner
4	1	Mamie L. Lawrence	5	2	Anna B. E. Stanley.....

WASHINGTON COUNTY

1		Sarah E. Herrod.....	7	5	Gertrude Johnson
2	4	Amy V. Williams.....	8	4	Elijah Freeman
3	7	Jona Hipkins			Letitia Allen
7	11	Nimon L. Williams.....			Cora S. Fletcher
5	7	Viola M. Hopewell.....			Julia T. Allen.....
6	8	(Mrs.) Georgia Watson..			Wm. H. Magee.....

WICOMICO COUNTY

1	2	D. Olive Brown			Victoria L. Pinkett
2	1	George H. Ethridge.....	7	2	(Mrs.) Rebecca C. Williams,
		Lavinia Johnson			John W. Handy
3	1	Eva L. Savage.....	9	1	Genevia V. Burris
		Carrie A. Demby	10	1	(Mrs.) Estelle T. Gordy,
3	2	(Mrs.) Sara F. Wainwright..			Hawthorne Smith
3	3	(Mrs.) Lillian L. Gale....			(Mrs.) Alice L. Rasin.....
3	4	(Mrs.) Lillian Waters..			(Mrs.) Hattie B. Smith.....
4	1	Dicie B. Kier.....	11	1	(Mrs.) Jeanette Chipman,
5	1	Charles H. Chipman			Sylena G. Black.....
		E. H. Brevington	12	1	Lillian Stanford
		(Mrs.) Mary A. Stewart ..	12	2	J. F. Walker.....
		(Mrs.) Ethel P. Brown ..			(Mrs.) Anna B. Dashiell...
		James L. Johnson			(Mrs.) Bertha M. Elsey...
		Emma B. Wallace	12	3	(Mrs.) Margaret B. Hughes,
		Ruth A. Morris.....	12	4	William T. Elias.....
		Mayme L. Houston	15	1	Ida Staudford
7	1	Mae E. Mitchell.....			Allen

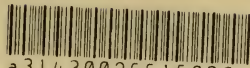
WORCESTER COUNTY

1	1	Bessie Irving			(Mrs.) Ruth F. Showell
		Lucinda Pitts			Katie Henry
		Annie M. Rivers	3	2	Mabel Jones
		Ida Elliott			Pearl Cottman
		Martha Minor	3	3	Leah Smack
		Bessie Minor	3	4	Mary S. Fallen
1	2	Willie M. Webb.....	3	5	Mildred Matherson
1	3	(Mrs.) Roberta Warrington,	4	1	Edna Barkley
		City	4	2	Harriett A. Downs
1	4	Louise Matthews	5	1	Denard White
2	1	Rev. E. J. Henry.....	6	1	(Mrs.) Georgia Purnell ..
		(Mrs.) Clara G. Brown....	6	2	(Mrs.) Bessie A. Gale....
		Caddie Washington	7	1	Arizona Brewington..
		Lenora Drummond	8	1	John C. Lewis.....
2	2	Rebecca Hawkins			(Mrs.) Mamie Foster.....
		Flossie Waters			Edith Fisher
2	3	Mary Waters			Nola Jester
		Cora Waters	8	2	Chas. A. Purnell
2	4	Della Williams	8	3	Beulah Quinn
3	1	(Mrs.) Rella H. Fassett.....	9	1	(Mrs.) Carrie Mumford.....
		(Mrs.) Carrie Cooper.....	9	2	Berchar Hayman

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