

INTERPRETING THE SCHOOLS TO THE
PEOPLE OF ANNE ARUNDEL COUNTY
MARYLAND

By
David S. Jenkins

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David S. Jenkins

PREFACE

When World War II drew to a close the public schools of Anne Arundel County were definitely on the down grade. Restrictions on the use of strategic materials, together with the scarcity of labor, had stopped all school construction. Trained teachers had been siphoned out of the classrooms and replacements were unobtainable. Migrant populations had crowded many schools at a time when the county was least able to care for them. The professionally trained men and women who remained had begun to show some signs of discouragement. Morale was low.

The public, however, showed few signs of real concern. War weariness, tax burdens, and rationing had seriously slowed all drives for betterment. Social "feeling" seemed to have been dulled.

The writer was elected county superintendent of schools in May and took office in August 1946. Almost immediately, through no action on his part, the attitude of the people began to change. National magazines, newspapers and radio programs began calling the nation's attention to the predicament of the schools. Teachers' salaries, particularly, became the focus of attention. The public began to develop a sense of concern.

It was not long, however, before the public went to the other extreme and developed an over-critical attitude. Everything about the school system began to be de-valued.

Even in those functions in which the school administration felt it was doing a good job, the public found much which it did not like. Emotional reaction seemed to have gained dominance.

Two problems faced the new superintendent. The first was that of re-establishing confidence in the school system as an institution. The second centered around the need to advise the public of the shortcomings of the school system and to create a demand that something be done about them.

The desire for an intelligent approach to the solution of these problems brought the knowledge that additional information was needed about the entire process of interpreting the schools to the people. Shortly thereafter, this study was begun.

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P A R T I

THE PHILOSOPHY OF INTERPRETING
THE SCHOOLS TO THE PEOPLE

CHAPTER I

THE NEED FOR A WELL-DEFINED PHILOSOPHY OF INTERPRETING THE SCHOOLS TO THE PEOPLE OF ANNE ARUNDEL COUNTY

In Anne Arundel County, as in every other community in the United States, the ultimate control over public education rests with the people. The people must determine the level of the educational facilities their children are to enjoy. The type of buildings, the nature of their equipment, the quality of teaching, the kind of curriculum, in fact every service that is to be rendered or facility that is to be made available by the school system to both the children and the community must be approved by the people.

Since the people must make their own decisions in regard to the nature of their public schools, the question arises as to who or what determines public opinion. It is hardly necessary to state that the public will pay for what it wants and usually it will pay more for the better product. In the commercial field the goods or services that are highly satisfactory tend to bring the higher prices. Through performance such goods or services have gained a position of high regard in the minds of the public. Clever advertising is used to create in the public the desire to buy; excellent quality and good service are used to build high regard which in turn creates the desire to purchase again. The impelling purpose in the total process is to get the article into the hands of the individual purchaser so that he will gain sat-

isfaction from its use. Intimate contact with the item is expected to build a good opinion of it.

The people already have their public schools. In the past, they have not had the kind of intimate contact with them that is necessary to a full understanding either of their objectives or of their operational procedure.

The rapid growth of the population of Anne Arundel County--from 65,000 in 1940 to 100,000¹ in 1949--the unusually heavy birth rate,² the addition of one year to the school curriculum and the raising of the compulsory school attendance age limit from 14 to 16³ have brought more than 6,000 new children to the public school system. The need is countywide for school buildings, an adequate supply of trained teachers, and a curriculum better adjusted to the problems of children. In addition, many communities are suffering from a lack of the kind of intelligent leadership which is necessary to the elimination of their many difficulties.

What does the public think about these things? Are the people in accord with the changes that have been or are being made? To what extent are the community schools of the county meeting the ideas of the public in regard to the needs of

¹Estimate of Chamber of Commerce, Annapolis, February 1949.

²John J. Seidel, "Effect of Increased Number of Births", State of Maryland, Baltimore, State Department of Education.

³Laws of Maryland, Acts of 1947, Chapter 508.

children? Is the public willing to pay more for an improved school system? These and many additional questions remain unanswered. The consequence is that the superintendent has no measure of public opinion. Even if he had such an expression from the people, it would be based upon a much too inadequate knowledge of the present problems and the future plans of the public school system.

The superintendent, therefore, feels the need for, and this is his attempt toward the creation of, a more clearly defined philosophy which he may use to guide his own efforts as the chief executive in interpreting the schools to the people. It must be understood that a statement of his philosophy and a design for action only are considered in this writing and that the study contains both theory and tentative plans. The items discussed and the plans projected are the consequence of discussions which the superintendent already has had with the members of his staff. The plan will be put into operation. Parts of it may not prove successful. In some areas the need for revision will become apparent as soon as the attempt is made to translate theory into practice.

In the discussions of the various areas certain self-imposed restrictions were considered necessary. No effort has been made, for example, to describe all of the many intricate ramifications of the community. Neither has an attempt been made to discuss the many complexities of the public school system. Whatever has been said, either of

the community or of the school system, must be regarded as having significance to the superintendent in his effort in developing both a philosophy of and a plan for interpreting the schools to the people.

The problem is thus to define a philosophy to guide the efforts of the chief executive in interpreting the schools to the people in Anne Arundel County, and to design tentative plans for furthering the program of school interpretation.

In treating the subject, Chapters I, II, and III deal with the philosophy of interpreting the schools to the people.

A discussion of past and present activities in interpretation is discussed in Chapter IV.

The superintendent's plan of interpreting the schools to the people of Anne Arundel County is described in Chapter V.

CHAPTER II

THE COMMUNITY AND ITS SCHOOL

In formulating a philosophy whereby the schools and what they stand for may be interpreted to the people of Anne Arundel County, it is necessary first to consider the nature of the community and the school.

A community may be a small political sub-division or it may be a nation. For our purposes in discussing a program of interpreting the schools to the people, it is the area served by a single school system. Such a community is much more than a group of houses, stores and sundry other structures with a geographical setting. True, a community includes these; but it includes much more. It is a dynamic composite with opinions, attitudes, hatreds, loves and appreciations. It is its poolrooms, barrrooms, barber shops, beauty parlors and its slaughter houses. It is its churches, libraries, museums of art and its schools. It may be made up of beautiful homes, green lawns, rose gardens and well-kept walks and streets; or it may be composed of ill-kept, shabby row houses with inadequate sanitary facilities and deplorable surroundings. It can be anything, but it is what its people have made it. In turn, it can be what its people wish to make it.

The People of the Community

The people of the community are widely diversified. In age, they range from the moment of birth upwards a hundred

years. Every religious denomination could be represented. The cultures and traditions of the majority of the nations of the world may be traced in it by the contributions they have made to the collective social heritage. The very rich, the very poor and a large group of the middle class could be shown if a scatter-gram were made of the incomes of those who dwell in our hypothetical, yet perfectly possible community. And in education a similar vast gap would be in evidence. There would be those who could not or would not be educated and those whose attempts have brought them varying degrees of success. The people of a community are indeed a highly diversified group.

The Community Difficult to Analyze

From the above, it would appear that the community is a composite of differences. Differences in incomes, religions, racial backgrounds, experiences and education, as well as in those inherent traits which mark us as individuals, all join to distinguish us as the people of a community. The hundreds or thousands of different types of buildings add to this diversity and help to give the community its individuality. When the geographical setting, the terrain, the climate, and the thousands of ways by which the people make their living are considered, the total of the differences within the community and between communities is quite marked.

The community is more than these, however. In some areas of activity, people think alike. Groups with kindred interests are formed. Lodges come into being. Social func-

tions evolve. Not only are there individual interests and differences, but there are also group interests and differences to be recognized.

The Community as It Now Functions

The diversity of interests represented in the average community is one factor responsible for its impotency. For example, hundreds of separate organizations seek continuance through community support. Religious, political, civic, social, educational, humanitarian, and other groups hold meetings, raise funds, and support a variety of causes.

Rarely is there a single organization or group which has as its avowed purpose the betterment of the whole community; and even more rarely is the effort directed to the solution of some problem, revealed by an intelligently conducted survey, which if unsolved will jeopardize the public welfare. If there is an exception to the rule, it is the effort which comes as the consequence of community support of projects paid for by taxes. In such instances, however, the support is often grudgingly given. Communities have still to learn that tax-supported projects, for the most part, are indispensable and impossible to have by any other means.

Too often a community shares little regard for its own welfare as a going concern. In many instances the people buy cheap forms of recreation, make little effort at slum clearance, engage spasmodically in programs directed at the elimination of juvenile delinquency, charge politicians

periodically and without proof with graft and crookedness, and complain of the condition of their schools when most of them give less time to community activities than to bridge, poker and bingo.

The Community as It Should Function

A community should be a desirable place in which to live. As most sociologists conceive it, "it is charged with the responsibility of satisfying such common interests as work, education, government, religion, recreation, public health and social welfare".⁴ It should be responsible for the establishment of the agencies to which it delegates these functions and for their creditable performance. The degree to which it informs itself of the objectives of these agencies will determine the level of expectancy. To this end it will profit most when its people participate in and assist in the development of a continuing program of education.

The Nature of the School

Schools must be made more effective instruments of society. They may more quickly and impressively become so if the society of which they are a part will raise its level of expectancy and work cooperatively and untiringly toward that end. But before society may demand more of its schools and so that its demands may be in the interests of its own welfare, it must be more adequately informed about them.

⁴Rex F. Harlow and Marvin M. Black, Practical Public Relations (New York: Harper & Brothers, 1947), pp. 196-197.

Raising the level of thinking of any society to the point where it both understands the processes through which it attains high social efficiency and is ever alert in its demands for functional competence is a long-time process. The time may be shortened if the means used involve maximum participation in the affairs of its institutions. In regard to society and its schools, understanding the responsibilities of each for the betterment of both is necessary.

Many agencies have their influence upon our ways of life. Every community has its schools, churches, theatres, Young Men's Christian Associations, newspapers, and radios. Also in evidence are its poolrooms, barrooms, gambling dens and brothels. Of interest here is a single agency, the schools.

Recognition is given at the outset to the complex nature of the effort which is herein referred to as "interpreting the schools to the people". Such an effort is a two-way process which includes first, the building of public understanding and appreciation of the schools and second, the gaining and interpreting of the consequent reaction.

It can be no "flash-in-the-pan" affair. Changing the thinking and the habits of a people over-night is seldom accomplished, except by catastrophe. It can be done; but slowly, since "thinking cannot itself escape the influence of habit".⁵ But that it can be done, there is no doubt if education has validity.

⁵John Dewey, Human Nature and Conduct (New York: Henry Holt and Company, 1922), p. 69.

The Desirable School

This is an attempt to depict the desirable school--not a standardized school that will fit every community uniformly, but an institution that will adapt itself because of differentiation to its individual situation. Its nature and the degree to which it serves the individual community will depend upon the explored need of that particular area; but that the proposed school--if it becomes a realization--will have deep and significant consequences, there can be no doubt.

The viewpoint of public school administrators, as expressed by the Commission on the Expanding Role of Education of the American Association of School Administrators, is that:

To the public school, unique among institutions, falls the task of providing the experiences thru which its students develop the fullest complement of patterns necessary to the success of the democratic experiment. Among them are the patterns of home-maker, skillful artificer of things and ideals, appreciator of the beautiful wise buyer and consumer, intelligent chooser from among alternative and often conflicting moral goals, policy-maker, and myriads more.⁶

Attempting to translate community needs into practical educational procedures for the future, Mumford states:

From the drill school to the organic school;
from the child school to the child-adult school;

⁶Commission on the Expanding Role of Education, The Expanding Role of Education (Washington D.C.: The American Association of School Administrators, 1948), p. 29.

from a desicated environment to a living open inquiry and cooperative discipline as a normal process of living; that is one series of steps. From the part-time school, confined to a building, to a full-time school taking stock of and taking part in the whole life of the neighborhood, the city, the region; from an education whose truths and values are in good part denied by the actual environment and the social practice of the community, to an education that is integral with the demands and possibilities of life and that shirks no needed effort to make over reality in conformity with purpose and ideal; here is another series of steps that mark the path of modern education.⁷

Concerning the obligation of the school in the processing of the individual, Edwards and Richey state:

the school has to give special consideration to the demands of the environment, to the culture into which the child is born and develops.... It is the task of the school to develop the intelligence of the child; it is also its task to weave the strands of the core values of the culture into the structure of his personality. Experiences need to be provided that will develop in the individual the motivation, the desires, the attitudes, the sensitivities, the initiative and the creative interests that will best enable him to adjust to his world of social reality.⁸

Speaking of the school in relation to its obligation to build new frontiers for living, Mort states:

The school should be built upon a hill. Out of the valleys into which the light of the sun shines dimly come boys, and girls, and young people up where the sun shines brighter. There they learn how to live according to finer designs. There they form habits of living according to finer designs. Each evening they carry

⁷Lewis Mumford, The Culture of Cities (New York: Harcourt Brace and company, 1938), p. 476.

⁸Newton Edwards and Herman G. Richey, The School in the American Social Order (Boston: Houghton Mifflin Company, 1947), pp. 850-851.

part of this light back into the valley, slowly but surely transforming it. This change in the community itself becomes an index of the effectiveness of the school. We see it in agriculture and homemaking. We should be able to see it in the radio music we hear. We should look for it in home and community artistry, in magazines on the newsstands, in books in the bookstore window, in the patterns of human relationships in the home, on the street, in the community, and in the workshops.⁹

The goal is indeed a distant one and difficult of attainment. This is not to indicate that none of this thinking is to be found in the practices of the schools today. In some respects, a great deal of activity will be present; in others, only the beginnings will be observed.

How the school is to be made to serve its full purpose is described by Olsen in his answer to the question, "How shall we think of life-centered education?" He states five viewpoints and notes that 1, 2 and 3 draw the community into the school, while 4 and 5 take the school into the community.

Five Viewpoints

1. The school should operate as an educational center for adults.
2. The school should utilize community resources to invigorate the conventional program.
3. The school should center its curriculum in a study of community structure, processes, and problems.
4. The school should improve the community through participation in its activities.
5. The school should lead in coordinating the educative efforts of the community.¹⁰

⁹Paul R. Mort, Principles of School Administration (New York: McGraw-Hill Book Company, 1946), p. 14.

¹⁰Edward G. Olsen, School and Community (New York: Prentice-Hall, Incorporated, 1945), pp. 17-18.

The school of today is a comprehensive one. It reaches far beyond the phase of recent traditional acceptance in which its function was constrained to those activities having to do with purely formal childhood learning. The school of today encompasses a program of total public education whose purpose is "to mold a people and to contribute to individual effectiveness and happiness".¹¹

The Influence of the School

More powerful than any of the factors in man's existence are his demands for life, liberty and the pursuit of happiness. While expressed in many divergent ways, these demands give purpose to his activities and permeate all his interests. And it is in the furtherance of his activities in relation to these demands that he believes in education and the public school. Of all the agencies found in the community, the extent to which the public school is respected for the part it is expected to play in helping the person attain his individual goal causes it to assume a position of greatest significance. In fact, it is the only agency that cuts across all groups, sects and interests; it is a significantly potent instrument for the continuance of democracy and for social betterment.

The School in Transition

In terms of adequacy, the rural school of the latter nineteenth century measured relatively high. Children gained control of the tools of learning, although in many instances

¹¹Paul R. Mort and William S. Vincent, A Look at Our Schools (New York: Cattell and Company, Incorporated, 1946), p. 2.

by cumbersome methods. Their immediate environments, either urban or rural, were used to further their education. Their training was reasonably geared to their demonstrated need.

Changes in our ways of life and the complex problems resulting from them have brought the need for a more adequate education. Educators have moved the emphasis from the community into the classroom, with the thought that by lengthening indoor sessions they have found the answers to the problems of the out-of-doors. The fallacy of the idea is beginning to be recognized.

Schools have changed otherwise. Today, all of the children of all of the people are in attendance. In most states compulsory attendance laws require youngsters to remain in school at least until the sixteenth birthday. This requirement compels the school to adjust its curricula to the ability of all children; and its teachers, of necessity, to gain more skill, not only in the teaching techniques but also in ability to understand and cope with the problems inherent in the building of desirable behavior patterns.

The Need for Interpreting the Schools to the Public

Years of apprenticeship are required before people learn to live together democratically. Not only must the public schools educate American youth to live in our democratic order, but they must also convince these same youths that they are expected to make their individual contributions to it. Classrooms, then, must become miniature democratic institutions. Following this one step further, the

school will then gain democratic status, made up as it is of a number of democratically organized classrooms.

The second step in this process, and necessary to the interpretive effort, comes in providing situations where people who have been trained to do so may actually live more nearly in accordance with democratic precepts. The consequence could be that all governmental processes might have to be re-examined and, where necessary, brought into line.

A democratic form of government is more than a structure; it is a pattern of action. Within the meaning of real democracy, government "of the people, by the people and for the people" is not catch phraseology. Since the public school is the primary institution for education in our democratic order, this threefold expression should give direction to its mode of operation.

Interpreting the schools to the people then includes far more than the mere procedure of pouring out information about school activities. The activities themselves, and not the publicity about them, constitute the significant part of the total process of democratic government. The nature of the school's activities; the extent to which they penetrate the affairs of the community; and the degree to which they function democratically constitute a real measure of the school.

Summary

The survival of our democratic society is dependent upon the extent to which democratic principles and processes control the operation of our institutions. One of these institutions, the public school, was created to insure the permanence of this democratic social order. To fulfil its purpose, the school must be the exemplification of democracy in action.

CHAPTER III

A PHILOSOPHY OF INTERPRETATION

A well-devised plan of interpreting the schools to the people is one which will bring school-community study, understanding, appreciation and cooperative action to affect the solution of the problems of both the community and its institution for education. In such a plan, the school studies the community and from its findings determines, at least in part, its curriculum. Conversely, the community studies the school, and as a consequence and within its ability, provides the necessary financial assistance and moral support to enable it to fulfil its mission. The will of the community, however, serves to direct the basic policy of both activities.

The School and the Community

Much has been written about public school publicity or public relations, as it is sometimes called, that is so inappropriate and so irrelevant that something must be said of it. There are those who would put school-community relations on a "diamond and mink" basis. Little connection is established between the public school system as a social agency for the perpetuation of the culture and for social betterment, and the individual school and its definite and direct responsibility for the education of the small souls within its four walls. The consequence is the publication of articles, pamphlets and books on the high sounding, and

even to educators, too little-understood subject of "social interpretation".

The relation of the public school system to the continuance of our democratic way of life is recognized, even though it has not always been made clear to the average citizen. The acceptance of the public school system, and the American public's faith in it, have never been seriously challenged. The obligation of the public school to teach children how to become worthwhile citizens, and to give as many of them as possible a knowledge of what constitutes our culture and heritage, has already found community acceptance. Without a great deal of "bally-hoo" and fanfare, the schools of the nation are absorbing such innovations as consolidated schools, junior high schools, new methods of teaching, core curricula and physical education programs. The so-called progressive education movement has made its assault. What there was that was good in it has been or is being absorbed. Many of these movements have come as much in spite of the public as because of it, and the public remains loyal. The point is that much that is being attempted in publicity programs is missing the mark entirely. Written for the public, a great amount of it is technical, unnecessary and suited only for the consumption of professional people. If Reeder is correct when he says:

In presenting information it is an excellent plan to keep in mind the lower ten per cent of the people in intelligence. If the information is intelligently presented to that ten per cent, the remaining ninety per cent will be able

to assimilate the information with almost no effort.¹²

then there can be no doubt that much that is being done in the hope of building public understanding is wasted effort.

The nature of the process of interpreting the schools to the community is not expressed clearly by others. Too often, publicity alone is considered identical with the interpretive process when it is but one of the avenues of approach. Mort implies this narrow concept when he says:

Informing the public with respect to what the schools are doing is only half the task. The other half is giving the public an opportunity to discuss and to participate in the discussion of possible future policy changes.¹³

Much more inclusive and more acceptable, although not fully satisfactory, is Olsen's statement:

If you want somebody to support your program be sure that he fully comprehends its value and shares with personal satisfaction in its development.¹⁴

Probably Olsen went too far when he said "fully comprehends its value". Certainly, support will be forthcoming from those with partial understanding. The question of the support of any issue usually rests with the weighing of good and bad information gained about it.

¹²W.G. Reeder, An Introduction to Public School Relations (New York: The MacMillan Company, 1948), p. 11.

¹³Paul R. Mort, Principles of School Administration, (New York: McGraw Hill Book Company, 1946), p. 31.

¹⁴Edward G. Olsen, School and Community (New York: Prentice Hall, Incorporated, 1945), p. 335.

It is the last thought in the expression that is important; namely, that the person whose support you wish "shares with personal satisfaction in its development". That statement was intended to include pupils, parents, citizens, teachers, janitors and administrators. It would include most of the population of the community.

Moehlman, speaking in a broad way on the underlying theory of school-community relations, states:

Social interpretation may be considered as that activity whereby the institution is made aware of community conditions and needs, and the factual informational service whereby the people are kept continuously informed of the purpose, value, conditions and needs of their educational program.¹⁵

Moehlman stresses the necessity of keeping before the people the nature and the needs of the schools, but he also has given attention to the requirement that the nature and needs of the community be kept before the schools.

The only criticism that might be made of Moehlman's presentation concerns the methods through which he would accomplish his purpose. Moehlman suggests two plans which are: first, "the development of actual and continued participation of the parents in the work of the schools in a program of adult education paralleling their changing interests in the development of their children;"¹⁶ and second,

¹⁵Arthur B. Moehlman, School Administration (New York: Houghton Mifflin Company, 1940), p. 495.

¹⁶ibid p. 511

the establishment of "a continuing factual informational service adjusted to all levels of community need and appealing to all community interests."¹⁷

Since the second plan would mean competition with commercial professional talent and technique for the attention of the public it cannot be considered an alternative, but must be thought of as supplemental to the idea of maximum parental participation. It would have the responsibility of reporting the activities resulting from the first plan.

The Means Through Which the School Is Interpreted to the People

Every person connected with the public school system has a part in the process of interpreting the schools to the people. Left alone, uninformed and without direction, a person will play a part but rarely will that person play a part necessary to an effective program of interpretation.

Study of the Community

The activity of interpreting the schools is little different from that which the wise business executive plans for making his organization an integral part of the community. Harlow and Black have described such a plan as follows:

The first task of a company is to make a careful study of its community. The next is to determine the relationship it bears to that community. There must be no guesswork in their operation. The community must be put under a magnifying glass.....Then an equally scientific and exhaustive study must be made of the business

¹⁷Arthur B. Moehlman, School Administration (New York: Houghton Mifflin Company, 1940), p 511.

(school)* itself. A clear understanding must be developed of the exact point and the extent to which its lifeblood flows into the larger stream of the community.¹⁸

To study the community is to undertake an enormous task. And yet, the study should be undertaken if the school is to understand the community and be able to assume its rightful position and interpret its own function. A list of the items to be studied would of necessity include the community's industries, people, governing agencies, religions, recreational outlets, schools, housing, health and a host of others.

Interpreting the Schools to the Community
Through Service to Children

The meeting of the needs of the individual child is paramount in the minds of the individual child's parents, and the schools are being interpreted to them in proportion to the degree with which their needs are being met. Schoolmen have long since agreed that attention must be given to the physical, emotional and social, as well as to the mental development of children. Just how attention can be given to the various aspects of development need not be explained here, but some of the practices which will give parental satisfaction can at least be enumerated.

¹⁸Rex F. Harlow and Marvin M. Black, Practical Public Relations (New York: Harper and Brothers, 1947), p. 198.

*Inserted by the author

First, consider the physical development of children. Is the teacher solicitous about the health of each individual child? Does she notice his defective vision or his need for a front seat so that he may better hear what is being said? Is she acquainted with the course to pursue to put at ease and to help those with speech defects? How familiar is she with the development of children of the various age groups? What responsibility has the teacher or the school for the progress of those children confined at home because of such afflictions as rheumatic fever? These questions are but a few of the many that could be asked. And yet, it is upon the answers to such questions as these that we interpret the schools to the people.

Parents soon gain respect for the school if it contributes to the social maturation of the child. Is there an ever increasing appreciation being developed for the privilege of living in America? Has the youngster begun to accept the responsibilities of citizenship? How about wholesome participation in family life? Does the youth recognize the need for tolerance and does he practice it in building satisfying human relationships? Here again the school is expected to play its part; and, if it does, a major contribution is made to the process of interpreting the schools to the community.

Parents would have their children develop wholesome behavior and attitudes. The school which places total emphasis on memorization and stresses a program of rigid militaristic

regimentation as the sole factors for judging success will fail to develop adequately these social requisites. Since change in behavior patterns is expected as a consequence of education, the school needs to keep the processes of learning free of those experiences which foster the creation of emotional obstructions among children.

Individuals destined to work together--and in the school this means the children and the teacher--must be able to find a reasonable degree of accord. Prescott calls attention to this in reporting a study by Moreno, which is given in part as follows:

Reasons for Liking "Teacher Z" Least, as Reported
by 3725 High School Seniors¹⁹

Reasons	Frequency of Mention
Too cross, crabby, grouchy, never smiles, nagging, sarcastic, loses temper, "flies off the handle"	1708
Not helpful with school work, does not explain lessons and assignments, not clear, work not planned	1025
Partial, has "pets" or favored students, and "picks on" certain pupils	859
Superior, aloof, haughty, "snooty", overbearing, does not know you out of class	775
Mean, unreasonable, hardboiled, intolerant, ill-mannered, too strict, makes life miserable	652

¹⁹Daniel A. Prescott, Emotion and the Educative Process (Washington D.C.: American Council on Education, 1938), p. 274.

While much more could be written in regard to the emotional development of children, the above is significant in that it illustrated how a teacher "Z" could well create a sense of instability in certain children. With others, early or normal emotional maturation could be made difficult. In such situations parents are not long in learning of the trouble.

Interpreting the schools to the people under normal circumstances is not an easy task. Where teachers themselves are either socially or emotionally immature, there is some doubt that it can be done except to the extent that an unpleasant and unfavorable impression is conveyed.

Of the four mentioned phases of child development, the one over which the school and the parent are at odds most is the business of how to "train the mind". The parent accepts developments in the first three items since to him, for the most part, they are new in education; and since he knows little about them, he accepts them on face value. But with "training the mind", it is different. Of course, the parent went to school, and in many instances, he has placed a halo around his school experiences.

The parent learned his alphabet. He learned his tables. Geography and history were not social studies but just plain geography and history. In his estimation, basic textbooks were sacrosanct. The one-room school was better by far than the schools of today. Most of those who persist in this thinking also talk of the long distances they walked in the

heaviest snows that ever fell--they forget the short legs they had at the time. But, the thinking is there and the parent's idea will persist unless something is done by the school to offset this thinking.

The educational administrator must keep his own thinking straight. Olsen states:

....the public school in our democracy dare not remain book-centered or child-centered; like organized society itself, the democratic school must speedily become genuinely life-centered in its basic orientation, outlook, purposes, curriculum and methods. For today as never before in all human history, the essential study of mankind is man--his individual complexities, his group procedures, his social problems.²⁰

The trouble between the parent and the school comes when that which is new and strange to the parent is attempted in the classroom. Parents, accustomed to authoritarian methods particularly, see little need at first for the intrusion and use of the democratic processes. Also, for them, the step from the study of books to the study of man is a huge one indeed.

Interpreting this philosophy to the community is the function of the school. The community, when the education of its children is concerned, does not too easily accept deviations from the traditional patterns. The school that succeeds strives first, to gain the public's confidence; second, to take every prudent means²¹ to enlighten parents and parent groups; and lastly, to move at not too rapid a cadence, lest

²⁰Olsen, op. cit., p. 29.

²¹Mort, op. cit., p. 177.

the pace be too swift to follow and the leader find himself walking alone.

Interpreting the schools to the community from the point of view of the effect of the school upon the child, then is a matter, primarily, of maintaining a highly efficient school system. If a school system is efficient, satisfactory progress in school interpretation depends largely upon frequent parent-teacher contacts, both in the school and in the home.

The Teachers Help in the Process of Interpreting The Schools to the People

Efficient public school teachers have two significant roles in a good program of interpreting the schools to the people. First, since they form the backbone of the school system, they determine in a major sense the degree of efficiency of its operation. The effect upon the school system of teachers of the type described by Mort would be immeasurable. Mort states:

The teacher in a modern school is first of all a richly living person. He is well traveled. He is broadly informed in the sciences, in the humanities, in the events of the day. He has a high degree of professional preparation, so that he is fully informed in the psychology of learning, fully practiced in the techniques of utilizing that psychology, and fully aware of the social obligations of modern education. He is capable in creative fields. He lives like a person who finds enjoyment and meaning in life. He is respected in his community and takes an active part in its clubs, societies, and organizations. He is not only a student but a producer; he is sometimes a consultant to industry, sometimes a writer, sometimes a professional artist; sometimes a lecturer and platform speaker, and is constantly looking toward the improvement of his teaching procedures. This is the kind of person whom we all want to guide our young-

sters' unfolding.²²

Teachers of this type in the schools of the county will do more to create an understanding of the values of education than could be gained by any other means. Children and parents would gain appreciation of the school by means of personal satisfaction in their intimate contacts. This type of teacher would also contribute through the personal satisfaction she would gain and by the reactions she would reflect.

The second contribution expected of the teacher is that she be loyal and be sufficiently well informed of the affairs of the whole school system to be able to talk intelligently about them. Andrews states that teachers are most helpful when they believe that

Pupils are the most important public relations agents.

Pupils mold the public opinion of the school.

Goodwill, friendship and understanding will develop when pupils have the same feeling toward their school.

A good and friendly school is the basis for good public relations.²³

The public gains confidence in institutions that are run efficiently. The school is no exception. Capable teachers, in making a school highly efficient, create the most powerful single instrument for building the sort of goodwill that

²²Mort and Vincent, Op. cit., p. 96

²³Mary G. Andrews, A Trend in Public Relations Today (Boston: The Palmer Company, 1948), Vol. 69, Number 4, p. 202.

is necessary to understanding.

Interpreting the Schools to the People
Through the Staff

More than thirty years ago, the Anne Arundel County public school system became too large to be administered or supervised by a single person, the county superintendent. The need for a countywide program, the urgency for additional leadership, the lack of facilities for in-service teacher education and the many additional activities incident to the conduct of a growing organization brought about the appointment of a staff of assistants. The group of educational specialists selected to give maximum service to teachers and children includes supervisors in the following fields:

Area in Which Supervision Is Provided	Number of Supervisors
Elementary schools	4
Junior high schools	1
Senior high schools	1
Pupil Personnel	3
Industrial Arts and Adult Education	1
Home Economics	1
Transportation	1
Building Construction	1
Operation and maintenance	2
Cafeterias	1

With the exception of those in the department of pupil personnel, the members of the staff approach the needs of the children through others. Those in pupil personnel deal directly with parents and children as well as with teachers in helping to solve the problems of deviates.

The changing nature of supervision over the past few years from inspection, enforcement, and imposition, to the

totally different emphasis represented in the functions of service, leadership, and co-ordination, has necessitated the employment of those who have acquired considerable skill in human relationships for application both within the school system and in interpreting the school to the community. The consequence is that the superintendent now has a group of highly competent specialists, without whose assistance it would be impossible to effectuate a dynamic program of school-community interpretation.

The significant importance of this group in such an effort is twofold. First, the group has its contribution to make in the formulation of a philosophy of education for the county and subsequently to do its part in interpreting it to the people. Second, the members comprising the group must compose their individual philosophies regarding their own special fields and be able by their efforts to bring the school and community closer together because of them.

The process of interpretation demands sympathetic understanding and close cooperation between parents and teachers. The supervisor with skill in human relationships is able to detect the absence of such rapport, to analyze the reasons for its absence and to assist the teacher who gives it little or no recognition. The most powerful single factor in situations where rapport is not present are those which are involved in the teacher's personality and in her unwillingness to admit that parental help is requisite. No philosophy of education which she may hold may be considered

good; and certainly it is not functional, if it fails to include reference to the child's total experiences. The out-of-school curriculum looms large, and since it centers in the home, those behavior patterns which are gained as a consequence of it are important. Parents need to be reminded of the part which they are expected to take in the educative process. The teacher who considers the classroom to be her sole responsibility, and who resents parental intrusion, is not adequate to the task of educating children. She is the one who will have most trouble with both parents and children. In many instances such teachers bear the burden of insecurity.

The supervisor works to build master teachers. Master teachers understand the position of the school in the community. Master teachers recognize the necessity for complete understanding between the school and the home. The degree to which such understanding is present may be the measure of how well the school is being interpreted to the parents. The absence of such evidences of parent-teacher understanding and cooperation will make any other effort at interpretation most difficult and wasteful.

Interpreting the Schools to the People
Through the Supervisors of Pupil Personnel

Created about four years ago, the department of pupil personnel has a staff of three workers trained to deal with the problems of difficult and exceptional children. The assistance rendered this particular group in helping them find

a place first in the school system and later in adult life is yet to be fully recognized by parents. Such a department can be of inestimable value in building better home-school relations.

Here again, interpreting the schools to the people may be accomplished through special services rendered by the school. In past years when children became too difficult for the school to keep, they were either suspended or expelled. The school evaded its responsibilities. These same youngsters must be better understood by the school system and means must be provided to cope with their special problems. To this end psychologists and psychiatrists are needed to counsel with teachers and parents. To understand these children better, home visitation by teachers must be strongly urged. Also for the education of such youngsters, special curricula must be made available.

As yet, most parents are unaware of the **significance** of individual differences. Before real service is possible, it will be necessary that these at least be grudgingly admitted. When they are, and parents, teachers and specialists can work cooperatively, a great deal more will be accomplished.

Interpreting the Schools through Supervisors of Special Services

In Anne Arundel County there are only two supervisors of special services--one for cafeterias and the other for transportation. In the processes of interpreting the schools to the people, these two services make their contributions.

Complaints about irregularity in keeping to schedules, about overcrowding, and about dangerous and dirty busses will shake the faith of the public in the efficiency of the school system. On the other hand, a fine transportation system, with clean and safe conveyances, will instill confidence. Parents show high regard for it. After all, the lives and the comfort of their children are involved.

The transportation system has contributions to make to the development of children. It is an additional instrument for education. Through it, children may learn respect for each other, waiting their turn, proper conduct on public conveyances, the spirit of helpfulness (older children assisting younger ones, etc.), the care of public property, and much more. Habits and attitudes so gained became recognizable in the conduct of children at home. Thus, the schools and their functions are again interpreted to the people.

Cafeterias also make their contributions. The supervisor of this service is to be concerned, not only with purchasing, the employment of skilled workers, nutrition and the supervision of accounting, but also with the provision of opportunities for children to gain cultural refinement as a consequence of their interactions while partaking of food. Here another favorable time is given for social intercourse of the kind that, because of the meaningful experiences provided, may result in children learning better the proper eating habits, the kind of table conversation deemed acceptable, the importance of cleanliness of both person and food, the

kinds of foods essential to excellent health and a considerable number of other social amenities. Parents are quick to recognize these types of growth in children and thus the process of interpretation is still furthered.

Interpreting the School to the Community
Through Other School Employees

Almost twenty-five per cent of all employees of the county school system are custodians, clerks, cafeteria workers and repairmen. Three concepts must prevail in regard to the services rendered by this group. First and foremost, the work which they do must be considered as having the same purpose as that of the administrators; namely, of making it as easy as possible for the teacher to do the best possible job in the classroom. Second, this group is expected to do its work with the highest possible efficiency. Third, the mannerisms, conduct and attitudes of this group must reflect the high ideals of the public school system and the purposes for which it has been established.

No thought prevails here that these employees must understand the complexities of the educative process. However, the important functions which they perform must be understood and appreciated by children. Such understanding will engender respect and bring about the kind of cooperative effort necessary to the smooth operation of the institution, and, as such, it will be interpreted to the people by all with whom it has contact.

Interpreting the Schools to the People
Through the Physical Plant

Rarely indeed does one hear of theft or willful destruction of church property. The reasons for the public's respect for its religious institutions and property need not be explained here. The dominant thought is that the business of interpreting the schools to the people will have progressed far when the same degree of respect is paid the institutions of learning. Probably the same kind of respect will not be forthcoming. It might not be desirable. The school program demands so much more of its physical plant than do religious activities of the church edifice. But respect and care it should have for the part it plays in building a better life.

An adequate physical plant is necessary to the enrichment of the public school curriculum. The absence of such facilities as cafeterias, gymnasiums, auditoriums, science rooms, and shops, for instance, make impossible the activities for which they are planned. Lack of adequate playgrounds and other facilities for play and recreation likewise circumscribe these spheres of action. To the extent that the school plant makes possible the offerings necessary to the maximum development of the individual--to that extent is it respected by the community. In that light and to that degree, it gains recognition and is interpreted to the people as an instrument for social betterment.

The physical plant aids otherwise in the process of interpretation. Its cleanliness will breed cleanliness; its

excellent state of repair will encourage care in its use. The fullest possible community use of its facilities will engender the largest measure of appreciation. Its position in the community and in the hearts of the people whom it serves will never be questioned if it is indeed a community center. As such, it will silently express its worth. Interpreting the schools to the people--under these conditions, little effort will be necessary.

Business Management and Budget Making In the Interpretive Process

The adoption of democratic practices in budget making and the application of sound business principles in spending tax appropriations are important means of building public trust and confidence. Budgetary estimates are policy determinants, and the people of the community should be given an opportunity to express their views. The wise and economical use of funds builds in the public the kind of confidence necessary to the grant of ample appropriations. While the public gains important information from participation in the budgetary process, the state of mind with which it approaches this function reflects the extent to which the interpretive process has been successful.

Publicity as a Means of Interpreting The Schools to the People

So little that is written on behalf of the school and its activities is of real value in the process of interpreting the schools to the people. Consider the newspaper first. Stories of school activities are classified as news. News is

defined as having the following characteristics: "(1) immediacy, (2) proximity, (3) consequence, (4) prominence, (5) unusualness, (6) human interest, and (7) drama."²⁴ If the schools are to be interpreted properly to the people, in the fullness of their tremendous and complex mission, what part of their daily routine which is significant to these activities will have news value? Certainly, school news has some of these characteristics. The story of an unusual football victory has all of them. But such a story may be just as harmful as it may be beneficial to the real program of interpretation. Is the real purpose of the school the building of excellent athletes? Of course, the answer is no. The objective of the physical education program of the school is not only to establish good health in all the children, but also to build the habits and to give the information necessary to maintain it. The football victory may even help to defeat this end if the proper evaluation is not put upon it.

Interpreting the Schools to the Public
Through the Newspapers and Other Publications

In partial verification of the foregoing and with the view that the remainder of this chapter may be better understood, a recent poll of public relations officers of various national organizations is significant. The newspapermen's publication, Editor and Publisher, listed eight objectives in "A Charter for a Sound Public Relations Program" and asked

²⁴J. Erle Grinnell, Interpreting the Public Schools (New York: The McGraw-Hill Book Company, Inc., 1937), p. 77.

the executives mentioned above for their comment. The eight objectives were:

1. Promote within the company and in the company's external relations sound operating policies and practices that are in the public interest.
2. Help your employees to an understanding of the problems of management. Enlist their cooperation as a part of the enterprise; make them want to assist it.
3. Try to inspire a community feeling of pride and ownership.
4. Improve your relations with all with whom you do business.
5. Win the understanding, confidence and support of the general public.
6. Convince men in public office of your contributions to our economic and social welfare.
7. Supply those who mold public opinion with a sound interpretation of your 'corporate character'; with the facts without which they can but underestimate your public service. Make it impossible to question your integrity.
8. Sell the business of free enterprise.²⁵

These eight objectives of a public relations program for a business are easily translated into the needs of a similar program for a public school system. In the first, school could be substituted for business; the second, third, fifth, sixth and seventh could remain unchanged; the fourth should read "Improve your relations with all to whom you render service"; only the last does not apply.

²⁵D.H. Plackard and C. Blackmon, Blueprint for Public Relations (New York: McGraw-Hill Book Company, 1947), pp. 258-261.

But if these are the objectives of a sound public relations program, how then are they realized? Probably Fowler, of General Motors, has given the best answer.

It is bad to talk about a 'public-relations program'. You never win lasting good public relations by a campaign. Good public relations are the result of right living over a long period. To put the effort on a 'campaign' basis is to indicate that you get out some publicity and do some advertising and all is well. As a matter of fact, the advertising and publicity effort is the easiest, simplest end of the job. I regard each as an 'accessory after the fact'.

Boiled way down it seems to me that good or bad public relations stem from the policies and acts of management. If these are good, then the use of various mediums for spreading information about them to the public quickens public concept of the institution as being good. The public's memory being distressingly short, it will not do to state the case once on a 'campaign' basis and go fishing.²⁶

And so we come to the place of reporting in the process of interpreting the schools to the people. The media to be used may be the newspaper, radio, school paper, annual report or some other. All of these may be used in a continuing intensive program, but certain standards should be established in such an activity. The person charged with its supervision must insist on truth, frankness and sincerity above all else. For maximum results it should be on a level with the best of the day's effort as to quality and appeal.

²⁶ Plackard and Blackmon, op. cit., pp. 262-263.

Lastly, it should be easily understood.

Interpreting the schools to the community through the printed page or the radio needs careful supervision. Certainly, getting news of the school is not difficult. News is made by people; and the school has plenty of them. But the events which the newspapers like to describe are rarely those which tell the real story of the school. When something goes wrong at school, the item "makes" page one. On the other hand, when things continue to go as they should, the reporter sees little of news value. The stories that do get written and printed are almost always those that refer to some special school activity; and while they do have "appeal" and a certain small interpretive value, they are rarely of the type that are of most interest to the people. The apparent reason for all of this is that a good reporter can always write the story of an athletic event, a school play, a school misfortune or the happenings of a meeting of the Parent-Teachers Association; but when he is asked to report on such complex subjects as pupil progress and achievement and changing methods of instruction, he finds himself lacking the experience necessary to the task and the story is never done. The school administrator, on the other hand, lacks "reporting" experience, and he likewise shuns the job.

The extent to which this is true is shown in the compilation made by Reeder from a check list sent to 5067 school patrons.

COMPARISON OF THE SCHOOL-NEWS TOPICS IN WHICH PATRONS
ARE INTERESTED WITH THE TOPICS WHICH NEWSPAPERS PUBLISH²⁷

School-News Topics	Rank of Interest of the Topics to Patrons	Rank in Column Inches Devoted to the Topics
Pupil progress and achieve- ment.....	1	4
Methods of instruction.....	2	10
Health of pupils.....	3	9
Course of study.....	4	6
Value of education.....	5	12
Discipline and behavior.....	6	11
Teachers and school officers	7	2
Attendance.....	8	13
Buildings and building pro- grams.....	9	8
Business management and finance.....	10	7
Board of education and administration.....	11	5
Parent-teacher association..	12	3
Extra-curricular activities.	13	1

It is quite evident from the above table that the newspapers cannot do the real job of interpreting the schools to the community. Those items about which the people would like to be more fully informed are those for the most part of a personal nature. The parent is most interested in the progress and achievement of his child; he wants to know how his child is being taught; he demands that his boy or girl enjoy good health; and he wishes knowledge of the course of study for the very same reason. His interpretation of the school and its program will be gained from his evaluation of his

²⁷W.G. Reeder, An Introduction to Public-School Relations (New York: The MacMillan Company, 1948), p. 45.

personal experiences with it. While he will be interested in almost anything that is printed about his child's school, he will value it, for the most part, as his child does.

While the radio and its part in this interpreting effort has been mentioned briefly, there is little difference between it and the newspaper when its value in the interpretative process is measured. It is true that on occasions "fire-side" chats may clarify many of the evident misconceptions involved in the educational process. Again certain well-planned programs which depict school life and activities may help. These, however, are always broadcast in competition with programs being put on by highly skilled professional performers and the interest is almost always confined to those closely associated with the event.

The superintendent's annual report offers a challenge. While it comes but once a year, it can be made quite valuable in the program of interpretation. While it usually deals with school costs, nevertheless these may be simply and graphically portrayed. Pictures will add to its attractiveness and purpose. The distinctive shortcoming of most annual reports is that they fail miserably to associate with sufficient intimacy the direct relationship between the costs of education and the basic functions of the school. Few, if any, such reports tell the real story of why and how additional funds may be used to enrich the experiences of child life to the end that the entire educational program may be made sufficient to the day and time.

Interpreting the Schools to the People Through Personal Contacts

Reference is made here to those numerous personal contacts which the superintendent and his staff make with groups and individuals. These should be treasured. Every one of them is an opportunity to further the process of interpretation. They are highly valuable since the people must have not only the belief that their public institutions are being run efficiently, but they also must have respect for and confidence in those who manage them. An appraisal of those who administer the public schools is more quickly gained by personal contact.

The superintendent and his staff must be fully cognizant of the significant position which the school occupies in the society of which it is a part. They must assume the necessary leadership in the program of interpretation so that the community also will be made aware of it. However, they neither start nor stop the process, for upon their acceptance of positions of educational leadership in the community, they step into an "on-going" process. It is not for them to decide if they are to become active in it. They will immediately face the fact that the public already has formed its opinion; that this opinion is being re-shaped in the light of each day's events; and that the future will bring a continuance of the process. By giving attention to it, the superintendent and his staff may be able to point its direction; but lack of effort on their part will not stop the movement.

Building better school-community relationships means

engaging in every approved means and method available to the skilled practitioner. It means competition with advertising interests; it means offering something better than can be gotten in the poolroom or the cinema; it means advancing arguments laying claims to more education for vocation efficiency; and, of most importance, it means indoctrinating the public in the interest of building better citizens and a finer society through improved schools.

Summary²⁸

The superintendent and his staff must understand, first, that education is necessary to the continuance of all cultures, and that school and community effort must be exerted to help it meet the needs of the changing society of which it is a part. The process itself should be constant. The worth of a school system, as a consequence, might be measured, at least partially, to the extent that the school and the community work together to keep it dynamic.

Secondly, they must realize, and the public must be made to realize, that the process of education begins with birth and ends only with senescence. Parents should know that it is necessary that the individual should gain all possible educational advantages during the earlier period of living; and that it is necessary that individual capabilities be discovered soon enough to insure their proper development.

Thirdly, both they and parents must recognize that the

²⁸Adapted from Moehlman, Arthur B., School Administration.

state has established the school system as an extension of the home, thereby creating a partnership arrangement between the state and the parent, resulting in mutual benefit to both and to the child. Effort must be exerted to make this basic understanding clear to both parties, and the school must remain close to and must be understood and appreciated by the people.

The theory that the institutions of a democracy are controlled by the people and that the right to contract and expand them is their prerogative is the fourth consideration to be understood. Here again, parents must be brought to realize that the right of control implies adequate familiarity with the individual institution. The community must learn that the rights of vested interests and even those of the teaching profession itself must be secondary to the interests of society. In this latter statement consideration is given to the right of any group to work toward a program of change.

The fifth specification which the superintendent and his staff must regard is that democratic institutions rest on the kind of confidence which is the result of honest and efficient management. These the community must be taught to expect and since confidence is built upon understanding, the responsibility of communicating to the public the purposes, conditions and needs of the schools rests upon the management.

Lastly, the community for its own protection must be brought to consider the broader social needs and control their total costs. Recognition is given to the fact that

different communities have greater degrees of appreciation for some institutions than for others. Also, the support given to all in times of prosperity is greater than it is in times of depression.

The knowledge of the foregoing by the superintendent, his staff and the community is quite essential to any effort in building a good school system. The superintendent and his staff must know their institution, its position in society and the methodology they are to use in building public understanding and appreciation.

From what has been said in the past two chapters, it is possible to pose certain basic assumptions in regard to the formulation of a plan which will be discussed in Chapter V for use in interpreting the schools to the people.

1. The ultimate control of public education rests with the people.
2. Interpreting the schools to the people can best be done on a community basis by local school personnel.
3. The degree to which the schools will be successfully interpreted to the people will be in direct relation to the number of those who participate and to the intensity of their interest.
4. Highly efficient leadership will establish a correspondingly high level of performance and expectancy.
5. Doing an excellent job over a long period of time in meeting the needs of children is the most vital factor in interpretation.
6. The aim of the program of interpretation should be to determine the needs of the community and to meet these needs through

the democratic processes.

7. Plans involving wide participation must progress gradually in order to allow time for the people to develop.
8. To gain maximum benefits in the interpretive process, a consistent and adequate program of reporting is necessary.

P A R T II

PAST AND PRESENT EFFORTS
IN INTERPRETATION

CHAPTER IV

PAST AND PRESENT EFFORTS IN INTERPRETATION

In Anne Arundel County the chief school administrator has been involved in various and sundry significant activities. Some of these events or illustrations of evidences of effort related to the process of interpreting the schools to the people have been selected for presentation in this chapter. It is quite obvious that the list is a partial one. Had the opportunity for appraisal been in other hands it is quite probable that a different selection might have been made.

When a school administrator attempts to evaluate his own school system the difficulties immediately become apparent. It is like looking into the mirror upon arising in the morning and wanting to disclaim the responsibility for a lot of what you see. A little introspection is always beneficial, however; and the trait is not unusual since, as individuals, we quite frequently evaluate ourselves and our work. The difference here is that there can be no attempts at justifying or rationalizing since the pattern of speaking frankly, honestly, and sincerely, has been advocated in the previously written philosophy of school-community relations.

Seven assumptions concerning the philosophy of the superintendent in regard to interpreting the schools to the people were listed in Chapter III. The activities described in this chapter are threaded with the philosophy that is contained in these assumptions. If any fault is to be found with them, it

is that they were not the consequence of a total plan. Their value to the school system may be measured, however, by the procedures used in their solution and in the solutions themselves.

Before attempting to describe the present situation or the means being used to improve it, a brief historical background is necessary.

Historical Background

The public school system of Anne Arundel County, as well as those of the other twenty-two counties of the State, was established when the Constitution of 1867 was adopted.²⁹ One and two teacher schools with miserably prepared teachers and irregularly attending children came into existence and these lasted with little or no improvement for almost fifty years. Regarded apathetically by their communities, ridden with politics, and manned and administered by incompetents, by 1914 they had become a disgrace to the State.

This same year, the Maryland General Assembly created a commission³⁰ to make a comprehensive study of the public school system. Empowered with authority to employ trained educators, the commission called upon The General Education Board of New York City for assistance. The report³¹ of the

²⁹Laws of Maryland, 1867, "Constitution of Maryland".

³⁰Laws of Maryland, Acts of 1914, Chapter 844.

³¹Abraham Flexner and Frank P. Bachman, Public Education in Maryland (New York: The General Education Board, 1916),

survey committee which was made public in 1916 was so disturbing that the Maryland law-makers repealed practically all of the laws pertaining to public schools and replaced them with new legislation which was considered at the time the most forward-looking in the nation.³²

Since trained school men were necessary to put these new laws into action, county school boards began to look for new superintendents. The Board of Education of Anne Arundel County elected George Fox, for many years principal of the Hamilton School of Baltimore County, as Superintendent of Schools;³³ and as a consequence, a program of improvement was started which was to continue for twenty-five years.

Anne Arundel County had an enormous task to perform. The new superintendent recognized that the one hundred and two rural one and two teacher white schools would never solve the needs for better education and a plan³⁴ for consolidation was conceived and put into execution. By 1940, after three additional white high schools had been added to the list, the total number had been reduced to thirty-one. During the same period, fully trained teachers were placed in ninety per cent of the classrooms at much higher salaries than had ever been

32

Abraham Flexner and Frank P. Bachman, Public Education in Maryland (New York: The General Education Board, 1916), p. XIV.

33

Minutes of Board of Education of Anne Arundel County, Vol. I, p. 63.

34

George Fox, First Annual Report of the Board of Education of Anne Arundel County, Annapolis, Maryland.

paid.³⁵

The colored schools were not so fortunate. Even though plans were prepared for the consolidation of the thirty-seven small colored schools as early as 1942,³⁶ nothing was accomplished until 1946; and then only a small beginning was made. In the teaching staff, however, real improvement was recorded. One hundred per cent of the colored teaching staff was fully certificated by 1942.³⁷

From 1941 to 1946, during the War period, the whole public school system suffered. High wages in industry and the demands of the armed forces took so many of the teachers that high school graduates and mothers were called upon to "keep classes". Only three new buildings were constructed and many of those in use fell into disrepair through shortages of labor and materials. Public school morale fell to a new low.

Not only did the school plant and the teaching staff feel the effects of the war, but the people became indifferent toward their schools. With "winning the war" the real objective, with long hours of work, rationing and other wartime exigencies, people seemed to have little time or effort left for community care or service.

³⁵

Certification Records, Board of Education of Anne Arundel County, Annapolis, Maryland.

³⁶

Unpublished Master's Thesis, A History of the Colored Schools of Anne Arundel County and a Plan for Their Consolidation, University of Maryland, College Park.

³⁷

ibid

With the war won, however, it was not long before attitudes changed. Newspapers, magazines and the radio began to call attention to the miserable state of affairs in the nation's schools. Individual communities took notice and started to measure the deficiencies of their own school facilities. And then the full impact of the high birth rate struck. Ever more children began piling into the schools, with the consequence that officials were and are still at a loss to find accommodations.³⁸

All that has happened to the schools of the nation has happened to the school system of Anne Arundel County. But other things have occurred in this same period. In 1945, Maryland decided to add another year to its school system so that it might become a twelve year organization,³⁹ and to top it all, many new families began to move into the county.

As a result of the foregoing and in anticipation of the continuance and the intensification of the conditions created by them, Anne Arundel County faces trouble. In addition to solving the usual problems incident to the administration of a school system, the Board of Education and its staff must employ and arrange for in-service training for a twenty per cent increase in personnel this year and about fifteen per cent each succeeding year; procure funds and plan and construct

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Board of Education of Anne Arundel County, The \$7,000,000 Bond Issue and The Need For Additional Funds, Annapolis, 1949.

³⁹

Laws of Maryland, Acts of 1945, Chapter 558

classrooms for 6000 additional children by 1953;⁴⁰ finish re-designing its curriculum in view of changing needs; and expand and strengthen its offerings in the special fields.

With all of this, the school system is presently undergoing change. The old eleven year or 7 - 4 system is being replaced by the twelve year 6 - 3 - 3 organization with the completion of the transition scheduled for September 1949. The increase in the expenditure of funds necessary to provide such experiences as those gained in home economics, shop and physical education to students of two additional classes, the seventh and eighth, throughout the entire county is quite noticeable. The added taxes required to amortize and pay the interest on the mounting bonded indebtedness are heavy. The salary schedule necessary to the procurement of skilled personnel increases the budget still more, while the cost of everything bought in many instances is over twice what it was prior to World War II. Any one of these would have its effect upon the tax-paying public. The assimilation of all of them at one time is a prodigious task for any community.

Carrying such a load in a time of inflationary tendencies similar to that which is in evidence today is not unduly difficult. The load will increase, however, as the value of the dollar mounts and as it is reflected in reduced earnings

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Board of Education of Anne Arundel County, The \$7,000,000 Bond Issue and The Need For Additional Funds, Annapolis, 1949.

and incomes. At such a time all government agencies will be scrambling for the same tax dollars which are expected to be fewer then, and the agency most solidly valued by its community will best survive.

Interpreting the Schools to the People
On the State Level

Maryland has the advantage of being small and rather compact. Its school administration is much more highly centralized because of its county system of school organization. These factors make it both possible and profitable to exert a goodly amount of concentrated effort at school-community interpretation on the state level. In the period from 1940 to the present, the following have come through State action:

1. Free tuition for undergraduates at the Maryland State Teachers Colleges;⁴¹
2. A decrease in class size from an average daily attendance of 40 to 30 by 1951;⁴²
3. The addition of one year to the total school program;⁴³
4. Increases in teachers salaries to the extent that they are now among the highest in the nation;⁴⁴
5. High school supervision on a county level;⁴⁵

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Laws of Maryland, Acts of 1945, Chapter 6.

42

Laws of Maryland, Acts of 1947, Chapter 533.

43

Laws of Maryland, Acts of 1945, Chapter 558.

44

Laws of Maryland, Acts of 1947, Chapter 535.

45

Laws of Maryland, Acts of 1947, Chapter 332.

6. Increases in the numbers employed in the departments of pupil personnel;⁴⁶
7. Additional state financial aid;⁴⁷
8. Funds for school building construction.⁴⁸

It must be understood that activities directed toward interpretation on the state level are complimentary to those on the local level. The responsible citizens from the local communities who form the backbone of such agencies as the Maryland Congress of Parents and Teachers, at least to some extent, reflect the best thinking in their own locale. The assumption is then that strong efforts toward local school-community understanding will result in correspondingly higher performance in the state group. The assumption appears correct since a much larger percentage of officers of such organizations as the Maryland Congress of Parents and Teachers come from the counties which are exerting the most effort at school improvement. The conclusion is that effective local programs directed at the establishment of school-community rapport have a direct influence on the people's ideas of their schools at all levels--local, county, state and nation.

Interpreting the School to the People through the Benefits of
The County Unit Type of Organization in Anne Arundel County

The organization of the public school system on a county-wide basis in Anne Arundel County has played a significant role

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Laws of Maryland, Acts of 1947, Chapter 708.

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Laws of Maryland, Acts of 1947, Chapter 514.

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Laws of Maryland, Acts of 1947, Chapter 190.

in the effort which has been and is being made to interpret the schools to the people. While the children of a few areas might have had better schools because of concentrations of wealth in their particular districts, of far more importance is the fact that a base of minimum requirements has been placed under the offerings of all of the schools. To be more specific, the children of the third district, because of its wealth, might have had many more facilities and a far richer program than they now have had it been divorced from the county. Conversely, the children of the eighth district, strictly rural and with a very low assessable basis, if it were not for the county unit organization would be attending one room schools and a high school pitiably deficient. The present arrangement goes far toward offering an equal opportunity to all of the children of all of the people, regardless of residence, and because of this, a far greater number of people are developing a more uniform regard for their schools and are becoming increasingly able to perceive the kinds of schools they ought to have.

The county unit type of school organization in Anne Arundel County has a second advantage. It is a kind of inter-school interpretive process wherein the school of one community causes the up-grading of the school of an adjoining one through the forces of pride, jealousy, or emulation. This is quite possible through the exercise of pressure group prerogatives, and it is effective where the same authorities have administrative powers over the same schools. When such a wide area as a county has the same school authority, the gap between the

worst and the best in school facilities is very much narrowed. Hence, the improvement of an old school or the construction of a new one, particularly in this mobile age, invariably brings a degree of dissatisfaction in the area less blessed, and agitation for betterment begins. A somewhat similar state of affairs holds in school efficiency. Wide areas gain the knowledge that certain schools are better, with the result that community pressure is exercised to force betterment in the second unit. The county school administrator uses these phenomena to the advantage of the entire school system.

The third advantage of the county unit organization is that it gives the individual schools a sense of belonging to or being a part of something larger than themselves. There are no segregated units and because there are none the people of the community, while taking pride in their own school, build a sense of awareness and a deeper respect for the whole system. In Anne Arundel County this fact is rapidly bringing a demand for a better school system through the elimination of the worst schools. The poor school no longer is the problem of the single community; it is the problem of the larger county community.

The size of the staff, i.e., principals, teachers, supervisors, administrators and other employees constitutes the fourth advantage. Because of it, there is much greater opportunity to gain the use of specialists. Inter-school visitation by principals and teachers plus the services of super-

visors helps each school to gain stature and the keener realization of purpose. In-service education of teachers of special subjects has been made possible and to greater extent by the element of size. High quality leadership in groups working in curricular revision and on specific school problems has also been made available. The significant connection between the personnel available and the intensification of the interpretive process is that the highly efficient school system is the most potent instrumentality in the program. Personnel capable of generating high calibre efficiency also operate in the furtherance of the process of interpretation.

The Function of the Administrative Staff in Interpreting the Schools to the People of Anne Arundel County

At the very beginning, lest there be some misunderstanding, it must be admitted that the school system of Anne Arundel County is not operating at the highest point of efficiency, either in the operation of the system or in interpreting it to the people. True, as is the case in every large organization, it is doing some things quite well. In others it lacks sufficient skill and the adequate understanding of the necessary processes. All that needs be said of the ability of its administrative staff is that it is growing. But let us explore the nature and the extent of its operations.

The approach to the actual working process in Anne Arundel County is a dual one. First, there are those activities which affect the county as a whole, projected as they are toward the improvement of the total operation. Second, and

even more important are those intimate school community relationships which are a measure of the effectiveness of the individual school.

Since the superintendent of the school system has certain definite functions to perform, which both custom and law have designated as his sole responsibility, his relations with his staff in regard to these functions is as follows:

1. The superintendent takes all responsibility for the over-all inefficiency of his organization.
2. Staff meetings are held and suggestions and opinions are offered freely by all members. Participation in discussions is excellent. The group has grown professionally. Each staff member accepts the responsibility of thinking about and offering suggestions in regard to the solution of the problems of the total organization in addition to those in his own area.
3. Staff meetings are used in planning activities used in "testing" new ideas.
4. The superintendent has attempted to establish a pattern of democratic action in all staff meetings that will cause those who participate to strive to copy or improve upon in their associations with those with whom they work.
5. A spirit of comradeship between members of the staff and between the staff and the superintendent is fostered.
6. The superintendent strives to be an educational leader and encourages all of his staff members to keep informed of both current events and of those things professionally significant.
7. The superintendent provides his staff members with the materials and equipment which they find necessary to the performance of their duties. Membership in professional organizations is encouraged and attendance at state and national conferences and conventions is made possible.

8. Staff members, consistent with over-all planning, are given maximum freedom in the performance of their functions.

The foregoing list is certainly not all-inclusive.

Effort has been made to show the type of administrative technique in evidence. These brief statements of the nature of the technique have the special purpose of pointing out that as the public school system, through its central office is being interpreted to the members of the staff and is in turn gaining status with them, in the light of the experiential background which they bring to it, so will they in turn interpret it in their associations with both professional and lay people.

The Superintendent and Other School Employees

The door of the superintendent's office is never closed to those who think they have business to transact with him. This statement does not mean that disloyalty to immediate supervisors is encouraged. Far from it. When problems are presented which others have authority to solve, the superintendent directs the person to the proper official. In all interviews, the thought prevails that interpreting the schools to the people means making understanding patrons and employees of every person who visits the offices of the Board of Education.

The size of the school system and the problems presented by its rapid growth make it impossible for the superintendent to have many direct contacts with teachers. When he does, the occasions are those where groups are involved. On such

occasions, he is frank, honest, sincere and professional, without being formal and austere. Here again, it is expected that sympathetic appreciation of the problems and affairs of teachers will be reflected by like dealing on their part with the similar affairs of parents and children.

Administrative efficiency and an understanding of the social processes is expected of all school principals. A high regard for the American way of life, some knowledge of human growth and development, a sound philosophy of education and loyalty to the public school system are considered essential. These, the superintendent and his staff feel, are needed if the principal is to do each task as he should and tell the public why and how he does it.

Some Evidences that the Schools Are Being Interpreted to the People on a County-wide Basis

In evidence of the extent to which the public schools are being interpreted to the people of Anne Arundel County, the following is offered:

In 1929 the Maryland Legislature passed a \$1,000,000 bond issue⁴⁹. A disapproving minority petitioned for a referendum; the issue was placed before the people on the ballot and after a strenuous campaign, it was approved.

In 1947 the Maryland Legislature passed a \$7,000,000 bond issue⁵⁰ and it was unquestionably accepted by the people. The details of the procedure follow.

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Laws of Maryland, Act of 1929, Chapter 203.

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Laws of Maryland, Extraordinary Session, Acts of 1947, Chapter 25.

In Anne Arundel County in 1946, the new superintendent of schools found himself in an interesting position. He was not new to the county. As assistant superintendent he had served an interesting and profitable apprenticeship. Fortunately he had become aware of the strengths and weaknesses of the organization. A previously completed study of each county and city school and its neighboring community had provided a wealth of information. Studies of State Department of Health statistics on births had provided the startling fact that for every one hundred children enrolled in the elementary grades in 1946, there would be 172 in 1953.⁵¹ Abnormal growth was in the offing. New houses were being built everywhere. Two developers alone had already begun to build a total of 1500 houses in the village of Glen Burnie. Everywhere in the county small developers were constructing groups of residences and many single homes were being built by individuals. Building permits gave promise of unusual increases in the assessable basis of the county.

Coming at a time when both elementary and high schools were already crowded by the enrollees of a peak birth rate, the passage of two laws, the one providing a twelve year system⁵² and the other raising the compulsory attendance age to 16;⁵³ and the subsequent study of their consequences, promised real complications. With no funds for new construction; with

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Seidel, op. cit.

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Laws of Maryland, Acts of 1945, Chapter 558.

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Laws of Maryland, Acts of 1947, Chapter 508.

every indicator pointing to the need for classroom facilities for additional thousands of children; with many too few trained teachers--the future looks far from promising.

But this was not all. There were other troubles. Not one member of the Board of Education had been informed of the real situation, and to make matters far more complex, the most influential member of the Board had pledged himself on many occasions to a "pay-as-go" policy for capital improvements. In addition to all of this, interviews with the members of the Anne Arundel County Delegation of the General Assembly proved them entirely unfamiliar with and little concerned about the troubles and prospects of the school system.

Thus, with an already over-populated school plant; with a teaching staff shattered by war industries and the draft; with employee morale at a low ebb; with Board members, the public, and the local law makers showing little concern; the new superintendent in 1946 found that he had much work to do.

Since the Maryland Legislature was not in session, no help could be gotten from that source. Even if the law makers had been convened, it is doubtful if an approach for assistance would have helped. Time was needed to bring the facts before them. They had to be "shown".

One approach was open. It seemed as though the political leaders had done a good job of selling the pay-as-go plan of financing to the public. Here was an opportunity to get started. The budget⁵⁴ was being prepared and in it was placed

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School Budget, Anne Arundel County, 1947.

a request for \$140,000 for capital outlay. Eighteen cents on the tax rate for new schools seemed a stupendous increase; but the adopted pay-as-go policy plus the idea held by a number of the most influential politicians that the time to strike for higher taxes was at hand since higher wages were in prospect caused the request, much to the surprise of many, to be approved. Immediately upon the receipt of the money, the Board of Education was beset with numerous requests for new buildings, remodeling, and additions.

Realizing that the available funds were quite insufficient to satisfy the needs of even one of the most hard-pressed communities, the superintendent recommended and the Board of Education approved his request that he be given an opportunity to study the total needs of the county and prepare an over-all plan of meeting the demands for construction. It was further agreed that the money made available in the current budget would be reserved for the purchase of sites and the employment of architects.

Two studies were started at the same time. One of the members of the staff began work with the elementary and high school teachers and principals in all white schools north of Annapolis on community spot maps from which a master map was arranged. The superintendent began studies and conferences on the kinds of modern school facilities which our changing times seem to demand.

Since the county had never had a junior high school program, the question of exactly what was involved had to be

answered. How large should a junior high school be? Is a junior-senior high school practical? In our changing times, what facilities should be provided for high school children? Should each new school include a music room, gymnasium, cafeteria and other modern facilities? These and other vital questions had to be answered satisfactorily before the study began.

While this work was in process, time was running out. The end of October came and little had been done in educating members of the Board of Education, Legislature, County Commissioners, and the State Senator on the needs of the county. A newspaper campaign was started. The press responded very well. Parent-teacher organizations were reached by the superintendent and other speakers; the County Council of the Parent-Teachers Association was requested to press the matter with every organization in each of the member's communities; civic clubs, women's clubs, every group which might exert some pressure upon the law makers was requested to play its part in educating for new schools. The members of the Legislature called the superintendent of schools to a conference. What did he want? He asked for \$5,000,000 and was promptly and decisively told that the people of Anne Arundel County would never stand for such a proposal. The meeting adjourned without agreement, but with the superintendent insisting that the above amount was the minimum.

Weeks went by with newspapers, school friends, parent-teacher groups, and civic leaders demanding that the full

amount be authorized in the form of a twenty-year bond issue. Large land owners, real estate agents, and others lobbied against the idea. The Legislature compromised and authorized a \$2,500,000 bond issue⁵⁵ to be amortized in seven years. By trying to satisfy somewhat the criticisms of the adherents of the pay-as-go plan and those opposed to the larger amounts, they had conceived the compromise. It proved a blessing in disguise.

Governor William Preston Lane, Jr. signed the bill. The interminable wait of 60 days followed--the time in which any citizen is privileged to prepare a petition, get the requisite signatures and force the referral of the law to a vote of the people at the next general election. June came, and since no petition had been filed with the Secretary of State, the bill became law.

While these things were happening, the over-all school construction plan for the county had been completed. Many had helped to formulate it. Dr. N.L. Englehart, by request of the superintendent, approved by the Board of Education, had made a two-day visit to the county. Not yet conversant with the plan, but as a conditioning process in anticipation of it, members of the Board of Education in company with the superintendent visited a number of schools in Montgomery county. The superintendent, at the expense of the county, had visited the most recently constructed schools in Ohio, Virginia, and

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Laws of Maryland, Acts of 1947, Chapter 434.

Pennsylvania for ideas and, far more important, to get pictures for publicity purposes. The "School Board Journal"⁵⁶ and other magazines were written for pictures and sketches. The superintendent expected trouble with the Board of Education over the provision of such facilities as cafeterias and gymnasiums. It came and he was ready for it. The Board of Education, at one sitting approved not only the inclusion of both of these facilities, but also the total plan of construction.

The State Superintendent of Schools was then approached. In a one-half day conference, Superintendent Thomas G. Pullen, Jr., with three members of his staff, carefully analyzed the plan and gave it full approval. Eleven schools were included in the program. New junior or junior-senior high schools were proposed for Green Haven, Glen Burnie, Annapolis and Queenstown. Sizeable additions were included for Bates, Brooklyn, and Southern High. Glen Burnie and Conaways were to get new elementary schools and the Annapolis Grammar School was to be remodeled. Glen Burnie was to get a new high school shop.

The plan was a good one. It included relieving the elementary schools of their seventh grades, thereby giving them space for expansion while the high schools were to lose their ninth grades with the same expected result. Under the plan, additional classroom facilities would be made available in

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"The American School Board Journal", (Wisconsin; The Bruce Publishing Company.)

almost every school.

Then the first real shock came. The plans and specifications of the new Glen Burnie Junior High School had been submitted to contractors and when the bids were opened, the cost of \$1,100,000 totaled approximately two-fifths of all the available money. The contract was signed, but at once it became evident that rising building costs would make it possible to build only a few of the schools under consideration.

Just about this time the school budget for 1949 had been completed. Included in it was approximately \$400,000 for the interest and amortization of the \$2,500,000 bond issue authorized by the 1947 session of the legislature. The amount was large, due to the necessity that this loan be paid off in seven years. To raise so large an amount, the tax rate for schools would have had to be increased 26 cents, from \$1.04 to \$1.30. The County Commissioners were shocked and worried. This was really carrying the pay-as-go idea too far and they did not like it. The superintendent suggested that he had a plan that would make this huge rate increase unnecessary and stated that he would appreciate placing it before a joint meeting of the Commissioners, the Board of Education, and the members of the General Assembly. The Commissioners accepted the invitation immediately.

To go back to the people with the problem was the only course of action possible. A special session of the Legislature was being rumored. Another attempt had to be made.

Talks, conferences and newspaper articles were again used, but a new approach was tried. The superintendent, with one of the members of his staff who was adept at taking and developing pictures, toured the county and took 65 pictures of the worst situations in all of the 70 schools. These were mounted for screen projection and invitations were sent to all members of the Board of Education, Board of County Commissioners, and the Anne Arundel County members of the General Assembly. Every person invited was present. The pictures were shown and discussed. Several members of the group expressed incredulity that these pictures were actually taken in Anne Arundel County. Convinced that they were, they then asked for the solution. The superintendent asked for a \$7,000,000 twenty-year bond issue.

Anne Arundel County had never before approved the borrowing of more than \$1,000,000 for the use of any of the departments. Here was a request for seven times that amount! The condition of the school system, the plan for improving it and the statistics related thereto were discussed for more than four hours. A vote was taken with the result that nineteen of the twenty-one approved. But the superintendent wanted a unanimous decision. The two votes in the negative came from the members of the Legislature, and he knew that this meant a referendum with subsequent delays and more trouble.

There was a way out. He immediately proposed four mass meetings to be held in various parts of the county and requested the members of the Legislature to attend so that they

might get "on the spot" reactions. The plan was approved and with it the promise was given that approval of the plan by the people attending these meetings would result in an enabling act being introduced and passed without a provision for a referendum.

The meetings were held. They proved to be four of the most representative sessions ever held in the county. Here was democracy in action. Never were any finer meetings held anywhere. The meetings were long, packed with discussion, and when finally the votes were counted, a total of just nine persons had registered in the negative in all four meetings. One meeting ended with unanimous approval. The people had given their opinion.

The special session of the Legislature was called and a bill for \$7,000,000 for school construction was introduced and passed without further effort. The over-all plan for improving the county school system was about to become a reality.

The issue was finally and decisively settled by taking it directly to the people. Information had created an understanding of the problems of the school system. Participation of the people with the facts at hand was responsible for favorable action.

Recognition is given to the nature of this activity. it was a campaign. It was necessary to meet an emergency and it was successful. But there is no belief that this sort of activity should measure the real extent to which the schools

should be interpreted to the people. It helped; but no reliance is being placed on a possible repetition of it. Living right over a long period of time--doing a good job over a long period of time is recognized as the select procedure, and it is being practiced.

Annual Public Hearings on the School Budget

Prior to 1947, estimating the needs of the schools and compiling them for budget purposes had been an unpleasant task. The superintendent had always been on the defense before both his Board of Education and the County Commissioners. Public hearings before the latter group exemplified how pressure groups worked. The schoolman was treated almost as a mendicant.

The process of budget presentation in the past two years has been changed. The superintendent has brought the people of the county into the procedure which is as follows:

Just before the schools are closed for the summer vacation, principals are requested to meet with the trustees⁵⁷ and determine upon the needs of the schools as they will affect the coming budget. The administration asks that they divide their requests, showing separately those items which they must have and those which they would like to have. When all school returns have been compiled in the office of the Board of Education, the same arrangement is presented in the

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A few of the counties no longer appoint such officials. Anne Arundel County believes they should continue to function since wider participation by more people is the goal toward which we are working.

budget. Those items which are "musts" are placed in the regular budget and they cannot be cut except by item elimination. Since this would mean that a certain community would have to be singled out it is practically never done. Those items of general improvement to all schools which are labelled "desirable" are then discussed at length and the size of the total budget determines their fate.

Before presenting the budget to the County Commissioners, but after the Board of Education has given it preliminary consideration, the superintendent calls a countywide budget meeting. School trustees, prominent citizens from each of the communities and others are invited to attend. The press carries the story and through it, a general invitation is extended. Every year several of the County Commissioners are present. Mimeographed copies of the budget, as it will be presented to the commissioners are distributed and the superintendent explains the purpose of each item. Questions and suggestions are invited from the floor and in the sessions held so far, lively discussions have ensued. At both meetings requests have been made to increase the amounts for certain items and these were not demanded for the benefit of any one community.

This effort on the part of the superintendent is directed toward greater community participation. The people pay for their schools--they should have something to say about budget considerations. In past years, the County Commissioners have held such meetings. Poorly attended, many times con-

ducted by those unfriendly to education, they were not conducive to the best interest of the schools. The recently adopted procedure has practically replaced the regular County Commissioner hearing. Unless there is some issue or a cut in funds is apparent, no attention is given to it. With some refinements, the newer arrangement will continue.

Communities Are Invited to Participate in Planning
The Facilities Which They Are to Use.

A new junior-senior high school to serve six communities had been authorized. The money had become available with the passage of the \$7,000,000 bond issue bill. The question was: Where should it be built? Should it be located at Jessup, Dorsey, Odenton, Severn, Millersville or Laurel? Who should make the selection?

Of course, the law placed the responsibility of site selection with the superintendent of schools--his choice to be final upon the approval of the Board of Education. All six communities planned meetings and invited the superintendent as the speaker. Here was an opportunity for democratic action-- an instance where communities might act for themselves.

One of the communities, Millersville, had already agreed that the location should be central to all children. The story of how that came about will be told elsewhere in this writing.

The superintendent visited all five of the remaining communities with a spot map and, without mentioning any specific location, discussed the requirements of a good school

site. At first, there was plenty of action. Every community wanted the school; every community was ready to pull all the "wires" it could. Finally, the superintendent wrote to the principal of each school and asked that the trustees and two others, to be appointed by the parent-teacher organizations, meet with him at Odenton at 10:00 A.M. on a Saturday morning. Twenty-five representatives came and the discussion started. The qualifications of a good school site were again reviewed, and in a very short time, it was agreed that a site near Odenton was central to the entire area. The superintendent suggested that since he had expected such action to be taken, he had spent some time in looking over a number of possible sites and would they care to look at them, keeping in mind the factors already outlined. They agreed un-animously.

From one site to another the entire group traveled until five sites had been seen. They walked over the land, discussed the shortcomings of each, took notes and made comparisons. After seeing the last site, they agreed that they were ready to vote their choice. Twenty-one of the twenty-five picked the same location. The school, to cost \$1,700,000 when completed, is being constructed on this site.

In this instance a great many people, through meetings and otherwise, learned something about how school sites should be chosen. They learned the reason for certain sites being better than others. Far more important, however, was their cooperative effort in working together as a group, using

democratic procedures. Their first endeavor should lead to others like it when their school has been completed.

Interpreting the Schools to the People
Through What Starts Out to be an Unpleasant Situation

Sometimes our finest opportunities for building understanding and appreciation come when we are compelled, for the good of the school system as a whole, to do something which at the time seems destructive to the very elements we are striving to create. Take the business of closing a school, for instance. What a blow to community pride! And yet it can be done.

The over-all plan of high school construction for Anne Arundel County called for the elimination of a small high school at Millersville. With only 140 students and restricted totally to a narrow academic program, it had long since been found inadequate. It was dear to the hearts of those in the community, however, because it was formerly a private academy and it has many alumni. Since a large central high school was found to be the only solution, it was destined to go.

The community of Millersville was to be most affected by the new plan and it was the first to hear about it. The superintendent, after having had the total plan approved by the Board of Education, called together a large group of representative citizens of the school community. Spot maps were used to show why their site was many miles off center and why it would fail to serve the needs of the larger area.

At first violent opposition developed. The superin-

tendent explained that nothing would be done to further the plan for the period of one year. He presented several mimeographed sheets of information pertaining to the proposal and offered to reconsider his recommendation if the community could refute the facts given or present adequate reasons within the year that would prove the move to be unwise.

Two additional conferences were held at the request of the citizens of the community; but refutable facts seemed to be unobtainable. At the close of the year, the community approved the consolidation.

Many fine things came from the action. First, the community appreciated the consideration given it in providing a lengthy period over which the move could be fully considered. Second, in the process of considering the information which seemed to make advisable the closing of the school, a great deal was learned about the requirements of a genuinely good school. Third, the idea of moving the school finally brought to the surface a fine sporting spirit when the realization finally came that the move was for the best interests of the children.

The Millersville community now solidly favors the new school. Again, the schools have been interpreted to the people.

It is believed that enough has been written of the type of approach used by officials of the administrative staff in the performance of their duties. The belief is held that running rough shod over people is both undemocratic and unnecessary. Both the schools and the children belong to the people.

Fully informing the people of the kind of educational programs necessary for their children in this age, if the job is well done, will bring more lasting and satisfying results. While it will take longer, it can be made an enjoyable experience.

Interpreting the Schools to the People
Through Services to Children

Every supervisor in Anne Arundel County regards herself as a co-worker with the teacher. As such, knowingly or otherwise, she has become vital to the success of the program of school-community interpretation.

Supervisor-Teacher Relationships

One of the first responsibilities of the supervisor concerns the teachers' mental health. She recognizes that the emotionally balanced, well adjusted teacher is most apt to induce a similar state in the lives of her pupils. As a specialist in human relations, she realizes too the damage which those suffering from certain forms of neurosis may do to children. Friendly counseling and sympathetic help serve to lighten the burden and on many occasions directly affect teacher-pupil relationships. The value of all of this is that children are becoming more satisfied and happy in their school situations and as a consequence they are developing into vocal, daily bulletins spreading a positive type of interpretation in their homes.

The services of good supervisors are also vital in the field of employer-employee relationships. The teacher with good mental health, placed in a happy situation, will reflect

her feeling in her relationships with the parents and the public. In Anne Arundel County 518 teachers live in the many county communities; go to church; buy in stores; engage in social activities; and otherwise mingle with people. The state of mind of these teachers in so meeting and mingling with neighbors and friends is bound to cause an injection of friendly consideration toward the schools into the thinking of the various communities.

The supervisors have also labored to inform teachers of the affairs of the entire county school system. The programs of at least fifteen teachers meetings held this year in the different schools have been devoted entirely to "know your schools". There never was a time when so much attention has been given to the problem not only of the individual school, but also of the entire county. This knowledge which teachers have thus gained has made them more able to discuss the present difficulties of the school system with the result that they have gained a great deal more community respect.

The Child Study Program

The supervisors of the county have also served as group leaders in the child study in-service education movement. This is the third year of this activity and it has brought new thinking on the part of the teachers. The program is offered on a voluntary basis, with the numbers of teachers availing themselves of the service increasing appreciably. Through the laboratory attack on the problems of child adjustment and growth, knowledge of the home from which the

child comes daily is a necessary complement to the understanding of the youngster and how he operates. Here again, the teacher has been given assistance in making these contacts possible. She has been encouraged to take two half days of teaching time to visit as many homes as possible. A substitute has replaced her in the classroom. In conversation with teachers, the supervisors frequently hear, "I have talked with the parents about this." Such a program cannot help but further the processes of school-community interpretation.

Building Guidance Services

Under the direction of the supervisors, and beginning this year, guidance programs either have been established or they have been greatly strengthened in four of the largest county schools. Without dwelling on the importance of adequate guidance service, the part it is playing in interpreting the schools to parents is definitely observable. Other communities have asked for reasons for not extending guidance services to their schools. Additional funds will be provided for the employment of more counseling specialists in the next budget.

Lastly, supervisors interpret the schools to the community through direct contacts. They are asked to speak to parent groups, civic organizations, to enter into panel discussions and to participate in less formal talks designated by civic and lay groups. The idea of such participation is not that the supervisor knows all the answers, but that the groups feel that from her background of training and success-

ful experience and from her wider areas of operations, she will have suggestions to offer that are of value.

Supervisors of Pupil Personnel

Special recognition must be given to the value of the services rendered directly to children by the supervisors in the department of pupil personnel. On a broad county basis, but in the direct interest of children, is the work which they do on the biennial school census. The Anne Arundel County school system has been able to forecast the need for comfortable housing for its children, far enough in advance to (1) inform the public; (2) procure funds; (3) plan the schools; and (4) build them when needed. Without the knowledge of what the future promised, the administrator would have been critically handicapped. Due neglect in this regard might well have caused the continued use of poor buildings, the lack of facilities to properly expedite the favored program, and the compulsion of part time attendance. Census information has pointed to the need for additional studies of certain communities and has proved to the public that more funds must be made available for use in school construction.

Supervisors in the department of pupil personnel have also contributed to the understanding of parents in the manner in which they have approached the problems of physically handicapped children. Visiting teachers have been provided for children confined to their homes for lengthy periods. In other cases special transportation facilities have been arranged--a number of children are attending school who must

use wheel chairs the entire day. In still other instances, parents have had the advice of the Health Department, the special counselor on rehabilitation and of speech specialists and teachers. State institutions have been recommended for a certain few youngsters.

For those who have exhibited emotional disturbances, an entirely different kind of assistance has been given. Psychological testing and psychiatric clinical help have been made available, and both the home and school environments have been subjected to careful study. All of these services have been provided not simply that schools may better be interpreted to the people, but rather to insure the welfare of children. The services themselves, however, carry with them maximal values in parental understanding and appreciation. Through these the people are finding the basic values in their educational institutions.

Interpreting the Schools to the People Through the Use of Community Agencies

How do the various community agencies regard their schools? What do the schools mean to them? The community parent organizations are usually somewhat more familiar with the functions of the schools than any of the others. The parent-teacher organizations, seventy in number, are so close to the schools that they may well be considered school organizations. In Anne Arundel County this group makes a real effort to find out what the schools are doing and why. Hardly a week goes by when some member of the staff is not called upon to talk to one of the groups, to lead a discussion, or to organize

a panel. In most of the parent-teacher organizations the objective has changed. While considerable effort is still being given to the raising of funds, the emphasis now is upon attempts to understand better both the school and its children. Twenty schools have regularly organized Mothers' Clubs. Fifteen schools have started child study groups which are helped by the same leaders who perform this function for teacher groups.

Administrative and supervisory officials are now using parent-teacher organizations in adjusting the school curriculum. At the beginning of this school year the film "Human Growth"⁵⁸ was purchased. It was shown first to members of the staff; and it was agreed that before any real effort was made to include it in the curriculum of any school, it should be shown first to the parents and their consent obtained. Many groups of parents have seen the film, which is the basis for the study; and so far, more than ninety per cent of those present on each occasion have given their approval. At the Germantown School, for instance, the following results were obtained:

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Purchased from Audio-Visual Department, University of Oregon Library, Eugene, Oregon.

Total number of ballots turned in190

Mothers.....	130
Fathers.....	46
Woman teachers.....	15 (5 also mothers)
Man teachers.....	3 (1 also father)
Others.....	2

Statement		Number	Per Cent
1. I should like to have my child see the film.	Yes	158	92.4
	No	8	4.7
	Undecided	5	2.9
2. I believe this film should be shown to boys and girls in separate groups.	Yes	43	24.4
	No	121	68.7
	Undecided	12	6.8
3. I feel that all boys and girls at the beginning of adolescence (grades 7-12) should see the film.	Yes	175	97.2
	No	3	1.7
	Undecided	2	1.1

Those in attendance at the meetings at which the film was shown were requested to write their comments on the ballots which were collected. A few of these follow:

I should have appreciated seeing when I attended High School.

Parents should see film and more like it so they can discuss with their children.

Parents should give approval before showing.

I think a very fine film.

Should be taught in lower grades as soon as possible.

Social hygiene should be an important study from very beginning in school; then when adolescent age is reached children will be properly prepared for "Human Growth".

Until Sex Education is presented in lower grades a segregated group would be best. Possibly could be brought in with Physical Education.

I did not see the film but approve the general idea.

I feel that Sex Education is absolutely essential and should be started as soon as possible even in elementary schools.

This should be shown and taught in Public Schools.

Very good presentation.

Should be shown in Jr. High and parents should be educated along these lines also.

Believe film should be shown to boys and girls together at the same time to avoid any secrecy about it; but then they may not ask questions they would like to if separate.

I believe children should see film after they have been told about it in advance.

Should see film at proper age and after proper preparation.

Excellent.

Children should see film when ready. Grades 7 to 12 probably O.K.

A splendid film, beautifully presented.

Believe that groups that have had other training leading up to the film should not be separated for the showing of the film, but for groups starting at High School, YES.

I do feel that children see film when they have reached beginning of maturity. What disturbs me most is the fact that so many parents are seemingly indifferent to this very important subject. Having a boy and girl I am definitely interested in seeing this subject freely discussed in our schools.

Age group beginning at least at 10 just before menstration.

Ten years ago the idea of introducing such a subject into the school curriculum would probably have met with consid-

erable objection. Newspapers, magazines and the radio have focused attention upon its values. Now, the parents are ready for it. The comments above not only prove this; but in addition they also show that the schools are dealing with parent groups which have a much higher level of education and a great deal more information than heretofore.

Newspaper Publicity and the Cooperation of the Press

While the interpretive value of the newspaper has been previously questioned because of the type of news carried, there is no doubt about the necessity of keeping the schools before the public. The newspapers, for instance, occupy a position of real importance in the field of education.

With approximately 2000 daily newspapers, having a circulation of 42,000,000 reaching into every community and home, touching the life of every individual, the importance of the press can be recognized.⁵⁹

The superintendent of schools has built regard for the press and has learned how to use it. His purposes have been best served in that he knows what constitutes desirable news. In many instances he has prepared his own releases. He has studied newspaper styles of writing. He has developed from his own newspaper experience some skill in getting the best results out of interviews with reporters. He has profited by an extensive knowledge of the whole field of journalism.

Many items of school news appear in the local press. All three newspapers cooperate fully and vie with one another in getting releases. Stories concerning personnel, board meet-

ings, special school holidays, increases in school enrollment, athletic events, school plays, graduation exercises, parent-teacher meetings and a host of other happenings find space and it is usually on page one. One of the most interesting and recent examples of the close contact which prevails is found in the series of fourteen articles⁶⁰ just concluded in the "Evening Capital" and written by Editor Richard H. Elliott, after consultation with the department heads of the Board of Education, on the various functions being performed by the schools. Although far from being perfect, these brought considerable favorable comment.

While the newspapers have been unable to help in building a real understanding of the complex functions of the schools, they have assisted in spreading information about the schools which has brought an awareness of present day difficulties. Where emphasis has been desirable, articles have been re-written and re-run. The people have been given information on the following:

1. The length of the school year and the reasons for the 180 day requirement;
2. Increase in school enrollment and its causes;
3. Increase in the teaching staff and the cause of it;
4. Many stories on the need for new construction and on the remodeling of old buildings;

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See Appendix

5. Every meeting of the Board of Education;
6. Appointment of new members of the Board and reappointments of present members;
7. Many stories on the annual budget and about hearings on the budget;
8. Adult education classes;
9. Overcrowding of schools and the use of temporary quarters;
10. School libraries;
11. Grand Jury inspection reports;
12. Appointments, resignations and leaves of absence granted teachers;
13. Teachers meetings and Teachers Association meetings;
14. Parent-teacher association meetings;
15. Cooperation between parents and teachers in efforts at revision of curriculum;
16. School plays, athletic events, music festivals and holiday programs;
17. School census, who takes it and why;
18. Scholarship awards;
19. Use of community facilities by schools; visits to industries, etc;
20. Importance of vocational guidance programs;
21. Home visitation by teachers;
22. Establishment of mental clinics;
23. Summer round-ups for new first graders--physical checks;
24. Community use of school buildings;
25. School contributions to European relief;

26. Reports of addresses by the superintendent and his staff members;

The newspapers have been of considerable importance in informing the public of the affairs of its schools. An examination of the foregoing, however, will bring the conviction that while all of it is good, there is still little or no effort being made to describe or convince the public that any of these things have significance in the development of children through the provision of those means and experiences essential to the task. It is very doubtful, for instance, if any parent through any of the articles published could see the relationship between the particular event described and any of the objectives of the school--the building of desirable behavior patterns, for example.

Past and Present Use of Radio Stations

Annapolis has three radio stations. Beginning with their establishment, Glen Burnie, Southern and Bates High Schools have broadcast choral and instrumental music and plays. But no concerted effort was made to use these facilities in a planned program of interpreting the schools to the people until the beginning of this school year, when the staff decided that a program should be attempted. Each staff member prepared his own broadcast which was recorded and played to the group, using a wire recorder, a week prior to the event. Excellent discussions ensued during which many of the philosophies of education were made more intelligible. The program⁶¹ of broadcasts follows:

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See Appendix for contents of each broadcast.

1. Educational Philosophy	David S. Jenkins	November	8
2. Elementary Education	Dorothy S. Kirkley	"	15
3. Junior High Schools	Ruth V. Dudderar	"	22
4. Senior High Schools	Howard A. Kinhart	"	29
5. Curriculum	Mary A. Farrell	December	6
6. Exceptional Children	Eleanor B. Waring	"	13
7. Public Schools and Spiritual Values	David S. Jenkins	"	20
8. Industrial Arts and Vocational Education	Frank C. Gunderloy	January	3
9. Transportation and its Educational Implications	Morris W. Rannels	"	10
10. Know Your Child-- Social Development	Virginia D. Moore	"	17
11. Know Your Child-- Physical Development	Dr. William J. French	"	24
12. Know Your Child-- Emotional Development	Leviah Daniel	"	31
13. Visual Education	Sarah V. Jones	February	7
14. The \$7,000,000 Bond Issue and the Needs of the Schools of A.A. County	David S. Jenkins	"	14
15. Home Economics in A.A. County	Doris M. Clements	"	21
16. Meeting the Needs of Children	Flora E. Andrews	"	28
17. Who Teaches in A.A. County and What Are their Qualifications?	Ruth J. McNelly	March	7
18. What Do P.T.A.'s Do?	George Sachse, Presi- dent County Council	"	14
19. The Teacher Reports	Mary E. Moss	"	21
20. Adult Education	Frank C. Gunderloy	"	28
21. A.A. County Educational Program for Colored Youth	Douglas S. King	April	4
22. The School Board Evaluates the School System	Clarence E. Tyler	"	11

Little difficulty was experienced in arranging for the broadcasts. In fact, every courtesy was shown and complete cooperation was given by all radio station employees. Olds' statement that, "Radio and television will cooperate if you go to them with good ideas and well thought out plans for using their facilities in education,"⁶² was proved true.

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Robert Olds, Untapped Resources in School Public Relations, Ohio Schools V XXVI, October 1948, pp. 298-299.

The Use of School Publication

Not too much has been done to assist in the interpretive process by means of such publications as annual reports, special pamphlets and the like. The annual report for the past ten years has been mimeographed, with few if any graphs, charts or pictures. The contents have been entirely statistical and the presentations have been sub-standard. The only exception has been the issuance in January 1949 of the publication, "The \$7,000,000 Bond Issue and the Need for Additional Funds."⁶³ This has been placed in doctors', dentists' and lawyers' waiting rooms, in beauty parlors, barber shops, and other public places. Teachers, principals, trustees, janitors, bus drivers, and all other school employees have been given copies. Copies will continue to be distributed to the public until the supply has been exhausted.

Three senior and two junior high schools and two elementary schools publish school papers. These are somewhat helpful in building parental understanding of the schools. They are the results of the efforts of children, however, and their full usefulness--outside of the benefits which the children derive from them--is not gained, since no space in them is reserved for discussions by the staffs of the respective schools of the "what" and "how" of the educative processes.

Increase in Financial Support for the Schools

The public schools cannot be interpreted to the people

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See Appendix for copy

through the acceptance of any one belief in its benefits. The schools affect the total culture, preserve those values found socially acceptable, assist in the development of the whole child and through the process create new cultural patterns; mold the community and place their mark in immeasurable fashion upon our civilization. Interpreting the schools to the people means helping them find those values which the best of them believe in and treasure as being essential to the better life.

One definite measure of this belief is the extent to which the people are willing to deny themselves of other things. "The amount of money available for education depends upon the people's desire and willingness to sacrifice."⁶⁴ To the extent that dollars spent determine the measure of the program of interpretation in Anne Arundel County, the following information is pertinent:

Year	Assessable Basis	School Tax Rate	Number of Children	Per Capital Cost All Pupils
1925	\$36,801,000	.883	8,958	\$ 43.36
1930	48,106,286	1.029	10,438	53.37
1935	50,413,035	.837	11,779	48.29
1940	58,812,768	.903	12,080	62.72
1945	69,878,761	1.107	14,293	80.61
1946	71,126,941	1.05	14,829	84.83
1947	76,122,078	1.05	15,085	90.60
1948	92,639,882	1.04	16,123	131.90
1949	108,650,000	1.17	17,200 ⁶⁵	

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Educational Policies Commission, The Structure and Administration of Education in American Democracy, Washington, D.C., National Education Association, 1938, p. 47.

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Estimated

Since 1925, the people of Anne Arundel County have concluded that the amount of wealth back of each child has been so inadequate that a high tax rate for schools has been inevitable. Tripling the assessable wealth of the county has not changed this opinion. In fact, since that time, the rate has been increased by twenty-nine cents and the per capita cost of educating each pupil has been tripled. Attention is called to the fact that while it took twenty years to double this latter figure, the heaviest increase came in the last three years. Even though the high cost of living has brought increases in teachers salaries, the willingness of the people to pay them is considered an indication that the schools are being more properly evaluated.

Interpreting the Schools through Consideration
Of Rights of Minority Groups

Not only is education the responsibility of the state, but it is also the state's responsibility to look to the rights and privileges of all of its children. To this end Anne Arundel County holds the belief that all children should enjoy equal privileges.

Several minority groups in the county have representative numbers of children in attendance at school. Greeks, Jews, Catholics, and Negroes are included in this classification. On church holidays children are excused from attendance. On certain days children are permitted to come late in the morning and on others they are excused early in the afternoon. Close cooperation exists between churches and schools in this regard.

The treatment of Negroes has improved immensely. Not only have several fine modern schools been provided, but more are also being planned. Consolidation of all small schools was projected several years ago, and progress is being made toward realization of the plan. Negro teachers' salaries are the same as those of white teachers, and supplies and equipment are being distributed on a comparable basis. Classroom visitation and tests show that efforts are being made in improving the quality of instruction.

Progress in interpreting the schools to the people in this regard is bound to be slow. Control of the schools rests with the majority group, and since the larger number of the majority group are in the same economic bracket as the largest number of those in the minority bracket, the bitterest of feeling results from competition for jobs. This same feeling carries over into the question of providing certain of the minority groups, the Negroes for instance, equal educational opportunities. School administrators are compelled to educate the public for equal treatment before actually providing it. In Anne Arundel County this is being done. Probably the expenditure of approximately \$2,000,000 for Negro schools is an evidence of this fact.

Woven into the school curriculum are certain experiences intended to breed tolerant and considerate thinking in children. Both white and colored schools arrange special programs for Brotherhood Week. So much attention is being given to this necessary aspect of social living that unfortunate in-

cidents have not been experienced in many years.

Interpreting the Schools
Through Parent-Teacher Intervisitation

For years principals have been asked to record the number of visits made by parents to the schools and the number of visits which teachers have made to the homes. The following table represents these data which have been collected from principals' annual reports⁶⁶ to the Board of Education.

Number of Pupils whose Parents Visited the Schools
and
Number of Pupils whose Teachers Visited the Homes

Year Ending	Number of Pupils Whose Parents Visited Schools			Number of Pupils Whose Homes Teachers Visited		
	White	Colored	Total	White	Colored	Total
1940	3,136	1,327	4,463	940	3,015	2,955
1941	3,603	1,610	5,213	2,138	2,283	4,421
1942	3,771	1,906	5,677	941	2,182	3,123
1943	3,041	1,668	4,709	492	1,730	2,222
1944	3,269	1,709	4,978	549	1,952	2,501
1945	3,079	1,611	4,690	426	1,802	2,228
1946	3,828	1,691	5,519	480	1,674	2,154
1947	4,257	1,657	5,914	1,059	2,360	3,419
1948	5,173	1,863	7,036	1,581	2,488	4,069

The total number of visits declined during the war years. This decline is distinctly noticeable in white schools. While the number of visits recorded for colored schools is slightly smaller during this period, there was no great decline. The difference could have been caused by the nature of the colored schools, being as they are of the one and two teacher type

with parents in closer proximity. Of considerable interest is the increase in the number of homes visited by white teachers since 1945. This would seem to point to the influence of the child study program and to the adopted practice of the Board of Education of giving teachers time off for home visitation.

From the table above it would appear that in the school year ending 1948, approximately forty per cent of the parents of white children and fifty per cent of the parents of colored children visited the schools. While white teachers visited the homes of sixteen per cent of the white children, colored teachers visited fifty per cent of the homes of the colored children. The best that can be said of the program is that it is improving. Since it has high interpretive value, the practice should be extended.

The Place of Politics and Politicians In the Interpretive Process

The public school system is an agency of the state. In Anne Arundel County, from 1867 to 1916, it was considered much the same as all other state agencies in that it offered an opportunity for politicians to maintain their prestige through additional job placements. Certification of teachers was not practiced and, for the most part, the school superintendent was a sort of business man who usually, upon some politician's recommendation, hired the teachers, kept the buildings in repair, and paid the bills.

The new superintendent, in 1916, stopped all of this. After a prolonged controversy with one of the local politi-

cians, culminating in 1923 when the state took over teacher certification,⁶⁷ he was able to employ and to promote, without political interference, all of his personnel on the basis of qualifications and efficiency. The present superintendent will continue this practice.

Politics play little part in the operation of the Anne Arundel County public school system. While the law does not require it, both major political parties are represented on the Board of Education. All contracts for supplies, repairs and for the construction of new buildings are awarded on a strictly business and competitive basis. The confidence of the public is maintained since good administrative personnel have been employed and educated, and the public has realized through its daily contacts, the efficiency with which they carry on. Also the distribution of the work through the business office has been such that neither political favors nor the considerations of social or other contacts can play an important part in undermining the public confidence.

Public school administrators must work with the politicians and they may as well admit it and be practical about it. Politicians are people. The superintendent in Anne Arundel County has worked with them as people who may help to improve the public school system. An example of this was given in the description of how the \$7,000,000 bond issue was obtained. The annual public school budget hearing is

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Section 31, Annotated Code of Maryland 1924.

another example. Two items have been considered in dealing with the politicians. First, they have been given an understanding of the public school situation and what the schools are trying to do; and secondly, they have been convinced that the people are in accord with the program of the Board of Education. On every occasion, the superintendent has been frank, honest and sincere. No favors have been extended to any individual or to any group of politicians that were denied others. In fact, no favors at all have been granted.

The superintendent in Anne Arundel has developed the philosophy among those in politics that their welfare cannot be disassociated from the welfare of the schools.

They have come to believe that more is to be gained through public school support than otherwise.

Interpreting the Schools through Community Planning

Two years ago a crisis developed in the affairs of the Southern High School. This school is located in the very center of the tobacco-growing Southern section of Anne Arundel County and has enrolled some one hundred and sixty boys and girls. It seems as though the community had lost confidence in its school. The standards of the principal were low; those of the school were likewise. Since no rule to the contrary had been established, quite a few of the children from this area had enrolled in the Annapolis High School, and more were applying each year.

Conditions finally became so bad that the member of the Board living in that area recommended and the Board of Edu-

cation passed a motion to close the senior high school grades and transfer the students to Annapolis. The new superintendent had just assumed his position. He requested that no action be taken for one year and that the people of the area be given due notice of the intent of the Board of Education. The superintendent believed that there was a real need for a junior-senior high school in this community; and if given time, the people themselves would so determine.

Shortly after the announcement had been made, the community became aroused. A mass meeting was called at the school, and the superintendent was invited to speak on the question. He went to the meeting fully prepared with data showing how little concerned the people had been about the affairs of the school and how they had tended to ignore rather than to improve the school by enrolling their children in Annapolis. Mimeographed sheets giving the reasons considered by the Board of Education for making the recommendations and describing an ideal school situation for the community were passed to the audience.

The frankness with which the superintendent had approached the question brought a remarkable response from the people. Two hours of questions and answers followed the presentation, all in the most friendly manner and with unmistakable sincerity. Finally a motion was made and carried requesting the Board of Education to set aside adequate time at one of its future meetings when the people would be given an opportunity to present the issue as they saw it.

The hearing before the Board of Education was held. The people had chosen nine of their number to be present and to offer their program for school improvement. They had done considerable thinking and their plan was a good one. It embodied a request for increased facilities and the promise of complete cooperation. The superintendent was requested to consider the plan and to make recommendations concerning it at a later meeting.

The superintendent's first act was to request the committee to ask the community to appoint the same group of nine to work with him on the project. This was done immediately, and the superintendent, after several further meetings, reported a plan of procedure to the Board of Education. It follows in brief:

1. The school was to become a junior-senior high school;
2. Additional classrooms and a new shop were to be provided;
3. A gymnasium and a cafeteria were to be added;
4. The curriculum of the school was to be studied with the view of adapting the offerings more closely to the needs of the community;
5. The committee responsible for the recommendations was to continue to work with the superintendent and the newly appointed principal toward the attainment of the prescribed goal.⁶⁸

The Board of Education approved the committee's recom-

mendations in their entirety and in accord with its further advice the requested additions to the physical plant were given the following priority:

- a. shop building
- b. classrooms
- c. gymnasium and cafeteria

Since the community was rural, the superintendent requested the Supervisor of Vocational Agriculture to work with the community's committee on the development of the shop building. After a plan had been processed and the advice of the University of Maryland and the State Department of Education had been worked into it, the building was constructed.

But the committee representing the community was not through. Further plans were projected for the committee to work with the teacher of agriculture their-ladies agreed to work with the teacher of home economics-in developing the school's curriculum.

The more difficult part of the process of community cooperation is underway. While the plan of the physical structure was determined by the use which the community wished to make of it, the committee's new work with the school promises to be more difficult. Courses in adult education are being approached first.

Since the day when the Board of Education moved to close the senior high school grades in the school, all but two of the committee's recommendations have been put into effect. Only the cafeteria and the gymnasium are yet to be built.

Plans and specifications for these--they will be built as one unit--are ready for bids but cannot be pushed until money is available. The people of the community in cooperation with the school authorities have done much for their school. But the school is only beginning to become effective. The real task is still ahead.

We Strengthen the Idea that Schools are
For Community Use

Several years ago the Supervisor of Elections of Anne Arundel County bought voting machines. Immediately, the superintendent recommended and the Board of Education approved the extension of an invitation to the Supervisor of Elections to use as many school buildings as might be needed for voting. The offer was accepted with the result that warm comfortable voting facilities with all possible conveniences were made available to the public. These were most necessary also for those working as election officials, many of whom are women.

An interesting consequence of this move was that a number of veritable shacks used for polling houses were sold or pulled down. The county is no longer required to keep in repair a number of buildings used only once every two years.

The public is thus given another opportunity to appreciate its schools through the use of school buildings for civic purposes.

SUMMARY

All of the foregoing activities have been beneficial in that they have helped many Anne Arundel County citizens to

gain a better understanding of their schools. Much could be added. It is here that many of the instances described were localized. No apology is made for this since the belief is held that intimacy with school problems on the part of the individual communities will bring more desirable results. When the communities know their schools and do something to improve them, there is evidence that an interpretive program is in operation and that it is operating on a "two-way street."

The major criticism of the efforts which so far have been made in Anne Arundel County is that, while they may have been in accordance with a well defined philosophy, they have not been the consequence of a single well conceived plan. It is true that all of them have contributed to the idea of "living right over a long period of time"; still, no thorough examination has been made of community opinion and no data have been gathered upon which to base the need for directed interpretive activities. Admission is made freely that community surveys are necessary and that future efforts should be in accordance with their findings.

P A R T III

THE SUPERINTENDENT PROJECTS PLANS
FOR IMPROVING THE PROCESS OF INTERPRETATION

CHAPTER V

THE SUPERINTENDENT PROJECTS PLANS FOR IMPROVING THE PROCESS OF INTERPRETATION

The conditions under which we live are becoming increasingly complex. As a consequence, our ability to adjust to them must be more highly developed and training to this end becomes the responsibility of the public school. The need is ever present for the school to be a dynamic institution. This is vital and must be understood by the community, since most of today's controversies are over the failure of parents and public to associate the changing school with the changing world.

Change, the processes involved in it and its consequences are disturbing. These may not be so significant if the process is activated by individuals with well-defined motives. Social engineering, however, is not the prerogative of many. Mostly, change is thrust upon us. In fact, few see the need for it, rarely enjoy the process and grumble and fuss at the consequences. Those who do not either rarely think much about it or, if they do, fail to understand its complexities.

Change is inevitable. The difference between the past and the present in regard to it is one of rate of acceleration and the future holds no promise of surcease. Since this is true, society must more definitely prepare its children for it; and the schools, the agency charged with the responsibility, must lead the way.

When we speak of the schools, however, we cannot consider them in the abstract. The mention of the word school immediately brings to mind teachers and pupils. More and more it includes parents. The hope is that it will more naturally include the entire public. All of those mentioned are apt to play their individual parts in school affairs. The teacher goes about her task and is enveloped in it. As a rule, she is so busy with her work that she sees little beyond the classroom. The pupil, for the most part, is so engaged in preparing for his individual future that he gives a minimum of thought to the welfare of the whole. So it is with the parent. Usually he is more interested in his individual child than he is in the "doings" of the group. The public, to no appreciable extent, has developed ideals in this regard.

The school administrator must give purpose to the whole. It is his responsibility to interpret the schools to the people. He must lead the movement to bring the public to see the over-all objectives and to give meaning to the many parts of the entire school program. He must see that each activity is explainable in the light of its association with the total process. He must interest and lead his staff, teachers and patrons in community study; help in interpreting the results; and give assistance in translating them into new or changed school processes. In fact, it is up to him to urge his community and his school organization to the determination of the kind of people that will comprise each new generation and the type of community that will help make life more pleasant

and meaningful; to the selection of the experiences which children are to undertake in the process; and to provide the sort of educational facility necessary to the total function.

Plan of Interpretation
Will Be Time Consuming

The need to interpret the schools to the people of Anne Arundel County is neither more nor less acute than it is country-wide. While a county system of school administration is in operation this does not lessen community interest in any of the 70 schools. All of them are fairly close to the people they serve; but they are not close enough. The daily work of 518 teachers and more than 16,000 children is still not known well enough by the people for them to fully understand and properly appraise it.

Any plan which has as its objective the building of both understanding and appreciation of the school system must give consideration to the time element. More than twenty-five years have elapsed since radical changes were made in methods of teaching reading and parents still question present practices. Changes which have been made since parents have attended school still need plenty of explanation. Further changes to meet new conditions must be interpreted. The task, if undertaken at once, will take a score of years. Even then it will not be finished.

In Chapter III certain basic assumptions were given which came as the consequence of the superintendent's considerations of his philosophy in regard to the process of interpreting the

schools to the people. So that these basic assumptions might be translated into action, guiding principles for action were next conceived and these guiding principles for action quite naturally, in fact by their very content, suggested specific suggestions for action. The eight assumptions, with the guiding principle for action and the specific suggestions for action for each, have been set forth on the following pages.

Assumptions Translated into
Specific Suggestions for Action

<u>Assumption</u>	<u>Guiding Principle For Action</u>	<u>Specific Suggestions For Action</u>
I. The ultimate control of public education rests with the people.	Provision should be made to enable the people or their representatives to determine policy.	Set up committees or representatives of the people to study public education and recommend changes in policy.
II. Interpreting the schools to the people can best be done on a community basis and by local school personnel.	In addition to the committees which are to be set up on a county-wide basis, committees should be set up on a community basis with local staff participating.	Make provisions leading to the establishment of an advisory council in each school with the principal acting as educational leader.
III. The aim of a program of interpretation should be to determine the needs of a community and to meet those needs through the democratic processes.	The study of community needs is the study of the needs of the school.	Studies should be made of community needs by the advisory council. The role of the school should be determined and changes in educational policy, if needed, should be suggested.
IV. The degree to which the schools should be successfully interpreted to the people will be in direct relation to the number of those who participate and to the intensity of their interest.	Opportunities should be provided for maximum participation by the employed school staff, by laymen and by children.	Every interested person in the county should be given an opportunity to study the school and the community, and to participate in making recommendations regarding changes in policy.

<u>Assumption</u>	<u>Guiding Principle For Action</u>	<u>Specific Suggestions For Action</u>
V. Highly efficient leadership will establish a correspondingly high level of performance and expectancy.	Provision should be made for consultative service for every group, either from the employed school staff or from consultants made available for this specific purpose.	A county-wide group should do preliminary planning in order to develop leadership within the employed staff and financial provision should be made in the budget in order that consultative service may be made available.
VI. Doing an excellent job over a long period of time in meeting the needs of children is the most vital factor in interpretation.	The operation of the school at all times and in every detail should be highly efficient.	Efficient professional services in every area of the curriculum must be provided for the children. The school must strive to become a real community center.
VII. Plans involving wide participation must progress gradually in order to allow time for the people to develop.	The abilities of the group must determine the period of time needed for the development of the plans.	Provide for the formation of advisory councils through leading the thinking of the school principals rather than through mandatory action. Establish pilot or experimental efforts in receptive communities.
VIII. To gain the maximum benefits in the interpretive process a consistent and adequate program of reporting is necessary.	Since the ultimate control of public education rests with the people, every available means should be used to keep the people informed concerning their schools.	In reporting to the general public newspapers, radio, reports, pamphlets, school papers and other means of mass communication should be used. In reporting to parents, every effort should be made to use parent-teacher designed pupil reports.

The "Specific Suggestions for Action" which grew out of the "Assumptions," in the foregoing, form the outline of the superintendent's plan. It is suggested that these "Specific Suggestions for Action" be read again by the reader, this time, without reference to the "Assumptions" or "Guiding Principles for Action." For the reader's convenience, they are listed again and rearranged somewhat in the order in which they will be considered when the plan is put into operation.

The Plan

Specific Recommendations for Action

1. Set up committees or representatives of the people to study public education and recommend changes in policy.
2. A county-wide group should do preliminary planning in order to develop leadership within the employed staff and financial provision should be made in the budget in order that consultative service may be made available.
3. Provide for the formation of advisory councils through leading the thinking of the principals rather than through mandatory action. Establish pilot or experimental efforts in receptive communities.
4. Make provisions leading to the establishment of an advisory council in each school with the principal acting as educational leader.
5. Studies should be made of community needs by the advisory councils. The role of the school should be determined and changes in educational policy, if needed, should be suggested.
6. Every interested person in the county should be given an opportunity to study the school and the community, and to participate in making recommendations regarding changes in policy.

7. Efficient professional services in every area of the curriculum must be provided for the children. The school must strive to become a real community center.
8. In reporting to the general public newspapers, radio, reports, pamphlets, school papers and other means of mass communication should be used.

In reporting to parents every effort should be made to use parent-teacher designed pupil reports.

On the following page a chart is presented which gives some idea of the manner in which the plan considered in the preceding assumptions will be put into action. Suggestions are made both as to the membership of the groups necessary for the culmination of the plan of interpretation and for the activities which each group will undertake. Three types of groups are proposed, namely, the county-wide advisory group, the principals study groups and the community advisory councils. It will be necessary for the county-wide advisory group to begin the process. This group in turn will develop the principals study groups and the latter will then organize the community advisory councils.

Suggestions for Membership and Activities
Of Proposed Groups for Plan of Interpretation

Suggested Groups

Suggested Activities

County-Wide Advisory Group

Staff, Board of Education; Officers of County Council P.T.A.; 1 Senior High School Principal; 1 Junior High School Principal; 1 Elementary School Principal; Consultants

To study problem and
To work with

Principals Study Groups

to develop adequate

leadership and organize pilot centers

To organize and lead
In school-community studies

Community Advisory Councils
(same as pilot groups)

President Chamber of Commerce	Local Ministers
President Civic Clubs	Representatives
Leaders of Veterans Organizations	of Social
Presidents of Parent-Teacher Organizations	Studies
Interested citizens	Teachers
	Principals of
	school
	Pupils

To report to

People of Community

using

press	school paper
radio	pamphlets
reports	other means

Become acquainted with philosophy of school-community interpretation
Plan continuance of present program
Study problems of an individual pilot community
Develop programs for principals' meetings
Develop own group processes
Advise in suggested program
Initiate plans and suggestions

Become acquainted with philosophy of school-community interpretation
Develop own leadership
Organize pilot schools and establish evaluative criteria for them
Initiate plans and suggestions in their own group processes

Become acquainted with philosophy of school-community interpretation
Develop leadership
Study community problems and their meaning for school
Develop evaluative criteria
Recommend changes in policy
Initiate plans and suggestions in own group processes

Become acquainted with philosophy of school-community interpretation
Develop understanding of needs of community and its schools
Develop appreciation of the strengths and weaknesses of community and schools
Take action for improvement

In interpreting the chart on the previous page attention is again called to the sequence in which the plan of action is to operate. The aim of the plan is to get as many as possible of the citizens of the community to participate in the study and to recommend changes in school policy. The movement starts with a comparatively small county nucleus and spreads to increasingly larger groups until it includes the largest possible number of participants in the individual communities.

Approach to Differ in Various Communities

The chart is not presented with any idea of circumscribing the plan or specifying the number or the composition of the advisory councils in the community. It is suggestive only. The particular needs of any community must determine the plan of action to be followed. The composition of the community advisory councils must depend upon the kinds of organizations functioning in each area. The schools of Anne Arundel County as they operate at present, are not stereotyped nor are the communities similar. Principals, teachers, children, parents and the nature of the communities in which the schools are located have already developed schools that are individualistic. The suggested plan of interpreting the schools to the people contains no implication for change of policy in this regard. It is hoped that the county advisory group will be able to bring the principals to the realization of the need for participating in the proposed plan of action. After this has been done, principals study groups

and community advisory councils will be expected to develop their own patterns of action.

The plan thus provides for democratic leadership on the part of the superintendent of schools. With this type of leadership the details of a plan cannot be too minutely expressed by the superintendent but will have to be worked out by the individuals involved.

Legal Obligation of the Board of Education

Aside from the obligation of the superintendent to improve the schools of the county and to make better the communities of which they are a part, the superintendent has the responsibility, as executive officer of the Board of Education of Anne Arundel County, to satisfy the requirements of the law with reference to its duties. The Laws of Maryland are explicit when they state that the Board of Education

shall consult and advise, through its executive officer and his professional assistants, with the board of district trustees, principals, teachers, and interested citizens, and shall seek in every way to promote the interests of the schools under their jurisdiction.⁶⁹

Plan Based upon Educative Process

Basic to a full understanding of the plan is the recognition that it is an educative procedure. The county group of advisers and consultants, through study, must determine for themselves the need for a plan of school-community interpretation. This same group should plan the program by

⁶⁹Laws of Maryland, Acts of 1916, Chapter 506.

which the principals groups are to make their own decisions. Numbers of school-community councils in turn, after preliminary study, must be given the opportunity to decide for themselves the question of participation. Once under way, the plan will consist of study, presentation and evaluation.

Present Publicity and Public Relations Programs to Be Continued

The publicity and public relations programs developed over the past two years will be continued and the philosophy contained in them will again determine their nature. Since the proposed plan for improving the interpretive process is experimental and since at least a year must elapse before the programs in the pilot schools may be properly evaluated, there will still be need for the continuance of the practices of the past. In fact, it is believed that the need for the kind of effort described in Chapter IV will continue indefinitely.

The Contribution of this Study

Although advisory councils have been used before they have not been directed toward concentrated efforts in interpretation. In the present study the idea has been expressed that the people will be wholeheartedly convinced of the objectives and interests of their schools only if they have an important part in dictating what these are going to be. The belief is held, therefore, that the present study represents extended thinking in regard to the interpretive process. In any case, the proposed plan as described in the present study

represents a significant step in planning for better school-community relations in Anne Arundel County.

Concluding Statement

The plan, if it is to be successful, will involve the public in a task which it alone can do. Engaging in the process should be highly enlightening. Recommending changes in school policy as the consequence of having gained an intimate knowledge of school and community needs will be even more so.

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APPENDIX

A P P E N D I X

Throughout this writing references have been made to the contributions of such community agencies as radio stations and newspapers. The author believes that the inclusion herein of at least a part of the subject matter used on recent radio programs and the newspaper articles pertinent to the subject is valuable. They have, therefore, been included in this Appendix.

The first twenty-two articles represent the contributions of staff members; Mr. George Sachse, President of the County Council of Parent-Teacher Associations; Dr. William J. French, Director of the Anne Arundel County Health Department; and Mr. Clarence E. Tyler, member of the Board of Education.

The second group of articles was written by Editor Richard H. Elliott of the "Evening Capital" and "Maryland Gazette" in collaboration with the heads of departments of the Board of Education.

EDUCATIONAL PHILOSOPHY

By David S. Jenkins
Superintendent of Schools

To WANN, on behalf of the more than 16,000 children enrolled in seventy public schools of Anne Arundel County together with their more than 500 teachers, I extend hearty congratulations and appreciation for making available adequate time each coming week for the discussion of problems pertinent to the education of American youth.

This morning, in the Auditorium of the Annapolis High School before approximately 1,000 high school students, I want to tell you something about our philosophy of education. This seems to be necessary so that you may have a foundation for the programs to come.

Today marks the beginning of Education Week--a week in which America gives added emphasis to the ever-increasing importance of training each and every child to assume a significant role in the society of both our American democracy and of this ever-changing world.

In the life of the individual from birth to death, education plays a dual role. First, the right kind of education contributes definitely and directly to his welfare. The amount of talent he has and the degree to which he applies it to the job of preparation for the work he desires to do determine the extent of his success. The first aim of education, then, is a personal one. The teacher hopes to develop each youngster to the limits of his individual ability. Note must be made here, however, of the varying abilities of people. We have as many different types and kinds of intellectual power as we have different faces. Like our finger prints, no two are alike. Also, each human being from a very early age develops his interests and abilities in varying degrees. His home, church, community, society, companions, books, sports, in fact his every activity, leaves its mark. Each day he differs from yesterday, depending upon the variety and intensity of his experience. Tomorrow he will differ from

today. Each day adds color to the panorama of his life.

Each youth is patterned by what he does. Emphasis cannot be placed too strongly on this fact. What we think is important, yes; but it is what we do that molds character, deepens personality and causes us to assume importance as human beings. Where there is no change in behavior, there is no education. In our public schools, the end to which we aim is that which centers not only on the thinking, but also around the actions and activities of children.

Probably I should give an example of what I mean. We think it is important that young people should know how to become good citizens. Since this is a worthy objective, then it is not enough that children read about citizenship, laws, how to vote, and the other items to be considered. To grow to worthy adulthood, children must practice each day the types of activities in which they wish to excel in later years. In other words, children do not live in one world and adults in another. Industry, thrift, attentive listening, good speech, respect for the other fellow's rights and property, courtesy--all these things must be learned and practiced daily. Evidence that we are acquiring them is a sign that we are growing up. Acceptable conduct is one of the marks of education.

Our success as a society or as a nation--indeed as a world--depends basically upon our developing the greatest possible number of highly competent citizens, trained to labor together to the end that there might ensue the greatest good to the greatest number.

Regarding our first aim, we think of the preparation of youth for the world of work, the gathering of information, the building of emotional security, the creation of a knowledge of and a respect for the spiritual values, and the infusion of the belief in each youngster that he is a fine worthy individual--all these are part of the job of building individual integrity.

Now let us look at the second aim of education. The first had to do with the highest possible development of the individual; the second directs that the individual be prepared to take his proper place in society and to make his contribution to it.

The second aim has to do with the person's relations with others--these others being represented by the total society in which he lives. He may possess a most brilliant mind and he may have applied himself diligently to its development, but he cannot live unto himself, alone, desolate, hermit-like amid a world of people. Man is gregarious. It is natural that he should find enjoyment in mingling with people. For this he needs training and this must bring to him the accumulation of information which man, over the ages, has found valuable and worth preserving. The lessons of history; why man lives where and how he does; what there is about certain works of music, art, sculpture, architecture and literature that causes us to guard them zealously through the ages; the need to develop a knowledge of what is perfection and beauty and to hold in high regard those who have in

past years and are today making their contributions to our cultural heritage is most essential.

While all of us are not so gifted that we might find a place among the immortals, we have nevertheless, a most important place in life. Each of us is part of a family, community and state. Each of us has responsibilities which we are expected to fulfill. These are important both to ourselves and to our communities. If we as individuals refuse to assume these responsibilities, they become the burden of others. On the other hand, if we perfect the performance of our ordinary tasks, we find, usually, that we are asked to undertake more difficult and arduous jobs which in turn lead to positions of leadership. And we never have had an adequate supply of good leadership.

The second objective of education, then, is twofold. It includes the necessity that each generation prepare each and every individual to live industriously, happily and intelligently in the society in which he was born. Secondly, it demands that each person be trained to make his contribution to that society. The success of the agency which society has established--the public school--in training its youth to meet these tasks automatically establishes the level of living of that society. The tasks which society gives its teachers and the efficiency of their performance go far in determining the level of living. Upon this group rests the responsibility for the continuation of our American democratic form of government. For instance, young America must learn, emphatically,

the relationship between production and consumption, particularly, as it may be applied to the individual. The quantity and the quality of the production of each individual helps determine the quantity and quality of his consumption. The philosophy of something for nothing is the curse of the individual who holds it. It is the cause of most crime. It is not for competent, energetic, dynamic American youth.

This week, then, dedicated to education in America, let us examine some aspects of educational affairs at home. In past years, Maryland's children have been somewhat neglected. While the State stood thirteenth among the forty-eight states in per capita wealth, several surveys have placed it near the bottom in the effectiveness of its school system. And while it is difficult to evaluate such intricate mechanisms as school systems, we have known for sometime that Maryland could and should be doing more. Examine, for instance, the position of the college-bound high school graduate. Upon entering his first year at college, at 17 years of age and with 11 years of schooling, he has been compelled to maintain satisfactory grades in competition with students from other communities 18 years of age and with 12 years of education. The additional year at public school and the added year of maturity of the latter group have placed our youngsters at a distinct disadvantage. This has been remedied; from this time on, graduates of our high schools will have had twelve years of school.

How about the excellence of instruction? What kind of

teachers have we been able to employ? In past years, teachers have been poorly paid. The Maryland sales tax has done much to correct this condition. In fact, we are now able to pick and choose our teachers of high school children from among an adequate supply of applicants. This cannot be said for the elementary teachers. Among other causes, the great increase in the nation's birth rate has brought many new children into the elementary grades and trained teachers are still not available. Last year in Anne Arundel County, we employed fifty-three new teachers. Thirty-three of these were in addition to the number we had the previous year. Next year, we expect to employ at least sixty additional teachers. Our growth compels this. If we did not have our present salary schedule, I believe that many of our children would be without teachers.

The lack of time prevents me from examining each area wherein the public schools have made improvements or are in need of them. Through the courtesy of WANN, the members of the staff of the Board of Education will extend the function of Education Week over the next fifteen to twenty weeks and you will hear these specialists, at this time each Monday morning, tell you just what is being done with both your children and your school tax money. You will be told what the future holds for your children, what educational laboratories have found to be good practice in the conduct of your schools. Modern trends will be interpreted and the extent to which they have found application in your schools will be

discussed. In fact, many of the questions you have in mind will be answered. And in this regard, the Board of Education at this time invites your questions. What is it you would like us to tell you in the course of this series of programs? Send your questions to the office of the Board of Education in Annapolis and we shall attempt to answer them. We feel that the opportunity which we will have to talk together will bring you the satisfaction of knowing your schools. We want you to know what we are doing--whether it be excellent or not so good. We want you to help us chart the future.

And now, in conclusion, every week is Education Week. Every day each and every one of us learns something. But, and **this might** be difficult for some to realize, we learn our reactions. It is the nature, the intensity, the depth of our reactions to our daily experiences that we learn. For instance, what causes us to refrain from touching a hot stove the second time? Of course, it is the reaction gained in the first experience.

Experiences with regard to both the individual and his society are fourfold; namely, mental, physical, emotional and social. The right kind of experiences in school and our correct reactions to them will equip us mentally for the life we live; the kind of experiences we need and our proper reactions to them will build for America the stalwart manhood and womanhood essential to our future; the experiences we need and our proper reactions to them will build in us the necessary emotional security that will lift from society at least some of

the tremendous expense of hospitalizing thousands of the mentally ill--41% of all hospitalized cases. And lastly, the proper experiences and our correct reactions to them will give us social maturity to know what constitutes and how to live the better life.

The quantity and the quality of the education which America makes available to its youth will determine the level of living, the degree of health and happiness, the breadth and depth of accepted spiritual values and the measure of hope prevalent in the people of this nation. Therein lies our future.

ELEMENTARY EDUCATION

By Dorothy S. Kirkley
Supervisor of Elementary Schools

Last week at this same time, through the courtesy of WANN, you heard Mr. Jenkins introduce this series of educational broadcasts by emphasizing the basic underlying purposes of the Anne Arundel County school system. National Education Week, which was also mentioned, ended officially on Saturday; but the theme of that particular week--"Strengthening the Foundations of Freedom"--cannot be limited to seven days, for it permeates every move in the field of education.

This morning, let us look at some of the experiences which your girl or boy has in the elementary school and seek to determine the factors that contribute to them. To simplify our thinking, let us assume that Tommy is a typical first grade youngster, who is six years of age when he enters

school in September, or who will be six years of age by December 31 of the same year in which he becomes a first grader. The age of six has been established as a desirable age at which to enter school, on the basis of a thorough study of children. At this age, Tommy should begin to show signs of being ready for systematic instruction and of being able to get along with larger numbers of individuals. However, not all of Tommy's classmates will be at the same place in their development because of their varying backgrounds and experiences. Their interests and abilities will differ and Tommy's teacher's first job will be to become acquainted with each of the children. Some of Tommy's classmates may be a little timid when confronted with a new situation--a room full of so many people and the prospects of spending the morning with a new adult, rather than with mother. Parents and teachers alike need to realize the big adjustment that takes place in the six-year-old on the eventful first day of school, and which continues to be made in many cases in the weeks that follow.

Tommy's parents expect him to learn reading, writing, and arithmetic--and he does. His teacher immediately, even as early as the first day of school, becomes conscious of those factors which will contribute to the reading readiness of the children in her room. She does not begin to teach Tommy and his classmates to read and to spell by instructing them in their ABC's. This is because she knows that the children cannot easily acquire a knowledge of words by

breaking them into letters. Reading readiness refers to the degree of development that has been reached by Tommy. When he is ready to read, he will be able to relate the printed symbol to the fact for which it stands and to relate the printed word to the oral word. Therefore, his teacher is concerned with his speech habits--how well he expresses his ideas in speech and how well he understands the speech that he hears. She is most interested in how he uses his eyes and his ears; for instance, can he point to one letter, word, or picture that is different from all others in a group of letters, words, or pictures; can he find another letter, word, or picture in the list that is like the first letter, word, or picture; can he hear rhyming words; can he hear words that begin with the same sounds? Tommy's readiness to read depends largely upon the experiences he has had in his environment and the way in which these have been interpreted to him. His teacher realizes the importance of building up common group experiences, that her first job is not to teach him to read but rather that it is to enrich the quality of his experiences. In other words, Tommy's day in school may be full of many activities including trips to the dairy, the grocery store, the fire house, or even just around the school itself, painting with water colors, pasting, seeing a movie, listening to music, caring for a classroom pet; but all of these are invaluable experiences in helping him to express himself, to acquire meanings, and as a six-year-old to realize that words are merely symbols standing for ideas. Once this understand-

ing is acquired, Tommy will really be able to read and will not be just a word-caller. His teacher capitalizes upon these varied activities as valuable reading material and helps the children to organize the information into experience charts and records on their own reading level. For several weeks at the beginning of school, Tommy's reading instruction is from such a chart rather than from a book; and not only does he begin to form some conception of words as to their likenesses and differences, but he also learns to read from left to right, he learns to share ideas and to express himself and he learns to organize his ideas, plus innumerable other skills, habits and attitudes. Following this period of reading readiness activities, Tommy and the other first graders are ready to learn to read from a book.

Tommy also begins to learn how to write in manuscript, a form of writing which requires only two types of strokes, the straight line and the curve. There are reasons why he learns to write in this way.

1. Manuscript writing closely resembles the print which he first begins to read and therefore simplifies the early processes of spelling, reading, and writing.
2. Manuscript writing is easy to learn and thus makes written expression easier.
3. Manuscript writing is better adapted to the muscle movements of the primary child.
4. Manuscript writing is quite legible and thus provides the child with a greater sense of satisfaction for his efforts.

Tommy begins to do cursive writing--the kind that we as

adults use--probably around the second half of his second year because at this time he should have a good start in reading and he has a need for being able to recognize letters and words written in this style, too. The transition is easily made, in most instances.

During the first year, Tommy is becoming familiar with numbers, not in a formal sense of the word, but in a very informal way. He sees numbers in a social, meaningful setting. No doubt, his so-called "arithmetic" lesson is not confined to one particular period but he is confronted with numbers on many occasions during the day. When his teacher capitalizes upon these opportunities, she brings a wealth of understanding to her children.

We have elaborated quite a bit on first grade experiences, but not by any means have we touched on all of them. All of the principles just outlined are basic to the entire elementary school program, but let us look farther to find others.

Perhaps the school which Tommy attends has been criticized for not teaching the three R's. But, in actuality, those skill subjects are being strengthened in every way. Mere teaching of the skills does not guarantee their functional use; recent research has proved that there is little growth in the drill and repetition of the three R's. That is a reason why Tommy's day is filled with so many activities. He, as a child, doesn't want or need the same experience ten times, but he wants and needs ten different experiences.

The test of learning is the part it plays in life. Any skill, thought, attitude, or value is learned in proportion to the degree that it will thereafter return to play its appropriate part in life processes. And so, as Tommy progresses through school, he is confronted, insofar as possible, with real life situations within the classrooms. Let us take, for example, the subject of social studies. Formerly, history and geography were taught as separate subjects and as unrelated facts. Later research proved the wisdom of combining these subjects under one heading, social studies. Today, it is a generally accepted fact that there is a definite need for better social living. If there is to be better social living it must be taught. There is a false assumption that better democratic leadership and good citizenship can be taught as a series of facts. On the other hand, there must be something more than facts. And so, by starting with some problem that the individual faces, he is helped to meet situations more intelligently. With this in mind, then, let us see with what general problems in social living Tommy will be dealing as he goes through the elementary grades. In grade one, Living Together in Our School; in grade two, Learning to be Happy, Healthy Boys and Girls; in grade three, Living in Our Community; in grade four, Solving Problems of Community Living; in grade five, Learning to be a Good Citizen of Our County and State; and in grade six, Learning about Our Country. This morning, time forbids the breaking of these large terms into individual problems, and it also forbids the citing of

numerous observations taken from actual classroom practices in the county. However, in such classroom situations there arise untold opportunities to meet the needs of individual children along various lines. There is opportunity for wide reading, and naturally one cannot read without knowing how; and so there must be a time for teaching sounds, ways of attacking new words, dictionary skills and others. As the need for writing arises, one must know how to spell, how to punctuate, and how to use correct grammar. Instead of teaching these concepts by rules, however, children are helped to receive insight into how punctuation or any particular phase of grammar works. When such understanding is emphasized, there is a need for much less drilling. Teaching these capitalization and punctuation concepts with the setting in which the children have a use for them is the all-important factor. For example, third graders in the study of their community have a real need and reason to realize that capital letters are used in naming streets, avenues, public buildings, schools, firms, and family names. They will remember the concepts taught in this fashion far longer than the rule which governs their use.

As for spelling, there are three kinds of words with which children are concerned: (1) the common words which, according to research, are used most frequently and are of special usefulness to the average person; (2) the special words which relate to units of instruction or to activities being carried on at any one particular time; (3) the individual

words for which the child feels a personal need in his own writing. Therefore, it is not difficult to teach all words in use so that spelling takes on a great deal more meaning and purpose for the learner.

So it is with arithmetic. A mere knowledge of the addition facts does not guarantee that the child will know how to solve his problem. There is no point in teaching multiplication tables just for the sake of teaching them and never giving children a chance to solve problems in which they make use of their knowledge. Again, insofar as possible, arithmetic is placed in a functional situation where the need for using the facts is high.

Children are naturally curious as to why and how certain things came to be as they are. Science answers these questions and is being utilized more and more by the elementary classroom teacher. Many problems in science arise from social living units. One sixth grade class has requested that an experiment be performed to show them of what water is composed. Neither are the arts neglected; music, art, and literature, much of which is creative, have a definite place in the day's activities. "Every child an artist" is a good starting point in encouraging creative work on the part of children. Enabling a child to express himself freely is perhaps the most important means of truly understanding him.

In a nutshell, the function of the elementary school is to foster child growth in socially desirable directions. All of the foregoing comments have aimed to show to a limited

extent how this is made possible. Experiences are drawn from many areas in order to result in a desirable wholeness or oneness within the child, for it is in this unity that the quality of learning exists.

A pessimist has been defined as one who, when looking at a bottle half full of very rare perfume, exclaims: "See, it is half gone." An optimist, on the other hand, has been defined as one who would say: "See, there is still half of it left." There are pessimistic and optimistic views in relation to the school system, too. There are those who are inclined to say: "Look, how far we have to go." But how much better it is, in viewing the school system to say: "Look how far we have come. Now let us see how much farther we can go in improving the education of our children." It is true that there is still much to be done, but we believe we have come a long way. In order to go forward, it is necessary to have the cooperation of every parent, every layman, and every educator. So, we encourage you to know your schools, visit them, and ask questions or make contributions and suggestions.

Many other phases of the elementary school program such as, reporting to parents, homework, the physical education program and others should have been included here to make this discussion complete; but to cover all of these has been impossible. In summary, when a child leaves the elementary school it is hoped that he is an individual, mature for his age, possessing the necessary skills, knowledges and attitudes to enable him to become a well-adjusted member of the

junior high school, able and willing to participate and to cooperate in the many activities and challenges presented to him there. It is hoped that the foundation has been laid for his becoming a worthwhile citizen in our democratic society. This is our goal for the approximate 11,000 elementary children in Anne Arundel County this year.

JUNIOR HIGH SCHOOLS

By Ruth V. Dudderar
Supervisor of Junior High Schools

Last week at this same time Mrs. Kirkley, Supervisor of Elementary Schools, symbolized any child entering our first grades by the name of Tommy. At the end of that broadcast, Tommy was ready to enter junior high school. I should like to have you follow him through the junior high school years.

By the time he is ready to enter the seventh grade, the chances are that the more juvenile name of "Tommy" will now be changed to "Tom". This is perhaps an insignificant thing, but characteristic of that phase in his growth in which later childhood and beginning adulthood overlap. Tom is an early adolescent. While he still retains much that is childish, he is definitely looking toward adulthood. In the course of one day's action he may seek safety in the protection of adults or resent any adult intrusion upon his manly rights. However, all of the children entering the grade with Tom will not be early adolescents. Some will not be so grown up as Tom, and others will be more advanced. He and his classmates need the kind of school that is geared to these unsettled

years.

Tom will be in a new school, one that in most cases will be larger than that from which he has come--at least there will be greater numbers of his own age mates. Since birth Tom has been enlarging the horizon of his world--from mother to the family, to the neighborhood, to the elementary school, to the community. And now, this further step, to the greater social contacts offered by his new school. While this situation presents an opportunity for all children, at the same time, it is a source of confusion for many. The new school, the number of new children, the new teachers, and the new subjects can present a situation in which Tom and many of his classmates may feel lost. Perhaps he is mentally capable of learning subject matter, but his social and emotional confusion may interfere with his achievement. We have learned that boys and girls are not made up of neat and separate compartments of development, anyone of which could grow and not touch the other. The individual is mentally, emotionally, socially, spiritually and physically interwoven. The development of one phase cannot be retarded without affecting the others.

These boys and girls need guidance of a close, personal type; not just the slow child, the bright child, or the wrongdoer, but all children. In order to help boys and girls in a guidance way, it is necessary for the teacher to be with them long enough to know them as individuals with individual abilities, needs, ambitions and backgrounds. To this end, our

junior high school includes a core course. Under the ideal organization, Tom's homeroom teacher is his core teacher. In the seventh grade, he will remain in his homeroom for at least three full periods. In this core class the work is concerned with problems of living together, starting with his own problems of living in the junior high school and branching out to include the Americas north and south of us. This procedure is not followed to the letter, for much that is worthwhile and meaningful would be lost. Certainly, the teacher in the class would have lost an opportunity if the recent presidential election was not used as a basis for study and activity. Previous to the election, the visitor would have found lines of students at the various polling places in the school. Here they were checked on the register before receiving a ballot. If they were not registered, they lost the opportunity to vote--actual participation in democratic procedures.

In this core period much attention is given toward developing the skills of reading, writing, spelling, arithmetic and English. Perhaps it is advisable at this time to talk about how we work toward developing these skills. In addition to the fact mentioned before, that longer association with a child gives the teacher opportunity to know his strengths and weaknesses, we add a testing program in order to discover more scientifically just where help is needed. In the early months of the school year, every seventh grade child is tested in reading, arithmetic and work-study skills--

the latter mentioned dealing with map reading, use of references, dictionary skills, interpretation and use of graphs and indexes. Through tabulation of the particular items skipped or missed in the test, Tom's teacher will be able to work out with him and his classmates just what their particular needs are in these skills. Thus these tests are used, primarily, for diagnostic purposes. This testing program might be compared to the medical instruments used by the doctor to diagnose physical ailments. On the basis of needs, indicated by teacher information and the test tabulation, the students in Tom's class will be divided into groups. In reading, Tom may be in the group which needs help in attacking new words. In math, he may be with an entirely different group working on a particular difficulty in fractions. Through the written and oral work done by the class, the children and teacher uncover the needs of the group in English grammar. Thus the attempt is made to work on that phase of skill development that needs attention, stressing the idea that Tom, as well as the teacher, sees and understands his particular needs.

Tom's core class might be termed general education fundamental to all American boys and girls.

The remainder of Tom's day will be spent in special subject classes, with different teachers who have specialized in these separate fields--music, fine arts, physical education, industrial arts, and for the girls in his class, home economics. Tom and his classmates are ready for this limited type

of specialization.

In the music classes, it is the purpose of Tom's teacher to have all children participate in some form of musical expression. To that end, he joins in unison singing, and later part singing of increasing difficulty, of folk songs along with composed music that has found lasting favor. That part of classical music that can be appreciated and accepted by this age boy and girl forms the starting point for developing the ability to listen to and enjoy good music. It is the purpose of these classes also to uncover and offer opportunities to develop the special interest of some toward a more intensive study and participation. Thus the glee clubs and band organizations can be selected by any child with this particular interest.

In the field of fine arts, there is again the combination of the appreciation of the works of enduring value and the creative work done by the youngster. In the expression side of the art, opportunity is given to use many different media--chalk, crayon, charcoal, clay, water, oil and finger paints. The points of good advertising are studied and used to advertise school functions. Printing, color combinations, balance and perspective become a part of art appreciation and individual expression.

To the overwhelming majority of students, the inclusion of physical education in the school's program needs no justification, but I should like to consider with you some of the values beyond the immediate ones so generally accepted by

the students. It is our hope to have every student who is physically able participate in the physical education activities for the reason that these activities are designed to develop the strength, coordination, agility and endurance of the individual and to provide a healthy measure of relaxation. These qualities are unquestionably valuable to any and all people. Through the games programs, the part of the individual as a member of a team is stressed. Good sportsmanship, obedience to the rules of the game, teamwork, and enjoyment, all become part of game participation.

In the industrial arts and home economics departments, the boys and girls are separated. In the industrial arts shop, boys learn the uses of basic tools in the repair and construction of increasingly difficult jobs. They receive instruction in the reading of simple job sketches and in the primary techniques of mechanical drawing. These activities are not areas of intensive specialization but are part of the exploratory function of junior high school. Within the industrial arts classes, typical shop organization is followed as closely as possible. There is a superintendent, foreman, supplies manager, shop inspector, etc. As in other special classes, there is a great carryover into the lives of many of these children, in the form of hobbies, homework, shops and others.

As in the industrial arts department where manly home arts are developed, so, in home economics the arts designated by our society as feminine home-making arts are developed.

Home decoration, sewing, cooking and other domestic arts form the basis of the home economics classes.

While the core was termed general education of all American youth, the function of the special classes might be termed as classes designed to develop the interests and talents peculiar to the individual, while at the same time contributing to a balanced education for all.

No discussion of the junior high school set up would be complete without mention of the clubs and organizations that further develop these interests of boys and girls. This phase is considered of such importance that it is now a part of the scheduled program of the school. Tom joins the club that will pursue in greater detail his particular hobby or interest. The glee club and band have already been mentioned. Others might be a camera club, dramatic club, sewing club, shop club, language club and many others. In the student government organization, Tom helps to establish the rules necessary for living together and the policies of the school. He is ready to accept responsibility so that he may have greater privileges. Other organizations such as maintenance crews, projection crews give individuals the opportunity to develop particular skills and to be of service to the entire school.

As Tom moves to the eighth grade, he works in a framework similar to that in the seventh grade. In this year, however, math and science become separate classes, taught by teachers who have majored in these subjects. The core

course is now two periods in length. In this core course, the emphasis is upon the development of the United States as a world power, stressing the relationship of resources and the land to our history. As yet our ninth grades are a part of the senior high school, with one exception, the Odenton Junior High School. When the housing becomes adequate, the ninth grades will be the final year of the junior high department.

The junior high school years for Tom are years of exploration and discovery of himself and of the scene in which he operates. In these years, from child to man, Tom's young energies are ready to enlist in a cause, line up with a group. Though not expressed as such, he is building his philosophy, his acceptance of right and wrong, his judgement of the worthwhile and the valueless. It is our job to provide him with the experiences that will lead him to make the right choices. In the classrooms, clubs, on the athletic field, in the halls and in the cafeteria he will be moving forward in his conception of and participation in the complicated processes of life in a democracy, absorbing that which is enduring and recognizing his part in the preservation of it--envisioning that which needs strengthening or changing and recognizing his place in its progression.

SENIOR HIGH SCHOOLS

By Dr. Howard A. Kinhart
Supervisor of Senior High Schools

High school is becoming more and more popular. Not many years ago a person was thought to have a pretty good education if he finished the elementary school. Today, graduation from high school is rather generally accepted as the minimum amount of education needed by every boy and girl. More than ever before a high school diploma is required for employment; and the state of Maryland, along with many other states, has passed a law requiring school attendance of all youth until they become 16 years of age. As a result, public sentiment and increase in population cause youth to flock to high school in greater number each year.

What is the high school expected to do with and for this throng of youth? As I see it, it has a twofold obligation: first, to provide for needs that are common to all youth; and second, to accommodate the special interests, needs, and capacities of each individual. Let us consider for a few minutes these two functions of the high school.

What basic education and services must a high school give to all youth?

All of our youth are citizens now and all will be qualified voters in the future. All require education to help them meet more ably their civic responsibilities. On a trial basis, one high school requires that all tenth grade pupils take world history, and in their eleventh and twelfth grades they will have instruction in American history, United Nations Organi-

zation, current international, national, and state problems, elements of economics and government--Federal, state and local. If this plan proves to have its expected value, it will be adopted in the other high schools of the county.

All of our youth need to read, write, speak, and figure on as high level as their capabilities will allow. Attention is given to the improvement of these fundamentals, not only in English and mathematics classes but also actually in every class and activity in the school.

All of our youth are members of family groups now and likely will become heads of their own families in the future. All, therefore, need understanding of family relationships. So that this common need may be achieved more effectively, one of our high schools introduced, last September, a course in family relations. This course includes instruction in dating, selection of a mate, making a go of marriage, successful parenthood, wholesome and happy family living and constructive community living. With some change and improvement in both the material and the way this material is presented to students, it is likely that instruction in this important area of human relations will be offered in all of our senior high schools next year.

All of our youth need to maintain their mental and physical health now and in the future. Certainly, all then require instruction to develop habits of healthful living, understanding of conditions which foster health, and knowledge of ways of preventing disease, avoiding injuries, and using medical

services. Through classes in health and physical education for every boy and girl in all three years of the senior high school, and in biology and home economics, we are meeting fairly well this common need. However, it is in this important area of living that we recognize the need of further improvement.

All of our youth will be expected to engage in useful work in order to sustain themselves and others; all, therefore, require occupational guidance and training and information about current economic conditions. When boys and girls come into the senior high school, we must be sure that they become "vocation conscious". That is to say that without much delay they should be thinking seriously about what they want to do to make a living. An early choice of a vocation makes it possible for them to choose the right courses and subjects that will give the best preparation for their chosen field of work.

Guidance, a vital part of the individual direction needed for all pupils, is furnished in our high schools in many ways. I shall mention some of them briefly:

1. In the classrooms by the teachers
2. In a unit of work, usually 6 weeks in length, dealing with occupations
3. Through the individual's own reading in the guidance library of material relating to occupations in which he has made at least tentative choices
4. By persons outstanding in their vocations who are brought into schools to talk with groups of interested pupils

5. By supervised pupil-group visits to industry, hospitals, colleges, etc.
6. By tests designed to determine interest and aptitudes in vocations

Another need common to all our youth is that of developing the capacity to think rationally. This means that young people must be educated in their thinking processes to bring together all facts and true information bearing on a problem. Such material should be organized without prejudice so that it will fit together for the purpose of arriving at a conclusion that is intelligent and valid. Everywhere in school, in classroom and outside, youth must be trained to think straight.

Finally, the last need common to all our youth that we wish to develop is that of possessing the keen desire to continue education through their own initiative after leaving school. School days merely give the background and the impetus to an education which should be continued to the end. Unless this is done, the school will have failed in one of its most important functions.

So much for a statement of some of the needs that are common to all young people. These needs must be met by a program of general education. This general education is basic and is extended to each and every pupil who enrolls in senior high school. Its purpose is to make every youth competent in the following things: good citizenship; worthy home membership; effective figuring, speaking, reading, writing, and listening; sound physical and mental health; good

character; choosing a vocation and the preparation for it; and, finally, thinking clearly and arriving at sound conclusions.

Let us turn to a second duty of the school in furnishing education to pupils. That, insofar as possible, is to provide instruction that accommodates the interests, needs, and capabilities of each youth. In this case, each individual is offered a full unrestrained opportunity to develop all interests and potentialities giving him individuality and setting him apart from each and every other person. Many of these individual differences, as provided for in the school, are thought of in terms of vocational avocational. A pupil in each of three years of senior high school has the opportunity to choose subjects or areas of special interest. The work in these selected courses is intended to help prepare him for his chosen field or career after he leaves school. There are several curriculums offered in our high schools designed to prepare for vocations. These curriculums are known as Vocational, General, Commercial, and Academic. All of these curriculums are not developed to the same degree in all of our high schools because we must take into account the type of community in which the school is situated, the needs demanded for living and earning a living, and the nearness to employment.

In reference to the curricular offerings, I mentioned the Vocational as one of them. As indicated earlier, I think that the use of this term "vocational" is unfortunate because

every subject and curriculum which we offer does have vocational possibilities. However, "vocational" in the sense used here as a curriculum refers to offerings in certain fields. At Southern and Arundel High School courses in agriculture are intended to prepare boys, and sometimes girls, for various types of farming.

Vocational home economics, offered at Arundel High School, is designed to prepare girls in the many phases of making a home. Some of these are interior decorating, foods and nutrition, care of old clothing, construction of new garments, child care, and renovating furniture.

The new Shop at the Glen Burnie High School is operated on a vocational and industrial arts basis. When boys graduate from this vocational shop they will be sufficiently well-trained to earn a living. We offer at present in the Glen Burnie Shop instruction in the following: drafting, electricity, auto-mechanics, machine shop, and sheet metal work. As soon as this new shop is better established, it is probable that some industrial vocational training will be offered girls. All of our high schools offer industrial arts in varying amounts, but it is only in Glen Burnie that we have an extensive vocational shop curriculum.

The second type of curriculum is General and that name has been given to it because pupils are allowed fuller freedom to choose a program from all subjects offered in the school. For example, if a boy is working toward the electrical engineering profession he may take the academic subjects of physics and

advanced mathematics and include, at the same time from the vocational field, a course in electricity and electronics, sketching, drafting, and blueprint making and reading. Actually, in my opinion, it is the General curriculum that is least restricted in requirements for graduation but at some time permits many of our youth to make their best selection of subjects to prepare them for their vocations and avocations.

Commercial education is offered to some extent in all our senior high schools; however, it is in the schools of the two larger communities, Annapolis and Glen Burnie, where office workers most readily find employment, that we offer the more extended instruction in commercial work. In these two schools instruction is given in commercial arithmetic, bookkeeping, stenography, typing, and office training. This last subject includes instruction in filing, commercial law, office procedures, and the use of machines usually found in offices.

Care has to be taken in the admission of students into the commercial curriculum to make reasonably certain that they not only have the necessary interests, but also possess the required previous background, intelligence, emotional stability, etc. It is little short of foolishness to allow registration in the commercial curriculum by one who has a poor background in English grammar, spelling, sentence and paragraph construction. It is likely that this individual would never do well in stenography, and it would be little short of tragic for

him to flounder around for two or more years trying to learn stenography. If he finally meets the minimum requirements for passing the subject, he would still have difficulty in obtaining a job and holding it. Certainly, promotions would be unlikely.

The Academic is just as much a vocational preparatory course as Shop or Agriculture, but by many people this is not looked upon in this light. All of our schools offer the Academic curriculum which might be properly regarded as that one preparing pupils for advanced education pursued in college or some other institutions. All of our pupils have the opportunity to obtain in our schools the subjects which are required for admission to any college or professional school. All people cannot succeed in the Academic curriculum and in higher schools of learning, so why should they lose time and effort in attempting something which they obviously lack the capacity to do? I think at this point it is clear that our youth need painstaking guidance to assist them in evaluating their personal qualifications or mental ability, interests, aptitudes, temperament, and other traits.

I am sometimes asked if our high schools are accredited. I think it appropriate at this time that I give you this information. All of our high schools are approved by the Maryland State Department of Education; and the two largest schools, Glen Burnie and Annapolis, are on the list of accredited schools of the Middle States Association, which the accrediting agency for this area.

In conclusion, I should like to mention the responsibility that all of us teachers have in making the educational diet of every boy and girl palatable and nutritious. Also, every boy or girl has the responsibility of approaching his educational opportunity with seriousness and a sustained determination to get as much and as fine education as possible. All of this means hard work on the part of both teachers and pupils.

CURRICULUM

By Mary F. Farrell
Supervisor of Curriculum

This morning hundreds of boys and girls boarded orange colored buses, bound for the public schools all over Anne Arundel County. Before the appearance of the bus, there was a group to the side laughing about some piece of humor, a bit of rough house or a tag that was a signal for one to chase the other. At the stopping point there was probably a straight line of books, book bags and lunch boxes, bearing testimony to an unwritten code that says, "This is my place in line. My books will hold my place. I am full of youthful energy and heartily dislike to stand in line". With the appearance of the bus, almost magically out of a disordered scramble, there is a single line of boys and girls, ready to step on the bus. Upon arrival at school, the regular bang of the lower step of the bus signifies that with this rhythmical sound these boys and girls are under the guidance of the

school.

To each child bounding off that bus step, school has a definite meaning. From the animated chatter of this small group of first graders, you gather that Judy has a pet kitten, brand new and her very own; so she is full of what she wants to tell her class when they gather in the group to talk about pets.

Sixth grade Joe has a model engine to contribute to the study of transportation. He is showing it off, but cautioning the fellows to handle it with care. It is the result of his own painstaking labor, with some assistance from Dad, and today it competes for his interest with the softball game his class plays, at which contest he will hold down second base. Joe has responsibilities this day.

Seventh grade Bill had difficulty getting through the bus door because in addition to his books and his lunch, he has his trumpet. Today is band practice day and while he is not exactly expert, at the last practice the band group had moved through a series of sounds that resembled the song America. Pretty good, when you think that they have been at this only one month with one meeting each week! That band director has the "know how".

Ninth grade Margaret, walking slowly to her homeroom, is slightly preoccupied. There is a test today in history. You see, she has worked pretty hard and is hopeful that the test will prove it. We hope with her. May her teacher have the wisdom to evaluate the important ideas, beliefs and ideals

that form the basis of democracy.

There is just a look of confidence about senior high school Tom. Having a personality that reaches out and an ease in meeting people, it is perhaps understandable why the students chose him as student council president. They have a meeting today. Tom has planned for the meeting. He has some ideas on how they can straighten out the difficulty that has arisen in the cafeteria, but when the group get together and bat the situation around, they will come out with an idea that will be better than any of his. (Then too, he is more convinced than ever that his choice of courses was the right one. His counsellor helped him in his choice. He thought he knew what he wanted, but the talks with the counsellor and those tests he took just clinched the matter.)

These experiences and a host of others that time will not permit me to mention form the curriculum of the school. This curriculum includes all the experiences that a child has under the guidance of the school from the time he enters until he leaves. The idea embraces more than prescribed courses of study in English, math, history, etc. It recognizes that these boys and girls live at school six, seven and even eight hours a day, five days a week for ten months of the year. The planned program of the schools, or its curriculum, includes the classroom work with its many learning experiences, the atmosphere of the school outside of the classroom, the lunch periods, the individual conferences

between teacher and child, and the assistance given the child in his problems.

From the three talks given on this program preceding the present one, you perhaps saw that our curriculum today is different from when you were in school. There are pressures and reasons why these changes have been affected. The following list does not pretend to be exhaustive, but will give recognition to some of the larger causes. The first deals with the professional teaching field. We now know more about child development and growth and how children learn. Some of these findings have affected major changes in our curriculum.

Mrs. Kirkley, elementary supervisor, talked about reading in the first grade. If you recall, they do not start by learning the alphabet but by capitalizing on the experiences of the children at home and the group experiences at school, all of the latter being carefully planned by the teacher.

Miss Dudderar, junior high school supervisor, told you about the core courses that are a part of the junior division of our high school. This core course is taught by the homeroom teacher and extends over from two to four periods. In addition to the general education or common learnings, it gives the teacher time to become acquainted with the individual members of her class down to the details of knowing, if she is a good teacher, their hopes, ambitions and frustrations.

Dr. Kinhart, senior high school supervisor, told of the growth of the senior high curriculum so that greater numbers of graduates will be equipped to take their places in the world of work.

Through each of the changes listed above runs a common thread, a very democratic thread; namely, that each human being is an individual and as such is deserving of our respect and attention. Thus, individual guidance, a field that in past years was delegated to vocational guidance in senior high school, is a part of our entire school curriculum from the first through the twelfth grades. That six year old entering school for the first time needs just as much guidance as does the senior high school student. Whether that first grader sees in his teacher an acceptable, friendly, understanding person and sees his school as a place in which to be happy; or, negatively, whether he sees a cold, unfriendly taskmistress can color his attitude toward his entire school career. You see in the first mentioned, the teacher accepts that he is a child affecting a great change and in need of help. Can you remember being in a first grade on the first day of school? You see children wailing in agony and fright at the prospect of mother leaving them; you see passive, resigned acceptance of an unknown; and then you see some sophistication displayed in those who just take such an incident in their stride. The wailing, the passive and the sophisticated--all need the understanding of that teacher; and it takes a bit of

understanding! This close personal guidance is a part of the curriculum through the grades. In junior high school it is continued in the person of the core teacher who works also with special teachers. Since the special teachers have the classes only two or three times a week, the core teacher becomes a human resource person. For example, the physical education teacher has noticed that Sam, contrary to the overwhelming majority of boys, does not put any vigor or vim into the games' activities. He just doesn't want to get into them. A consultation might give a few leads as to the why. His energy may be low because of a physical condition, he may work strenuously after and before school hours, or he may not get enough sleep. Sam's attitude will be viewed in the light of conditions that exist, some of which can be improved. Dr. Kinhart gave you a rather definite view of guidance in the senior high schools, both the personal and the specialized vocational guidance department. I know all of this is not exactly new. Understanding teachers have been doing this for years, ever since the first teacher; but it is time that we all capitalize on the results gained in isolated classrooms.

The last finding in professional research that I will mention has been implied. That is, that learning takes place more rapidly where there is interest, purpose, and value to the learner. This does not mean, "What do you want to learn today?" from teacher to students, but that the problems for study be within the range of understanding of the learner,

that he knows the why and sees the reasons for the study. Boys and girls with different kinds of intelligences (We used to think there was only one kind.) can and do enjoy the work when it has purpose and direction, visible and understandable to them. For example, take the words he is studying. As a spelling list they are pretty unglamorous, but if they represent words he knows he needs through the core or words that his written work reveals he cannot spell, they are within the range of his understanding; and he has the why. (This is opposed to a spelling list from a spelling book, compiled by someone who had no idea of what this class in this particular school in Anne Arundel County, December 6, Year of our Lord 1948, would need to know.)

While the first reason for curriculum change as a result of findings in the professional field dealt mainly with the greater realization of the individual, the second deals with the school as a social institution serving the purpose of that society. Look to the changes that have occurred in the past twenty years--to recount a few: the more rapid coverage of distances, the advances in all branches of science, the devastating global war, the harnessing of atomic energy, and--not the least in its effect upon the schools--the change in the function of the American family. This is not a statement that all change is good; it is a statement of conditions as they exist. Through all of these changes, it is the job of the school to preserve the respect for and the belief in the enduring values while at the same time recognizing the changes

that produce a better life. How can we as teachers say to a child, "No, you won't need this block of subject matter now but you will ten or twenty years from now."? He is not preparing to live; he is living now. If we can help him to face problems on an ever-ascending level of performance, if we can help him look at his problem, assemble the facts, devise several possible solutions and choose the one that seems most likely to give assistance, then, while helping him to adjust to the now, we are preparing him most efficiently to face his problems ten or twenty years from now. By then, a part of his being will be to solve his problems as he has been doing all the years through school.

In the curriculum as it evolves and changes, you as a parent have a part to play. At the least, you should know what your school is doing. But more than just knowing the what, you should know the why; asking if you do not know. Then too, you can and should be a contributor to this evolving curriculum by helping to see the needs and working with the school so that our aims, hopes and desires for our children are the same. (Pulling together, we can be an agent in seeing that the aims and goals of a free man in a free society are more nearly accomplished.) We will have teamed the two most powerful agents of that society: the home and the school.

EXCEPTIONAL CHILDREN

By Eleanor B. Waring
Senior Supervisor of Pupil Personnel

For the past several weeks you have been listening to members of the administrative and supervisory staff of the Anne Arundel County Board of Education tell you of what one might expect his child to experience in his years spent in the elementary, junior high and the senior high schools. However, we have assumed that that child has, what might be termed, normal opportunities at home and at school and that he is physically, mentally, and emotionally sound. Fortunately, a large percentage of our girls and boys have normal opportunities for developing to their greatest possibilities while a part of their home, community, and school environment. But that is not true of all girls and boys; and it is about these children, whom I shall speak of as exceptional, that I plan to talk to you today. The use of exceptional in the sense that I shall use it here will refer to those children who for one reason or another do not have either the normal physical, social or emotional environment in which to develop or are themselves in some sense handicapped.

Let us look at John. He was reported to the Pupil Personnel office for failure to be in regular attendance at high school. The report from his school said that he was not interested in school work; had average ability; was often sullen and impudent; and recommended that he be withdrawn from school and allowed to go to work. Investigation was made into the

home and the child's school record was studied carefully.

From that study, these important facts were learned:

- (1) In elementary school John showed a tendency toward leadership ability.
- (2) John's intelligence, according to reliable testing, was slightly better than normal.
- (3) The elementary school which John attended was a small four-teacher school where John knew every teacher and every child. He had been in the new and large school too short a time to know many people.
- (4) His home was one of a lower economic level where little could be afforded in supplying the things necessary for his proper place among his fellows.
- (5) His father was not a graduate of even elementary school and expressed a feeling that work was good for everybody and that John had more schooling now than was necessary to make a living.
- (6) His mother was a frail, quiet person who said she cared about John's school attendance but seemed to have little say in the matter.

In talking to John, many things were learned. Of course, he was at first sullen, but that behavior was easily understood as he began to talk. Yes, he liked elementary school-- that was a real school and Miss B____ was a real person. She was a fellow's friend and made one feel that he wanted to do his very best. When asked what was wrong at the new school there was a jumble of phrases to the effect that he wasn't too sure but he felt lost. No one knew him or seemed to care, as he expressed it. He had few opportunities to meet people after school at game practice, etc. because he had to hurry to deliver papers to earn money that supplied his clothing. Then too, Daddy felt he was old enough now that he should help in supporting the family. That bothered

him a great deal as he hated to be a sponger. He was interested in his school subjects and particularly liked music which was not a part of his school program. Asked if he wanted to end his schooling, he showed definitely that he would not.

Several conferences with the principal and the guidance director led to opportunities which developed in John a feeling that he belonged to the school and that he was a valued citizen in the school society. His curriculum was slightly changed so that instead of art he was given music.

Of course, his father's attitude was changed too, to the extent that his pride in his son's achievement made school an important place. Naturally, there are times even now when he isn't too sure that school is the place for John.

Why am I speaking of John as an exceptional child? Because, unlike what the normal child feels in the support of his home toward his school endeavors, John felt nothing except that school was not for him.

Similarly, I could tell you of other children, exceptional in opportunities because the normal support of the home is lacking. There is the home where the mother is not loyal to her family and is often not at home to her family; another home where a drunken father must be endured if like is at all possible; and there are others where no thought of school is ever given except that as a matter of law the children must attend until the age set by law is satisfied.

Sometimes the home environment makes the child an exceptional one, not because of its lack of interest but be-

cause of economic pressures due to factors not within the control of the home. I visited a home of five children not too long ago, where an ill mother was trying to keep the family together but was finding it extremely difficult. The two young boys, ages 9 and 11, were the wood cutters and water carriers and the little girl of 10 did what she could in general housework. Medical care service was arranged for this family and clothing was supplied so as to help out, but certainly one would know that the responsibilities of these children did little to help them contribute to or to profit from the normal school activities.

In another home a child of 5 whom the mother described as "deaf and dumb and unable to learn but on the waiting list of Rose Wood", was a real obstacle in the normal progress of her two high school sisters and one brother. The mother had been stricken with a malady which made her almost totally helpless. Her caring for the invalid was impossible so that it made it necessary that each of the children take a turn at staying at home. This meant, of course, one day in three each child was out of school. The youngsters were too proud to tell this at school and at the time the case came to the attention of the office of pupil personnel, they were doing poor work at school although records showed them to have been good students in past years. A visit to the schools concerned and the facts discussed with the principal made for schedule changes which served to lighten the load of each as much as possible. Certainly, these children were exceptional in their opportunities for succeeding in school

work.

I could cite many other examples where the child's home environment did not contribute toward a rich school experience. Time does not permit further discussion on that phase.

Let us now consider the children who are physically exceptional. We have, at present, 18 children who are being taught at home because they are physically handicapped. Most of these are children recuperating from rheumatic fever and for whom a quiet schedule has been prescribed. But others are in some other sense physically ill. The State pays a teacher to go to each home for two hours instruction each week. If the children are ever able, and most of them are, they return to school and proceed with their regular class.

Sometimes a child is physically handicapped so that home teaching is not the answer. For example, we have at present three of our children attending the William S. Baer School in Baltimore. Two of these children are deaf and one is a spastic paralytic. Here at Baer, the proper treatment along with training is available. We are fortunate that the enrollment of that school allows the opportunity for these children's attendance there. Let us hope that some day we will have for our county a school similar to Baer where all of our physically handicapped children may adequately be cared for.

Some of our physically handicapped children must be transported to school in some other way than by the school

bus. That too is arranged for so that attendance at regular schools is possible.

Sometimes our children show a failure to adjust to the school situation because they are emotionally upset. They show disturbances in many ways such as temper tantrums, running away, sulking, nail biting, impudence, etc. In a few instances where the home and school have worked together, causes for such behavior have been determined and corrections made to bring about desired results. Almost always these cases must be referred to specialists for help. We are fortunate in this county in having our very splendid health department, of which Dr. William French is director, and it is to him these cases are referred. Functioning under this department are two mental clinics, one at North Linthicum and one at Annapolis. It is to these clinics that our emotionally disturbed girls and boys, as well as adults, are referred. Here, after working with the child and the parent, recommendations are sent the personnel office and these in turn are discussed with the school. Where cooperation in the home has been wholesome, many worthwhile outcomes have resulted for better adjustment of the child. But that parent cooperation is necessary.

I could tell you of many cases of homes where splendid cooperation has been given in working with poorly emotionally adjusted children. With each, something of real value has been achieved in that the child is helped in making a better adjustment. However, this is not always the case. I could

tell you of one girl who has been out of school for a period of almost three years because of the mother's failure in cooperating with those who are in a position to help and who have offered help. Today that child is as maladjusted an individual as one would ever expect to see, but I am glad to tell you that treatments which should have started two years ago have at last begun. Of course, you must realize that the mother is the real problem in this case and has made her daughter one through her behavior. That is so often true. There are parents who resent having their children get away from their apron strings; who can't understand that growth in children is continuous and that each stage presents its own problems; who fail to realize that their child must gradually develop independence and cannot always be expected to be a "Mama's boy". These and all other aspects of change in the child's development should present a challenge to the parent in the matter of facing reality. However, this is not always the case and here we have problem parents who bring about problem children. Sincerely, I feel certain that no true parent does damage to his child because he wants to, but a session with one's self will help any parent face the issue at hand in an adult fashion.

Sometimes our children are exceptional because mentally they cannot profit by the offerings of our public schools. For this type of child, special schools, such as Rose Wood, are recommended by specialists in mental diseases.

These children of whom I have spoken are often referred

by the school but more and more are referrals coming directly from the home to the personnel office. In every instance is attention given to the problem at hand and we feel certain that in time we can, because of greater facilities, give even greater service to handicapped individuals.

I have not dealt with all of the exceptions found in children and the consequent treatment. That would necessitate the retelling of all the curriculum offerings which you heard on previous broadcasts. As every individual is different so is he to an extent exceptional. That makes for the varied programs of our schools today; for it is the attempt of all schools to meet the needs of all children.

Why is it necessary to know of these various exceptions in the lives of our children? Is it not true that to know is to understand? How much more are we as teachers able to do for a child whose problems we know? No longer does a good teacher punish because of some behavior once spoken of as bad. That would be as ridiculous as would a doctor's prescription for punishing a child for getting the measles. Instead she studies the behavior with questions such as these in mind: What are the causes of this child's behavior? Knowing the causes, what are my best procedures in helping this child? Of course, action like magic is not the answer, but long, patient work with sympathetic understanding brings real dividends. Too, it should reduce the number of mentally ill people in our hospitals if treatment toward adjustment is begun when the earliest symptoms are observed. You may

recall that on an earlier broadcast, Mr. Jenkins quoted statistics to the effect that 41% of our hospitalized persons are maladjusted individuals.

Finally, though ours is the pupil personnel department, it is important to realize that every day, teachers are doing real personnel work. Cases, such as I have described, are discovered and worked with and it is only in extreme instances that our office is called by the school. After all, it is a matter of counselling and guidance. How happy we as teachers feel when we help children develop according to their own patterns, in such a way as to make their unique and important contribution to the world of tomorrow.

PUBLIC SCHOOLS AND SPIRITUAL VALUES

By David S. Jenkins

The birth of Christ, about nineteen hundred years ago, brought to the world that great christian influence without which we would have failed to reach our present level of living. The influence of christianity upon our literature, painting, sculpture, architecture, music--upon our every way of life--cannot be measured. As individuals and as groups we have been deeply influenced by the teachings of Christ. Even those peoples not of the christian faith have felt the depth of the penetration of christian thinking and have grown to respect it.

Let us think a little about certain traits common to all religions which we shall for want of a better name call the spiritual values.

We should keep in mind that the public schools, almost without exception, were founded under church influence to help children attain christian status more easily and thoroughly by making it possible for them to read--and to read the Bible. But while the nineteenth century brought about the movement which took the public schools away from church domination, it must be denied emphatically that this separation left the schools devoid of spiritual influence and Godless. To infer that this were true would imply that those thousands of teachers and educators, who devote their lives to the welfare of children are outside the pale of christian influence and are thereby Godless. This is not true. How

then do the public schools approach these significant factors which are so all-important, particularly in the lives of children?

Common to religious beliefs are those attributes which we think of when we say "the true, the beautiful and the good". Now, if we think of the lower types of animal life in comparison with man, we recognize that all have wants. Take hunger, for instance. To both man and beast food that satisfies hunger is a good.

But with man a great deal more is involved. He may want food to satisfy his hunger, but he may have some want at the same time. He must choose then between these two, or probably among more than two, wants and thus he learns to weigh goods against each other and to evaluate.

Man, however, conducts himself on an even higher level. He learns to think before he acts; he stops and thinks that he may choose that which will give him the highest possible satisfaction with the fewest regrets. In making his selection, he calls upon many of the experiences which he has had-- in other words, he calls upon his thinking and his background to help him to select "the true, the beautiful, and the good". This is where the public school comes into the life of the child.

Teachers know that in their classrooms some kind of learning is going on constantly. They know too that this learning can either build up or tear down spiritual values. If children are not forming attitudes in favor of something, they are building attitudes that are negative. Decisions

are being made hourly. It is in the formation of these likes and dislikes that the spiritual values become evident. At first, tiny tots may make hesitant and doubtful decisions; but as they gain maturity these same problems or questions are met with positive and assuring action. In this process of growing up, the teacher, in guiding the child, helps him to choose the course of "the true, the beautiful and the good". It may be said that "where there is no change in behavior there is no learning". Day by day the activities of children are so directed that they learn to live in peace with themselves, their elders **and** their gods. They learn to know wrong from right, to live the good life and to see in the beautiful--whether it be the rose or the robin--the hand of the Almighty.

The second area wherein the spiritual values are developed may be found in the organization of the school itself. This may be portrayed very simply through reference to Leigh Hunt's poem "Abou-ben-Adhem" wherein he sees in a vision an angel writing in a book of gold "the names of those who love the Lord"; asks to be listed as one who loves his fellowmen and learns that the love of man is the love of God. There can be no denial that brotherly love and with it such qualities as kindness, generosity, cooperation, sense of duty and loyalty score high among the spiritual values. To these the public schools give much attention. The activities of the school, the work and play of children, the spirit of helpfulness constantly fostered, the literature studied;--indeed

in every school association and cooperative effort,-- these values are found in high measure. How much do children learn of these? Here we must remind ourselves that all children do not make the same progress. Each child gains as he reacts to each experience. He learns from each activity and at each opportunity in direct proportion to his ability and his interest. Each school, however, endeavors to develop mutual respect among children and encourages fellow feeling and cooperation. Effort is also made to build in the child self-respect and confidence. He must have these as a base upon which to construct the higher spiritual values.

In helping the spirits of children to grow into something fine, there is a third consideration. In this there is involved the more recently emphasized practice on the part of the public schools of accepting each child on an individual basis and of helping him build his personality and his self-hood from the first day he enters school. Increasingly, the child finds in school the kind of environment and the types of people that make him realize that he belongs--that he really counts as a person.

For some this is not easy. Children come from homes of every degree of understanding and misunderstanding. At home they may count for much or little. In school the attempt is made to treat them courteously and with dignity. They have a listening audience and they are given time to express themselves. And if their effort is not too good at first, the second attempt is encouraged. All these things have purpose

and that purpose is one of building individual security. Now to be appreciated alone builds spiritual values. For the child to work busily doing the best he can and then to have his fond effort demolished and his state of mind shattered by those who lack understanding is to be deplored. Children are nourished in serenity. Simple things at first, then more complicated as maturity brings understanding bear fruit in childish thinking. In this manner the beginnings of the love for the beautiful in art and music are engendered. Similarly, understanding of the simple truths lead to the more complicated truths of life and science, Youth lives its age. Each age must be imbued with the knowledge of and the respect for the finer things of life. The spiritual values are inherent in the simple things.

This time of year when we give time to the remembrance of the birth of Him who has shaped the course of history and has given man his greatest hope, the schools of the nation play their part. Millions of little children follow the paths of the three wisemen who traveled from afar; sing songs of the Babe in the Manger and pantomime the scenes of the Nativity. In thousands of homes parents and children have planned and worked, fashioning costumes in eager expectancy. For weeks great numbers of children have been memorizing and rehearsing their parts for the Christmas plays. All of this is the spirit of Christmas. And what is that spirit? There can be no denial of its purpose, its depth, its beauty, its significance. It is the evidence of our belief; and we find it

outcropping in thoughts, words and deeds of the true, the beautiful and the good.

There must be the insistence then that the spiritual values have found their place in the public schools. While such sacred days as Christmas and Easter give added emphasis, these spiritual values are nevertheless in evidence each hour, each day in the peaceful associations of children striving to attain worthy adulthood in wholesome environments.

Maybe you would like an example of the power of the school and its teachers in building spiritual values. A very famous pianist once said:

It seems odd to try to put down in words all that my teachers did for me. Until now, I'd never thought of them as spiritual experiences.

When I was little and much confused during my first few days at school, I remember a very young teacher who from time to time came over and put her arm around my shoulder as she helped me do my work. I remember that this little act gave me confidence and serenity.

As I grew older, I gained a cocksure attitude of always being on the side of the right. My fourth grade teacher gently but firmly decided against me. I knew she was right. She gave me my first remembered lesson in justice.

On the playground this same year, I became fearfully afraid of a playmate's dog. I had always been afraid of dogs. This same teacher called the dog to her and helped me pet him. She thereby helped me overcome fear and generated the

fine love which I now have for animals.

This same teacher, how well I remember her, found me one afternoon moved deeply while listening to beautiful music. Her confidence and interest in me did a large part in teaching me to play.

When I grew older, my family moved to a farm. Our neighbor was the principal of my school. He taught me much by being a living example. We watched the moon shadows among the trees in walking home at night. He taught me to delight in the odor of fresh-turned earth, and we both found acute delight in the revelation of God in nature.

At school he taught me to think of others. The school always remembered the more unfortunate families, particularly at Christmas.

He taught me stubborn courage in living in pain.

From him I learned integrity. When I copied my spelling to make a hundred to please my mother, his look was enough. He never said a word. But I've never cheated since!

I remember him vividly. He simply was, and expected me to be.

And now just after this most significant of all our holidays, we should recognize the public schools for what they are. In teaching arithmetic, we are teaching attitudes. In teaching the social studies, we are building backgrounds of experience in children which illustrate that right conduct brings desirable consequences. Fine literature and good music are included to fashion the love of things beautiful.

From all of the foregoing, we see that firm steps and determined efforts are being taken to insure the development of those spiritual values in children which we think of when we say "the good, the beautiful and the true".

Let me tell you that the 16,300 children and the 517 splendid teachers in Anne Arundel County are for the most part doing their best to develop a better society than that in which we live. While the public schools cannot teach religion, they certainly can encourage the full knowledge of the spiritual values thereby assisting immensely the work of the church whatever the denomination.

INDUSTRIAL ARTS AND VOCATIONAL EDUCATION

By Frank C. Gunderloy
Supervisor of Vocational Education and
Director of Veterans Training

Industrial arts and vocational education are separate and distinct fields. This may be a shock to some teachers and administrators, as well as to the general public, who have, in the past, referred to those activities, wherein the tools, machines, and materials of industry were used, as simply "shop", or "shop classes". Those were the classes where the boys worked with their hands. It was not uncommon for the "shops" to accept those people who, according to some teacher who was a specialist in one subject, could not do the quality of work required for passing that particular subject. Some "shop" teachers, at first, complained about this but, since there was no other class to recommend for these people, they treated and taught them as individuals, helped them to plan their work to fit their needs, gave them the opportunity to explore a number of industrial fields, and learn to use some of the tools and materials that were used in industry. Boys took pride in their accomplishments; they could see a value in the work. They didn't just read about something; they actually did something.

Teachers in the high schools today teach pupils and groups of pupils rather than subjects or courses. By this statement, I do not mean to imply that students do not get the subject matter but, rather, that they know it better when they have finished their work because of the personal

manner in which they have handled it. The elementary teachers who pioneered in this field and the so-called "Shop Teachers" who proved that it could be successfully carried on in the secondary field deserve a lot of credit for the progress that has been made along this line in the entire field of public education.

I stated in the beginning that industrial arts and vocational education are separate and distinct fields. Many terms, or words, in education are often loosely used--just as I have been using "shops"--thereby creating confusion on the part of both educators and the public.

If it were my job to sell only vocational education, I might say that all education is vocational to the extent to which it may be used to earn a living. Latin, a traditional academic subject, could be vocational for the student who is preparing to teach Latin as a career. The same is true for any other subject, but to continue this broad interpretation, which is actually advanced by some educators, would only add further confusion.

Some of you may think--because a new shop building at Southern High School and one at Glen Burnie are practically completed--that Anne Arundel County is going into vocational education when the truth of the matter is, that we have had vocational education for years.

Primitive man taught his sons to make and use his crude tools and weapons which were necessary to sustain life. It would be impossible in the short time at my disposal to trace

the development of vocational education over the centuries before the advent of free public education but I can not omit mention of the apprenticeship system, wherein boys were "farmed out" to the master craftsman in order to learn a trade.

The first public education offered in America was designed for a select group to prepare for the professions--law, the ministry, or medicine,--and no thought was given to the education of any other children. The report of the Boston Committee, appointed in 1820, which stated that the original purpose of American high schools was to prepare youth for occupational life was one of the first indications that those interested in public education anywhere in the United States were going to do anything about training more than that selected group of students for the professions; although such men as Alexander Hamilton and Thomas Jefferson had frequently advocated education to meet other economic as well as social needs--education in how to make a living, education for a larger segment of the total population if not education for all American youth as we see the problem today.

In its early growth, the high school soon lost sight of its original purpose and became largely an institution for college preparation. There were many reasons for this. Small enrollments which could justify only the academic curriculum, since most of the students were preparing for college, and the fact that parents were either teaching their children

at home or having them serve apprenticeships contributed.

With the Industrial Revolution and the development of the United States as an industrial nation, came the increasing demand for other than college preparatory training on the part of the high schools. It was not until the Smith-Hughes Act of 1917 that vocational education on the high school level, received the Federal financial stimulation so necessary to carry out the demands. The George-Deen Act, passed in 1936 and the George-Barden Act, also known as the Vocational Act of 1946, have broadened and extended the original provisions of the Smith-Hughes Act until today, vocational education should be available to most of our youth.

What is vocational education?

Vocational education, when interpreted in relation to the use of Federal funds, is training of less than college grade, for useful employment in trade and industrial, agricultural, business, homemaking, vocational-technical, and other pursuits. It may be given to boys and girls who, having selected a vocation, desire preparation for entering it as trained workers; to youth who, already having entered employment, seek greater efficiency in that employment; and to adult workers established in their trade or occupation, who wish to increase their efficiency and wage earning capacity to advance to positions of responsibility.

There are many definitions of vocational education dressed in fancy terms but I believe that when they are boil-

ed down most agree that vocational education is that specific training which enables one to prepare for, secure, hold, and make progress in that calling which he or she has chosen as a life's work.

Industrial arts, on the other hand, is a part of the general education of all youth wherein we endeavor to give a wide range of experience and information which will interest him in industrial life and enable him to understand and do effectively those jobs that men are called upon to do without respect to their vocations.

In industrial arts, we are concerned with the organization and operation of many industries, the sources and methods of preparing raw materials, how things are made, the characteristics, working qualities, durability, and adaptability of materials, methods of preservation, good design, structure, workmanship, and finish.

That necktie rack or letter opener, those book ends, or any of 101 other projects which Tommy may bring home have more behind them than just a simple job. To him, they represent a careful examination of the blue print or drawing in order to find out just what is to be done, the thinking through the job and formation of a step-by-step plan for doing it and completing the actual work. Whether the project is of wood, metal, plastics, or other materials or combination of materials, Tommy has strengthened his ability to modify materials to meet his needs--his ability to do things. This pride in his ability to do things is one of the best

guarantees of good citizenship; and, I might add, one of the best indications of good teaching. Tommy may carve, whittle, weave, block print, work with wood, metal, electrical equipment, mechanical drawing, plastics, leather, ceramics, plaster, paint, etc. This exploring, on the Junior High School level, grades 7, 8, and 9, gives him the experiences necessary to form a more intelligent judgment of the type of work which he would enjoy as a vocation or that which he might wish to carry on as hobby, or an avocation, should his life's work already have been determined.

Industrial arts in our senior high schools is strictly in the area of general education. We purposely try to keep it broad, covering as many fields as possible as determined by the particular student interest in the community concerned. It is avocational in nature and serves as a challenge and inspiration to those who like to create and make things.

We have industrial arts courses in every junior and senior high school in the county. Due to the development of the junior high school, all courses are in the process of expansion and revision in order to meet the demands for a more comprehensive program.

Provisions have been made in the addition to Bates High School, which is now under construction, to properly house all of their vocational and industrial arts areas. Just as soon as its building program is completed, Bates will add automobile work and other areas in the expansion of its present vocational program, which now includes commercial and

business training, the building trades, the metal trades, the service trades, vocational home economics, and vocational agriculture. Bates High School serves the entire county and is justly proud of its accomplishments.

The new Farm Shop building at Southern High School at Lothian, in the heart of our southern agricultural section of the county, is one of the best in the country. Besides housing the industrial arts, farm shop, and vocational agriculture classes, it was designed and engineered to serve the needs of the entire community. An advisory committee, composed of farmers and other prominent citizens who are in direct contact with actual conditions in the community, are working with the school to help determine the nature, direction, and scope of the vocational agriculture and farm shop program which will best fit the needs of the area.

Another committee of this type, to be known as a "Technical Advisory Committee" is in the process of being formed in order that the Glen Burnie High shop may have the benefit of the advice and experience of a group of both employers and employees of the representative trades. We have been particularly fortunate over the past several years, during the planning of the Glen Burnie shop, to have been able to work with the various committees of the Baltimore Association of Commerce and to supplement our survey data of the trade and industrial needs of the county with their information concerning such needs and the long range employment possibilities in the various trade and industrial fields in

the city. Their help has been invaluable in many ways but particularly in pointing out the type of training needed in industry which would offer positions to our boys when they have completed the desired training. In other words, we do not want to train boys for jobs unless there is assurance that they can obtain the jobs when they leave the school.

We know that our Advisory Committee will work closely with the Baltimore Association of Commerce and other employee and employer organizations in Baltimore City, as well as with those in our own county, in order to furnish our guidance department with invaluable up-to-date information which will aid students in their selection of training needed, and to form the basis for recommending changes or additions to the work offered in the school. I am certain that you can see the value of this since such a great proportion of our residents, particularly those in the northern section, earn their living in Baltimore City.

The Glen Burnie shop building incorporates the best features that can be found in this type of school anywhere.

Just as we visited the best schools in the country during the planning of this program of education, we are now being visited by many outstanding educators, not only from this state but from many other states and even from places as far away as Hawaii and Luxembourg. Many employers in the county and a number in Baltimore, with whom we have discussed long range employment possibilities and training which is needed, have already requested us to recommend them to at

least a part of our students. This is a healthy situation and you can see its value not only to the youth but to all of Anne Arundel County through its possibilities to raise both social and economic levels throughout the entire area.

For the past several years, we have been gathering equipment for this building. That equipment is now valued at over \$600,000 but it has cost us less than 5% of this amount. This economy was possible through taking advantage of the government offer of surplus property which was made available to schools after the war and through use of equipment left over from National Defense and War Production Training.

We have in the building, provisions for a most comprehensive general industrial arts shop. It is at present, equipped to handle sheet metal, cold metal, art metal, plastics, art craft, and other hobby work, machine shop practice on drill press, lathe, shaper, and milling machine, woodwork with both hand and power tools, and as soon as the kilns are installed will include some ceramics. It will be further equipped for more drafting and elementary electrical work as rapidly as possible and other areas will be added as needed.

The balance of the building is divided into shops where trades or groups of related trades are taught. At present, the following are in some stages of operation: drafting, carpentry, and the building trades, electrical work, automobile mechanics, machine shop, and sheet metal. Others will be added as rapidly as the enrollment and employment possibilities

will justify them.

I hope at a later date to bring to you some of the details of the students' work in the various trades and to explain the Adult Education Program. Until then--write us your questions and visit your shops.

TRANSPORTATION AND IT'S EDUCATIONAL IMPLICATIONS

By Morris W. Rannels
Supervisor of Purchasing and Transportation

Each school day 8,717 children attending schools in Anne Arundel County are transported. Elementary pupils are eligible for transportation when they live $1\frac{1}{2}$ miles from the school they are attending, while high school children must live outside of the 2-mile radius of their school. Under certain provisions controlled by law Catholic children are eligible for transportation. In order to fulfill this desirable part of our educational program seventy-five school buses are required, all of which are contracted for by the Board of Education.

Every one of these buses carries a cargo whose value is priceless; consequently, the safety of the children involved is the greatest factor which determines the final decisions on all bus operations. Some of the major items which enter into the assurance of safe arrival of all children at school are:

- (1) construction of highways
- (2) vehicle laws
- (3) bus construction
- (4) child education

The highways are controlled by the city, county, state and federal governments. Some of the hazards we are frequently confronted with are: blind curves, steep hills, narrow and rough roads. Vehicle laws are created in most cases by state legislatures. Motorists should acquaint themselves with the law which requires all motor vehicles, oncoming or following, to come to a complete stop ten feet in front or in back of the school bus while it is in the process of loading or unloading school children. The construction of buses is placed in the hands of the manufacturer. However, there are commissions and councils of National, State and local origin which set up standards to which the manufacturer must conform in order to sell his bus on a competitive market. Education of the child is one which gives great concern to the public school. All schools in order to assist in the safe arrival of children to and from school participate in the following activities:

- (1) Appointment of monitors
- (2) Instruction of children in acceptable conduct while riding buses
- (3) Availability of supervised play or study on arrival at school or while waiting for the bus

Each school bus has a monitor who is selected by the children riding on the bus or appointed by the principal. The ideal choice for this important post is a boy or girl, who because of physical size, strength, character, and personality has the respect of his fellow riders and who, in addition, lives near the end of the route. Consequently, on buses where high school and elementary school children are riding the older children are given first consideration

for monitor duty; while on buses carrying only elementary children the selection is made from the upper grades of the school concerned. Since responsibility for the conduct of children lies with the principal, the instruction of the monitors is accomplished by the principal or an appointed representative.

The monitor does not have authority over other children.

His duties are:

- (1) To assist the driver in loading and unloading children
- (2) To request those children who are participating in hazardous activities to cease
- (3) To bring to the attention of the driver, student council or principal, those incidents, which are occurring while enroute to or from school, and are believed by himself or other members of the group to be hazardous to the safety of any or all members of the bus.

Since the majority of the children in most schools are eligible for transportation, the instruction of rules and regulations governing pupil conduct, is made available through class room instruction. This may be accomplished through discussions or by actually dramatizing a bus ride to and from school. Such things as acceptable practices while waiting for the bus, riding on the bus, entering and leaving the bus and penalties for misconduct are major topics. During class discussions being on time at bus stops, walk facing traffic along highways, keep buses clean, danger of extending arms out of windows, shouting at friends, purpose of emergency door and pushing or shoving for favorite seats are a few of the many items which give concern. The penalty for not observing safety regulations in most cases is denying the offender or offenders the privilege of transportation.

Planned schedules for children that arrive at school on the early buses and those who wait for homeward rides are in effect at all schools. Where it is practicable, the following will be found:

- (1) Teachers assigned to supervise pupils from the time the first bus arrives in the morning until the last one leaves in the evening.
- (2) Playgrounds and gymnasiums with equipment are made available for those who wish to participate in athletic activities.
- (3) Assistance is made available to pupils needing extra help in school work.
- (4) Shelter is supplied for those pupils awaiting transportation from one school to another.
- (5) Space set aside for those who desire to spend the time in study.

The trend at the present time is for an educational program to be scheduled from the time pupils arrive at school until they depart.

At this time a bus ride with Tommy may be helpful in understanding a routine day. At home it is seven-thirty and Tommy is rushing through his breakfast because he was late getting out of bed and a walk of .3 of a mile must be covered in order to arrive at the loading point where the bus is due at ten minutes to eight. On arrival at the point of departure three other children are found and two more on the way. The monitor who was picked up at the first stop assists these children in locating proper seats. Tommy feels particularly good as he reaches his seat because several days before he was reminded of his bad manners in pushing the other children while boarding the bus; but this morning he waited in

line and greeted the driver with a hearty, "Good Morning". At 8:20 he arrives at school, because his bus must make another trip. So Tommy has forty minutes before the late bell rings. Since circumstances did not give him time to make preparations for arithmetic class at home the night before he decides to go to study hall where he may receive assistance if necessary while doing his work. The end of the school day has come and since he rode on the first trip in the morning he returns home first in the evening. When he gets off at the stop where he was picked up he feels as though his good deed for the day was done, because on the way home he pointed out to his buddy that the bus was no place to argue with his neighbor, so with a cheery, "see you in the morning", he trots off, on his way home.

While waiting at the stop and riding the bus Tommy had a chance to practice many of the desirable traits discussed in school, such as: neighborliness, good manners, sportsmanship, citizenship. At the same time he had a chance to exercise control over those impulses which tend to reduce his own safety as well as the safety of his fellow riders.

Since the children are the most vital part of our transportation program it was the purpose of these comments to acquaint you with the provision made by your schools through child education for their safe journey to and from school. Other elements involved have been mentioned and since these are your children, your schools, and your buses, it makes us more than happy to receive your questions and comments, which

will be given consideration at a future broadcast. So with your help may your schools be the best schools.

KNOW YOUR CHILD--SOCIAL DEVELOPMENT

By Virginia D. Moore
Supervisor of Elementary Schools

We have attempted in our radio talks to you to give the many practices and procedures in the various levels and fields of education. The reason for these practices lies in the nature of the children found in our public schools. Today, we begin a series of talks in which we hope to acquaint you with these children as we see them. It is impossible to deal with all phases of child development at one time. I shall, therefore, discuss only the emotional development and its implications to you and to us.

Perhaps the best way to explain emotional growth is to use the example of Tommy. Tommy has just been born. He is helpless and must depend upon others for the things he needs. Very soon he learns that being held, being rocked, being fondled is comforting. He also knows that being hungry is uncomfortable. Consequently, very soon he cries in order to get what he wants. When satisfied, he smiles or coos. As he grows older, he likes the fondling mother gives and he learns to love her in return. From these early relationships with mother he comes to know the world as a very pleasant place in which to live. He is happy. Suppose, on the other hand, he is born into a family where he is fed, clothed and kept warm but seldom is rocked, held or shown any type of

affection. He comes to think of the world as a rather neutral place--one where he can be comfortable, but he may not be very sure that he is wanted. This situation can be even more serious--one in which the necessities of life are even denied the child. From birth his emotions are responding to the way in which he is treated by those around him. He begins from the very first to feel secure in this life he is living; or he comes to feel insecure in it.

As Tommy grows he consistently strives for greater independence. He begins to move about, he begins to touch, to feel, to even taste the things he finds about him. Some of these he learns will burn, some will cut, others are soft and pleasing. In so doing, he may scratch the furniture, break the favorite family vase or spill milk on the living room rug. What kind of calamity do these accidents bring to the household? Are these patterns of behavior seen as learning situations in which he explores and makes mistakes? Are they regarded as part of the process of growing up or as misbehavior which must be dealt with by strong measures? It is times like these that Tommy questions the security he thought he had. Does mother see his mistakes, and understanding their reasons, accept Tommy and help him with his problems?

Very soon Tommy also learns to react to the other members of his household. He looks forward to Daddy's arrival from work. He does so hope that Daddy won't go out after dinner, because he loves their romping before going to bed. Of course, it is possible that he may have the kind of father who has

no time for such play. Consequently, he is not sure just how Daddy fits into this household. To him, his father is just a person who comes and goes. Since Tommy is a boy he needs the close relationship with his father, for it is from him that he learns the ways of a boy and later the ways of the adult man.

He learns to react to the other members of his family as well as to father. Perhaps, one of the greatest threats to his security is the arrival of a new baby in the household. The wise mother knows that Tommy must be helped to share the love he has been receiving and the love he has been giving. From the relationship known in the home with mother, father and brothers or sisters, Tommy's attitude toward a family and a home are formed. The child who has had a happy childhood usually sets up a happy home for himself and his family.

Through these contacts Tommy learns to react to people. The number of people he learns to know increases from those in his home to other relatives, friends, and children found outside his immediate family. Upon his entrance into the first grade, he lives a large part of each day in a room with many children about his age and size. He also has a new adult, his teacher, with whom he is to spend the day. Miss Kay met Tommy at the classroom door his first day. Tommy felt good when she smiled, called him by his name and showed him around the room. He also felt happy as he played with Dick and Jane, two of his playmates, exploring in the toy corner of the classroom.

The teacher knows that Tommy is having a new adjustment

to make, one that is much more difficult than any he has had before. This is probably his first experience out of the home for such a long period of time. Also, the teacher must substitute for mother because mother just can't stay with him. The teacher also knows that mother has a new adjustment to make which contributes largely to Tommy's success in school. This is his first break from home. Mother misses him terribly but realizes this is such an important step in his growing up that she must not let Tommy know how deeply concerned she really is. We believe that the whole of Tommy's school life is affected by this first year of school. Here he meets with either success or failure at the first task attempted outside of his home. His future reactions to others depend largely on whether or not he has carried over to his new situation the security he felt at home. As he progresses through his childhood, he adds more and more people to his list of friends. Just as he needed love and affection from his home, now as a part of his growing up, he needs many playmates and workmates. From them he learns to live happily as a member of a group. Sometimes Tommy has difficulty learning this, for his mother has not permitted him to play with the children in the neighborhood. Consequently, he has not learned those skills necessary for successful group living. He doesn't know that he can't always be the star of a team--that he must take his turn. Because of this he is not asked to play by the other fellows. It is so important to Tommy that he have the opportunity to be with children, not only in school, for here so much of his time is adult-managed and -supervised,

but also he must have contacts in his home, at church, in the vacant lot, at games, at camp, etc.

His emotional stability now has taken on two aspects: first, he was secure in his home situation; and secondly, he has met with success in dealing with those boys and girls who make up his society. As a third step he must also learn to see his place in this society and to know that he has something to contribute to it. When he enters school the teacher attempts from the beginning to find those things which he can do well. She knows that Tommy is an individual who has a different background from anyone else in her room. Because of this, he is different. He, and each of his classmates, can be best helped in different ways. To some who are more matured she may begin formal reading immediately. With others, she will give many opportunities for them to talk orally to the group, to play with the toys in the classroom corner, or to take walks in the out-of-doors. She realizes that all boys and girls grow and mature at varying rates--that all boys and girls learn more readily when they have matured to the point of successfully mastering the reading skills. To force Tommy into reading before he is ready may lead to such a feeling of frustration that he ceases to try or in trying becomes nervous, embarrassed and most self-conscious. This can happen not only in reading but in any of his school activities. Therefore, we hope that throughout his school life each teacher will determine the level on which he can operate successfully, and through guidance and daily help, raise this level of achievement as he grows and matures. It is foolish

to believe that Tommy will never meet with failure or that he should never meet with failure. Facing and coping with problems of failure are a part of his growing up also. However, constantly facing problems beyond one's ability causes that person to withdraw from the unpleasant situations rather than to tackle them. Believing this, we attempt to mark boys and girls in school, not on grade level expectancies, but rather on the actual growth of the individual child.

In summary, we hope that both the home and the school have worked together to develop Tommy to his greatest capacity. From the beginning, both have thought of him as an individual. His opinions and desires have been respected; his differences have been accepted, his talents have been given opportunities to grow; his progress has been measured in terms of his own growth and abilities. As a result, Tommy is an adjusted individual. He knows that he has ability. He also knows that he has limitations. And knowing this, he chooses wisely his life's work, constantly striving to remain a growing and an adjusted individual.

THE PARENT'S PART IN HIS CHILD'S SCHOOL LIFE

By Dr. William J. French
Director of the Anne Arundel Health Department

Maryland law requires that every child attend school, provides schools for children to attend and teachers to teach them. The schools are not required to determine beforehand whether a child entering school is in a fit physical condition to be taught. It is assumed that parents will do their part in this respect by seeing to it that their children, when they enter school, will be in fit condition to learn and able to make the most of the educational opportunities presented. Are you doing your part in this respect?

Anne Arundel County is furnishing the best schools, the best equipment, and the best teachers it can find. But no matter how good your school is or how well prepared the teacher, the best results cannot be obtained unless your child is in good physical condition when he enters school, and thus in a position to learn easily when the educational process begins. This is your responsibility.

Every child, before he enters school, should be successfully vaccinated against smallpox and immunized against diphtheria. He should have a thorough physical examination by a doctor to determine whether or not he is free from physical handicaps which might interfere with his best progress in school. Only a doctor can give you accurate information regarding the condition of your child and only he can tell you, if defects are found, what to do about them. Do not depend

on your own unconfirmed opinion as to your child's "excellent" condition. He may have the beginnings of something you have not noticed. Besides, what a satisfaction it will be to have the doctor tell you that you are right!

To make it easier for parents to obtain these examinations, the Parent-Teacher Association has established what are known as Summer Round-Ups. These are group meetings held at the schools, to which mothers can take their pre-school age children for examination and advice. Examinations are given by interested and well-qualified doctors, who are glad to have their findings checked by your family doctor. These Summer Round-Ups are held in the spring, so that parents will have an opportunity during the summer months to have corrections made. If you need help in making arrangements for corrections, a school public health nurse, one of whom will be present when your child is examined, will help you.

Do not send your child to school without a medical check-up first. If defects are found, make needed corrections as soon as possible. It is not fair to the child to fail to do this. He will be put under a tremendous strain if, while trying to learn, he must at the same time compete with one or more physical handicaps. It is not fair to the teacher, who finds her efforts to teach slowed up and impeded by the presence of remedial physical handicaps. Neither is it fair to other parents and children. A child with, say, large and diseased tonsils, or who has sore and aching teeth, has to work much harder to learn; he is slower and takes a disproportionate amount of the teacher's time, extra time which must be

taken away from other children.

Actually during the entire pre-school period of a child's life, that is, during the months before he is born and until he enters school at six years, should to a period of preparation looking to that important event in a child's life, entering school. Good prenatal care and a safe, well conducted delivery are as important for the child as for the mother. From birth on, he should be under medical supervision. During his first year he should be seen by a doctor at least every three months, even though he appears well. Later this can be reduced to once every six months. Careful attention to diet, teeth, exercise and behavior during these early years will bring rich returns in continued good health later on.

After you have gotten your child in the best possible physical condition by following the doctor's suggestions, and have entered him in school, your responsibilities for his continued health do not cease. Children, although starting their school lives in the best of health, may become ill with colds or children's diseases of one kind or another. When this happens, keep them home. And here is an important bit of advice: Start keeping them home at the very beginning of an illness. A small cough, an upset stomach, a little fever, a headache, a sore throat, may be quite innocent and mean little, but on the other hand, these things may be the beginnings of some infectious disease. Almost all the infectious diseases start with these indefinite and at first mild

symptoms, and unfortunately too they are most contagious in this early stage. Measles, for instance, is most contagious in the beginning, when only the symptoms of a mild cold are present, long before the rash appears. It is during this stage that the child spreads the disease to others. Pneumonia, which so often complicates whooping cough and measles, and which causes far too many deaths, can usually be avoided by keeping children home and putting them at rest as soon as the first signs of illness occur. The teachers in the Anne Arundel County schools have been instructed to send ill children home as soon as they are discovered. But why wait for the school to act? The responsibility is yours as parents and should be exercised by you. We would have no school epidemics if parents would realize this and keep children with beginning illnesses at home.

There would also be a great saving in really serious illness among children if this plan were more generally followed. A cold can often be cured in a short time if the child is put to bed for a day as soon as the first symptoms are noticed. On the other hand, if he is sent to school, he not only is likely to infect other children but he also may become overly tired, reduce his resistance to his infection, and end up by becoming seriously ill.

There are other things that influence your child's progress in school--Does he get a simple but ample breakfast? Does his diet contain milk, fruit, and vegetable? Does he consume sweets in moderation? Does he go to bed at a reason-

able hour? (Children 6-7 years of age should be in bed by 7:30 at the latest). Do you pay attention to his posture? Do you have his eyes examined once a year? Do you take him to a dentist at least once a year? The neglect of these things and others may mean the development of troublesome difficulties which will definitely interfere with his school progress.

I think we are all apt to forget the nervous strain to which our children are subjected in this age and generation. Teachers have long been aware of it and find that nervous fatigue plays a large part in the child's ability to learn. The radio, the movies, the automobile, and the "funnies", to mention only a few, all contribute to keep our children at a high degree of nervous tension. Parents should combat this by regulation of these activities, and by insisting that their children have plenty of rest away from these distractions. A half-hour's complete rest before the evening meal will often do wonders for younger children attending the first three or four grades. The schools must work under a tremendous handicap when neglect to do their part at home.

Above all, do you pay attention to the messages sent you through the school, often using the school nurse for the purpose, regarding your child's health and progress? Are you present when your child has its physical examination at the school, to discuss your child's health with the examining doctor?

These things are all important in the successful schooling of your child, and they point up the truth that a successful and happy school life is not the sole responsibility of

the school, but includes the home as well. Close cooperation between the home and the school means added opportunity for the child.

To put it another way--the school is the place where your child goes to acquire an education. For this it is responsible. The school is not responsible for your child's physical condition. This is your responsibility, one which should be exercised in the early years before the child enters school, as well as all through the child's school life. There is a mistaken idea on the part of some parents that they need not worry about their children's health, that the school will take care of this and other things. This is very far from the truth. The school will help, but it will not and cannot assume those health responsibilities which belong rightly to the parents.

I do not mean by this that the schools should not, or will not, do all in their power to keep children well by furnishing a healthful environment. The regulation of heating and ventilation, adequate and proper lighting, properly adjusted seats and desks, adequate toilet and hand washing facilities, good water, ample playground facilities, and carefully supervised physical exercise and athletics, contribute to this end, and are the duty of the school. Also, teachers these days are trained to carefully observe their charges and to call to the attention of parents those physical and mental difficulties which come to their attention. School doctors and nurses are available to advise and help. Instruction in health is given. Some schools provide lunches for those who

wish them. Some go so far as to provide dental clinics. But, with the possible exception of the dental clinics, it should be noted that none of these things are meant to relieve parents of their own responsibilities for the health of their children, either before they entered school or afterward. They help to maintain health only. The schools are neither hospitals, clinics, nor day nurseries. They are parts of an educational system which hopes to make good intelligent citizens out of the material sent to them. Their success will depend in great part on the soundness and healthiness of the raw material furnished them.

KNOW YOUR CHILD--PHYSICAL DEVELOPMENT

By Leviah Daniel
Supervisor of Elementary Schools

How well do you know your child? Perhaps you think this is a very foolish question to ask you, the mother or father of the child which you have reared since birth. You remember well the exact hour when Tommy or Jane cut that first tooth, the day when you saw that rash and wondered if it were scarlet fever, or that day when each marched forth to school.

You are familiar with the actions of your child in your family group. You know how Jane plays with her dad every evening after dinner, and the way Tommy helps you read his bedtime story; but let us look at this same Tommy and Jane as each operates in his or her first grade classroom. Here they are with youngsters who are not members of their family group.

There is still another individual in this room whose relationship with Tommy or Jane is worthy of our attention. Consider Miss Kay, who is the only adult in this room filled with thirty-five energetic children. In addition to being their teacher, she will be a substitute for you, their mother. If you were to ask her how many times during the course of the day she is called "Mother," you would understand what I mean. Tommy or Jane is one of this group. At home, each was loved and respected for whom he was; now each must earn his place among the others by proving his own worth as an individual and by making contributions to this group.

Upon entering this first grade classroom we see several

children who are painting pictures showing the various incidents which occurred while they had visited the corner traffic light so that they might learn the proper way and time to cross the street. They are painting individual pictures, but it is necessary that they share materials. On the bulletin board we see a large frieze showing Tommy, Jane, and their classmates climbing the steps of the sliding board. Miss Kay is there too. She is helping one little fellow who has fallen while hopping off. Both boys and girls are playing together and learning to take turns. Before leaving these six year olds, we notice the bouquet of beautiful flowers which Tommy helped you pick last evening. He wanted to take them to this new teacher whom he likes so much.

Yes, you are right, as soon as we leave this room we will begin discussing the desirable relationship we felt existing between Miss Kay and Tommy, Miss Kay and Jane, and among all the other children. Here were thirty-five little individuals who had to make an adjustment because they had been moved from a family group to a classroom situation. It is true that some of the youngsters were finding it difficult to share and take turns with these new classmates, but we had the feeling that most of them would be doing so before long.

Now let us look in on this same group of youngsters in the fourth grade. Most of them are eight and nine years old now. Are there any changes? One can see that they are taller but let us consider them from the social angle. Are they reacting in the same way to each other and to their teacher?

We find that they are just returning from their play period. The boys have had a game of ball. Tommy tells us that there are two boys' teams. The girls hadn't played with them; they had played by themselves today. Several of the boys are having a discussion and we have the feeling that the game is still being played. This wise teacher doesn't interrupt for she knows that in a few minutes they will settle back into their classroom work. Have you ever watched a fourth grade baseball game? There are a great many errors -- "flies" are missed -- there isn't too much power behind the pitches, the homeruns are few and far between. These boys are in the early stages of developing the skills of batting and catching; but they argue and talk a beautiful game. They don't need an adult umpire. They are beginning to organize as a group and settle their own problems.

You see, we find in this classroom something which was not evident among those six year olds; for it is at about the third and fourth grade levels that Tommy's and Jane's classmates, or peers as they are called, begin to have a great influence in Tommy's and Jane's life.

To be accepted by the gang is all-important. A child will use all sorts of devices, such as: fighting, teasing, calling out in class, etc. to gain the recognition of his peers. Belonging to a peer group or gang is one of the most important drives or motivations that a child has.

We all need the feeling of belongingness. We first get the feeling of belongingness from our family. Next to this,

that of belonging to a group is most essential.

If we would make a careful study of Tommy's gang or Jane's clique in this classroom we would note that some children play one part of the group while others play other parts. Some may be leaders in most of the activities which the group undertakes; others may be followers in each endeavor, still others may be taken into the group only at certain times when there is a need for them. Then too, there is the isolate or child who is just there but doesn't participate. Some child may be totally rejected by the group. It is rather tough going for a child who isn't accepted by his peers.

Aside from the personnel of Tommy's or Jane's group and the part each plays, we would notice the great amount of learning which children get from their peer group. They learn ways of solving their own problems without the necessity of calling in an adult to make the final decision. They learn that there are certain codes, customs or rules of the game that the group sets up and one just doesn't go against them.

Perhaps you noted the flowers on Miss Roberts', the fourth grade teachers' desk; and then you remembered that Tommy no longer asks you to cut flowers for his teacher. Yes, it's true, Tommy's peer group says, "We aren't keen on taking flowers to the teacher." You see, with fourth grade boys it just isn't done.

You might say, "Children don't learn all the customs and codes themselves." You are quite right; they turn to the boys and girls groups which are just a little older than themselves. By imitation they learn a great deal from these older children.

There is still another characteristic of the peer groups which we would have noticed had we been present when the baseball teams were selected. Bill was the last to be chosen. Bill can't bat. Miss Roberts made a mental note to spend some time in the next play period in teaching all the boys how to bat a ball. In addition, she would ask Bill if his dad would show him how to hold the bat and perhaps play ball with him a little. She knows that her telling the group to let Bill play won't make him be accepted by it, but if he can become a good batter they will accept him for his own worth. The peer group does its own rejecting or accepting; it doesn't accept a member just because the teacher does.

Now, in leaving this fourth grade classroom, we will discuss the changes in the life of these children. The role or part which this fourth grade teacher played differed from that of the first grade teacher. The children were becoming conscious of the importance of being members of a group and each was striving in his own way to be accepted by his group.

Time does not permit us to make such lengthy visits to the classrooms of Tommy and Jane as they progress through the remaining grades. A hasty glance will show that there are certain outstanding facts or truths which we must consider when we try to understand their behavior as they move into adolescence and early adulthood.

First, this peer group which we found beginning to operate among the eight and nine year olds, continues to have its influence throughout their lifetime. Have you heard your teenage Tom say, "Well, why can't I stay out until 11:00? Bill

does." Or perhaps Jane says, "Mary goes to the movies on school nights, why can't I?" Yes the peer group is still operating.

Second, along with Tom's and Jane's physical maturity will come the social needs of finding ways to get along with both the boys and girls of their own groups. Learning to ask a girl for a date and learning to dance are just two of the many tasks to be learned.

Third, they will have the task of learning gradually our socially accepted "Emily Post" behavior. Here again they learn by observing their own age group, the group just a little older than they, and adults.

So as we look back on Tom's and Jane's journey through the grades, we realize that as six year olds they were not "little adults." They were children. The job of learning to be an adult was a long process. In our short discussion today we saw children growing from dependence upon adults to being independent adults.

During the process of this change, we saw them aided by two forces. First, their adult world which would consist of you, their parents, us their teachers and many other adults with whom they come into contact. Second, their classmates and peers with whom they have lived during their school life.

It is with the help of wise adult guidance and by taking on the customs and attitudes of their peer group as they move from early childhood to middle and late childhood, and from adolescence to early adulthood that these children learn to become effective participating members in our adult world.

VISUAL EDUCATION

By Sarah V. Jones
Supervisor of Elementary Schools

For many weeks you have been journeying with the thousands of children who travel daily from their homes to the schools of Anne Arundel County. You have been able to go with them into the classrooms and observe some of the newer educational practices that help Tommy, and all of the children, to develop into well-rounded and useful members of society.

This morning, we invite you to continue your tour through the classrooms and observe another educational practice which is, to some extent, quite new; it is the program of Audio-Visual Aids.

Now Mother and Dad, I can just about guess what you're saying, "Ah, another one of those new-fangled fads. We didn't have such in our school days." But observe with us a moment and you will agree that Visual Education, as it functions in the Anne Arundel County schools, offers excellent opportunities for child growth and development.

Learning, to be useful in the lives of boys and girls, must be based upon understanding. Words themselves are meaningless unless they are based upon meaningful experiences. Visual materials, when properly used, offer great opportunities for improving learning.

"What are these visual aids?" did you ask? Well, they include such teaching aids as maps, flat pictures, charts, objects, graphs, models, the radio, and greatest of all, the motion picture and filmstrip projectors. The field trip is

also an important visual aid. When we speak of field trips, we mean giving the children the real experience by taking them to visit the bakery, the dairy, the farm, the post office, an oyster packing house and the like.

In fact, visual aids are all around us. The more ways an idea comes to us, the surer we are of getting it. If we hear it, read about it, talk it over, and see it, we are pretty sure to have it.

Visual Education had a new birth at the beginning of World War II. America realized that thousands of trainees were in need of speedy training in reading writing, and arithmetic. Many methods were tried; but the one that was surprisingly the most outstanding and the most effective was that of Visualized Instruction. As the old adage goes, "One picture is worth a thousand words." This adage, though old, became real when it was discovered that both army and navy trainees learned as much in 20 minutes through the motion picture method as they would have learned in two hours through the old lecture and textbook assignment method. It was also discovered that this visual method of teaching helped men to remember what they learned.

In speaking of individuals remembering what is learned, we realize that teachers all over America are asking themselves the question, "Why do my pupils remember so little of what I try to teach them?" Many children are asking themselves, "Why do I forget so much of what I think I have learned?"

But it must be remembered that this is a new day. The poorly lighted, poorly ventilated and scantily equipped one-

teacher rural school has almost vanished.

Tommy attends one of the modern consolidated schools. His world is no longer small and compact. No longer will the old lecture and textbook assignment method of teaching meet his needs. His world becomes more complex with each passing year. His success and happiness require that he have educational advantages that boys and girls of a few years back failed to have. Modern methods of transportation and communication have caused Tommy's environment to increase greatly in size, and today it includes just about the entire world. Tommy has many things to learn. He must understand and appreciate this enormous environment with details that are not easily and quickly mastered. Therefore, Tommy's teacher must be well-supplied with teaching aids that will enrich the instruction of every school subject.

Visual Education provides for this enrichment through the use of the classroom filmstrip and movie projectors. Tommy's teacher cannot take the class to visit over the entire world, but she can bring the world into the classroom through the proper use of classroom films.

Let us go with Tommy into his classroom this morning. My, we are just in time. The children are preparing for a film showing now. It seems as if it is going to be shown as a part of the social studies unit on coal. There is a group of children at the table labeling samples of various kinds of coal. The questions that the pupil is writing on the board about the mining of coal will guide them in their discussion. The screen that you see two children pulling down, was made

by the class -- just two coats of flat white paint on the back of an old map; old shades can be used also. The new ground-glass screen is a bit more up-to-date, but they cost about \$25. Did you notice how quickly the children were able to black-out their room? They also made their black-out curtains. They simply painted paper window shades -- very inexpensive. And look, this seems to be Tommy's day to operate the projector. That little projector that Tommy is setting up is called a filmstrip projector -- sometimes called stripfilm.

Let us sit down a while. I should like to tell you some important things about that filmstrip projector, because it is the one that is highly recommended for classroom use. It is being used in many of our classrooms all through the country. It has many values and advantages. The cost is only \$74. and it is small enough to be carried from place to place with ease. It can be used for all grades and subjects and even a first grade pupil can operate it.

The group of children who just came in have been to the film library. Yes, it is right here in the school building. You see, the large schools that we have today have sufficient space for film libraries, projectors and screens. That little roll that the children handed Tommy is the filmstrip. He is now threading it on his projector. Do you notice how busy all of the children are in making this preparation? Tommy's teacher simply looks on.

Before the lesson begins, I should like to mention a few of the educational values of the filmstrip. First, it puts visual education where it belongs, right in the classroom and

not always in the auditorium. From your observation, you will learn that this is not a mere picture show of purely entertainment nature.

Tommy's teacher had a definite purpose in mind when she selected the filmstrip. That is why she had to pre-view it herself before planning with the children. She had to make sure that it would help her to clinch and make clear the portion of subject matter to be taught in this particular lesson. In pre-viewing the film, she also carefully studied each picture to make sure that the material was within the children's interests, experiences and abilities. She wanted to be sure that the children would be curious to go on to further study.

Now that the picture is on the screen, I want you to notice how interested and how attentive the children are and how even the shy child is eager to take part in the discussion.

This is where the filmstrip is quite valuable. It provides for the individual differences in children. The pace at which the film is used is not fixed. It can be regulated back and forth, according to need, and a picture can be left on the screen long enough for children to think and question and discuss at their own rate.

Isn't it remarkable how freely the children are talking, and with so much ease and happiness. Well, this is another advantage of the film. In the darkened room where all can see the same picture, there is a feeling of oneness with the group from which they get security and confidence. And too, the projected picture is lighted and life-like and much more real and convincing. That is why they are raising and answering

questions with so much ease. Tommy's teacher has done very little talking.

I am sure you will agree with me that one of the greatest values of this filmstrip type of teaching is the fact that Tommy and his class are able to sit right here and actually see the miners at work -- see the step-by-step processes of how the coal is mined and all in real life-size pictures. There are filmstrips on the market today to serve every teacher's purpose. Many of them are free.

You can see why the film is considered one of the outstanding visual aids to instruction and why the slogan of many educators is: "A projector in every classroom!"

Anne Arundel County seeks the best for its pupils. Therefore, Visual Education holds an important place in the county's educational program.

THE \$7,000,000 BOND ISSUE AND THE NEEDS OF THE
SCHOOLS OF ANNE ARUNDEL COUNTY

By David S. Jenkins

Before talking with you about the subject just announced, I should like to review briefly some of the chronicles of Annapolis and Anne Arundel County to which we might rightfully point with pride. This year marks the 300th birthday of the city and county. While Annapolis was known as Providence for years after its settlement in 1649, the county was named Anne Arundel in 1650, almost 50 years earlier.

During the coming months, you will undoubtedly hear talks and discussions from many points of interest on the growth and development of the city and county. This morning I should like to make brief mention, particularly in view of the coming Tercentenary celebration, of the part which education and educated men have played in the development of the community.

We take pride in and like to think of those early days when Annapolis was heralded throughout the thirteen colonies as "The Athens of America." This title was not gained through allusions to wealth alone. Annapolis had its scholars as well as its gentlemen. Here early legislation was made; here the high courts were held; here the Governor's festivities held sway; here early America for many miles around, danced, went to the theatre, attended the races and discussed politics; here "wealth gave leisure and promoted education; education and leisure in turn created a longing for refined pleasures."

Probably the most outstanding feature of early Annapolis was its company of talented lawyers. With the legislature and

the many courts being held here, the legal talent concentrated locally included the best in America. There were the Jenningses, the Carrolls, the Dulaneys, the Chases, the Chalmers, the Rogers, the Halls and the Johnsons. The opinion of some of these, the Dulaneys for instance, was highly respected as far away as London. Early Annapolis was probably better known for the fame of its lawyers than for its wealth and palatial colonial residences. Its educated people brought it fame.

How about some of the other interesting local items of educational significance.

In 1695 the same year Annapolis gained its present name, the people of the community established King Williams School, now St. John's College and the third oldest in the country.

In 1726 William Parks, the Public Printer, established the Maryland Gazette, now claimed to be America's oldest newspaper.

In 1783 Washington resigned his military commission to the Congress, then in session in the old Senate Chamber.

In 1784 A Treaty of Peace was ratified with Great Britain.

In 1785 a convention of five states met to form a more perfect union. From this came the Convention of 1786, that perfected the Union of States.

In 1786 Noah Webster, of dictionary fame, lectured here.

In 1787 King Williams School became St. John's College.

In 1818 Sunday Schools were first opened.

In 1827 The State Library was established.

In 1835 Humphrey Hall at St. John's College was constructed.

In 1845 The United States Naval Academy was located here.

Many additional events of educational significance might be enumerated. For instance, the existence of many private academies might be mentioned. The foregoing, however, are but

a few of the more important. The point which I have attempted to make is that this community from its beginnings to the start of the Civil War was relatively prominent in the life of the nation because of its emphasis on education and because of the educated men living within its boundaries.

But if Annapolis and Anne Arundel County held prominence during this period because of the emphasis placed on educational activities, the same cannot be said of its later history, particularly in the field of public education.

Pauper schools or schools for the children of the poor were begun in Annapolis about 1825. These continued with more or less success until 1867 when by the adoption of a new constitution, a state system of public education was created. As a consequence of this legislation, many small schools came into being and these continued to exist for about 50 years, through a period of political conniving and with miserably poor financial support.

About this time Maryland began to feel the disgrace which became its lot because of the miserable school system it called its own, and Columbia University of New York was requested to send its best educators to make a survey and to suggest improvements. As a consequence, the Bauchman-Flexner Report and George Fox came to the county about the same time. Mr. Fox, now retired, found 102 one-and two-teacher white schools being administered by the Board of Education, and he immediately began studies leading to the consolidation of many of these schools. By 1930, these were reduced to 27 by a very excellent and well-conceived plan; and the schools, both white and colored were making pro-

gress.

Between 1930 and 1940 the school system made real strides. While the enrollment grew from 9800 to about 11,000, a bond issue of \$1,000,000 and the consequent construction of new schools, beginning in 1932, made the physical plant fairly adequate. During this period more highly trained teachers became available and marked improvement became very evident.

Then trouble came. The beginning of the war brought children from every direction and war industries and armed forces demands robbed the schools of so many of their excellent teachers that not only were replacements impossible to find for those who had left, but a great many untrained people were employed in an effort to provide for the many new pupils. And what about classrooms to care for these children?

For you to fully understand the situation, I must give a few statistics. From 1940 to the present time more than 5000 additional children have come to our schools. Next September we must be prepared to accommodate 2300 more. The heavy birth rate has increased the number of pre-school children to the extent that each succeeding year will bring us so many more youngsters that by 1954 our enrollment will reach 23,000 or 7000 more than we now have. When we realize that this increase will necessitate adding 200 more teachers to our present staff of 517, we see the extent of our problem. Also 200 additional teachers must be provided 200 classrooms in which they may work.

The \$7,000,000 which you as citizens of Anne Arundel County have provided in the past two years will help with this

task; but it will not suffice. At least \$5,500,000 in additional funds must be made available. As your superintendent of schools, it is my obligation under the law to provide you with the facts in regard to the needs of the public schools so that you in turn may make your decisions. Both the children and the schools are yours and you must decide whether your children are to enjoy the benefits of a modern school system which will prepare them for their life's work or whether they must be neglected and deprived of the kind of education so essential to success in this modern world. Of course, one of the consequences of your failure to provide for their needs will be the introduction of half day sessions when and where no other course of action is possible.

In the beginning of this talk, I related how Annapolis and Anne Arundel County had become illustrious in our colonial history, primarily because of the educational attainments of their citizens. I stressed the importance which was given to events and activities of educational import during those times when their community held a position of significance in the life of the nation. If the history of our own community has a lesson to teach us, it is that prime educational facilities and attainments are of crucial importance today just as they were in colonial times.

In closing, I must ask you to look to the future of your children. In my judgement, their welfare should come before all other considerations whether they be roads, bridges or parks. We demand such modern gadgets as automobiles, television sets and improved can openers. We believe in penicillin,

streptomycine and vitamin pills. Can we conscientiously object then when the educator demands the kind of facilities necessary to the welfare of our own children?

The time has come when we must make a decision. The question is not only do we want a school system as modern as our new car, our refrigerator or our television set? What we must decide is, do we want enough classrooms to house our children? If we are to keep abreast of the need for new school buildings, we must build 40 new classrooms each year for the next five years. Since each new school requires almost a year to plan and about a year and a half to build, it may be seen that we are already behind schedule.

New schools must be provided in the following communities:

Brooklyn Park must have a new 14-room elementary school.

Glen Burnie needs a new elementary school large enough for 500 children.

Annapolis has need of a new junior high school -- in this regard, you already know that the Board of Education has rented the historic Peggy Stewart House and its staff will occupy this building after February 20. This move has been made necessary by the urgent need for classroom space. Three hundred additional children will take over in September the rooms now used by the staff of the Board.

Either new buildings or additions are needed in the following communities: Eastport, Severna Park, Mayo, Parole, Laurel, Woodland Beach, Southern High School and Riviera Beach.

Dr. Louis A. Dublin, a vice president of the Metropolitan Life Insurance Company has written that these are what responsible authorities say will be the results if nothing is done about current school conditions:

1. Delinquency will rise. Robbery, prostitution, any crime that doesn't require brains will flourish and grow.

2. The sum of the national knowledge will fall, because the children aren't getting a proper education.
3. The schools will turn out inept, downright incompetent youths. Business and industry will have to absorb these incompetents for lack of better. There will not be enough brains to go around in the top jobs. Then, down the ladder go the high standards of American business and industry.
4. How about government? One observer said it takes intelligence to live in a democracy. Any fool can drift with the masses in a dictator state.

The Board of Education is able to build new schools only after the funds have been made available by act of the Maryland Legislature. If you believe your children should have these necessary buildings, you should write your Senator and representatives.

As your superintendent of schools, I have placed the question with you. Not only must you decide -- you must act upon your decision.

HOME ECONOMICS IN ANNE ARUNDEL COUNTY

By Doris M. Clements
Supervisor of Home Economics

Home economics has been a part of the school curriculum for over a hundred years. During this time, the scope has broadened continuously. Some of you will remember this subject as "home arts," dealing with the decorative aspects of a house; others will remember this subject as "domestic science," centering entirely upon cooking and sewing.

Today, the curriculum is being expanded to include all areas of house living, such as, home furnishings, child care, home nursing, home management, family relationships, arts and crafts, consumer education, foods, and clothing. All of these areas are offered in courses during the junior and senior high school years. Of course, all areas are not included in any one year. The trend is toward covering several areas in a year and providing two or three years of instruction of gradually increasing difficulty. Thus, in the seventh grade the areas emphasized might be management, arts and crafts, foods, and clothing; in the eighth grade the emphasis might be foods, management, child care, and home nursing; and in the ninth grade the emphasis might be clothing, home furnishings, management, and family relationships. In the senior high school, home economics may be offered as a vocational or a general course. The following explanations define the two. The course would be vocational if the classes are scheduled for a minimum of five hours a week; and in addition, two home projects must be completed. The home project refers to a

topic, selected by the student with the consent of the parent, to be done at home in one phase of any area in home living. This is to be done under the supervision of the parent and the teacher. If the project is completed satisfactorily, one-fourth of a credit is added to the class work, which is three-fourths of a credit, to enable a girl to earn one full credit for her year's work. It would be general home economics if offered for a minimum of from three to five hours a week which has a value of one-half to three-fourths credit. In this course, a home project is not required. The particular areas to be emphasized would depend upon the type of course selected. However, it is possible that the tenth grade would include foods, clothing, home furnishings, and child care; while the eleventh grade would emphasize foods, home nursing, and consumer education; and the twelfth grade clothing, child care, home furnishings, and family relationships.

If you were to ask, "what will my Mary, Jane, or Catherine be doing in foods?" the answer would be that throughout the unit there will be planning, buying, preparing, setting of tables, and the cleaning and using of all types of household equipment. Whether it is a seventh grade girl or a twelfth grade girl, all are working to:

- a. plan attractive and well balanced meals
- b. become a better buyer
- c. prepare a complete meal efficiently and in the shortest amount of time
- d. set a table correctly for all occasions
- e. use proper table etiquette

f. serve different types of meals

g. know how to use and care for all household equipment

However, the seventh grader will not participate to as great an extent as the twelfth grader. For example, the seventh grader may plan, buy, and prepare only two or three foods whereas, the twelfth grader will be working with seven or eight different foods; or, the seventh grader would prepare a meal for one or two while the twelfth grader would prepare for a family of six, seven, or eight. Thus, with each succeeding year the area becomes more complex.

As mentioned previously, there are many areas other than foods and clothing to be considered. However, there will not be time to discuss all of them. So for the purposes of this broadcast, I shall limit my remarks to a few areas, namely, child care, home furnishings and home nursing.

Through the use of various source materials, demonstrations and field trips to various nursery schools, the girls are better able to understand the characteristics of children. It also gives them an opportunity to become better acquainted with the tasks involved in the care of children such as bathing, feeding, and dressing a youngster. In this way, a junior and senior high school girl will have a better understanding of her younger sister and brother; will be able to assist in the care of the younger members of the family; and she will be given helpful hints for her "baby sitting" tasks.

The new home economics departments are equipped with a living center, which not only affords a homelike situation for such areas as foods, clothing, child care, and home nursing;

but also offers a fine opportunity for home furnishings. Here it is possible for the girls to actually arrange the furniture in many ways so as to give real experience in different types of room arrangements. This also affords an opportunity to arrange a room attractively with the combined efforts of arts and crafts and clothing. Then, too, the girls have experience in arranging such accessories as pictures, vases, potted flowers, lamps and the like with respect to space arrangements, kind of room and kind of activity. Also, the girls learn to clean and care for real household furnishings such as rugs, tables, chairs, lamps, and book-cases.

Sometime during the year, the all-purpose living room will be full of activity such as: one girl placing a thermometer in another's mouth; a pulse being taken; an ankle being taped; or a bed being made. One would know that a home nursing unit was in progress. Throughout this unit, source materials are read, visits are made to neighboring hospitals, and nurses and doctors visit the classroom to give demonstrations and talks. All of these activities are made available to assist the girl in being able to recognize symptoms of illnesses so that she may be able to distinguish the serious ones from the less serious; to know the treatments for the more simple injuries such as cuts, burns, sprains and bruises; to learn to care for those ill at home; to learn to improvise equipment that is needed; and to know how to equip a medicine cabinet.

Thus a field which was once entirely foods and clothing

has been cultivated through successive stages of development to yield an education for life; for today, home making is that part of education which centers upon activities and relationships within the home and enables the individual girl to assume her responsibilities of homemaking and family life. Our teaching materials are the very core of family life and are the tools all families must use to meet the needs of family members.

Thus, throughout all areas in home economics, the girls are being prepared to be the homemakers of today as well as of tomorrow. There are some, however, who will be thinking of a career other than that of a homemaker. To these I say, home economics is a field with many and varied opportunities for all. I should like to mention just a few before closing:

1. Home economist in business (buyer, personal worker, designer, or interior decorator).
2. Journalist (might write and produce a daily radio program or handle a woman's page of a newspaper or magazine).
3. Teacher (each year more schools put in home economics courses; the demand for qualified teachers runs ahead of the supply).
4. Research worker (laboratory work may be in a university, a medical center or in industry).
5. Home demonstration agent.
6. Dietitian or a food service manager or supervisor (commercial tea rooms and restaurants, industrial centers, government institutions and schools).
7. Nutritionist (health department of a city, county or state Red Cross).
8. Assistant teacher (in a nursery school, in a recreation center, health center, or a children's home).

MEETING THE NEEDS OF CHILDREN

By Flora E. Andrews
Supervisor of Pupil Personnel

Character education reaches inside the individual and helps his thinking and attitudes. It is the expressions resulting from these thoughts and attitudes.

Two methods may be used to encourage character development. The first or direct method is the use of definite times, places and materials for giving instructions in morals and manners; the second or indirect is the attempt to change character by environment, by activities and without having regular time and place for instruction. The idea is to "set the stage" so that the child will learn to be moral and act in an ethical manner.

The schools of Anne Arundel County use the indirect method. They aim to make the life of the child so rich that accepted behavior will result. Accepted behavior is to do what society says is right.

The general environment of the schools has much to do with whether children will be willing to offer accepted behavior. In 1947 \$7,000,000 was used to improve the general environment and to build new schools. It was distributed as follows:

Glen Burnie Junior High School-----	\$1,100,000
Green Haven Junior High School-----	1,350,000
Odenton Junior Senior High School-----	1,600,000
Glen Burnie Industrial Arts and Vocational Shop-----	485,000
Annapolis Grammar School-----	330,000
Southern High School-----	275,000
Bates High School-----	1,700,000
Conaways-Consolidated School-----	175,000
Total	<u>\$7,015,000</u>

All of the buildings are of fire-proof construction. There are new heating facilities. The classrooms and shops offer experiences according to the needs of the communities. The needs of the communities build interest. Interest brings learning. Learning is an accepted behavior if it is helpful and moral. Learning requires equipment and supplies. Each school was given new desks, books, paper, proper sanitation and lighting.

To gain the above atmosphere required the combined attitudes of the administrators, teachers and students. The combined attitudes make up the school atmosphere for work, earnestness, sincerity of purpose, kindness, sympathetic understanding and firm but just discipline to give the students a feeling of security that comes with belonging to a group.

The regular curriculum subjects such as reading, arithmetic, social studies, science, and language arts offer opportunities for developing traits of character. The subjects themselves may not have moral or spiritual values, but the methods used offer definite contributions. Reading offers opportunity to train children to speak and talk in a pleasant voice. It trains the children to observe. Commas, periods, and other reading marks must be seen to get the proper meaning from what is read. Arithmetic teaches accuracy, alertness, and neatness. Numbers have meanings. Proper writing of numbers may increase the value or lower a value. Science, social studies and the language arts present facts. They aid in keeping to a point, following directions and understanding why a thing is done. Knowing why a thing is done offers opportunity for grow-

ing mentally. To find out why a thing is done requires thinking, searching, asking, and doing. How well these things are done depends partly upon the personality of the teacher. The teacher has much to do with the personality of the pupils. Children spend 5 to 6 hours per day with the teacher. It is important that the teacher understand children and develop a pleasing and helpful personality.

In 1945 the county followed the State's plan of child study to help teachers to understand children. Many discussions resulted.

The discussions broadened the understandings concerning the behavior of children. Soon the group realized that Dr. Daniel Prescott was right when he said "All behavior is caused." One reacts according to his experiences. John Jones was a nervous child. His first grade teacher recognized this. She was kind and sympathetic toward John's problems. When John showed signs of nervousness by a slight shake of the shoulder, she would put her arms around his neck and talk to him in a quiet soothing tone of voice. If John hesitated when she called upon him to read, the teacher would call on another pupil to read. Soon John would feel at ease and would volunteer to read. This teacher used every classroom situation to make John feel that she was a friend. John learned to read smoothly; the shake of the shoulder stopped. John was promoted to the second grade. He began to fret. The shake in his shoulder increased. Soon John could not read without stammering. The teacher said repeatedly, "Unless you stop that shaking and read smoothly, there will not be a promotion for you." John's

condition became worse. This teacher did not know that sympathy and friendliness would help a nervous condition. Fortunately John's first grade teacher and second grade teacher were in the same child study group. The first grade teacher told the second grade teacher how to encourage John through over-looking his nervous condition and assuring him that she was sympathetic toward him. By the end of the year John became himself; he read smoothly and showed signs of only a slight twitch of the shoulder.

Something caused this change in Johnny. The child study groups aim to find out what problems are faced by children and to remove the causes. Sometimes the causes are removed by love, care, understanding, and security. At other times the causes are removed by making the children conscious of their faults and helping to do something about them. In all cases there must be some understanding of what causes the child to act in this or that manner. The child study group points out ways to recognize problems faced by children and means for helping the children.

Now teachers know why children in the elementary school are more responsive to sympathy, kindness and helpfulness; they want the teacher to lead the games, plan for the party or hike. They walk or talk like the teacher. The teacher is the center of attraction.

In the upper grades children want more self-direction. They like to do things for themselves. Plans for the party or trip are given to a chairman within the group. Co-operation, fairness, consistency of discipline and respect is

demanded. Upper grade children want independence. The more a teacher realizes these factors the more important the influences which may be gained by every individual in the school.

"All work and no play makes Jack a dull boy" is often repeated. To meet the needs of intercultural experiences the schools have special programs and activities. Glee clubs and radio discussions have done much to form right attitudes, change biased opinions and develop democratic understandings.

Special courses in the high schools such as "Home Life," "The Family," and "Morals and Manners" offer an opportunity for wholesome experiences. An ideal home consists of parents, a brother, a sister, or others.

Extra curricular activities such as Hi Y, Boy and Girl Scouts, 4 H Clubs, and School plays are offering opportunities of "learning through doing." The assemblies, homeroom activities, movies, talks by specialists in the field, group and individual conferences are aiding in building good reasoning, common sense and judgement by pointing out the consequences of the act. Slogans, codes, laws, proverbs, and radio programs are used.

Student government is rapidly developing in our schools partly because of the need of direction and partly because many of the schools have felt the need of discipline and order. Patrols, monitors, and student councils are a few of the forms of student government in our schools. Opportunity is given to all students to take part in the home, school, and community programs. Many of the schools have filled Thanksgiving and

Christmas boxes of food and clothing for the needy, have made scrap books for shut-ins in the clinics and hospitals, have taken part in the Red Cross and Infantile Paralysis Drives, etc.

Democratic living is offered through student government. The students are "on honor." "On honor" is on your own; it does not mean the honor roll but the ability to do the right thing without someone watching you. It is giving and taking. Principles for giving and taking are laid down by the student body. A chance to practice democratic living is offered through civics and common life situations such as helping the teacher, teacher-pupil planning and other every day tasks.

Special habit forming experiences such as obedience, industry, thrift, following directions, co-operation in tasks, observing class rules in the classroom and on the play ground are given in the classrooms of the schools. Many schools are practicing thrift, forming experience through student banks. Students may borrow or save money. Money borrowed or saved involves interest. This requires bookkeeping. These experiences build good habits in business and home relations.

The homerooms have periods of projects and programs. Round table discussions of moral questions, making things for the needy or people in the hospitals are some of the activities experienced in the homerooms. Homerooms are in the junior and senior high schools. The same activities are carried on in the classrooms in the elementary schools.

Since "religious experience" is both emotional and intellectual, every child has the right to experiences in religious

worship. Morning devotions or opening exercises are a part of the regular program. Bible stories, prayers or a song like "God Bless America" teach reverence, humility, and a belief in the existence of a power outside themselves. Many of these morning exercises or assemblies are conducted by students. The general conducting of an assembly with orderliness, dignity, general goodwill and attentiveness are some of the results of these experiences.

There are teacher-supervised trips in the neighborhood or in nearby towns. Many of the schools visit the Washington Monument, the State House, the Naval Academy, etc. These out-of-the-classroom experiences offer opportunities for the development of obedience to regulations and respect for the person in charge. Uncooperative attitudes or disorderly conduct when frowned upon by the group or leader are likely to be changed or given up when the student finds these things cause him to be out of favor.

These are the things that the county is doing to assist you in developing worthwhile citizens, who will be able to take an effective part in our country; citizens of whom you will be proud to say: "They are products of Anne Arundel County."

WHO TEACHES IN ANNE ARUNDEL COUNTY AND
WHAT ARE THEIR QUALIFICATIONS?

By Ruth J. McNelly
Financial Secretary

In the public schools of Anne Arundel County of the 518 teachers, 306 or nearly sixty per cent teach in the elementary schools while 212 or just over forty per cent give instruction in the junior and senior high schools.

Of these 518 teachers, 318 or over sixty per cent are native Marylanders. From the adjoining State of Pennsylvania 61 have come to Anne Arundel County, while Virginia has contributed 20, and West Virginia 14. From North Carolina have come 10; from the District of Columbia 9; from New York State 8; from Delaware and New Jersey 7 each; from Indiana, Ohio, and Tennessee 5 each; from Connecticut, Kentucky, Massachusetts, and Mississippi 4 each; from California, Georgia, and Wisconsin 3 each; and from Florida, Illinois, Maine, Minnesota, Missouri, Oklahoma, Oregon, and Texas 2 each; while Arizona, Arkansas, Colorado, Kansas, Louisiana, Montana, North Dakota, and South Carolina are each represented by 1 teacher. Thirty-three states in addition to Maryland and the District of Columbia give diversity to the background of the teaching staff.

Since 1939 the standard training for a new applicant for an elementary school teaching position in Maryland has been the completion of a four-year course in a teacher's college for which the bachelor's degree is conferred. This entitles the graduate to a Bachelor of Science Certificate which makes her eligible to teach in the elementary schools of the State

of Maryland. During the 1930's a three-year course in a normal school was the training requirement and after this the graduate became eligible to an advanced first grade certificate. Prior to the 1930's the completion of a two-year course was all that was required and upon graduation a first grade certificate was issued by the State Superintendent of Schools.

Principals of elementary schools, to be certificated, are now required to complete a four-year standard college course or equivalent training, including courses in elementary school methods, supervision and administration. Before a teacher can qualify for an elementary school principal's certificate, she must have had three years of successful teaching experience.

A high school teacher must not only have completed a standard four-year college course and ranked in the upper four-fifths of his class, but he must also be certificated for the subject or subjects which he is assigned to teach. For example, to qualify to teach English or the social studies in high school he must have taken 24 semester hours in English or the social studies (history, economics, sociology, etc.) respectively. The requirement in semester hours is 18 for a teacher of mathematics, Latin, French, chemistry, biology or physics, while it is 27 semester hours for a teacher of high school science who is equipped to teach general science, biology, chemistry and physics.

In addition to the semester hours which must be devoted to the study of the subject or subjects in which the prospective teacher has majored, he is required to complete satisfac-

torily 16 semester hours in education courses, such as history of education, philosophy of education, tests and measurements, and five semester hours of supervised practice teaching.

A high school principal's certificate may be earned after completion of a standard four-year college course plus an additional year of graduate work at a standard university. One-third of the graduate work must be in advanced study related to the high school branches and approximately two-thirds in education, including high school methods, supervision, and administration. He must have completed two years of successful teaching experience before he is eligible for this type of certificate.

Because it was not possible to obtain sufficient teachers with required standard training during the Second World War, and until conditions returned to normal, the State Superintendent of Schools was empowered to issue emergency degree and non-degree certificates for administrative and teaching positions for which candidates meeting the usual requirements were not available. Separate non-degree certificates were issued for three and two years of normal school training, and even for those with only four years of high school or equivalent work, and for those who had formerly held certificates which had expired. These emergency certificates do not entitle a teacher to tenure or to membership in the State Teachers' Retirement System.

A teacher becomes entitled to tenure after the first two years of successful teaching. He may be dropped at the end of the first or second year if the superintendent does not

consider his services desirable. Thereafter he cannot be removed from the service except on charges of misconduct, inefficiency, or insubordination, and he is entitled to a hearing if it is requested.

Every qualified teacher in the state of Maryland who successfully passes a special medical examination is eligible, and is required by law to be a member of the State Teachers' Retirement System. Teachers contribute monthly toward their retirement, in accordance with their age on entering the teaching service in Maryland. If a teacher withdraws from teaching service in Maryland his contributions with interest are refunded on request. The state contributes a percentage of the teacher's salary to build up an amount so that at retirement, optional at age sixty and compulsory at age seventy, the teacher will receive approximately 1/70 for each year that she has taught, multiplied by the average of the last ten year's earnings.

The value and importance of the Teachers' Retirement System to the school children of Maryland in making it possible to retire teachers too old and sick to give the type of efficient service demanded, is inestimable. The satisfactory attitude in the classroom which is found when teachers are not harrassed and worried about their future security certainly makes for an environment in which children can benefit from the instruction offered.

Fifty-eight per cent of the county teaching staff hold regular certificates which indicate that they have completed present standard training equivalent to at least four years

of college. Included in this group are eleven per cent of the staff who hold the master's or doctor's degree which represents one or more years of graduate work beyond the bachelor's degree.

Of the remaining forty-two per cent, nineteen per cent are older teachers with regular certificates indicating the completion of three or two years of normal school. Twenty-three per cent, nearly one-fourth of the staff, hold emergency certificates. Of this latter group who do not qualify for regular certificates and who do not have tenure or the right to join the Retirement System, only nine per cent have bachelor's degrees and the rest have two years of normal school, or even less training. These will be replaced as qualified teachers become available.

In Maryland this year every county is required to pay beginning teachers with degrees who meet all requirements for regular certificates, a salary of \$2,200 and to such teachers who have had at least thirteen years of satisfactory teaching experience at least \$3400. In four years the state maximum will be \$3,800. However, because of its proximity to Baltimore and Washington, which have salary schedules far in excess of the Maryland State minimum, Anne Arundel in order to attract teachers is paying \$200 above the state minimum schedule, which means a county beginning salary for certificated degree teachers of \$2,400 and a maximum this year of \$3,600 with \$4,000 eventually in four years for successful teaching service. Beyond these amounts, for teachers who have earned the master's degree, the county is paying \$200 additional. Fifty-five

members of the staff have the master's degree and two have the doctor's degree. Salaries paid principals and supervisors exceed those which would be given them as teachers by from \$200 to \$1,200 depending on the size of the teaching staff.

The county pays substitute teachers with a degree \$9.00 a day, those with at least two years of normal school or college credit \$7.00 per day, while the few with less than two years of training receive only \$6.00 per day.

The average salary of teachers and principals employed during the past school year was \$3,011 while for the present year the amount is \$3,097. If the principals were excluded, the average salary of the teachers would be approximately \$100 lower.

The growth in the size of the teaching staff corresponding with the expanding enrollment of pupils has been phenomenal. In 1940 the county had 300 teachers. This year the number is 518. The estimate to take care of 2300 additional pupils next year will bring the total to at least 578. This means that the number of teachers employed next year will be nearly double the corresponding number in 1940.

During the last school year, 1947-1948, 99 teachers or 21 per cent of the county teaching staff withdrew from the service. The average for the counties was 16.5 per cent and Anne Arundel ranked seventeenth among the counties; the county with the lowest per cent of withdrawal being ranked first. There were 128 teachers new to Anne Arundel County during the same year representing 27 per cent of the staff. The average for the counties was 22 per cent so that Anne Arundel County

again ranked 17th among the counties. Of course, other things being equal, those counties growing most rapidly in the school population would have relatively more teachers new to the county than those counties with a smaller rise in the child population. However, the high percentage of turnover in teachers proves the county's need to be ready to meet the competition for teachers throughout the state and especially from the areas with higher salary schedules.

Because during the war years few high school graduates enrolled in the state teachers colleges, there are very few graduates at present, so that the number of persons trained to teach in the elementary schools is much smaller than the number needed not only to fill vacancies, but to take care of the enormous increase in the number of births which is two and three times the number in the nineteen thirties, and the increase in population in the county because of the additional housing available. Since the need is so great, it is desirable that many high school graduates of good intelligence and desirable personality who are interested in teaching young children consider enrollment in the state teachers colleges.

Fortunately, high school teachers are more plentiful so that it is possible to select the best of those available. Those who train to become high school teachers will not find as many vacancies available as will those who plan a career in the elementary school field.

Both parents and school administrators realize that a school system is only as good as the teachers in its service. The quality of persons training for the teaching profession

should be very much better than ever before. When we can get the same type of young men and women in the teaching service as are now going into law and medicine, we shall develop an outstanding public school system.

WHAT DO PARENT-TEACHERS ASSOCIATIONS DO?

By George Sachse
President, County Council

As President of the Anne Arundel County Council of Parent-Teachers Associations, I have been asked to talk on Parent-Teacher activities.

As you may know, Parent-Teacher Association activities are effective at every level. We have the Locals, representing each individual school; then the County Councils, representing each county; then the State Congress, representing each State; and last, but by no means the least, we have the National Congress. Each of these divisions works on school problems from the national level down to the individual school, with nothing missed in between.

One of the questions that arise in the minds of the average person is, "What are the purposes of the P.T.A.?" These objectives have been narrowed down to a very few sentences, they are:

1. To promote the welfare of the children and youth in home, school, church, and community.
2. To raise the standard of home living.
3. To secure adequate laws for the care and protection of children and youth.
4. To bring into closer relationship the home and the school, that parents and teachers may cooperate intelligently in the training of the children.
5. To develop between educators and the general public such united effort as will secure for every child the highest advantages in physical, mental, social, and spiritual education.

While these objectives are not numerous, I feel sure you

will agree they are important.

Though the volume of work done at all levels is astonishing, the P.T.A. is one of the few organizations in which none of the officers, chairmen, or members are paid, either at the local, county, state, or national level. This is surely a demonstration of the enthusiasm of the membership and their belief in the principals for which they are striving.

The growth of the P.T.A. organization in recent years has been outstanding; but such growth is a healthy indication that people are realizing more and more the necessity of becoming personally familiar with their children's education problems. The activities and meetings of the P.T.A.'s at the local level permit a meeting of the parents and teachers of the children; it creates a feeling of social kinship and closeness, which aids the teachers and parents in understanding each others problems regarding the school children; it aids them in frankly discussing these matters, and because of such overall meeting of the minds, many difficulties are ironed out and many mistakes are avoided, all of which is to the advantage of the children. Except thru an organization of mutual interest, such as the P.T.A., it would be impossible to attack these objectives and get results.

Another important function of the local P.T.A. is to raise funds, by dues and the holding of local affairs, and to use such funds for the benefit of the particular school the local P.T.A. represents. These funds are used to buy special items, not provided in the regular school operation budget, but which the parents and P.T.A. members feel the

children should have. Of course, as you realize, it would be impossible for the regular school operation budget to contain appropriations for funds for all of the items that we, as individuals, may feel should be furnished, but we do have an opportunity to furnish these items thru the activities of the local P.T.A.'s. I am sure, unless you are personally acquainted with such activities, you would be surprised to know just how much of this work is being done, and how much the school children are benefiting from it. We all realize the impossibility of doing this without an organization such as the P.T.A., thru which to coordinate our effort.

Another important, and I might say extremely important function of the P.T.A. is to acquaint its members and other tax payers with just what is being done in regard to the education program which is being carried out in our schools. In Anne Arundel County, and I feel sure this is also true of other counties, our school superintendent and Board of Education are extremely cooperative, always ready, willing, and glad to have the P.T.A. and other individuals as well, know exactly what is being done, the cost of such activities, and the future educational aims and programs. I can assure you that the P.T.A.'s really study proposed school budgets, make suggestions to the Board of Education and superintendent, and in all cases these suggestions are either adopted or it is clearly and satisfactorily explained why they cannot be adopted, and in many instances the advise of the P.T.A. is asked in formulating such plans. These are matters that effect the P.T.A. members as tax payers as well as in their capacity as

parents, and you can be sure that they study expenditures by very close observation, and when such expenditures for education are P.T.A. approved, they are necessary and correct. This cooperation between the local school authorities and our P.T.A.'s leads to a better understanding, and then to better results. If we all understand each other before a program is put in effect, or an expenditure authorized, there will be less criticism of the program or expenditure after it becomes effective, and we then all cooperate to help to make it successful.

The Anne Arundel County Council and the local P.T.A.'s in the county are at this time engaged in a P.T.A. activity of the greatest importance to the people of this county, which is the supporting of the proposed \$3,500,000 bond issue for Anne Arundel County, which is necessary for the construction of new school facilities to take care of the tremendous increase in the population of school children. In our county this has been due to two causes, increase in birth rate and new families coming in. When these two causes meet at the same time, the county is sure to feel its growing pains, and that is what our school facilities are doing at the present time. In passing, I might say that this condition is not peculiar to Anne Arundel County alone, but is felt by all of the counties in this state that border on or are near large cities, the reason being that the cities are being over-crowded and the population is moving into the counties. Many of these other counties already are on a part time school program, known as half-time. Anne Arundel has managed, for the present at least, to remain on a full

time school schedule of educating its children, but the continuation of this full time schedule will certainly depend upon the erection of additional school buildings, and this building depends upon a bond issue to raise the necessary funds to carry it out.

Realizing that neither the members of the P.T.A. nor other tax-payers of this county wish to pay the necessary county taxes to pay off a \$3,500,000 bond issue if it can possibly be avoided, it is proposed that the State increase its incentive fund payments to the counties, which incentive fund in Anne Arundel County is now \$10 per pupil, and such increase in the incentive fund from the State will pay the interest on the bond issue proposed and also pay off the principal of \$3,500,000 in about 20 years. Of course, we realize that we must also pay state taxes to raise such funds, but as our State taxes already amount to many millions of dollars, there is no reason why education should not be recognized on a State level and receive its fair share of such State taxes that we pay. Of course, the bond issue for Anne Arundel County is absolutely necessary and must go thru whether we get the increase in the incentive fund from the state or not, as we must have buildings if we are to continue to educate our children, but it is our aim to make the taxation for the repayment of the bonds as painless and economical as possible, and the answer is for the increased state funds.

Now, we have heard of many people who suggest that the building program be deferred until such time as building materials may be reduced in price so as to cut the cost. It

is unfortunate that this is impossible. The overflow of new people coming into the county and the tremendous increase in birth rate did not wait for such reductions in costs, and these children must be taken care of now, not in five or ten years, and above all, we must keep our children in school on a full time rather than a half time basis, which will be impossible without increased facilities in the way of new buildings.

Another factor that seriously enters into the picture at this time is that our county, a few years ago, had the eleven year educational policy, which meant that instead of having eight years in primary school and four years in high school, we had only seven years of elementary school. The result of this eleven instead of a twelve year system was that our graduates were not efficient, in their general education, and many found trouble in qualifying and passing entrance examinations into colleges and other institutions of higher education.

Baltimore City has had the twelve year system for many years, and our graduates, when they went out into the business world to seek a livelihood, found themselves at a serious disadvantage when placed in competition with graduates from Baltimore City who had an extra year of education.

Beside the P.T.A. supporting the \$3,500,000 A.A. County bond issue, and the proposed increase in the State Incentive Payments to repay these bonds, the Association is also supporting a proposed bill for the State to lend its credit to the Counties when bonds are issued. In financial circles, the stronger financial position a county is in the cheaper interest rate it can get on its bonds. This interest rate is

very important, as a difference of 1% on \$3,500,000 amounts to \$35,000 a year. Financiers consider a county in a strong position when its bonded indebtedness is under 7% of its assessed valuation. Unfortunately Anne Arundel County's bonded indebtedness is approximately 10% of its assessed valuation, and additional bonds that may be issued will increase this percentage, which is certainly going to increase the cost of the interest on the bonds. Now, the proposed bill for the State to lend its credit to the counties simply means that the State will underwrite or guarantee the payment of such bonds, and as the State credit is in top condition, the interest rate on the county bonds will then be considerably lower, even though the county may be over the recognized 7% figure. This program will certainly cost no one any extra money, and at the same time will save the county considerable money in interest.

For the above reasons, the A.A. County P.T.A.'s strongly urge that you let your delegate in legislature know that you favor the \$3,500,000 bond issue for A. A. County; that you favor the proposed increase in the State Incentive Fund so that the increase will repay these bonds without additional local taxation, and that you favor the State lending its credit to the counties so as to keep down the interest rate on the bonds and save the tax-payers money.

THE TEACHER REPORTS

By Mary E. Moss
Supervisor of Pupil Personnel

Many of you in the radio audience have been teachers or have been closely associated with some teacher. You will know that teachers spend many hours outside of the classroom in keeping records and preparing reports. The value of the reports depends on the accuracy and extent of the records behind them. Many phases of school life are the subjects for these reports.

In order to meet the needs of children, teachers and administrators must gather much data. They must know how many pupils are in the system and how regularly they attend. This calls for an attendance report each month. For those who are absent unlawfully, individual reports are prepared so that the causes may be investigated through home visits or other methods. In most cases the causes may be removed or at least partially corrected.

New children coming into the community and those moving away must be accounted for. A transfer card is given the child when he leaves and a withdrawal report is mailed to his new school. This prepares the way for him in the new situation. The new school may get his record which the former school has built up over the years and in this way may gain a quicker and more thorough understanding of him.

All of the information about attendance which is collected each month is summarized in an annual report at the close of school. This contains more than the attendance data, however,

it includes a record of those who are transported on busses and those who walk; it states how many are promoted, how many are not promoted and the causes of non-promotion. It even shows which parents come to the school and which homes were visited by the teacher. The extent and use of the library and cafeteria facilities are indicated. So you see that a good birds-eye view of the school may be obtained from a careful examination of this extensive report.

If the necessary buildings are to be provided, it is important to know not only the number of children in school at the present time but also those who will attend school in the near future. Therefore, a census is taken of every child from birth to twenty-one years of age. This information is gathered every two years by the teachers making a house-to-house canvass. The report made this year was one of the gauges used by your school administration to determine what the building program should be and where the new schools and additions should be erected in order to correct over-crowding and provide for community needs.

The census also discloses all the handicapped children both in and out of the school. This information is the basis for referral to the Health Department, Vocational Rehabilitation Office and other agencies whose services have been described by other speakers in this series of talks.

In some few cases the canvassers discover children who are not attending any school. Arrangements are made to get these children into the proper school immediately.

Making the door-to-door canvass, preparing individual

records for each family, making supplementary cards for handicapped children and summarizing the data for more than 35,000 children on an individual school and a county-wide basis is an enormous undertaking. However, it has been shown that the information collected is put to good use and is invaluable to the staff in attempting to meet the needs of the children of this county.

All such reports are included by the superintendents report on the state of the schools. Each county sends such data to the State Department and the reports from the twenty-three counties are summarized by the State Superintendent. Such material furnishes the basis for comparison of the various systems.

Such reports as have been described are excellent in giving an over-all picture of the schools. But to you as a parent, the most important type of report has not been mentioned --the one that Tommy brings home at certain intervals to inform you of his progress in school. Child life is often pictured in cartoons and one of the situations most often represented--or perhaps we should say misrepresented--is Tommy bringing home his report card. He is shown as a very small, very frightened boy hiding his report behind him and the father is drawn as a very large, very cross man with strap in hand. It is the hope of educators that such scenes occur only in the so-called comics and not in real life. The aim of the teacher in sending home the report is not to get Tommy in trouble with those who love him best and are most interested in his development.

Why, then, do we send home report cards. It has been said, "The chief purpose of reporting is the sharing of the school, the home, and the community for bringing about the development of the child to his greatest capacities, intellectually, physically, socially, and emotionally. It is a cooperative enterprise." The home is recognized as the greatest single factor in the life of a child. It is also agreed that a good educational program can be developed only by the home and school working closely together. Teachers and parents share a common interest, for the first concern of each should be the well-being and development of the child.

The main purpose in informing the home of the pupil's progress is to coordinate the efforts of parents and teachers so as to bring about the all-round development of the whole child. Therefore an attempt is made to give an accurate and complete picture of the child's growth in the various phases. In the past weeks you have heard discussions of the ways in which the school attempts to promote such growth. Tommy is given experiences which broaden his knowledge and increase his skill. His emotional development is considered in order that he may build a happy, well-adjusted personality. He is encouraged to participate freely in his peer group so that he may learn to get along well with other people. He has an opportunity to learn certain moral values in the democratic atmosphere of the modern school.

As teachers have gained a better understanding of the whole child, they have of necessity changed their way of reporting. In the early days of our country the schools'

purpose was centered in academic achievement. This was reflected in the type of report card that used numerical marking in academic subjects. This form probably met the purpose in the period in which it was first used. Children were members of large families where each must work for the good of all. The families were joined in a closely knit community. In such a situation the child had many opportunities for establishing good social relations and forming effective work habits. He left the home to go to school to learn the three R's and it was in these that he was given marks.

Many changes come in our ways of living. A nation that had been largely agricultural became predominantly industrial. Masses of our people moved from the country to towns and cities. More and more women left the home and sought employment. Labor saving devices reduced the opportunities for the children to have worthwhile responsibilities in the home. Gradually the schools adjusted their programs to more nearly meet the needs of the children living in these altered conditions. But the traditional type of report remained for many years and the changes have been made slowly. The numerical scoring with one hundred intermediate points gave way to a letter system of five or more points. Then came a three point system of satisfactory, unsatisfactory, and outstanding or honor. As we began to grow in understanding to the point where we wished to consider more than academic achievement, we realized it was impossible to put letter values on such things as habits, attitudes and interests. Check lists were devised but after a time the mechanical nature of these became apparent.

Where the check list did not meet the need of the particular pupil, the teacher added a note and left a space on the report card for the comment of the parents so that it became a two-way communication. In some instances the report card was replaced entirely by personal letters. However, while classes consisted of 40 to 50 pupils it was an impossibility for the teacher to perform a satisfactory job.

At the present time we are beginning to see that the best way for a parent and a teacher to share their problems and plan to improve the learning conditions for the individual child is to sit down together and talk face to face. The parent is not invited to the school only when Tommy is in trouble. The teacher goes into the home not to register a complaint but to learn from the ones who know the child best how to understand and help him.

The policy of reporting to parents varies in different sections. All of the types described are still in use in some places. Some communities combine features from several forms. In our own county parents are encouraged to come to the school frequently. The Board of Education believes so firmly in the benefits resulting from home visiting that they have made it possible for each teacher to secure a substitute for two half-days and use the time for going to see you in your homes. This amount of time does not allow the visiting of all homes but it is a step in the right direction. It is hoped that the teacher will find time after school and during the weekend to make calls in other additional homes.

Some faculties with the approval of the parents are experimenting with different forms of reports in an attempt to find one that gives a more complete picture of the child at certain levels of development. Here is one prepared for use with first grade pupils. The teacher checks the following items if there is need for improvement; no check indicates that the child's work is satisfactory. Under Social Living there are five Special Habits: (1) Is a good listener, (2) Awaits his turn, (3) Keeps from annoying others (4) Keeps from interrupting, and (5) Plays well with his classmates. Then these Work Habits are considered: (1) Can work well with a group, (2) Can work individually, (3) Can follow directions as they are given, (4) Is orderly and careful with materials, (5) Completes work in required time, and (6) Is neat in his work. Last of all, Learning Activities are listed: Reads well in his group and recognizes words in his basic vocabulary; next, Contributes intelligently to group discussions, Counts and writes required numbers, Is learning to write legibly, and Is learning to spell. Space is left for the teacher's remarks to be written to supplement this check list. The back of the sheet is reserved for the parents comments. As you can see these teachers are considering many problem situations which the beginner faces when he enters school for the first time.

As was previously suggested, the teacher must have accurate and extensive records the data from which she uses in preparing her reports. She cooperates with the Health Department in keeping a cumulative record of the child's physical condition. She records test results and academic achievement.

She observes and writes descriptions of significant behavior which show his interests, habits and attitudes. And so, after objectively studying and interpreting all available information, the teacher reports to you his parents.

This morning I have discussed some of the more important types of reports which teachers make, but the list is not exhausted. The Maintenance Department must be notified of needed repairs, lists of new books, art supplies, and other instructional materials must be prepared, etc. As you will realize these reports require much clerical work. In order to provide assistance the State enacted legislation in 1945 stating that the larger schools could employ clerks. Schools which have an enrollment of 250 or more may have a part time clerk, and those which exceed 500 may have a full time clerk.

Many of you have thought of reports as a bunch of red tape and a lot of figures. In this talk with you I have attempted to show that in the educational field a report is not an end but a means to an end. Children are the heart of our schools and the reports are made with one purpose in mind --that the needs of the children may be better served by the schools which the community has established.

ADULT EDUCATION

By Frank C. Gunderloy

There is today no phase of education that is more thoroughly misunderstood than Adult Education. The latest available edition of the Encyclopedia of Modern Education states that the term adult education means all things to men. James Truslow Adams in his book, "Frontiers of American Culture," devotes an entire chapter to what he calls, "The Adult Education Jumble."

The Research Division of the National Education Association has listed nine Federal Agencies and thirty-six private agencies, operating on a national level, engaged in some adult education. UNESCO, the World Association for Adult Education and various missionary groups are but a few of those working on an international plane. A book, the size of a large city telephone directory, would be required to list all state and local agencies contributing to Adult Education.

When I say "Contributing to Adult Education," I mean to imply that these organizations, founded on democratic American principles, are each working to help adults solve some of their social or economic problems and to further our ideals of democracy.

To you parents who wish to read a short article on the operation of one of these agencies, I should like to recommend Jerome Ellison's article, "Five Million Parents Can't Be Stopped," page 32, February 26 issue of the Saturday Evening Post.

Good adult education should offer educational opportunities for all people--men and women, rich and poor, employer as well as employee and unemployed, farmer and urban and city dweller. Existing agencies reach a part of the people with some one or more phases of good adult education; but, the total program is so broad in its scope and so diversified in character that there is little unity in its organization. It is poorly integrated. There is nothing to hold it together. Probably the greatest single need of adult education as offered through private and public agencies today is an integrated program, one through which each organization could and would make its contributions toward broadening the civic intelligence of all the people, one through which each agency or organization would make its facilities, its authorities on pertinent subjects, its lectures, its films, and all other resources available to all other organizations and to the public, a program which would be non-political, non-sectarian, and non-everything else except American.

I am not suggesting that any good agency curtail its own activities, I am recommending that they be broadened and organized with all others to meet the problems facing a total program of adult education--the problems of all people today.

Visualize, if you can, such an organization of all of the agencies of the nation. What kind of "isms" could stand against it? If we could do it, would it not be copied by all free peoples?

Have you ever noticed that when several organizations band together to fight for a common cause they usually get

what they want?

To all of you who assume the attitude, "Let John do it," I would suggest, and trust that I am not violating any provisions of the Ober Bill, that you read the article by Craig Thompson in the March 12 issue of the Saturday Evening Post entitled "Here's Where Our Young Commies are Trained." If that describes the type of education which you prefer, just keep on going in your same easy way and watch it thrive. It grows best on the very things which I have discussed, lack of unity, lack of organization, diversity of purpose, etc.

Since this entire series of broadcasts was designed to more thoroughly acquaint you with your schools, I shall attempt to limit the balance of my remarks to what public schools in general and Anne Arundel County Schools in particular have done, could have done, are doing, and hope to do in the field of adult education.

Let us look at a few simple facts. First, with many of the present agencies in operation, the public education system of this country was called upon to teach the three R's to the great number of immigrants who came to this country during the last half of the nineteenth century. The Maryland Legislature, recognized this need when, in 1883, it passed a bill for adult education in Alleghany County which made possible the establishment of classes in "reading, writing, arithmetic, and such advanced studies as may be necessary."

Subsidized in part by the Federal Government, Americanization classes were established in centers where there were large numbers of immigrants. These classes, designed to teach

the fundamentals of democracy and to prepare persons for citizenship examinations, flourished until the drop in immigration about the time of the First World War. There is still the need for some of these classes and they are operating in a number of the larger cities.

A large proportion of our adult population still think of this first phase as all there is to adult education. This is a sad mistake and one which must be eliminated if our democratic way of life is to survive.

The second phase of development began, during the First World War, when we found that we could not produce for and supply our armed services and home needs if we took all the men from our farms and factories. The Smith-Hughes Law of 1917 made possible vocational training and retraining not only for our high school youth but for adults as well. This and subsequent bills enabled school systems to carry on programs in vocational education for adults and out-of-school youth that contributed largely to solving the problems of economic security during the depression years.

Third, the vocational aspect of adult education was greatly accelerated about 1940 with the National Defense Training Program followed by the War Production Program.

Besides increasing their vocational efficiency many adults today, with fewer hours of work per week, are interested in other purposeful study that will benefit both themselves and society as a whole. They wish to develop the ability to participate in the life of the community and to enjoy healthful recreational and avocational experiences.

In 1939, the Governor of Maryland put \$10,000 in the State School Budget for adult educational purposes. This appropriation, which has been increased to \$50,000 over the past few years, was and is used to pay teachers for adult instruction in classes other than vocational fields in trade and industry, home economics, agriculture, and distributive occupations, the areas for which Federal appropriations may be used. We, in Anne Arundel County have been fortunate that some other counties have not used their share of the State money available for adult education, because for the past two years we have used more than our fair share. This has been necessary because of your demand for more adult classes.

We have in this county at the present time, 29 adult evening classes, operating from two to six hours per week. These classes have an enrollment of 587, 209 men and 378 women. The Glen Burnie Shop is open four nights a week because the enrollment for machine shop work required two classes. Many of our other classes have waiting lists of people eager to enter just as soon as someone drops out or fails to make good attendance and is dropped.

Adult classes have been conducted at Bates High School for over ten years and I wish to congratulate Mr. King and his staff for the excellent work which has been done and the progress that is being made there. He has nine classes operating this year.

Classes are operating in other sections of the county. There is one at Eastport, one at Annapolis High School, three at Southern High School, three at Linthicum Heights, and twelve

in the Glen Burnie area. In addition to these, there are two classes at Southern High School and one at Arundel High School which are for farm and farm shop training of veterans only.

The expansion of adult education in the county began with the National Defense and War Training Programs. Farm Shop and canning centers were set up in several sections, and the First Avenue School in Glen Burnie was converted to a Vocational Training Center. This school has now been recon-verted to an elementary school and its work transferred to the High School Shop.

The new school buildings in this county have all been definitely designed to serve both youth and adults. They are community centers. Even if some must be constructed without auditoriums or other special facilities, all contain some rooms equipped with tables and chairs which may be used as conference rooms and class rooms by adults as well as children. Some of you who have attended an old school function and watched a 200 lb. man try to squeeze between desk and seat designed for a 12 year old can readily appreciate this.

So far there has been no charge of any kind to persons enrolling for adult education in this county even though the number of classes increased from 10 to 29 and the enrollment increased from 185 to 587 this year. Adults have been requested to purchase only materials which they use.

It is necessary that each class maintain an attendance of at least ten. In order to do this we have found that we must have an initial enrollment of at least fifteen. This means that if at least fifteen people who are interested in

the same subject can arrange to get together for one or two evenings a week for from ten to thirty-six weeks, depending upon the subject, we will make every effort to find a qualified instructor and arrange a place for the class meetings. We hope, next year, to make every high school in the county a real adult education center.

In conclusion I should like to emphasize the following specific points about our adult education:

1. It is open to anyone above compulsory school age who is not attending any other school full time.
2. You determine the offerings.
3. It is designed to fill the gaps in your education.
4. It may be elementary or advanced.
5. It may be general, academic, commercial, vocational, avocational, or technical.
6. No grades are given for your work.
7. Credit is not given. It is purely for your own benefit and enjoyment.
8. Diplomas are not awarded but we attempt to issue certificates stating the number of hours of attendance in each course.

Whether your aims are to deal with problems that can be dealt with adequately only on an adult level, gain a basis for mutual understanding with the younger generation, keep in step with new developments in such fields as science, economics or government, or maintain knowledge and skills developed in youth, there is something for you in adult education.

A post card or letter, addressed to the Board of Education, Annapolis, Maryland giving your name and address and stating your preference for classes next fall would be appreciated. It would help considerably in planning for next year's work.

ANNE ARUNDEL COUNTY EDUCATIONAL PROGRAM
FOR COLORED YOUTH

By Douglas S. King
Principal, Bates High School

The story of the Negroes' Educational development in America is the story of the growth and development of the educational program for Negro boys and girls in Anne Arundel County; a story of frustration, of disappointment, of hope, of renewed faith. Through many vicissitudes we have come until today we stand on the threshold of a new educational era, an era in which all the menaces that strike deep at the heart of our American way of life need united, loyal intelligence focused upon them. Long since the Board of Education, the administration of our educational system and you, the citizens of our county, have embraced THE PHILOSOPHY that the supreme effort to combat our troubles must be made by citizens who are informed and free, citizens who are ingenious and courageous, citizens who are morally sturdy and spiritually alive, who sense that every individual has a contribution to make, a responsibility to share. A sense of personal satisfaction prevades me when I note the progress made in the schools of our county, white and colored. This progress and change have been evolutionary rather than revolutionary. I would like you to consider some of the aspects of growth which Negro schools of our county have made.

Forty years ago the educational program for colored boys and girls was aimless and pointless. It was concerned primarily with the begetting of skills in reading, writing, and arithmetic,

and while I do not decry the attainment of such skills, I do believe that unless such skills serve as a media for producing the type of citizen that realizes his responsibility to his nation and to his race; unless it helps to produce a generation of citizens equipped to insure a democratic, productive and enlightening way of life, these skills-these same skills-become as a "sounding brass and a tinkling cymbal." It is my studied belief and opinion that the colored schools of our county and program therein are headed in the right direction; for we have adopted a philosophy, a belief, that we should attempt to offer worthwhile educational activities to all individuals who enter our schools; that we should assume responsibility for desired attitudes, ideals and skills by means of organized knowledge; that our program should be an essential factor in arranging and prescribing for experiences which bring about desirable social, economic and personality changes. We further believe that these experiences should be so organized that they will be a distinctive but clearly articulating part of the entire program, and that these experiences will best be obtained through an intensive correlation of subject matter, activity, and intelligent guidance of the pupil by the teacher in conjunction with the home and other agencies to the end that intelligent living will be theirs. The adoption of such forward-looking objectives and philosophy and the decision of Judge Chestnut equalizing white and Negro teachers' salaries opened a splendid opportunity for improving teaching in the Negro schools. All teachers in the county, white and colored, were classified and only those who were doing creditable work were marked first class. Inefficient

teachers failed to make the grade. Thus it became necessary for our educational leaders not only in Anne Arundel County but also throughout the state of Maryland to bring in to the system additional well-trained consecrated teachers; teachers who sense that these were and are still times of terrible urgency. O, the world has so much to learn and so little time in which to learn it! These were the times that demanded greatness of spirit, greatness of faith, greatness of action. If our boys and girls are to live their lives in a better and more peaceful world, we had to have teachers who would come into our system as going to war because the war of prejudice, greed, and ignorance is eternal. They are the commandoes of the peace if peace is to be anything more than a brief interlude.

Because of the enlightened leadership, given by Miss Jones, Supervisor of Schools, the improvement in teaching in the Negro elementary schools was phenomenal, and the achievements as indicated by the seventh grade standard examinations gradually rose until the medians practically became the same in both white and colored schools. Not only did the seventh grades in the Negro schools make the standard grade, but a much larger percentage reached the eighth grade. At present, approximately 250 children enter the Bates High School each year as eighth graders.

For the approximately 3200 elementary students and 920 high school students in our colored schools, the Board of Education has provided eighty-six elementary and thirty-six high school teachers. The major portion of our teachers both

elementary and high school are fully certified to teach in their respective field and on their respective level. They hold Bachelor and Master degrees from the leading universities of the country. We also take pride in the fact that two of our teachers have been admitted to candidacy for their Doctor's degree -- one in the field of chemistry at the University of Michigan and one in the field of education at the University of Pennsylvania.

Because of the high type of training which these teachers have received and the consecration to service which is theirs, because of the fine in-service training and the high type of educational leadership given by the administrative and supervisory staff of the Board of Education, our teachers are prepared to inculcate within the boys and girls of our county an appreciation for good study habits, neatness and orderliness, respect for authority, skill in the handling of tools, ability to think critically and the development of a sense of values, attempting to build up within our boys and girls a desire to be a producer as well as a consumer. Our colored teachers know that they are not only making a living but also that they must make a life. Their services are sincerely dedicated to the growth and development of our Negro boys and girls.

I truly wish you could visit some of our elementary schools and note the eagerness and the joy which emanates from the countenances of our little people as they participate in learning experiences provided by the teachers. I think you would get a definite lift if you could see these youngsters as they travel by means of the printed page to the four corners

of the earth; as they study peoples of all nationalities; as they rub shoulders with the great and the near great; as they sense the great contributions made to man by such men as Edison, Garver, Marconi, Stienmetz, Pasteur and John D. Rockefeller, Jr.; the deep sense of awareness which they have for the problems of the Arabs and Jews and then watch the expression of pride which spreads across their faces when they find that it was a Negro, Dr. Ralph Bunche, who acted as the mediator in bringing about peace between these two warring peoples.

During this period of growth and advancement in the elementary schools, Bates High School, capstone of Negro Education in our county, attempted to match stride for stride the terrific pace set by the elementary schools.

During the period from 1925 until 1948 the secondary enrollment increased from 88 to 966, thereby necessitating an increase of thirty in the teaching staff and a complete revamping of our curriculum. Our curriculum today is divided into four areas as follows: Academic, General, Vocational, and Commercial. While these areas are traditional in most secondary schools, we are trying to keep our eyes on the primary objective of our school -- training boys and girls for general citizenship. For that reason we are offering courses in Family Living and Family Relationships regardless of the curriculum area in which the pupil is enrolled. We have established a strong, sound Student Credit Union by which we are attempting to bring home to boys and girls their sacred responsibility in meeting their financial obligations promptly as well as provide training in good business practices for our commercial

students. This year in addition to general home economics, vocational home economics, brick-laying, agriculture, vocational industrial arts, and sheet metal, we are also offering tailoring to boys. If you could see and inspect the sport jackets and other wearing apparel which these boys have made you would be as proud of them as I. I believe, I am justified in assuming that we are offering a reasonably functional program when I meet boys who upon finishing our course in brick masonry are able to earn \$25.00 a day, and let me assure you, we have such boys. I am persuaded that our program is functional when I see our girls in clerical positions in Johns Hopkins Hospital, Morgan State College and federal government offices. I believe I am in a position to challenge anyone who would charge that we are not attempting to train for general citizenship when I see our agriculture boys raising and preparing poultry, hogs, and rabbits for market. I believe our educational program is on a reasonably sound basis when I see girls in home economics learning how to utilize leisure time wisely; when I see them develop their physical bodies through gymnastics, interpretive dancing and competitive sports; when I see the girls preparing food for the festive board. Surely I cannot be criticized for believing that our hope for lasting peace lies in the youthful hands of all boys and girls when I hear them discuss in social studies and language arts classes world affairs and human relation.

You have helped to make these things possible and your continued support of the educational program of our county will bring to fruition their dreams and hopes expressed so cogently

by James Weldon Johnson when he penned the immortal words --

God of our weary years, God of our silent tears,
Thou who hast brought us thus far on the way;
Thou who hast by Thy might, led us into the light
Keep us forever in the path, we pray.
Lest our feet stray from the places, our God, where
 we met Thee,
Lest our hearts, drunk with the wine of the world,
 we forget Thee;
Shadowed beneath Thy hand, may we forever stand,
True to our God, true to our Native land.

THE SCHOOL BOARD EVALUATES THE SCHOOL SYSTEM

By Clarence E. Tyler
Member, Board of Education

Since this is the concluding program in a series of twenty-two that have been given by the members of the staff of the Board of Education of Anne Arundel County, I should like to express, on behalf of the Board, our appreciation to Station WANN for the extensive cooperation given us in presenting the program of child education as we see it. Except for two other broadcasts in this series, the preceding talks have all been made by members of the professional staff of the Board of Education. They have brought to you the many phases of the public school system pertaining to teaching and to the application thereof. In each case the presentation has been a sincere effort to acquaint you with the many different aspects of the problem involved in educating our boys and girls. You have been told of the psychological effect that is experienced by young people emerging into life, many of them from very sheltered circumstances. Certainly, this is something on which too much attention cannot be exerted. Also, you have been told of the study and habit problems that are experienced by our youth and of some of the ways that we are attempting to guide and correct these things. Truly, this phase of the task needs the full cooperation of the home and community. You have further been told of the spiritual values of our education program. This too needs the assistance of every agency of society if we are to prepare our children for the kind of future that many of us view with apprehension.

For without these qualities, we believe that it is impossible for any child or adult to enter into life as we know it today.

Participating on one of these broadcasts was a representative of the parent group, a group which we all know has a tremendous interest and stake in the task we are performing. Certainly, I know of no better time than now to pay tribute to this loyal and devoted group of men and women for their interest and constructive criticism. We believe that whatever we attempt to do will be greatly discounted unless we have the wholehearted support of the parents of the children in our schools. Their continued cooperation is something which every member of the Board of Education hopes to merit. If this can be accomplished, then the task will be made much easier and more worthwhile.

In this series of programs there has also been an effort made to describe for you some of the health practices which are desirable if a well-rounded program for the advancement of our youth is to be made possible. In this respect, we are happy that we believe that in our Health Department we have an agency that has an abiding interest in all of the problems of health, especially as those problems affect our children. For this we are deeply grateful.

Most of the foregoing discussion has been in reference to the professional angle of the educational program. I believe it may be of interest to discuss with you the non-professional or lay aspect as it is represented by the Board of Education. Perhaps I should tell you who constitutes this Board. Mrs. Edna E. Ferrie, President; Mrs. Edna T. Fayne, Vice President; Dr. Amos F. Hutchins; Mr. George T. Cromwell,

and myself are the members of that Board. As you know, this is a non-paid group, which is, I feel, as it should be. Since it is purely a civic job, it should be administered by those not interested in what we may term monetary values. There are many civic jobs of this kind which require diligent application on the part of those accepting them. Indeed, I believe that one of the reasons why our society functions as well as it does is because it is possible to find men and women who consider it a privilege to serve in these capacities. It is only stating a fact when I say that some of the hardest working, most conscientious public servants that we have are those serving without remuneration.

As members of the Board of Education we are a sort of liason group -- or shall I say buffers -- between the professional educators and the community at large. This places us many times in very difficult circumstances; because, in our position, it is impossible for us to be blind to the needs and demands of the professional group. Nor can we fail to give consideration to the views of the great mass of public citizens. In some of these situations we find conflicting points of view. It then becomes our duty to evaluate both sides and to attempt to approach the problem impartially and without bias. I can think of no better illustration than one with which we are confronted daily. On the one hand we have a great portion of the public which feels that considerable more emphasis should be placed on what we commonly call the three R's in education; and since I am a product of an age wherein this pioneering effort in education had full sway, I find it difficult some-

times to keep apace with the modern trends prevailing in our education system. I say this with the full knowledge that this idea is entirely impracticable because I realize that it is impossible to stand still in this changing world. If I may illustrate -- consider the farmer who would insist on conducting his affairs in the same manner as his father or grandfather did at the turn of the century. I can speak with some authority in this, having been reared in the country and knowing what it meant to follow a yoke of oxen and a plow all day (one of the long days of June, July, or August) and at best having been able to plow three or four acres. In contrast to that we have the convenience of our day with the modern tractor with which it is possible to achieve six or seven times the amount of work with far less weariness or fatigue. Similar illustrations could be given indefinitely. For instance, what business man would attempt to operate today without the telephone, automobile, or truck -- which is all just another way of saying that we must keep apace or we will surely be behind. Because of the demonstrated logic of modernization in all of our other phases of life, it would seem utter folly to attempt to remain static in this which I believe to be the most necessary and important problem confronting us, namely, the preparation of our youth for citizenship, a citizenship that takes on more importance now than at any other time in our history when we have had the position of world leadership thrust upon us in a little more than two decades. Certainly, in the light of this our coming generation needs the very best preparation that it is possible for us to provide.

As a layman and a member of the Board, I am sure that it would be expected that I would be interested in the financing and cost of all of these operations. I can assure you that I am very deeply concerned. We are confronted now at the peak of high prices in construction, as well as in everything else, with the necessity of providing space and facilities for a very much accelerated and growing population. This has been brought about by many factors. Since 1940 our school population has increased more than 6,000 and when we realize that to provide classroom space alone our cost of construction amounts to approximately \$1,400 per student, it doesn't take a mathematician to arrive at the fact that these costs are tremendous and necessary.

The reasons are manifold. To begin with, the state requires that we provide twelve years of education for all youth. This includes the recent addition of one year to the school curriculum. Aside from these, in the last three years the equivalent of two moderately sized towns were build within our borders. In addition to this, hundreds of other homes have sprung up all over the county. A greater portion of these homes have been established by young people due to the tremendous increase in the marriage rate beginning in 1940. This has tended to aggravate and put a burden on our system which makes it necessary to provide for considerably more than the normal growth in our school population.

Someone might say that whenever a new home is established additional revenue also is produced to provide the carrying

cost. Unfortunately, this is not entirely true since I am advised by authoritative sources that the average assessable basis of the new homes having been built in our county would approximate \$4,000. When we break this down to a matter of actual tax cash received, it means that the county on these homes receives about \$80 per year in taxes. And still for the average child that comes out of one of these homes and enters our schools, the school system must find \$123.

So that it is plain to see that the taxes paid by the average of these homes will not furnish the necessary amount even to educate one child. This certainly is not to be construed to mean that we do not desire moderately priced homes in the county, but it does show that it is making many of us wonder how we are going to survive the impact of such a condition without in some way encouraging more industrial and commercial enterprises throughout the county. These are the things that tend to provide a sizeable revenue without demanding that expensive educational services be rendered.

Both county and state which have to provide greater revenue are constantly striving to devise ways and means of obtaining the same without adding further burden to the real estate, realizing that this is reaching a point beyond which it is not felt safe to go.

This brief resume is prepared for the purpose of provoking thought and action on the part of our citizenry. Certainly it cannot be denied that we have a responsibility and I am sure that every one of us is anxious to discharge this to the fullest degree. It furthermore gives the community at large an

opportunity to see the problems with which the School Board is confronted.

In presenting this viewpoint the Board of Education does not wish to shirk its responsibility. The Board invites all citizens to assist it in studying the problems and in approaching them sympathetically and constructively.

COUNTY BOARD OF EDUCATION MUST HAVE WOMEN
MEMBERS UNDER LAW PASSED IN 1924

Five Members Of Board Are Appointed By Governor
To Serve Terms Of Six Years--Receive No Salary

The County Board of Education which heads up a public system with 16,125 pupils in 68 school buildings, scattered over 425 square miles, with 486 teachers and a budget of \$2,333,798 annually, is somewhat unique through a legal requirement that it must consist of five members and have at least two woman members.

Most of the County Boards of Education consist of three members. By a Legislative Act passed in 1924 the local County Board was increased to five members in order to give greater representation to sections of the county. At the same time the provision that two of the five members be women was written into the law.

The members of the Board are appointed by the Governor to serve terms of six years each. The terms run from different years to assure continuity on the board. They must be appointed from citizens of the county and "solely because of their character and fitness". No person can be appointed who is in any way subject to the Board's authority.

Present Board

A member of the Board can be removed by the State Superintendent of Education for immorality, misconduct in office, incompetency or wilful neglect of duty. They must

be given written notice at least 10 days prior to a hearing held by the State Superintendent and are entitled to be represented by counsel. Removal must be approved by the Governor.

The present members of the County Board are: Mrs. Edna E. Perrie, of Lothian, whose term expires in May, 1951; Mrs. Edna P. Payne, of Annapolis, vice president, whose term expires in May, 1949; George T. Cromwell, of Ferndale, whose term expires in May, 1951; Clarence Tyler, of Eastport, whose term expires in May, 1953 and Dr. Amos F. Hutchins, of Arnold, whose term expires in May, 1949. With the exception of Mrs. Payne, a Republican, all are Democrats.

Under the State school law members of the Board may be reappointed. Mrs. Perrie, the veteran member of the Board, has served since 1922. Mrs. Payne is serving her second term. Incidentally, she was appointed to her second term by a Democratic Governor, Frank A. Munroe, now a County Commissioner, served for many years as president of the Board of Education. Although a Republican he was many times reappointed by Democratic Governors.

No Salary

The members of the Board are not paid a salary, but are allowed \$100 each a year for traveling expenses.

The Board meets usually on the first Wednesday of each month in the Board offices in the Old Annapolis High School building on Green street. In recent months it has been meeting twice monthly because of problems arising in con-

ducting a school building program.

The Board's functions are in two classes. Those it exercises without regard to the recommendations of the County Superintendent of Schools, and those which it performs by approving or rejecting recommendations of the Superintendent.

The Board appoints the County Superintendent of Schools with the approval of the State School Superintendent. It appoints the auditor to the Board, selects the depositories for the money handled by the Board and determines the bond to be put up by the County Superintendent. The firm of Haskins and Sells are the auditors for the Board. They were appointed under a contract. The attorney for the Board is Richard E. Lankford, who is paid \$100 annually, with such extra fees as may be earned.

State Law

In its other functions the Board does not initiate action, under law, but gives it approval or disapproval to the recommendations of the County School Superintendent. This was written in the law to fix the responsibility for the administration of the schools more definitely in an official with professional training.

The question brought before the Board by the County Superintendent include all those dealing with the employment, discharge promotion or transfer of teachers, salary schedules, sick pay and leaves of absence; selection of sites for school buildings, types of building, size, and similar recommendations in connection with a building pro-

gram; the school budget, and similar questions of administration.

Last year the schools had 15,085 pupils compared to the present enrollment of 16,125, a growth which is reflected in the building program now under way. Of the \$2,333,798 annual budget of the schools of the county, the county contributes \$1,001,847.37 and the State \$1,331,950.63. The county's share is raised by the \$1.04 per \$100 school tax levied in all eight districts of the county.

County Superintendent

The County Superintendent of Schools, a position now held by David S. Jenkins, is appointed by the Board, with the approval of the State Superintendent of Schools for a term of four years. Mr. Jenkins' term started on Aug. 1, 1946. He succeeded George Fox, who retired after being County Superintendent for 30 years.

The County School Superintendent is paid \$8,000 annually, of which the county pays \$3,666.67 and the State \$4,333.33. He is allowed \$600 in the 1948 county budget for traveling expenses.

Qualifications

The law requires that the County Superintendent must have a master's degree from a recognized college or university which must include work in public school administration and in supervision and methods of teaching, and also must have had experience as a teacher, for at least four years. Mr. Jenkins took his Bachelor of Arts degree at St. John's

College in 1931 and his Master of Arts degree at the University of Maryland in 1942. He is now completing work for the degree of Doctor of Education.

Boards of Education in the counties have recently followed the practice of bringing in school superintendents from other counties. Some start in small counties and get promoted through this method to larger counties. This year the assistant school superintendent in Prince George's county became school superintendent for Worcester county. The Worcester county superintendent moved to Cecil county as school superintendent there. The school superintendent of Kent county became superintendent in Washington county.

Can Be Removed

The County Superintendent is removable by the State School Superintendent for immorality, misconduct in office, insubordination, incompetency and wilfull neglect of duty. He must be given 10 days written notice of charges and can be represented at a hearing in person or have an attorney. Charges can be preferred by the County Board or by the State Superintendent.

The County Superintendent has an administrative and supervisory staff of 24 persons, at the school headquarters in the Board of Education offices. He is the executive officer of the Board and is charged with carrying out all laws of the State dealing with the schools and by-laws of the State Board of Education. He must explain the true intent and meaning of all school laws, and decide all contro-

versies over school laws that may arise in his jurisdiction. without charge to any individual. His decision is final except for the right of appeal to the State Board of Education. In connection with school cases he can administer oaths and examine witnesses under oath. The perjury law applies, if warranted, in such cases.

Superintendent's Duties

He is charged with recommending the condemnation of school buildings unfit for use, repairs, new buildings, purchase of ground for school sites, the sales of buildings or school grounds and is charged with arrangements of plans for remodeling and new buildings. He recommends the employment of architects, and must approve in writing all contracts made by the County Board. No contract entered into by the Board is valid without this written approval.

He nominates to the Board for appointment all principals and teachers, recommends for promotion and assignment or transfer. He can suspend a teacher himself for cause, but must recommend dismissals for action by the Board.

He must assist in organizing and must attend all local and county institutes for teachers and advise teachers as to study and professional reading. He also is charged with assisting parents and citizens in acquiring knowledge of the schools.

He also must visit the schools, observe methods of teaching and make suggestions for improvement.

He is charged with the duty of grading and standard-

izing the public schools and must prepare courses of study, subject to the approval of the State Board of Education.

He also prepares lists of textbooks, lists for supplementary reading, recommends purchase of materials for construction, stationery, school supplies, furniture and equipment and other items needed in operation of the schools.

SIX DEPARTMENTS ADMINISTER AND SUPERVISE
SCHOOL SYSTEM UNDER BOARD OF EDUCATION

School Budget, Including County and State Share
Totals \$2,333,798, Compared To \$1, 686,995
For All Other County Purposes

Six departments, with a total of 23 employees, working under the County Board of Education and David S. Jenkins, county school superintendent, administer and supervise the school system of Anne Arundel County.

The school system has a budget, including the State's contribution, totaling \$2,333,798 for this year, which compares to the total \$2, 688,842.54 budget of the Board of Anne Arundel County Commissioners, for operating all the agencies of the county, including the county's share of the school costs.

The county contributes \$1,001,847.37 toward the school expenses in the 1948 budget, the balance of the \$2,688,842.54, or \$1,686,995.17 in the county budget **going** for general County administrative expenses, roads, police, firemen, etc. If the school's share of the county budget is deducted and the balance remaining for all other county purposes com-

pared to the school budget, including the State's contribution to the schools, one can get an idea of the cost of the school system. This comparison would be \$1,686,995.17 for all county purposes, except schools, and \$2,333,798 for schools. Obviously the administration of the schools involves handling more money than handling the remainder of the county.

Six Departments

Mrs. Ellen T. Elliott is the secretary to the superintendent of schools, handling all his correspondence and other office work, which involves supervision over the Departments of Finance, Supervision, Department of Pupil Personnel, Maintenance and Operation of Schools, Cafeterias and Transportation.

Mrs. Ruth J. McNelly, finance secretary, heads the finance department of the school system, with a force of three assistants. They are Mrs. Mary Atkin, Mrs. Mary Showacre and Miss Aleithia Perry. This department handles everything of a financial nature connected with the schools, keeps the books, payrolls and invoices. It draws the county allotment each month from the office of the County Treasurer and prepares and distributes the pay checks of the school teachers and other employes, janitors, clerks, etc., or a total of about 800 persons. The salaries of the employes of this department are paid by the county.

Eight Supervisors

There are eight supervisors of schools, who are paid

on the state scale ranging up to \$4,800 annually. The State pays two-thirds of the salaries of this group and the county one-third.

Miss Ruth Dudderar is supervisor of Junior High Schools and Dr. Howard A. Kinhart, principal of the Annapolis High School is the supervisor of Senior High Schools, on a part time basis. There are three supervisors of white elementary schools, Mrs. Dorothy Kirkley, Mrs. Virginia Moore and Miss Leviah Daniel. Miss Sarah V. Jones, colored, is supervisor of the colored elementary schools. Frank C. Gunderloy is superintendent of Vocational Education and veteran training. Lee W. Adkins is supervisor of agricultural training and cafeterias, on a part time basis. He has been loaned to the State Department of Education for a period.

School Districts

The white elementary schools of the county are divided into districts for the purposes of supervision. Mrs. Kirkley supervises the schools south of the Severn river and two schools in northern Anne Arundel, at Jacobsville and Riviera Beach. Miss Daniel supervises all the other schools north and northeast of the Severn including Brooklyn. Mrs. Moore has all the schools in the western part of the county, including Glen Burnie. The districts are arranged so that there are about 65 teachers under a supervisor. By State law the supervisor must have charge of not less than 50 elementary school teachers. The supervisors have charge of the teachers as well as the general work in the schools.

The Department of Pupil Personnel consists of the super-

visors and a telephone operator and part time stenographer. Mrs. Eleanor Waring is the senior supervisor of pupil personnel, Miss Mary Moss, supervisor of pupil personnel, and Mrs. Flora Andrews, colored, supervisor of Colored pupil personnel.

Miss Margaret Revell handles a three trunk line telephone switchboard and does stenographic work.

Pupil Personnel

This department does the work that formerly was assigned to school attendance officers, in carrying out the law requiring children to attend the schools. It keeps all records and reports and makes recommendations to the proper authorities. These records of attendance and reports are essential as the State payments are made to the county on the basis of pupil enrollment. In addition the department works with teachers and parents in cases of maladjusted children. Part of the salaries of this department are paid by the State and part by the county.

The Department of Maintenance and Operation includes R. Harold McCann, supervisor of buildings, Joseph H. Pepper, supervisor of maintenance and Miss Betty Dey, clerk. They are in charge of the maintenance of the 68 school buildings of the county, including repair work and general cleanliness of the schools.

Mr. Adkins heads the Cafeteria department, assisted by Mrs. Aubrey Whitten and Mrs. Margaret Richardson. The cafeterias handle about \$125,000 annually in cafeteria feeding in the schools.

71 Buses

Morris Rannels is the superintendent of transportation. He has supervision of the 71 school buses which operate over about 150 routes to take children to and from the schools.

These administrative departments are housed in the offices of the Board of Education in the old Annapolis High School building on Green Street.

The total administrative expense of the school system, including the salaries of the superintendent, travel of board members, advertising, printing, auditing and legal services, clerks and stenographers is \$45,300 for the 1948 budget. Of this amount a total of \$33,800 is paid by the county and \$11,800 by the State.

County Payment

The county's 1948 budget, set up for salaries and wages to the schools a total of \$462,440.52. State contributions are added to this amount, and will be discussed in another article dealing with school finances. The county's share of the salary and wage cost is distributed as follows: county share of superintendent's salary, \$3,666.67; clerks and stenographers in the board's office, \$13,400; supervisors of pupil personnel, \$4,833.33; teachers in white schools, \$245,780; teachers in colored schools, \$82,760; salary of supervisory teachers, white, \$15,400; salary of supervisory teachers, colored, \$1,516.66; salary of clerks in schools, \$5,760; salary of janitors for schools, etc., \$73,123.86; instructional services or capital outlay, \$10,000; salary of director of trans-

portation, \$2,500; salary of supervisor of building, \$3,200; salary of supervisor of maintenance, \$500.

Other expenses allowed to the schools in the county's 1948 budget include, office expenses, \$2,000; printing and advertising, \$800; board members travel, \$500; auditing, legal service, \$1,300; traveling expense, superintendent, \$600; traveling expense, supervisors of pupil personnel, \$1,500; traveling expense, supervisor of buildings, \$400; traveling expense, supervisor of maintenance, \$300; traveling expense, supervisor of transportation, \$300; other cost of general control, \$1,000; expense, delivery charges on materials, etc., \$600.

Instructors Expense

Under the instruction and supervision the county budget makes the following allowances: summer school allowance, \$2,000; books, text and supplementary, \$15,500; materials of instruction, \$20,000; travel, supervising teachers, white, \$2,400; travel, supervising teachers, colored, \$500; other cost of supervision, \$2,800; other cost of instruction, \$2,000; institute and association, \$800; travel expense of teachers, art, music, etc., \$800.

Operation and maintenance charges allowed in the county budget include; janitor's supplies, \$8,000; fuel, \$38,000; water, light and power, \$19,000; other costs of operation, \$4,000; repairs of buildings and upkeep of grounds, \$65,750; rent of school buildings, \$4,000; other cost of maintenance, \$200; repair and replacement of equipment, \$10,000; replacement of one third typewriters in schools, \$3,000.

Auxiliary Services

For auxiliary agencies and coordinate activities, the county budget makes the following provisions: school libraries, \$5,500; promotion of health, \$2,700; transportation of normal pupils, \$73,333.34; promotion of physical education, \$3,100; other auxiliary agencies, \$800; scholarships in colleges, \$948.

The county budget also provides \$13,000 for insurance of county school buildings; \$2,000 workmen's compensation insurance; \$150, Southern Maryland Teachers' conference and \$1,300 capital outlay charges.

Under a capital outlay head the county budget set up \$10,600 broken down as follows: improvement and additions to school buildings and new buildings, \$2,500; Arnold and Tracey's Landing schools, \$600; new equipment, not replacement, \$7,000; other capital outlay charges, \$500.

County Debt Service

The county budget also allocated \$64,000 for bond retirement, \$7,000 for sinking fund for bond retirement; \$150,000 for retirement of short term notes, 1947-49, Acts of 1947; interest on bonds, \$40,180 and interest and financing expense of short term notes of 1947. The total debt service allowed by the county was \$288,025.51, from which was deducted \$112,500 receivable from the State, making a net county payment for debt service of \$175,525.51.

The expenses for capital outlay in the county budget should not be confused with the building program under a

recent school bond issue. These subjects, school finance, including State payments, and the building program will be discussed in detail in future articles.

COUNTY CHILDREN ARE TAUGHT
IN 38 WHITE AND 33 COLORED SCHOOLS
IN 68 BUILDINGS

Enrolled in 27 White and 32 Colored Elementary,
Seven White Junior High and Four White
And One Colored Senior High Schools

The children of Anne Arundel County are enrolled in 27 white and 32 colored elementary schools, seven white junior high schools and four white and one colored senior high schools. One of the white senior high schools and the colored senior high school also conduct junior high classes.

These schools are scattered in different sections of the county in 68 buildings. There are a total of 71 types of schools housed in these buildings, including 38 white schools and 33 colored.

16,091 Enrolled in June

When the school year ended in June there was a total of 16,091 pupils enrolled, an increase of 1,006 over the previous year. There were 11,327 elementary pupils, 1,491 junior high school students and 3,273 senior high school students. Compared to the preceding year this was an increase of 780 elementary students and 263 junior high pupils, but a drop of 37 in senior high school enrollment.

The elementary school enrollment was 8,257 white and 3,070 colored; junior high school, 1,491 white students, and

senior high school, 2,372 white and 901 colored pupils.

The students were taught during the last school year by a staff of 476.31 teachers, including 361.31 white and 115 colored teachers. The .31 part of a teacher covers the time of a teacher that did not cover the full school year. This was an increase of 36 over the teaching staff the previous year.

During the school year the colored elementary schools at Jessup and at Laurel were closed and the pupils shifted to the Harmans school. A white junior high school was started at Ferndale.

White Elementary

The white elementary schools and the principal, number of teachers and average number of pupils belonging, as of the end of the school year in June were:

Galesville, Mrs. Marjorie M. Smith, principal, one teacher, 13 pupils.

Deale, Mrs. Mamie Weems, principal, two teachers, 63 pupils.

Davidsonville, Mrs. Mildred R. Watkins, principal, three teachers, 91 pupils.

Jessup, Miss G. Marie Biggs, principal, three teachers, 106 pupils.

Dorsey, Miss M. Helen Harman, principal, three teachers, 84 pupils.

Shady Side, Mrs. F. Ethel Andrews, principal, three teachers, 105 pupils.

Tracy's Landing, Mrs. Helen B. Owings, principal, three teachers, 115 pupils.

Mayo School, Miss V. Mildred Kolb, principal, four teachers, 170 pupils.

223 Pupils

West Annapolis, Mrs. Winfred B. Fowler, principal, seven teachers, 223 pupils.

Solley, Miss Dorothy Wilkins, principal, four teachers, 135 pupils.

Ferndale, Mrs. Catherine Hutchins, principal, 4.6 teachers, 164 pupils.

Owensville, Carl Mauro, principal, five teachers, 186 pupils.

Severna Park, Miss Margaret B. Moss, principal, six teachers, 221 pupils.

Arnold, Miss Claire Brandon, principal, five teachers, 185 pupils.

Pasadena, Mrs. Ruth Bahlman, principal, six teachers, 225 pupils.

Severn, Mrs. Mildred Brown, principal, six teachers, 247 pupils.

Odenton, Mrs. Marguerite Taylor, principal, 10 teachers, 395 pupils.

Riviera Beach, Miss Nancy I. Hopkins, principal, 10 teachers, 377 pupils.

445 Pupils

Jacobsville, Albert R. VanMetre, principal, 10 teachers, 445 pupils.

Millersville, Mrs. Veronica Dawson, principal, ten teachers, 366 pupils.

Brooklyn Park grade school, Mrs. Jessie S. Bourke, principal, 9.9 teachers, 382 pupils.

Eastport, Miss Jeanette Russell, principal, 11 teachers, 424 pupils.

Brooklyn Park primary school, Mrs. Bourke, principal, 12 teachers, 431 pupils.

Linthicum Heights school, Slater W. Bryant, Jr., principal, 9.8 teachers, 383 pupils.

Annapolis Grammar, Mrs. Marguerite L. Hopkins, principal, 10 teachers, 364 pupils.

Germantown, Grady L. Ballard, principal, 12.64 teachers, 455 pupils.

Glen Burnie elementary, R. LeRoy Cockran, principal, 25 teachers, 946 pupils.

The heavy increase in enrollment in the northern section of the county is shown by the figures for the Glen Burnie elementary. At the start of the last school year, in order to accommodate this growth, the Glen Burnie seventh grade was shifted to Ferndale and the eighth grade to Linthicum Heights. The enrollment the previous year, including these two grades, was 820.

White Junior High Schools

The white junior high schools of the county, with the principal, number of teachers and average number of pupils belonging as of June, were:

Germantown Junior High, Mr. Ballard, principal, 2.39 teachers, 71 pupils.

Odenton Junior High, Mrs. Mabel H. Parker, principal, 12 teachers, 246 pupils.

Annapolis Junior High, Mrs. Hopkins, principal, 8.77 teachers, 182 pupils.

High Point Junior High, Miss Mary F. Farrell, principal, 12 teachers, 239 pupils.

Brooklyn Park Junior High, Mrs. Bourke, principal, 11 teachers, 190 pupils.

Linthicum Heights Junior High, Mr. Bryant, principal, 14.51 teachers, 287 pupils.

Ferndale Junior High, Mrs. Catherine Hutchins, principal, five teachers, 140 pupils.

White Senior High Schools

The white senior high schools, with principals, number of teachers and pupils are:

Arundel Junior-Senior High, Jesse L. Clayton, principal, 7.41 teachers, 129 pupils.

Southern High, F. Markham Wingate, principal, 9.29 teachers, 170 pupils.

Annapolis High, Dr. Howard A. Kinhart, principal, 39.25 teachers, 916 pupils.

Glen Burnie High, Miss L. Tod Motley, who retired in June, principal, Charles W. Whayland will be principal this coming school year, 42.75 teachers, 882 pupils.

The Glen Burnie Vocational School was merged with the senior high school during the last school year.

The Bates Junior-Senior High School, in Annapolis, is the only institution of its type in the county for colored pupils. Douglas S. King is principal, with a staff of 33 teachers. In June the school had 831 pupils as the average enrolled in its classes.

Colored Elementary Schools

The colored elementary schools of the county, with their principals, number of teachers and average number of pupils enrolled as of the school year in June, follows:

Bayard, Mrs. Alice B. Pumphrey, principal, one teacher, 43 pupils.

Mayo, Miss Leoner Polk, principal, one teacher, 30 pupils.

Rutland, Mrs. Edna C. Knapper, principal, one teacher, 26 pupils.

Marley Neck, Miss Anna A. Hicks, principal, two teachers, 76 pupils.

Arnold, Everett G. Pettigrew, principal, one teacher, 33 pupils.

Sappington, Charles W. Jefferson, principal, one teacher, 19 pupils.

Conway, John McClain, principal, one teacher, 59 pupils.

Furnace Branch, Mrs. Margaret Hollingsworth, principal, two teachers, 71 pupils.

Friendship, Miss Dorothy W. Taylor, principal, one teacher, 52 pupils.

Mill Swamp, Mrs. Helen C. Smothers, principal, two teachers, 78 pupils.

Galesville, Miss Novene Holt, principal, two teachers, 72 pupils.

Davidsonville, Henry Holland, principal, two teachers, 73 pupils.

Hope's Chapel, Charles R. Brown, principal, two teachers, 52 pupils.

Brown's Woods, Mrs. Marie W. Thomas, principal, two teachers, 86 pupils.

Skidmore, George Diggs, Jr., principal, two teachers, 55 pupils.

Jones, Mrs. Rosabel Landon, principal, two teachers, 64 pupils.

Severn, Miss Rosie B. Chase, principal, two teachers, 74 pupils.

Other Colored Schools

Queenstown, Mrs. Arlotta H. Taylor, principal, two teachers, 53 pupils.

Shady Side, Miss Mary V. Wiseman, principal, two teachers, 62 pupils.

McKendree, Miss Janie S. Bright, principal, one teacher, 24 pupils.

Bristol, Miss Alice M. Thomas, principal, two teachers, 64 pupils.

Churchton, Miss Julia Tolivar, principal, two teachers, 63 pupils.

Crossroads, Miss Madelene O. Randolph, principal, three teachers, 79 pupils.

Eastport, Mrs. Addel Hynson, principal, three teachers, 102 pupils.

Town Neck, Mrs. Beulah Diggs, principal, two teachers, 81 pupils.

Magothy, Joseph W. Taylor, principal, three teachers, 120 pupils.

Freetown, Mrs. Johniema Mitchell, principal, two teachers, 58 pupils.

Harmans, Mrs. Gertrude J. Corbett, principal, three teachers, 127 pupils.

Pumphrey, Mrs. Helen M. Browne, principal, four teachers, 147 pupils.

Lothian, Francis Noel, principal, five teachers, 205 pupils.

Parole, Walter S. Mills, principal, six teachers, 212 pupils.

Stanton, Purnell Duncan, principal, 13 teachers, 499 pupils.

Cost Per Pupil

For the school year, 1946-47, the last for which figures have been completed, the average cost per pupil belonging for current expense in the white elementary schools was \$77.51, in white junior high schools, \$112.92 and in white senior high schools, \$137.04. The average cost per pupil in the colored elementary schools was \$70.56 and in the colored junior-senior high school, \$112.14.

The cost to the county for children transported to Laurel in Prince George's county during the same period was \$2,070, while the cost of children transported to parochial schools in Anne Arundel was \$777.80.

\$7,000,000 BOND ISSUE WILL NOT
MEET NEEDS FOR SCHOOL BUILDINGS

The \$7,000,000 bond issue for building new school facilities in Anne Arundel County, passed at the special 1947 session of the Legislature, falls \$3,010,000 short of the \$10,010,000 needed to complete the school building program made necessary by increased birth rates, inauguration of the 12-grade plan and migration into the county.

As a result the school officials see no way of avoiding half-time school in September, 1949, for children in the Glen Burnie white elementary schools, in the colored high and elementary schools of Annapolis and possibly in the white high schools of Annapolis.

In the Glen Burnie section, it was pointed out, there is no way of getting an elementary school completed in time to meet the expected influx of pupils. The money is not available.

A contract has been let for the enlarging of the Bates High School, in Annapolis, the only colored junior and senior high school in the county, but this work will not be completed by September, 1949, causing a shortage of quarters. The 12th grade will also have to be cared for in the school by this time. These circumstances point to half-time. This same situation affects the Annapolis colored elementary school, the Stanton school, which now holds classes in three buildings, in addition to the school--the colored Masonic Temple, the College Creek Housing Authority basement and the basement of

Asbury A.M.E. church. It is planned to use the old German-town school, now on the Bates grounds for the elementary pupils, but it will be occupied by high school children, until the new junior-senior high school is completed.

In Annapolis the present senior high school is now handling four grades and a twelfth grade must be added next year under the provision of State law. That means that the seventh and eighth grades of the Annapolis schools must be housed in the Old High School Building on Green street. However, this building is not adequate to the need, even though the Board of Education offices are moved out.

Next month 300 children from the seventh grade will be moved into the ground and first floors of the Old High School Building. In preparation for this the Board of Education offices have been moved up to the top floor of the structure. However, in September, 1949, about 300 more children will have to be moved into the building and it will not house them. This points to the half-time schedule.

There is no money available to construct a proposed \$1,600,000 junior high school building, on Smith avenue, near the present senior high school. This school would solve the problem of pupil pressure on the Annapolis school facilities. Another factor in the junior high school situation is the fact that plans of the Navy Department for the Naval Academy have not been made definitely clear to the Board of Education. The shifting of the Navy Postgraduate School, any increase in the brigade of midshipmen, with the bringing in of additional

officers and instructors and the possible construction of an air field at Sandy Point, all will have an effect on the Annapolis school planning.

Birth Rate Study

All of these factors are behind the warning of the school officials on the pupil population pressure that will tend to bring half-time sessions in the school areas affected by September of next year.

Based on studies of the heavy birth rates which have continued since 1941 the Board of Education estimates that in the white elementary schools of the county alone, for every 100 pupils in the schools in 1946 they must prepare to handle 172 in 1953. In 1946 there were 8,792 children in the white elementary schools. The birth rate pressure on the schools indicates there will be 14,753 by 1953. This pupil population will require 224 additional teachers and rooms.

The schools of the county began feeling this increased birth rate pressure in September of 1947, as a result of the 1941 high birth rates. The six year old children reported to school for the first time. This pressure is continuing.

Other Factors

The 12-year school plan, required by legislative act, added an eighth grade to the schools, which requires housing for 1,400 additional pupils. Before the enactment of the 12-grade plan, there were seven elementary grades and four high school grades. Under the 12-year plan there will be six elementary grades, three junior high and three senior

high school grades. The 12-year plan will be in full effect in the county by September, 1949, complicating the school housing program.

The third factor increasing the school population of the county is the heavy migration into Anne Arundel during and after World War. II. The county population has increased from 55,167 in 1930 and 68,375 in 1940 to an estimated 80,000 at present. Some official groups estimate the present population as high as 86,000. The construction of the Homoja Village and the Quonset hut villages by the Navy Department, the location of the Second Army headquarters at Fort George G. Meade, and the heavy cottage and home building in the northern end of the county have all tended to increase school population. This migration also is making itself felt in the southern section of the county. It has been necessary to rent additional quarters to house the Mayo school population.

Legislative Action

The school authorities have been aware of the trend for some years. In 1945 a total of \$1,750,000 was asked during the legislative session to start a construction program, but because of a misunderstanding, the money was not provided. At the next regular session of the Legislature in 1947 the schools again laid the problem before the representatives from Anne Arundel county. The result was the passage of a law authorizing the Board of Education to issue up to \$2,500,000 in short term notes, to run not over seven years. Under this the Board of Education borrowed \$1,000,000 at 1.75 per

cent interest and service charges, to start a construction program.

When the Legislature passed the short term note measure, it was figured that the schools would get sufficient other funds from the so-called Sherbow laws and other State aid to make up the difference. But the Governor vetoed a provision dedicating the Sherbow money due Anne Arundel to the schools when Mayor William U. McCready and Annapolis authorities objected, and the only State money going to county school building from the sales tax is an incentive fund of around \$100,000 annually.

Grave Situation

The situation became so grave that when the school budget for 1948 was under discussion it was decided to ask for the \$7,000,000 bond issue. The problem was discussed by the Board of Education and the Board of County Commissioners and at public meetings held in various sections of the county. The county delegation put the bond issue bill through the Legislature and it was signed by the Governor.

Under this measure the Board of Education can sell up to \$7,000,000 in school construction bonds, but must use the proceeds to take up the \$1,000,000 in short term notes that were issued previously. The law also cancelled out the authority to issue the other \$1,500,000 authorized in short term notes.

Work Started

Thus the Board of Education, with \$7,000,000 available, plus the about \$100,000 yearly that comes from the sales tax,

started a construction program to meet the pressing needs. So far \$4,500,000 of the \$7,000,000 bond issue authorized has been sold. The board sold the bonds at an interest rate of 2.3405 percent, which includes service charges.

With the money available the Board of Education has completed or authorized a construction program totaling \$5,485,000 but has additional projects on file that will cost \$4,525,000 making a total of \$10,010,000. Obviously the \$7,000,000 bond issue falls short of the goal desired--adequate school facilities to meet the needs of the county children.

Construction Program

The present construction program covers eight projects.

They are:

Renovation of the Annapolis Grammar School, costing \$300,000, which will be finished within a week. The Board of Education collected about \$18,000 in insurance because of a fire in the old Grammar School building.

A Farm and Industrial Arts shop at the Southern High School, Lothian, has been finished, and, in addition, a contract has been let to construct four additional classrooms to the main high school building. This work will cost a total of \$285,000.

Work has been started on a six room consolidated colored elementary school at Conaways. It will cost \$175,000 and should be completed by January 1. This school will replace the colored schools at Sappington, Rutland, Conway and Davidsonville. Sappington and Rutland, both one teacher schools,

have already been closed. Conways is a two teacher school and Davidsonville a three teacher school.

Bates High

A contract has been let for \$1,700,000 for enlarging and renovating the Bates Junior-Senior High School, Annapolis, for colored students of the county. Twenty-four additional classrooms, shops, a cafeteria and gymnasium will be constructed. The old wooden Germantown School, moved to the Bates grounds, will be turned over for elementary school use when the construction work has been completed.

A new Industrial Arts and Vocational Shop, costing \$475,000 has been completed at Glen Burnie.

A new Glen Burnie Junior High School, costing \$1,100,000 and housing 750 pupils, will be completed in about two months.

The other project authorized and underway is the new Green Haven Junior High School, costing \$1,450,000 and housing 650 pupils. The school site is on the Mountain road leading to Gibson Island. The project also includes the construction of shops.

School Needs

The \$4,525,000 additional work needed to make the school system adequate, but to finance which the Board of Education, has only \$1,515,000 available out of the \$7,000,000 bond issue follows:

New Junior-Senior High School near Odenton to house 900 pupils, to cost \$1,500,000.

Gymnasium and cafeteria, Southern High School, Lothian, \$150,000.

New elementary school, Glen Burnie, \$450,000.

Addition to, and remodeling of, two schools at Brooklyn Park, \$325,000.

Annapolis Junior High School, \$1,600,000.

Remodeling of, and addition to, Eastport elementary school, \$300,000.

New school in Mayo-Woodland Beach area, \$100,000.

New elementary school at Laurel, \$100,000.

Seek State Aid

The school authorities are hopeful the state may find it possible to double the amount of money allowed the counties from the building incentive fund to meet the school building needs. At present the state's contribution to building in the county is \$105,000. The same conditions of pupil population pressure that apply in Anne Arundel apply in about half of the counties of the State. It is particularly acute in Baltimore, Prince George's, Montgomery, Anne Arundel and Garrett counties.

When the new Bates Junior-Senior High School is finished it will have an enrollment of 1,550 colored students, who will be brought in daily from every section of the county in buses.

Vocational Training

The Industrial Arts and Vocational Shop at Glen Burnie will serve the industrial arts needs of both the junior and senior high school. It also will be used as an area school, with pupils being brought in from the Annapolis area for courses given in the shop.

It was pointed out that only 21 percent of the graduates

of the county high schools go to college and that the four out of five who go to work after finishing high school should be trained in some vocation. For this reason the Board of Education is cooperating with the Baltimore Association of Commerce in setting up courses in the Glen Burnie shop to train graduates so they can fit in the Baltimore industries. In the Southern High School agricultural subjects are stressed.

STATE MONEY EXCEEDS COUNTY
PAYMENTS IN OPERATION OF
ANNE ARUNDEL SCHOOL SYSTEM

Basic State Aid Is \$400 Per Classroom And
\$20 Per Pupil - State Equalization Fund
Also Aids County

The State of Maryland contributed more money to the Anne Arundel county public school system during the current year than was raised by the \$1.04 county school tax rate. But the county is autonomous with regard to the philosophy of education.

The State's part in the county's instruction program takes the form of help by suggestion, comparison, analysis and investigation. However, minimum requisites required by State law must be met in the county schools before State funds are forthcoming. These requirements cover qualifications of teachers and supervisors, and officials, the length of the school year and the number of school days.

Minimum Requirements

The State's minimum requirements for teacher's pay are \$2,200 annually for a teacher with a college degree and \$2,000

without a degree, while the maximum is \$3,800 for a teacher with a degree and \$3,600 without a degree. The Anne Arundel county teacher pay scales are \$200 a year higher than the State requirements.

The construction of school buildings is a county duty, but a State architect consults with the county school architects on plans and specifications. School locations must be approved by the State Board of Education, and in case of dispute, the State Board in many cases makes the final decision. School property cannot be sold without approval of the State Board.

Basic State Aid

Basic State aid which goes to all counties, according to State Law, is \$400 for each classroom unit and \$20 for each pupil.

Other State funds come to the county from the State School Equalization fund. This money goes only to the so-called equalization counties. An equalization county is one in which all the minimum requirements of the State Board of Education cannot be carried on a 65 cent per \$100 property valuation school tax rate. Baltimore does not come under the equalization fund, nor do Baltimore or Cecil counties. All other counties of Maryland share in the fund. From the equalization fund the State contributes to every item of county school activity except costs for capital outlay--construction and equipping of school buildings--and debt service.

If a child lives closer to an adjoining county school

facility, either because of his home or a school bus line serving the adjoining county school, he or she may attend school in the other county. In this case the county where the child attends school, pays the child's resident county \$20 a year if that county is an equalization county, and a per capita cost if it is not an equalization county.

Incentive Fund

The 1947 Legislative session when it passed the sales tax law also provided that some of this money should be used as an incentive fund to aid counties in building schools. This State money is distributed on a formula basis of \$2 per school child for each cent levied on the county's assessable basis up to a maximum of five cents. This brings Anne Arundel a sum ranging from \$100,000 to \$115,000 annually for school construction.

In the 1948 budget, as submitted to the Board of Anne Arundel County Commissioners by the County Board of Education, the total expense of the schools for the year was placed at \$2,333,789.51 of which the State was to furnish \$1,373,951.14 and the county, \$959,847.37. It was upon this basis that the \$1.04 county school tax for this year was computed.

Assessment Adjustment

After the school budget was approved, it was found, because of differences in time, that the County Commissioners had reported a larger figure for 1948 assessable basis to the State Tax Commission, than the County Board of Education had used in computing its budget. Therefore, an extra \$42,700

was turned over by the county to the schools, representing the difference in tax returns on the larger basis. This made the county contribution for the year \$1,001,847.37. The \$42,700 was used by the school officials for general control, instruction service, extra teachers, operation and maintenance costs.

A picture of the financial requirements of the schools, and the amounts received for each major activity from the State and the county, is shown by the following, from the original 1948 school budget:

1948 Budget

For general control, \$45,300 including \$11,500 from State and \$33,800 from the county; for instructional service, \$1,518,540, of which \$1,120,123.34 was from the State and \$398,416.66 from county; for operation, \$149,525, of which 7,401.14 was from the State and \$142,123.86 from county; maintenance, \$105,750, of which \$22,000 was from State and \$83,750 from county; auxiliary agencies, \$189,608 of which \$100,426.66 was from State and \$89,181.34 from county; fixed charges, 15,150, all from county payments to adjoining counties where Anne Arundel children attend school, \$1,300, all from county. This made the total current expense of the school system for 1948, \$2,025,173, of which \$1,261,451.14 was from the State and \$763,721.86 from the county.

In addition the budget provided for \$20,600 for capital outlay, all from the county, and \$288,025.51 for debt service, of which \$112,500 was from the State incentive fund, and \$175,025.51 from the county. This made the grand total of

the 1948 budget, \$2,333,798.51, of which \$1,373,951.14 was from the State and \$959,847.37 from the county.

General Control

The \$11,500 State payment under general control was distributed as follows: \$4,333.33 to salary of superintendent, and \$7,166.67 toward salaries of three supervisors of pupil personnel. This compared to a contribution of \$4,226.-67 made by the State for the same purposes in 1947.

The \$33,800 from the county, budgeted for general control went to office expenses, printing and advertising, board members' expenses, auditing and legal services, share of superintendent's salary, traveling expenses in county of superintendent; salaries of six clerks and stenographers; share of salaries of three supervisors of pupil personnel; traveling expenses of supervisors of pupil personnel; other costs of general control; delivery of supplies, fuel, materials for repairs, supervisor of buildings and grounds, travel of supervisor of buildings. In 1947 the county share of this cost was \$21,440.

Office expenses cover equipment and supplies needed; printing and advertising cover printing of annual reports, advertising for bids, etc., board members expenses are required by State law as are costs of auditing. Other cost of general control covers dues, travel and hotel expenses to State and National Education meetings of board members, county superintendent, purchase or exchange of automobile for superintendent, and assistant superintendent of super-

visors of pupil personnel.

Instruction and Supervision

The \$1,120,123.34 from the State for instruction, including supervision, was distributed to the following: salaries, white elementary teachers, \$807,210; salaries, colored high school teachers, \$263,440; salaries, clerks in schools, \$14,140; books, \$8,500; material of instruction, \$10,000; salary of white supervisors, \$10,600; salary, colored supervisor, \$2,933.34; salaries and expenses, home teachers of handicapped children, \$3,300.

The \$398,416.66 from the county for the same category included: salaries white elementary teachers, \$245,780; salaries, colored high school teachers, \$82,760; salaries clerks in schools, \$5,760; institutes and associations, \$1,200; summer school allowances, \$2,000; books, \$15,500; materials of instruction, \$20,000; travel expenses teachers, \$800; salaries, white supervisors \$15,400; salary, colored supervisor, \$1,516; travel expenses of supervisor in county, \$2,400; travel expense of colored supervisor \$500; other costs of supervision \$2,800; other costs of instruction \$2,000.

Instruction covers any expense concerned directly with the actual teaching of children or improving the quality of teaching. Supervision of instruction has to do with the improvement of instruction through direct contact with the principal or teacher involved, and includes preparation and development, of courses of study or bulletins on methods, examination of text books, demonstration teaching, institutes

and teachers' meetings, personal conferences, classroom visitation and inspection.

In 1947 the cost of this instruction and supervision was \$1,032,575, of which the State contributed \$631,143.84 and the county \$401,431.16.

Operation Costs

The State's \$7,401.14 contribution to operation costs of the schools this year went to the pay of janitors. The county's \$142,123.86 went to pay janitors, buy janitors supplies, \$38,000 for fuel; \$19,000 for water, light and power, and \$4,000 for other operation costs. The cost of operation in 1947 was \$101,000, with no contribution from the State. Janitors salaries jumped from a total of \$51,000 in 1947 to \$73,123.86 in 1948.

The State also contributed \$20,000 for repair and upkeep of grounds and \$2,000 toward the salary of a supervisor of buildings during 1948. The county's share of \$83,750 for this purpose went to upkeep and repair of grounds, salary of the supervisor of maintenance, travel of this supervisor; repair and replacement of equipment, rent of school buildings, \$4,000; and other maintenance costs.

In 1947 total maintenance costs were \$66,150 all paid by the county.

Auxiliary Agencies

The State's \$100,426.66 contribution to auxiliary agencies and coordinate activities went for transportation of pupils. The county's \$89,161.34 share of this expense went

to school libraries, promotion of health, transportation of pupils, promotion of physical education and recreation, scholarships to teachers colleges, salary, director of transportation, travel of the director; and other auxiliary agencies.

In 1947 the cost of this category was \$168,068.50, of which the State contributed \$81,765.50 and the county \$86,303.

The \$15,150 of county funds for fixed charges and payments to adjoining counties, included \$13,000 insurance on school buildings, \$2,000 for compensation, and \$150 for contingencies.

Capital Outlay

The \$20,600 county payment for capital outlay in 1948 included improvements to school sites, new equipment, desks, seating, Eastport school heating and Arnold school heating.

Under debt service the State's \$112,500 from the incentive fund was credited. The county's share of \$175,525.51 in this allotment covered payment of short term notes, interest on the notes, \$64,000 paid on bonds, \$7,000 transferred to the school sinking fund and \$40,180 interest on bonded indebtedness.

In 1947 the debt service cost was \$115,455, with no contribution from the State.

1949 Forecast

In 1949 the State contribution, based on tentative budget schedules will be about \$1,385,846. It is expected the

county will receive \$202,480 from the State on the basis of \$400 for each of 498 classroom units, and \$20 on each of 15,400 pupils, or \$314,720, making the State's basic contribution \$517,200.

In 1949 the payrolls are estimated as totaling \$1,506,300 for teachers.

The sum of \$105,000 is figured as coming from the State as an incentive fund for building.

SOCIAL LIVING PROGRAM HELPS
DEVELOP SCHOOL CHILDREN TO TAKE
THEIR PLACE IN LIFE

Used in Curriculum of Elementary and Junior
High Schools in Conjunction with
"Core" Subjects

The primary purposes of the elementary and junior high schools of Anne Arundel county is to teach children to live and work together and to give instruction in the skills that are fundamental for every day living.

These fundamental skills include reading, spelling, writing, the use of English, mathematics, development of work habits, study habits, working and playing with others, how and where to locate information, and how to read charts, graphs, statistics.

In general the entire school system, from the elementary grades through senior high school, is dedicated to filling the imperative needs of youth. These needs have been listed as:

Basic Needs

1. Development of salable skills and those understandings and attitudes that make the worker an intelligent and productive participant in economic life. To this end, most youth need supervised work experience as well as education in the skills and knowledge of their occupations.

2. To develop and maintain good health and physical fitness.

3. Understanding of the rights and duties of the citizen of a democratic society, and training in being diligent and competent in performance of obligations as members of the community and citizens of the state and nation.

4. Understanding of the significance of the family for the individual and society and the conditions conducive to successful family life.

5. Knowing how to purchase and use goods and services intelligently, understanding both the values received by the consumer and the economic consequences of their acts.

6. Understanding of the methods of science, the influence of science on human life, and the main scientific facts concerning the nature of the world and man.

7. Opportunities to develop capacities to appreciate beauty in literature, art, music and nature.

8. How to use leisure time well and to budget it wisely, balancing activities that yield satisfactions to the individual and those that are socially useful.

9. Development of respect for other persons, to grow in

insight into ethical values and principals, and to be able to live and work cooperatively with others.

10. To grow in ability to think rationally, to express thought clearly and to read and listen with understanding.

School Plan

To accomplish this purpose the present State plan groups the children in six grades of elementary school, three grades of junior high school and three grades of senior high school. Children can start school if they become six years of age before Jan. 1 of the school year. Normally those from six to 11 are in the six grades of elementary school, those from 12 through 14 in junior high and those from 15 to 17 inclusive in senior high.

This grouping was worked out because it was found that children from six to 11 years of age are more compatible, and are in greater need of closer supervision, than the older groups. Therefore, they are kept together in the elementary grades. The age group of 12-13-14 is intermediate between the younger children and the senior high groups. School authorities feel they are too advanced for the elementary pupils, but have not developed sufficiently for the senior high age groups. Therefore, they are grouped together in junior high school, with the close supervision that exists in the elementary grades, somewhat relaxed. The senior high groups--15 through 17--it has been found work together better, do not require the close supervision of the younger groups and develop points of view, as they approach man and

womanhood, different from the elementary and junior high age groups.

Social Living Program

The instruction in the elementary grades consists of instruction in a group of "core" subjects, and the development of a "social living program". This latter program is so arranged, that it leads the pupils, through their interest in the subjects under discussion into reading, history, science, geography, and similar subjects.

The social living program theme for the first grade is "Living in our school." The first grade teachers must be experienced, as they have the task of fitting a boy or girl, away from home for the first time, into a community group. The pupils must be instructed in getting to and from school, which involves discussions of routes, traffic hazards, etc. They are instructed in making the class room a good place in which to work. This involves detailing students to various assignments, cleaning the blackboards, taking care of flowers, arranging the class library table, etc. All these tasks develop responsibility, teach the child to learn to count, they must keep track of the number of books, for instance and the value of time. Another subject is "Having a good lunch hour." This involves instructions in eating, various foods, discussions of where the food comes from, how it is prepared, etc. The first year children also are taught how to use the playground, how to play indoors, to care for pets, are made acquainted with the out-of-doors,

through walks. This brings in nature study. They also learn about various national and state holidays, which brings in discussion of history and events that led to the development of the nation.

Taught To Read

Through these assignments, and the interest developed in the child, they are taught to read. Some first graders finish four to six books during the term. They also are given instruction in music, dramatics, art and crafts and physical education.

The social living theme of the second grade is "Learning to be happy, healthy boys and girls.'" In addition, the second graders get their first formal arithmetic, formal spelling instruction and formal reading instructions. They also get music, dramatics, art and crafts and physical education. In fact, these subjects continue through every class of the elementary schools. Dramatics is used as a medium to teach children to speak in public, to use English, and to develop personality.

The teacher has them form committees to look after various details in the rooms, in doing so she lays down the discipline of the room. They learn how to keep fit by eating proper foods and ways of keeping fit. This involves health instruction, supplemented by reading, sleep habits, work habits, value of exercise and similar subjects. They are taught how to enjoy themselves indoors and out-of-doors, this brings in individual activities and group activities.

Another subject for the second graders is how to keep fit by wearing proper clothes, which again brings in health instruction. Holidays are celebrated, with the necessary connection with history and government. The children discuss the plans for the summer.

Third Grade

The theme of the third grade instruction is "Living in our community." In addition the children get formal instruction in spelling, arithmetic, reading and geography--they make a map of the community, learn distances, etc., and start the formal study of history. The general theme of the grade is broken as follows: getting ready to work together; learning about our community; people who build our houses; people who help us get and care for our clothing; people who help us get food, people who give us protection.

In developing these subjects the children learn about the organization of their city and county government, about carpenters, bricklayers, plumbers, architects, and the building trades and problems, how clothes are made and retailed, farms, farm problems and the marketing and preparation of foods. They learn of the police and firemen, at times visiting the police stations or fire houses. Interest aroused by discussions stimulates questions, causes the child to look up information, creates the desire to read and delve into history.

Fourth Grade

The theme of the fourth grade is "Solving problems of

Community living." The formal subjects in addition are spelling, reading, arithmetic, English and measurements. Arithmetic study has reached long division and simple fractions.

The theme study is broken down under the following heads: sharing summer experience, setting up plans for the year, learning how to use the school cafeteria, finding out how water serves people; finding out how heat is used and controlled; finding out about light; learning how the school and community are kept clean; participation in school or community service; finding out about the community living of animals, becoming better acquainted with earth and sky, celebrating times, and evaluating the year's work.

Discussion of these phases of the school year, bring out many subjects, geography, elementary physics, elementary astronomy, and for the first time under "keeping up with the times," the reading of newspapers and general information articles, and discussion of current events.

Fifth Grade

The fifth grade theme is "Learning to be a good citizen of our county and state." The program is divided as follows: setting up plans for the year; learning to be a healthy citizen, learning to be an informed citizen, learning to be a participating citizen in our community and state; keeping up with current happenings; learning to celebrate special days; setting up plans for the summer. Under this special clubs are formed, radio, art, dramatic, hobby. It requires dis-

cussion and research into the state and country government, the reading of newspapers, etc; how elections are conducted, use of the ballot, and voting machines. Each subject leads the pupil deeper into various fields of study and information. The school, room and the public libraries are used. In addition the fifth graders get formal instruction in arithmetic--long division, fractions; and decimals; county and state history, and literature.

Sixth Grade

The sixth grade--the last of elementary school--has a theme: "Learning about Our country." Here history, geography and government is taught through the means of studying transportation methods. The sub-divisions of the theme are: learning how waterways help our country to develop; how highways help it to develop how railroads help it to develop and how airplanes help the development. In addition the students must keep up with current happenings and celebrate special days.

A discussion of railway development, for instance, brings in the opening of the west, discussion of trade trends, etc. Waterway study would bring in history, trade and geography, discussion of the building and use of the Erie canal, for instance. Formal instruction consists of mathematics, including decimals and percentage, the study of United States history and geography, English instruction continues.

School officials point out that there are as many different types of minds as there are faces, and that each pupil

is an individual problem. Within classes children are grouped at times according to the various abilities. This has been found to facilitate instruction. Promotions are considered from the point of view of what is best for the individual child, taking into account potential ability, physical development, emotional stability and social maturity.

It was pointed out that the education and degree of learning in a child is demonstrated by his or her behavior, and where there is no change in behavior, there has been no learning.

Junior High

In the elementary schools the children are under one teacher all day. In the junior high schools they have a teacher for four periods, who give the formal "core" instruction in such subjects as spelling, English, mathematics, and reading. There are special teachers for music, physical education, arts and crafts, who handle the children for three periods a week.

There is much greater emphasis in junior high on the social adjustment of boys and girls. A start is made in ballroom dancing. The pupils have their own dances. Clubs are encouraged, covering many subjects.

The theme of the seventh grade last year was "Our neighbors north and south", which this year will be broadened to include the world, the subject being attacked through the climatic area. Health is added to the formal subjects.

Eighth Grade

The eighth grade is very similar to the seventh, but the theme is a study of American history, covering exploration and discovery, colonization, Colonial life, the march westward, problems of forming a new government, organization of government. Science, home economics and shop come into the school life.

In the ninth grade the students have a choice between an academic and commercial course. They also can choose between biology and general science. Civics is stressed during the year, algebra is added to the mathematics course. Shop work and home economics continue.

COUNTY HIGH SCHOOLS GIVE ACADEMIC, GENERAL, BUSINESS AND VOCATIONAL COURSES

Organized So That Every Activity, Study Or
Experience Contributes to Educational
Growth of Pupils

The senior high schools of Anne Arundel County operate to train normal teen-age youth to do the things they are going to need to know in the America of today and tomorrow; and, at the same time, provide an opportunity for maximum all-around personal development--physical, intellectual, social and moral.

The revised Maryland program recognizes no hierarchy of subjects and pays no obeisance or homage to any subject. It conceives subjects and content material not as ends, but merely as means through and by which individuals are fitted for life.

The training is predicated on the basic thought that education in a democracy should develop each person as an individual--a human being; develop each as a participant in group living, and encourage each pupil not only to fit into society but work for its betterment.

The curriculum of the schools is wider than courses of study, than classroom instruction, than marks and credits. It includes all school experiences, formal and informal. The high school training is organized and administered to the end that every activity, or experience, will contribute to the educational growth of the pupils who participate.

Fitness for Graduation

A manual for teachers and administrators, issued by the State Department of Education, prepared by a group of high school principals and supervisors, including Dr. Howard A. Kinhart, principal, Annapolis High School, and supervisor of the county's senior high schools, points out that, while it may be necessary for the present to adjudge fitness for graduation in terms of completion of a set number of more or less specified "units", attempts should be made increasingly to evaluate progress and readiness for graduation in terms of the following:

Knowledge and habits of sound physical and mental health.

Competence to the level of one's ability, in reading, writing, speaking, listening, computing and thinking.

A healthy attitude toward the use of good work habits.

Reverence for and practice of sound ethical and moral principles.

Ability to purchase and use goods and services intelli-

gently.

A respect for the worth of the individual and an awareness of the importance of the physical environment, resulting in a sound attitude toward the conservation of human and natural resources.

Understanding the place of science in modern life and practice in sound scientific thinking.

Appreciation of the privileges and acceptance of the responsibilities of citizenship.

Appreciation of and techniques for the democratic way of life as it is developing in America.

Awareness of and training for the bases of wholesome family life.

Realization of the importance of and practice in experiencing satisfying human relationships.

A sound viewpoint toward the importance of the problem of international relationships.

Development of appreciations and interests which will lead to wise and enjoyable use of leisure time.

Growing appreciation of living through literature, art, and music.

Knowledge of vocations and some training in vocational fitness.

12-Year Plan

When the 12-year plan is in full operation in the county, the senior high schools will consist of the tenth, eleventh and twelfth grades. But at present the ninth grade work is counted in the requirements for senior high school graduation. Under the 12-year plan the ninth grade is in junior high school.

Under the present law, four years of work and a minimum of 16 units are required for diplomas from a senior high school in Maryland. The schools have four types of curriculum,

academic, general, vocational, and business. In the Glen Burnie High School stress is placed on vocational training, geared to the demands and requirements of Baltimore business and industry. At the Southern High School, near Mount Zion, training in agriculture is stressed. A similar emphasis is placed on agriculture in the Arundel High School. Bates High stresses vocational training in agriculture, shop and home economics.

16 Units Required

In order to graduate from the county high schools a pupil must have satisfactorily completed nine constant units in the 16 units required, no matter what curriculum is followed. These nine constant units, required in all courses are: English, four units; mathematics, one unit; social studies, two units; science, one unit, and social and practical arts (home economics, music, arts, industrial arts, health and physical education), one unit.

A unit consists of satisfactory completion by the pupil of from a minimum of 8,100 minutes of recitation work to a maximum of 10,800 minutes of recitation and laboratory work, depending upon the nature of the subject.

For graduation in an academic curriculum, designed for those who plan to attend college, in addition to the nine constant units, at least two years of a foreign language and an additional year each of mathematics and science are required.

Academic Course

The 16 units required for graduation from the academic course, including the nine constants are: English, four; mathematics (one year of algebra and one year of plane geometry, or two years of algebra), two; social studies (one of which must be U. S. history), two; science, two; foreign language, two; social and practical arts (home economics, music, art, industrial arts, health and physical education), one; electives, three. Units in excess of 16 may be elected from non-academic subjects.

The general curriculum is intended for pupils who do not expect to attend a liberal arts or technical college, although graduates in the course may meet the requirements for admission to certain colleges. The 16 units required in this curriculum are: English, four; mathematics, one; social studies (one of which must be U. S. history), two; science, one; social and practical arts (home economics, music, arts, industrial arts, health and physical education), one; a major sequence of three units in one subject field and a minor of two units in one subject field, and two units of elective subjects. Not more than two units of health and physical education may be credited toward graduation.

Business Curriculum

For graduation from the business curriculum, which starts in the 11th grade, the nine constant units are required, in addition to seven other units, according to whether the business major picks out stenography or general business. In

addition to the nine constant units, a stenography major must have two units of stenography, one of typewriting, one of bookkeeping and two of commercial electives. A general business major, in addition to the nine constant units, must have two units of bookkeeping, one of typewriting, one of office training and one of business arithmetic.

The required subjects, with the electives, cover a wide field. Pupils in the last four years of their secondary training, ninth through the twelfth grades in the county, take subjects generally as follows, including electives:

Subjects Offered

Ninth Grade--English I, Latin I; French I, general science, social science, algebra I, industrial arts--for boys; home economics I--for girls; music I, orchestra, art I health and physical education, I.

Tenth Grade--English II, Latin II, French II, biology, geography, modern history, world history, plane geometry, business arithmetic, industrial arts II, and related shop mathematics--for boys; home arts II--for girls; choral music, orchestra, art II, health and physical education II, agriculture.

Eleventh Grade--English III, Latin III and IV, Spanish I, chemistry, senior science, U. S. history, psychology; government, algebra II, bookkeeping I, stenography I, typewriting I, general business I, shop III and related shop science--for boys; home arts III--for girls; choral music, art III, health and physical education III, agriculture.

Twelfth Grade--English IV and English V, Latin III and IV, French III and IV, Spanish II, senior science, physics, zoology, problems of democracy, psychology, government, solid geometry, trigonometry, bookkeeping II, stenography II, office training I, shop IV--for boys; home arts IV--for girls; choral music, art IV, health and physical education IV, agriculture, safe automobile driving.

This variety of studies, outside of those required, gives a wide choice in making up the necessary elective units. No one student takes all the subjects offered.

Experimental Courses

In the Annapolis High School during the 1948-49 school year as an experiment, world history will be required in all curriculums, and U. S. history will be required in the eleventh and twelfth grades. A course in family relations also will be started on an experimental basis, with about 25 pupils enrolled the first year.

Music is required in the ninth grade and is elective in the three higher grades. This year Annapolis High School will add a band to its activities, which include a choral group and an orchestra.

Home economics is required of ninth grade girls. The course covers cooking, sewing, personal grooming, child care and other related work. It is elective in the higher grades.

Industrial arts include mechanical drawing, woodwork, electrical work and metalwork. The course is offered for all four years. For boys who elect advanced work in this field there is related shop mathematics and related shop science, for boys in the tenth and eleventh grades. Ninth grade boys must take industrial arts I. It is elective in the three higher grades.

Eligibility

To be eligible to take the business curriculum a student must have an average of at least "C" in major subjects in the tenth grade, an average of at least "C" in English grammar in the ninth and tenth grades, a total of at least eight points at the close of the tenth grade and business arithmetic must

have been completed satisfactorily in the tenth grade. A pupil will not be registered for stenography unless he or she also elects typewriting, or has received credit for it. Stenography I may not be elected in the last year.

The work in English consists of oral and written expression, functional grammar, spelling and vocabulary and literature. The elective English V is a course in speech and related activities.

Social science I is designed to give the younger student an insight into his federal, state, county and municipal governments. In government, more advanced than social science I, the state government is studied more than other types. Sessions of the legislature and committee hearings are visited.

Art Courses

In the art courses a student may develop personal interests through water color or oil painting, pen and ink, block printing and sculpture. At the Annapolis High School ceramics has been added to the art course. A kiln has been built for the course.

All pupils must take an hour of health instruction every other day for four years. Physical education is required of every pupil, physically able. Sports include baseball, field and track, football, soccer, softball, field hockey and volleyball.

The schools have guidance departments to aid pupils in personal problems, and to help in placing boys and girls in positions, or to select other schools and colleges.

Various organizations have made awards and scholarships available to the pupils.

Marking

Students are marked A, B, C, D, and E. E is the failing grade. A or B is required for certifying pupils for entrance to college. A class or term mark is based on three divisions of work, daily recitations, written tests, and notebook work, library assignments, project reports. Examinations count as one-fourth the semester mark. Tests count one-half of the class grade for a marks period.

There are student government organizations in the schools. At the Annapolis High this consists of a Student Executive Council, Student Legislature, Student Court, traffic squad, social committee and honor society.

All the schools publish year books, several have school papers.

P.-T.A.

The Parent-Teacher Associations work closely with the schools. The purposes of the associations are to promote the welfare of youth in the home, school, church and community; to raise the standards of home life; to secure adequate laws for the care and protection of youth; to bring into closer relation the home and the school that parents and teachers may cooperate intelligently in the guidance of youth and to develop between educators and the general public such united efforts as will secure for all youth the highest advantage in physical, mental, moral and spiritual welfare.

COMPLETE LUNCH PROGRAM HAS
DEVELOPED IN COUNTY UNTIL IT
NOW EMBRACES 19 SCHOOLS

Centralized System Enables Purchasing At
Wholesale Prices--Federal Government
Aids and Gives Food

The school lunch program has grown in the public schools of Anne Arundel County from a small beginning to a point where in May last year nearly 31,000 complete lunches were served during the month, in addition to nearly 52,000 bottles of milk.

The passage by Congress of a law granting Federal aid to schools for the lunch program, spurred the growth in the county schools. Prior to September, 1946, there was no school lunch program operated centrally from the offices of the County Board of Education. During the present 1948-1949 school years there will be 19 schools in which complete lunches will be served and 19 additional schools where only milk will be available.

A complete lunch costs a child 30 cents and a bottle of milk--a half-pint--sells for five cents. Both the lunch and the milk must meet Federal standards, if the county is to qualify for Federal aid. In cases where a child cannot afford to buy a lunch or milk, arrangements are made by the principal of the school concerned, to take care of the case. The arrangements are worked out so that the child will not be embarrassed before its schoolmates and the case is known only to the principal and the lunchroom directors.

Growth of Plan

Up to September, 1946, there were five schools where a

lunch program was in effect, operated either on a concession basis or by the P.-T.A. They were the Annapolis High School, Glen Burnie High School, Bates High School, Germantown Elementary School and the Annapolis Grammar School.

When the Congress authorized the Federal government to pay up to nine cents for each complete lunch served, the growth of the lunch program started. During the 1946-1947 school year eight schools served complete lunches. They were the Annapolis Grammar; Germantown; Glen Burnie High; Linthicum Heights Elementary and Junior High; Riviera Beach Elementary; Jacobsville Elementary; Annapolis High and the Arnold Elementary.

More Schools Added

During the 1947-1948 school year the Annapolis Grammar dropped out because it was being remodeled, but nine additional schools were added to the program, making 16 in all. Those added were: Solley Elementary; Stanton Elementary (colored); Odenton Elementary; Odenton Junior High; High Point Junior High; Glen Burnie Elementary; Millersville Elementary; Owensville Elementary and the Tracy's Landing Elementary.

This year--1948-1949--the Annapolis Grammar will again be in operation for the lunch program, and in addition lunches will be served at the Glen Burnie Junior High and the First Avenue Glen Burnie Elementary.

The Federal aid money is distributed to the States based on their school population and Maryland allocates it

to the counties on the basis of the number of students participating in the program.

Federal Payments

During the 1946-1947 school year the county got nine cents for each complete lunch served and two cents for each half-pint bottle of milk served alone. In the 1947-1948 school year the county averaged only five cents for each complete lunch and two cents for each bottle of milk. The Federal appropriation was cut and the student participation in the program doubled. During the present 1948-1949 school year the county expects to get four cents for each complete lunch served and two cents for each bottle of milk from Federal funds. In addition the county, in 1946, also got additional Federal aid totaling about \$4,500 to equip kitchens with stoves and other appliances. This appropriation was eliminated in the 1947 school year. The Federal government also gives the county surplus foods at no cost except the expense of transporting it from the railroad station to a central warehouse.

In September, 1946, a total of 7,817 complete lunches were served in the schools of the county and 11,645 bottles of milk were sold to pupils. By May, 1948, this had grown to 30,952 complete lunches served during the month and 51,890 bottles of milk.

The total volume of business handled in the 1946-1947 school year was \$103,521.13. This grew to \$164,815.79 during the 1947-1948 school year.

Federal Requirements

The minimum requirements of the Federal government to qualify for aid calls for the following: Type A--complete lunch--hot or cold, providing one-third to one-half of one day's nutritive requirement. The lunch must contain at least:

(a) One-half pint of whole milk, which meets the minimum butterfat and sanitation requirements of State and local laws, as a beverage; (b) two ounces of fresh or processed meat, poultry meat, cooked or canned fish, or cheese, one one-half cup cooked dry peas, beans, or soybeans, or four tablespoons of peanut butter, or one egg; (c) six ounces three quarters cup, of raw, cooked or canned vegetables, and or, fruit; (d) one portion of bread, muffins, or other hot bread made of whole-grain cereal or enriched flour and (e) two teaspoons of butter or fortified margarine.

The requirements of this lunch type are best adapted to a plate or tray type service. The protein requirement in (b) may be met by serving one-half the required quantities of each of two proteins. One-half cup of fruit juice may be served in meeting one-half of the requirements of (c).

Milk Requirements

The Type C lunch consists of one-half pint of whole milk. It must contain 3. percent butterfat and a test is run monthly to see that the milk meets requirements. A special chocolate milk is made for the schools, but the school authorities discourage its use in the elementary schools. During the last school year, 1947-1948, a half-pint of milk was sold to the pupils for four cents. It costs the school 6 3-4 cents.

Lee W. Adkins is the director of cafeterias for the

Board of Education, handling the centralized lunch program. He is assisted by Mrs. Aubrey Whitten, secretary and Mrs. Margaret Richardson, bookkeeper. Each principal is responsible for the lunch program in his or her school. The purchasing is done through the Board of Education, both of food and of equipment. Wholesale rates are obtained as the needs of all the schools are anticipated and bids are asked. Supplies are stored in a warehouse on West street and distributed to the schools on requisitions. Profit and loss statements are run on each school having a lunch program.

Non-Profit

There are between 50 and 60 employes in the lunch program in the schools, managers, cooks, helpers and dishwashers. For every 100 children served a cafeteria worker is employed.

During the 1946-1947 school year the lunch system broke even financially, but there was an inventory on hand valued at \$4,500. During the last, 1947-1948 school year the program ran a cash deficit of \$4,600 but the inventory on hand was valued at about \$10,000.

Through the centralized system of purchasing a school with a few pupils, like the Tracy's School, which served about 60 last year, and the Glen Burnie High School, which served 1,000 can purchase supplies at the same price.

Typical Menus

The menus for the school lunch program are drawn up each month by a committee of school lunch managers. They are distributed to the schools and are followed, except that a manager

can deviate to use up excess supplies of food that may be on hand.

A typical menu for a week follows: Monday, wieners on rolls, creamed potato, cole slaw, milk, peach in custard sauce; Tuesday, baked hamburger with tomato sauce, steamed rice, Waldorf in Jello form, bread and butter, milk; Wednesday, vegetable soup, toasted cheese sandwich, milk, custard; Thursday, lamb stew with vegetables, hot biscuit, milk, fruit Jello; Friday, fish loaf or fish salad, Harvard beets, parsley potatoes, bread and butter, milk, orange cake.

The school authorities wish to set up the system in all schools. New schools being built have provisions for the lunch in its plan.

The principals and teachers use the lunch period to teach social graces. In some schools there is a host and hostess appointed for each table.

Where cafeterias are not available in the schools, the meals are prepared in a kitchen and the children eat their lunches in their classrooms.

Federal Supplies

The Federal government distributes surplus food to the county schools, from foods bought on the market under the farm parity program. The Secretary of Agriculture also has the authority to buy certain foods which he considers should be used in the program. This at no cost to the county.

During 1946-1947 the schools received the following surplus foods from the Federal authorities, potatoes, (year's supply); canned diced carrots, orange juice concentrate, processed American cheese, canned peaches, canned tomatoes, tomato juice and fresh cabbage.

In the last 1947-1948 school term the school received

from the Federal government, 800 bushels of fresh apples, where they went to various schools and were gone in three days. In addition the following supplies were given the schools: dried apples, 50 cases; processed American cheese, 175 cases; dried eggs, 15 cases; dried figs, 150 cases; grape fruit juice, 800 cases; jam, 15 cases, dried milk, 150 cases; orange juice concentrate, 50 cases; dried peaches, 190 cases; canned peanut butter, 200 cases; prunes, 360 cases, all the fresh potatoes that could be used; raisins, 480 cases, canned tomatoes, 380 cases, tomato juice, 275 cases, shelled walnut meats, 140 cases fresh cabbage, 50 bags.

The school authorities expect to receive the following from the government during the 1948-1949 school term: potatoes, honey, apples, canned apple sauce, orange juice concentrate, dried peaches, dried apricots, dried milk, dried eggs, grapefruit juice.

SEVENTY-THREE BUSES OPERATE
OVER 180 ROUTES TO TRANSPORT
COUNTY CHILDREN TO SCHOOL

State Pays All The Cost Of Transportation--
\$200,041 In Budget This Year--
8,000 Pupils Hauled

This year the children of Anne Arundel are being transported to the public schools in a fleet of 73 privately owned buses, operating on 180 different routes, which total about 1,400 miles. They are carrying from 8,100 to 8,200 children.

The State, by law, pays all the cost of transporting pupils to the elementary schools, and 50 percent of the cost of carrying high school pupils. But, in recent years the State has been standing the entire cost.

State Pays Cost

In 1940 the cost of this pupil transportation to the State was \$94,757. Last year it was \$169,467.50, while the budget for the present 1947-48 school years included \$200,041 for the purpose. The increase in buses and costs represents increased prices and larger school attendance. For instance, in September when the schools opened there were 1,060 more children than reported in September, 1947.

In 1940 there were 47 buses in operation on 115 routes, which measured 872.3 miles, one way, not including miles when the bus runs empty. This distance was covered twice daily, once in the morning to bring the children to school, and again in the afternoon to take them home. The buses

transported 5,334 children, 3,327 in the elementary schools and 2,007 in the high schools.

System Grows

By last year there were 67 buses operating on 168 routes, covering 1,192.9 miles in the morning and the same distance in the afternoon, hauling 7,647 children, including 4,325 elementary pupils and 3,322 high school students.

The school rule on transportation requires that it must be provided for an elementary school child who lives more than a mile and a half from the school, and for a high school pupil who lives more than 2 miles from the school. But, this rule is subject to modification, if certain traffic hazards exist, which call for bus transportation.

For instance, the shortest bus route in the county, less than a mile, is between Glen Gardens and the Glen Burnie elementary school. A bus is used here to protect the small children from the danger of walking to school along or across the Ritchie Highway and the Old Annapolis-Baltimore Boulevard. Similarly, pupils who live in the Weems creek section, less than a mile and a half from school, are transported by bus to the West Annapolis school, because of the danger from traffic to children who might be grouped in crossing the Weems creek bridge.

Heavy In Glen Burnie

Every child in the county is within range of a school or a bus line that serves a school. The bus routes wind throughout the county with many centered around the Glen

Burnie High School. This school is served by 26 buses which transport children daily from points as far distant as the Laurel race track and Gibson Island. These two points are separated by about 21 airline miles. The Annapolis High School is served by buses that cover the area from Riverdale, on the Magothy river, on the north, to Birdsville, below South river. Ten buses serve the Bates High School in Annapolis, covering the entire county, from the Baltimore city line to Friendship in the south. The longest bus route in the county serves this school, traveling twice daily 31.3 miles from Patapsco in northern Anne Arundel to Annapolis.

The entire system started back in 1917 when an old truck, with wooden benches installed for the pupils, started transporting students to the Glen Burnie school.

Geared To Demand

Morris Rannels, who took office on August 1, is the supervisor of transportation, for the County Board of Education, and has charge of the bus system.

New buses are put on when the demand for seats on established routes, exceeds the capacity of the buses in operation, or to meet demands made on the Board of Education by various groups in different communities.

When it is determined to start a new bus line, bids are asked. The advertisement for bids lists the mileage of the route, the capacity and size of the bus that must be used. When the bids are received, the Board of Education awards the contract to the lower responsible bidder. The

bidder who gets the contract must furnish the bus and pay all costs of maintenance, insurance, license tags, gasoline, etc. They must carry \$5,000 property damage and from \$10,000 to \$100,000 personal liability insurance on each bus. The bus contracts range from \$1,950 to \$3,100 for a school year, with the average about \$2,700. Thirty-seven contractors operate the 73 buses. As the buses are privately owned the contractor may use them for other purposes, such as chartering to groups, at times that do not interfere with his contract with the Board of Education.

Orange and Black

Under the State school regulations the school buses must be painted orange and black--the Maryland colors--at the expense of the bus operator.

The buses used in the school transportation system have to meet the State and County Board of Education requirements. Weights are usually prescribed that will give a chassis and body capable of carrying about three tons of students. The boards figure on an average of 100 pound per child, as both high school and small elementary children are transported. The loading limit allows a 10 per cent of seating capacity standing.

It was pointed out that Anne Arundel county is adapted to the use of large buses, with seats for from 60 to 65 children. This cuts down costs as the larger loads cut down the number of trips, although some buses operate over more than one route. The smallest bus in use seats 30 and

the largest 70. Buses with forward facing seats are used, with each seat at least 39 inches wide. The State Board of Education figures on 13 inches of space for each child, so the average children ride three to a seat.

Buses Inspected

The buses are inspected three times a year, in August, November and March. This inspection is made by a representative of the County Board of Education, an automobile mechanic, who represents the Commissioner of Motor Vehicles, and usually a representative from the Commissioner of Motor Vehicles' office.

Buses used in the northern end of the county are assembled at Glen Burnie and the inspection usually takes an entire day. Other buses are assembled at the Annapolis High School and at the Southern High School. The inspection at these two points is made in a day.

A complete check of the buses is made during the inspections and a checker list used. This covers front school bus sign, headlights, front stop lights, front tires, rear school bus sign, tail light, rear stop lights, rear tires, spare tire, service brake, emergency brakes, steering, clearance lights, turn signals, paint, front door, interior mirror, exterior mirror, windshield glass, windshield wiper, window glass, defroster, springs, heater, horn, fire extinguisher, flares, first aid kit, chains, upholstery, rear door, rear door device, rear bumper and exhaust system. Each of these is checked on the sheet, and a notation made if any item is

defective. If the defect involves safety, such as a steering wheel, the bus is taken out of operation, until repairs are made.

More Reports

One copy of the inspection report goes to the Commissioner of Motor Vehicles, one is given the bus operator, and the third goes to the County Board of Education. Later a follow up check is made to determine if any defects listed have been corrected.

Bus schedules and routes are being arranged in an effort to make sure that no child is picked up earlier than 7:30 A. M. for transportation to school. Also an effort is made to take those children who are picked up earliest, home first from the school. During the war, when buses were short, and the pupil load increased, it was necessary to pick up some children extremely early. Now the plan is to eliminate this.

The average bus covers two and a half routes. One bus has just one route, another handles five routes.

Cost Measuring Rod

When the bids are received the Board of Education has a schedule of costs which it uses to determine if the bid prices are in line and are fair and reasonable. Contracts are made with the bus owners on a six year basis, to make it worthwhile for the operator to purchase a bus.

The Board's schedule of costs amortizes the price of the bus over an eight year period, thus if a bus cost \$6,400, it would represent an annual charge of \$800. To this 5 per-

cent on the investment is allowed, \$75 for fixed charges, \$5 per day for four cents a mile for gasoline and oil for a 48 passenger bus, and if 7.50 tires are used 1.4 cents per mile, with two cents additional per mile for maintenance. This is figured on each bus route for comparison against the bid. It gives the board an idea of what the bid should be.

Bus Schedules

Each bus operator is supposed to keep his schedule of stops posted in the bus, and must file a schedule with the Board of Education. Checks are made on operation from time to time, and when complaints of lateness at stops are received. Each school is supposed to have a teacher assigned to bus duty, to supervise loading and unloading, and check on arrival and departure times of buses.

The State Board of Education has issued a manual of standard rules and regulations governing public school transportation, which gives the specifications for buses in detail. However, the county had been inspecting school buses and had drawn up specifications 10 years before the State Board took action along the same line.

It was pointed out that the School Board tries to require the purchase of a chassis large enough, to give a good factor of safety in comparison with the load carried. In other words the Board wants the buses underloaded, rather than overloaded. As an official declared: "We are hauling someone's child, not gravel." Also it was pointed out that the more a bus is crowded the greater the discipline problem.

LACK OF SHOES IS FACTOR IN
MANY CASES WHERE PUPILS FAIL
TO ATTEND SCHOOL

Appears In About 75 Percent Of Cases Where
Lack Of Clothing Keeps Children
Away From Classes

Shoes are an important problem in the life of some children attending the Anne Arundel county public schools, and their lack many times has been behind the absence of a youngster from his classes.

Mrs. Eleanor Waring and Miss Mary Moss, who with Mrs. Flora Andrews, make up the Department of Pupil Personnel of the County Board of Education, pointed out that in about 75 percent of the cases where a child misses school for lack of clothing, shoes are the main item responsible. They said it would be a worthy enterprise for some civic group to take up the supplying of shoes as a public service, as they find it difficult to get them for the children at times.

The Department of Pupil Personnel was set up in the county in the fall of 1946, but was created as a department by State law in 1947. The law requires one personnel worker for every 5,000 children or fraction thereof in the county.

Attendance Law

The department took over the duties of the old attendance officers, who enforced the school attendance law. They also handle problems of children who find it difficult to keep up with their classes, for various reasons, and cases of handicapped children. The officials of the department

work closely with the County Health Department, Welfare Board, Juvenile Court, Child Labor Bureau, the Rehabilitation Service in the State Board of Education, and various special schools.

Under the school attendance law every child from 7 to 14 years of age must attend school, unless mentally or physically handicapped, and there are special provisions for such cases. This law governs until September 1949, when it will require all children from 7 to 16 to attend school. If a child is 14 and has finished elementary school, he or she may leave school to work on a farm, or on the water with the father. If they are 14 and have not finished elementary school, a special permit--including a Child Labor Bureau permit--is issued in some few cases. Such cases are investigated by the department, which determines the action to be taken. A child may be given a permit to leave school if it is found that its earnings are essential to the support of a family or under similar emergency conditions.

Little Real Truancy

While the department handles many cases of absentees, they declared they have only about a half dozen cases of real truancy and that these can usually be corrected by a talk with the child concerned or with the family. The department has had some cases where it was forced to go into the courts--about a half dozen last year. It was pointed out that no colored family was concerned in these cases. Court action is taken only as a last resort, as the school

officials feel it is an admission of defeat of their corrective efforts.

They point out that in some cases it is found that a family does not place a value on an education and lets the child stay at home. Such cases call for contacts and conferences to educate the parents to the value of school for their child.

Can Get Warrant

In the final analysis, if everything else has failed, then the department can go into the magistrate's court and charge the parent, or parents, with contributing to the delinquency of a minor. Such last resort cases, involving the child itself, are handled by the Juvenile Court.

When a problem of absenteeism is referred to the department, a study is made of the case, to determine the cause of absence from school. Sometimes it is simply that the child is ill, and this has not been reported. Or the condition may be such that it calls for a teacher to instruct the child in its home during an ill period. A broken limb or a rheumatic heart condition would be a case in point.

Sometimes absence is caused by the illness of a parent. If there is an economic condition in this situation, or one involving an ill child, then the Health Department is notified. Free medicine and care can be arranged.

Poverty Factor

At times it is found that the absence of a child is

caused by poverty. The family cannot afford clothing in which the child can attend school without being embarrassed. In such cases the County Welfare Board is informed, or the department can go to the Parent-Teacher Association of the school and get clothing. Here is where the shoe problem arises. The school officers say they can usually get clothing, but shoes are a different matter. They tell of cases where a child has been sent to school wearing galoshes instead of shoes.

Other cases of absenteeism are found where the child has a physical defect and cannot walk to school or to a school bus stop. Then it is up to the department to arrange special transportation. The state pays this cost, and the National Foundation for Infantile Paralysis helps in a polio case.

Home Teaching

Where a child must remain at home recovering from an illness or because of a physical handicap that may have developed, arrangements are made to have a teacher go to the home for two hours a week and give instruction. The teacher is paid \$1.50 an hour by the state and gets an allowance of six cents a mile. She or he works with the principal of the school in which the child is enrolled, getting the course and books from the school, and keeps the child up so it can return to classes and be on the same basis as the other children.

It was pointed out that the department has trouble

getting these home teachers. They must be qualified teachers, holding a teacher's certificate. Some of the teachers in the schools take the task on as extra work. Other teachers, who have left the schools, also aid in the work. The department would like to get a list of qualified teachers whom they could call on in emergencies.

During the last school year 17 children were home taught. There were other demands, but teachers were not available.

Other Cases

The cases of children who have trouble with their school work or in the social group are referred to the department by school principals. The department institutes a study of the case, involving both the child and the home and makes a report on the best action to take. It has been found that in many cases home conditions are responsible, and can be corrected. If necessary the Health Department is appealed to to make an investigation for physical or other conditions.

In a mental case the Health Department recommendations are followed. It was pointed out that it is hard to get a child in a special state school for the feeble minded as there are about 500 on the waiting list. The child may be taken out of school and placed in custody of the parents, who are given instructions on the training they should give.

Handicapped Children

If a child is deaf and the condition cannot be overcome

with hearing aides, a special school is recommended. In the case of the blind, they are sent to the Maryland Training School for the Blind at state expense.

The William S. Baer School for physically handicapped children in Baltimore took two from Anne Arundel last year, and will have three this school year.

The Vocational Rehabilitation Division of the State Department of Education, R. Kenneth Barnes, rehabilitation counselor, works with the county Department of Pupil Personnel in dealing with handicapped children from 16 to 19 in the schools of the county. The division also handles adult cases in the county. It finds out what the child or adult needs and works out a plan of education. A boy with a cardiac condition may 1945 report of the Maryland For- be trained to be a barber. One with a lost limb may stay in school but get additional training in a trade he can handle. Some have been sent to a business college.

60 County Cases

The state division has handled 60 cases from Anne Arundel county, including all types of conditions--deaf, blind, epileptic, cardiac or spastic. One crippled boy was trained to be a linotype operator.

The Department of Pupil Personnel also takes care of all school attendance reports, reporting the attendance by months to the State Department. Every two years it makes a bi-annual census of children in the county from birth on through 21 years of age.

This census will be made this year by teachers on November 1 and 3. They will have to visit every home in the county and check up on the number and age of children. A similar survey will be made in every county of Maryland and in Baltimore city, and the results sent to the State Department of Education and the Health Department. This census gives the school authorities an idea of the prospective school demands. It also uncovers any cases of children of school age, who are not enrolled, and at times reveals cases of handicapped children.

Every odd year the county department must make a study of the school children, to determine the distribution in grades by age levels. This reveals cases where children are lagging behind their age group and gives cases for the department to check to work out a corrective program.

SCHOOL VOCATIONAL COURSES
DESIGNED TO FIT STUDENTS
TO EARN THEIR LIVELIHOOD

County Training Is Mainly Concentrated In New
Shop At Glen Burnie -- Industrial Arts And
Agriculture Also Taught

The vocational and technical courses taught in the schools of Anne Arundel county were introduced to prepare the large number of boys and girls graduating from high school, and not attending college, to make a livelihood.

Frank C. Gunderloy, supervisor of vocational and industrial arts education in the county school system, points out that a survey made in the county, and over the nation as a whole, showed that about 83 percent of those graduating from high school did not attend college, but had to go out into the world and get jobs. The vocational courses were instituted to give these high school graduates something they could sell.

Mr. Gunderloy said that so far there had been no trouble in placing those who completed the vocational courses in the schools. He pointed out that employers are coming after these trained individuals, and recently, in the case of the automotive school at Glen Burnie, garage operators from Washington and other points had put in their requests for graduates before they had completed the course.

Industrial Arts

There is a difference between courses. The industrial arts work the general industrial arts course and the vocational

and technical starts in the seventh, eighth and ninth grades. This training serves as a basis for the selection of the type of work followed in the tenth, eleventh and twelfth grades.

The industrial arts courses present, in as wide a variety as possible, the materials, processes, tools, safety precautions, health and other requirements of various trades. Each student has the opportunity to find his particular field of interest which will enable him to intelligently select a vocation or to develop his avocational or hobby interests. If a boy has any mechanical ability he will be trained to take care of many items of repair or construction in his own home. Industrial arts courses carry a half unit of credit for three periods a week and three-quarters of a unit for five periods weekly.

Vocational Courses

The vocational and technical courses operate for the purpose of giving through vocational instruction to students to the end that they may be prepared for profitable and efficient employment. The instruction includes preparation in citizenship and how to get along with other people. Each course is designed to prepare young men for a specific field of employment which has been carefully surveyed, not only in Anne Arundel county but in Baltimore City, to determine the need for workers and the training needed to qualify.

Vocational courses, including related mathematics or related science, depending upon the year of school, require three periods, one-half of the student's time, daily in the

shop. These courses carry two and a half units of work.

The main vocational and technical training for trade and industrial education centers in the new shop building at Glen Burnie. Edward B. Dexter, vice principal at Glen Burnie, is in charge of this shop. The shop includes all necessary vocational equipment and in addition is an industrial arts shop.

Employment Survey

A survey made by the Technical Advisory Committee on Vocational Education of the Baltimore Association of Commerce indicated that 4,590 workers are needed in that city each year, in 46 different classifications. For instance there is a yearly need in the city for 347 automobile mechanics, 353 carpenters and 787 machine shop workers.

The courses in the Glen Burnie vocational shop each require 15 periods a week of shop work. This is either all in the shop elected, or partly in the shop, and partly in other shops where necessary work is done preparing in the field elected. For example, a student in machine shop practice would spend part of his time in mechanical drafting and blue print reading, one in carpentry in architectural drafting and blue print reading, one in automobile mechanics in electricity and machine shop practice.

Various Shops

There is the wood shop, where general wood work leading to carpentry, millwork, cabinet making or pattern making is taught. The later two classifications are for boys who are

exceptionally good in woodworking. Mr. Gunderloy said there is a big field in both these classifications. He said it was expected that the carpentry course would cover from two to two and a half years of training, and that a graduate of the shop would be a trained carpenter.

In the electrical shop there are courses in elementary and advanced electricity, leading to training in the general electrician's field, house wiring, appliance servicing, motor rewinding and repairing, radio, television and electronics. This course takes at least two years.

Automotive Shop

Mr. Gunderloy is especially proud of the automotive shop, where truck, tractor, and auto service, repair and maintenance, engine mechanics and specialized work is taught. He said he thought it was the best shop in the United States, offering everything as far as automotive work is concerned. There are various models of automotive equipment, some cut away models, and cut away motors.

"We have everything you can find in the average automobile shop in the country", Mr. Gunderloy said. "We haven't spent \$1,000 on the shop, yet the equipment is worth about \$750,000. It came from war surplus, and only cost us transportation. Other equipment was donated.

"We are developing automobile service men, repair men and engine mechanics, and specialists in ignition and similar automotive work. We are trying to give the boys what they want, provided a survey shows there is a place for

them to work when they finish school."

The course takes from two to two and a half years.

Machine Shop

In the machine shop is every type of machine found in any such shop. Boys are taught machine shop practice, heat treatment of metals, with the possibility of advancing to tool making and tool and jig design work with extra time. Much of the equipment came from war surplus. Mr. Gunderloy said there was a big field for machinists who could set up machines for others to do the work.

There is a sheet metal shop where general sheet metal work leading to specialization in heating and air conditioning duct work, or aviation sheet metal work, is taught. It was pointed out that this includes automobile body and fender work, and that those enrolled in the automobile shop, also get this type of work.

Drafting Shop

In addition there is a drafting shop, where mechanical drafting and blue print reading is taught. This is in preparation for other shop work or leads to advanced mechanical drafting, architectural drafting, pattern drafting, aircraft drafting, etc.

The shop, although in operation is not fully completed. School authorities expect it to be finished in every detail by Christmas. Some 300 students are now enrolled, including those from the northwestern section of the county. David S. Jenkins, county school superintendent, said it was expected

this number would increase next year. He said that students from any part of the county who wished to take the courses offered, would be taken care of in the shop.

Industrial Courses

There are industrial art courses taught at the Annapolis High School, but majors in vocational work in this school will be given this training at the Glen Burnie school. The work at the Annapolis school covers metal work, a machine shop, woodwork and cabinet making. Arundel High has vocational, agricultural and industrial arts courses, while at Southern High emphasis is on agricultural and industrial arts. Bates High offers vocational and industrial arts courses, and the vocational work there is intensified, including training in the building trades, metal work, automobile mechanics along with vocational agricultural.

Mr. Gunderloy said that previously there has been no follow-up check on graduates in vocational work, except that through contact of teachers with former pupils. He said this follow-up work would have to be started, along with a check with employers so that the shop could keep up with industrial demands, and create courses as needed.

"We have no trouble placing our boys", he said. "They come after them before they even get started."

Adult Education

Mr. Gunderloy said about 60 veterans are being trained. He said there are a few veterans taking regular high school work in the shop, but that special courses for veterans

are offered in vocational work.

Adult education classes are started in the schools whenever a group of 15 or more get together and set up a class in a subject. In the Glen Burnie area, Mr. Gunderloy said sewing, interior decoration, woodcraft, arts and crafts, typing, child study, music, psychology and other subjects are taught.

He said adult education classes were held in the Bates High School at Browns Woods and Shady Side, Southern High School, Arundel High School and at Ft. Meade. Instructors are paid by the State, there being no cost to the county except for light and heat. Courses run from 24 to 48 meetings during a school year.

The work covered in the vocational shop is indicated by a record kept on students in the machine shop. Marks are given for work as follows: bench work, lathe work, boring, milling machine work, drill press work, shaper work, turret lathe work, heat treatment, and grinder work. There are many separate classifications under each of these groups. Related shop practice progress record charts that go with this course, list marks under headings of introduction to machine shop, simple mathematics, blue print reading, bench work, precision measurements, machine-lathes, the shaper, the grinding machines, the milling machine. There are some 145 separate subjects listed to be covered in the related shop practice course alone.

BATES HIGH SCHOOL STANDS AT
TOP OF ANNE ARUNDEL COUNTY
COLORED EDUCATIONAL PROGRAM

Buses Bring Students From All Over County To
Only Senior High School For Colored Pupils--
College Matriculation High

The entire program of secondary education for colored boys and girls in Anne Arundel county is headed by the Bates High School, on Smithville street, near Annapolis, where a \$1,700,000 building program is now under way to provide accommodations for slightly more than 1,500 students.

Bates is the only senior High School for colored students in the county. It draws its pupils from every section, as they finish their work in elementary schools. At present 956 pupils, including 440 boys and 516 girls are enrolled in the school.

Twelfth Grade Next Year

The 956 are distributed as follows: Junior High School --Seventh grade, 173; Eighth grade, 242; Ninth grade, 230; Senior High School--Tenth grade, 172; Eleventh grade, 139.

There will be no graduating class at Bates this coming June because of the twelve year plan. The Twelfth grade will be formed next year from students of the present Eleventh grade. About seven students, who repeated some work this year to make up credits, will get diplomas in June.

Approximately 78 percent of the Bates students live outside Annapolis and its environs. Ten buses serve the school, carrying an average load of 70 pupils. They bring the stu-

dents in from every section of Anne Arundel, from as far as Brooklyn to the north and Friendship to the south. The system works well. When school is dismissed the students are loaded and moving out within about five minutes.

Four Courses

Bates High offers four courses to its pupils, academic, vocational, commercial and general. The academic course, in which some 56 students are enrolled at present, covers the same subjects as the other high schools of the county, including the teaching of French, Latin and Spanish. The commercial course, with 44 boys and girls enrolled, and the general course with about 320 have practically the same curriculum as other high schools.

There is a total of 536 pupils--including 343 girls and 193 boys--enrolled in the vocational courses, all of which cover three years of study. Students make their choice of the vocational courses or other courses in the Tenth grade.

The courses in the vocational classes cover tailoring, introduced this year; dressmaking; foods, cooking and serving; agricultural; sheet metal work, brick laying, cabinet making and building construction. The dressmaking and food courses are for girls and the others for boys.

New Courses

In addition a course in journalism was introduced this year as part of the academic work, also a course in family relationships.

The preponderance of enrollment seven years ago was in

the academic courses. The shift of a large portion of the pupils to the vocational courses had developed since. Douglas S. King, principal of the school, pointed out that it developed because students found they could take the vocational courses, and, by doing some extra work, also cover the general courses, with a foreign language dropped. This accounts for the heavy enrollment at present in these two courses.

Mr. King is proud of the college enrollment from Bates High. He pointed out that in the 1947-48 school year 22 percent of the graduates entered college, while in the 1948-49 year there will be 24 percent. This tops the normal percentage of the county. The county average of college attendance by high school graduates is 21 percent.

Attend College

The graduates of Bates High School enroll at the Morgan State College, in Baltimore, the University of Indiana, Howard University, in Washington; Virginia State College; Hampton Institute in Virginia; New York University; Bennett College in North Carolina; Union in Richmond, Va.; Lincoln University in Pennsylvania and in the Cortez-Peters Business College in Baltimore and Washington.

There has been an average graduating class of approximately 110 students annually for the past seven years. In the same period the teaching staff has grown from 17 teachers to 36. Twenty percent of the present teaching staff hold master's degrees and two have been admitted to candidacy

for their doctor's degree.

School Officials

Mr. King is assisted in his duties as principal, by Mrs. Rachel Smith, vice principal; Miss Mary Campbell, counselor for girls and Daniel G. Smith, counselor for boys. The school is organized by departments. The department heads are: Frank B. Butler, science; Miss Elizabeth Dews, core curriculum; Mrs. Helene McRae, mathematics; Mrs. Madeline M. Tate, foreign languages; Mrs. Thirkield James, English; Miss Amanda Nonley, girl's vocational courses; James Marchant, boy's vocational courses; Miss Georgia Bryant, commercial, and Miss Matilda Palmer, music.

There are 42 clubs and other student organizations and activities in the school. They hold their sessions early in the day. Mr. King said he finds this is better than waiting until the pupils are anxious to go home.

Adult Education

An adult education program with an enrollment of about 170 men and women, ranging in age from 21 to 65 years, is conducted at the school twice each week. Classes are held in typewriting, dressmaking, English, arts and crafts, community choral singing, crocheting and bricklaying. The State pays the cost. Eight years ago the only adult education class was one in manual training.

Mr. King pointed out that the school has the problem of securing more and more opportunities for the boys and girls to be absorbed into the national economic life after gradua-

tion. He said several found employment locally in sheet metal work, carpentry or building construction, while many who finish the commercial course take Federal or State examinations for posts in the Federal government or in Maryland.

Bricklaying Popular

He said the bricklaying course was at an all time high in popularity, because of the high wages in that field. He cited the case of a boy who graduated from this course and the next day got employment as a bricklayer's helper at \$50 a week. Now, Mr. King said, this boy is working on a construction job in New Jersey at \$29.75 per day. He said five of the Bates graduates were employed at the same wages on the same job.

The vocational students built the barn, three poultry houses and pig stys that are used in the agricultural course. The students work land in the rear of the school. In the spring they raise truck, and now are raising poultry and rabbits, which are sold on the open market.

Audio, Visual Aids

Mr. King and his associates use audio and visual aides in teaching subjects to a considerable degree. The school raised \$2,500 and installed a two-way public address system, with radio broadcasting and record attachments. Over this the principal can communicate with each classroom, and teachers or pupils in the rooms, can talk to him. Programs, musical or otherwise, requested by teachers as part of their courses, can be piped into the classrooms. It is used con-

siderably by the music department. In addition the school owns two motion picture projectors, one entirely for classroom use.

In the program of visual education, Mr. King pointed out that it is his idea that bulletin boards in classrooms be put to practical use in the courses. As a result, in room after room, there are displays covering various subjects.

For instance, in one room, across the top of the blackboard is the statement: "Oil is truly the lifeblood of this modern world." Under this, for spelling training, were words dealing with the oil industry. On the bulletin board, in the rear of the room, was a display of colored pictures, showing drilling of oil wells, transformation of oil, refineries, etc. Another room had a display devoted to "mining." Another treated the "Industries of Maryland." One unusual display, constructed and collected by the pupils, was on the life cycle of common insects. These were grouped as "harmful" and "helpful."

Tailoring Course

Four boys have enrolled in the tailoring course for its first year. Mr. King said they were all football players, and a sport shirt, and a woman's skirt, made by the boys was displayed. It was pointed out that the boy was given the skirt to make because it involved primary cutting and sewing. The dressmaking course is popular with the girls. In addition to learning to make clothing, they learn its care, and the

art of dressing.

In a well equipped sheet metal shop articles are made from copper, tin and other metals.

At present the clothing, tailoring shops, home economics department and commercial department are in the former wooden Germantown School building, now in use on the Bates grounds. The sheet metal shop is in a wooden building. These will all be moved into the new buildings when they are completed.

Mr. King said the concrete footings for the enlarged building had been put in place. School authorities are seeking to have the vocational building ready for use by September, 1949. Mr. King also cited the need of sidewalks along Smithville street, leading to Spa road. As he talked the street was filled with students making their way toward the road.

VOCATIONAL AGRICULTURAL
TRAINING IS CARRIED ON IN
THREE ANNE ARUNDEL SCHOOLS

Training Given to Students, Veterans and in
Adult Education Classes--Plan New Shop
At Odenton

The vocational agricultural training carried on in three high schools of Anne Arundel county--Southern High, Arundel High and Bates High--covers students, adult education groups and veterans.

The program is supervised by Lee W. Adkins, who on Dec. 31, will leave the employe of the County Board of Education to become assistant State supervisor of veteran on-farm training. Charles Jubb is in charge of agricultural training at the Arundel High School; Phillip Hogue at the Southern High School and James Whittington at the Bates High School.

At Arundel and Southern High Schools the aim of the program is to develop a home type of training. Students are encouraged to take up such home projects as raising beef cattle, swine, poultry, building laying flocks of hens, raising broilers, various crop projects, working of family gardens, home beautification such as improving the water system of their homes and improving wells, and landscape gardening. School projects are carried out to show the students just what has to be done. Instructors keep in touch with the students on their home projects. It is a type of teaching that involves "doing".

Bates Training

At the Bates High School the training is centered in projects at the school itself. For this reason Bates has its own farm, barn, pig stys and poultry houses. Here the students learn agricultural methods by actually carrying them out. The difference in the type of training was decided upon as many of the Bates students do not live on farms, or have farm facilities available.

Girls are not admitted to the agricultural course, because of certain Federal regulations which bar them, and which are operative in the training.

The outstanding center of this training is at the recently built Southern Maryland High School Farm Shop. The construction of this shop was necessitated by several programs which had been carried out and developed a need for such a center.

Farm Machinery Classes

The first factor was the farm production war training program in the county, including farm machinery repair classes that developed during and since World War II. There were five of these farm machinery repairs centers in the county, four in the Southern High School area. The County Board of Education expected a demand that they be continued. Since the shop was completed the expected demand has resulted in 40 farmers signing up for a farm machinery repair course to start in January. This will be an adult education project, paid for by the State.

The second factor was the need of conducting on-farm veteran training. At present some 30 veterans are enrolled in this course, which covers a two year period. When this is completed it is known that some 95 percent will want more training and will join the farm machinery repair adult education course.

Women Participate

The third factor was the women in the area who got used to working in canning canters during the war period. It was pointed out that there will likely be a need for such a canning center at the school during the summer. Provision was made for it when the shop was built. Pressure cookers and other necessary equipment was installed. Also, in the adult education classes, there is interest shown by women in classes in furniture repair, furniture construction, home decoration and landscape gardening.

About 35 students enrolled in Southern High are signed up as majoring in the agricultural vocational course, which covers four years of study and practical work. In the eighth grade all boys take agricultural, while in the ninth grade they all take vocational shop in industrial arts. The real work in agricultural as a major subject starts in the tenth grade and is carried on through the eleventh and twelfth.

School Work

In the eighth grade the work is largely devoted to the science of agriculture, agricultural economics, the importance of agriculture in the world's economy. Home gardens

are encouraged, as is the development of backyard flocks of poultry. The boys get an introductory course in the Farm Shop.

In the tenth grade students begin study of farm crops, soils, farm livestock, problems of farm production, and study the diseases of crops, livestock and poultry and their treatment. They also get work in the shop. In the eleventh grade the economics of agriculture are stressed. There is more emphasis on shop work, and on costs of farm production and labor saving devices. In the twelfth grade the work is divided about half between the shop and classrooms. Problems of agriculture are discussed and worked out.

Shop Work

In the shops the students get courses in the care, repair and operation of various types of farm machinery, including tractors, gasoline engines, trucks, cultivators, etc. They build brooder houses, lay out foundations for barns with cinder block, and are instructed in the proper arrangements of various type barns. They are shown how to use a surveyor's level, taught how to build tobacco barns to save labor, and to design farm buildings for efficient use, according to the service expected from the buildings.

The veterans enrolled for on-farm training at Southern High are instructed by K. N. Adams. They come from all over southern Anne Arundel and meet in class twice weekly for two hours at a time. Each veteran gets 50 hours of individual instruction annually, in addition to aid in any problems he

may have. Mr. Adams visits the veterans on their farms to give advice and instruction. They also must spend 50 hours a year on field trips, demonstrations, etc. They get some shop in classes and, after Christmas, will be able to participate in shop work with the adult education class.

Arundel High

Each veteran is entitled to a maximum of two years training. Several have finished their course. Recently, at a meeting at the school, they heard addresses by Solomon Hoke, Youth Director of the Maryland State Farm Bureau, and Oscar Grimes of the Anne Arundel County Farm Bureau. The veterans' training program is paid for by the Federal government. The State pays the cost of the adult education classes.

At Arundel High School the vocational agricultural training is limited by a lack of facilities. There is a veteran training class of seven men, but no adult education classes.

About 30 students are enrolled in the agricultural course at Arundel. The boys bought their own tractor and have done work in the community and in the garden at the school. They have built a brooder house and raised several flocks of chickens. Some were sold to members of the Future Farmers of America who had flocks.

New Shop Planned

A larger program will be provided when the Arundel students are moved to the Junior-Senior High School to be built

at Odenton. Facilities planned there for agriculture include a 24 by 40 foot classroom, situated above a farm shop. The shop will cover 40 by 70 feet, will have a 12 by 12 foot outside door and will adjoin the automobile and tractor shop, of about the same size. The combination of the two shops will give the section about the same facilities as now exist at Southern High School.

The Future Farmers of America, a national organization of boys who are studying agricultural in school, works closely with the school officials. By Federal regulation the organization cannot include girls, and a member must live on a farm.

FFA

The FFA members must have their own projects. Some buy chickens from the schools to start poultry flocks. Some raise cattle, swine and various crops. They take part in judging livestock, field crops, dairies, beef cattle, swine, corn and tobacco and engage in public speaking contests. At Bates High there is the organization of the New Farmers of America.

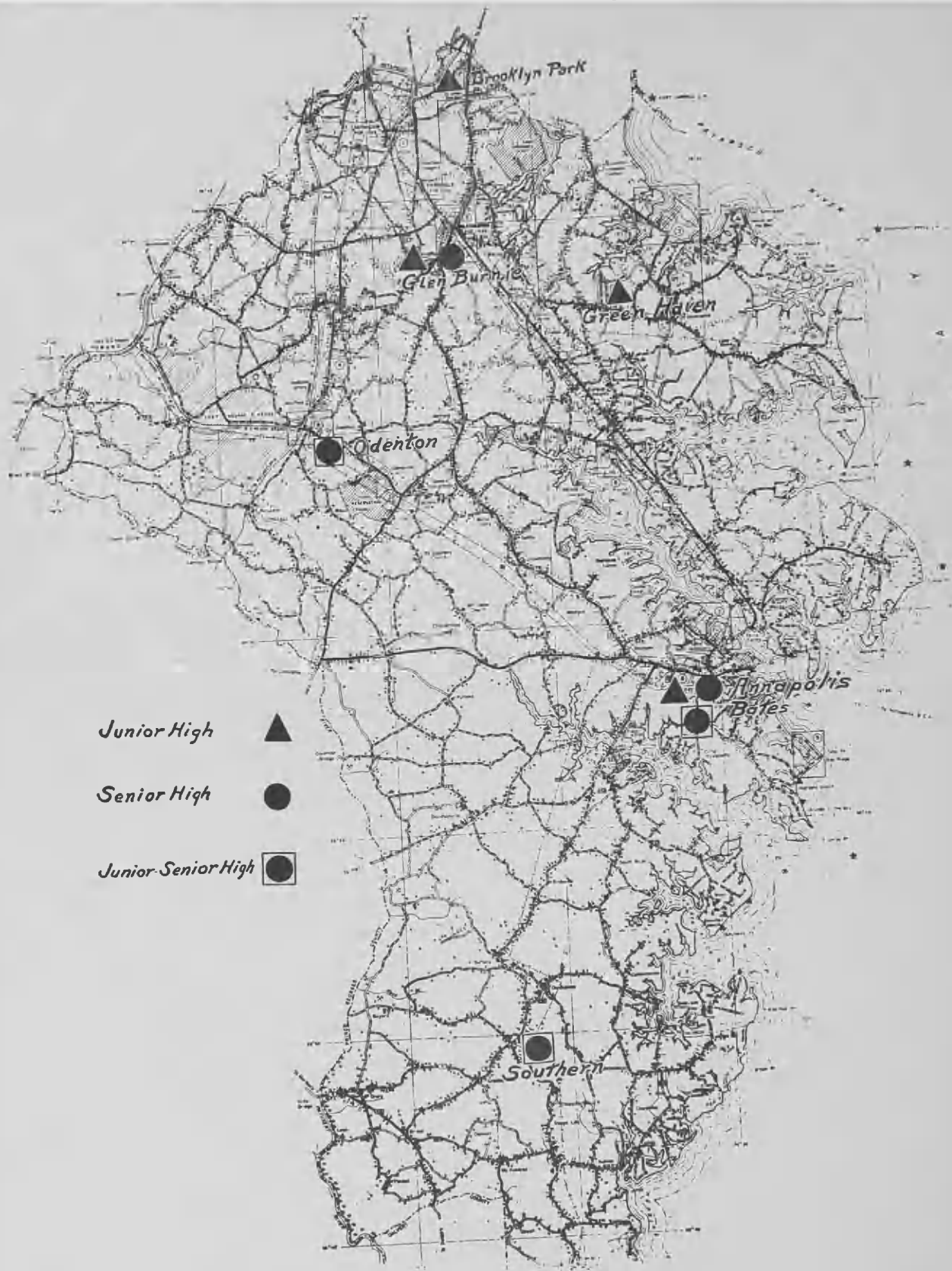
There are two FFA chapters at Southern High and one at Arundel High members of the Southern Maryland FFA Federation, organized in the five Southern Maryland counties. The 4-H Club work in some respect parallels the FFA and in others complements that work.

At present the emphasis in the schools is to train those attending classes to make a living in agriculture.



**The \$7,000,000 Bond Issue
and the
Need for Additional Funds**

**BOARD OF EDUCATION
ANNE ARUNDEL COUNTY**



- Junior High* ▲
- Senior High* ●
- Junior-Senior High* ◼

HIGH SCHOOL CONSTRUCTION PROGRAM
ANNE ARUNDEL COUNTY

BOARD OF EDUCATION
of
ANNE ARUNDEL COUNTY

*Annapolis, Maryland
January 20, 1949*

*To the Citizens of
Anne Arundel County:*

Two years ago when your Board of Education requested \$7,000,-000 for school construction, you responded with the full knowledge that the public schools were facing a real crisis. This report discusses the disposition which has been made of these funds and describes briefly the reasons which made each project necessary.

School construction must continue. The rapid growth of the county and the heaviest birth-rate in the nation's history have created problems still unsolved. Since the future of the school system is in your hands, this report is intended to bring you facts upon which your decisions should be made. Evasion of responsibilities in regard to public education cannot help but lead to dire consequences which will be measured in the inadequacy with which our future citizenry will be prepared to cope with increasingly complex individual and social problems.

Sincerely yours,

THE BOARD OF EDUCATION OF
ANNE ARUNDEL COUNTY

EDNA E. PERRIE, *President*
EDNA P. PAYNE, *Vice-President*
GEORGE T. CROMWELL
AMOS F. HUTCHINS
CLARENCE E. TYLER

DAVID S. JENKINS
Superintendent

Tremendous Growth of County Schools

In Past Years

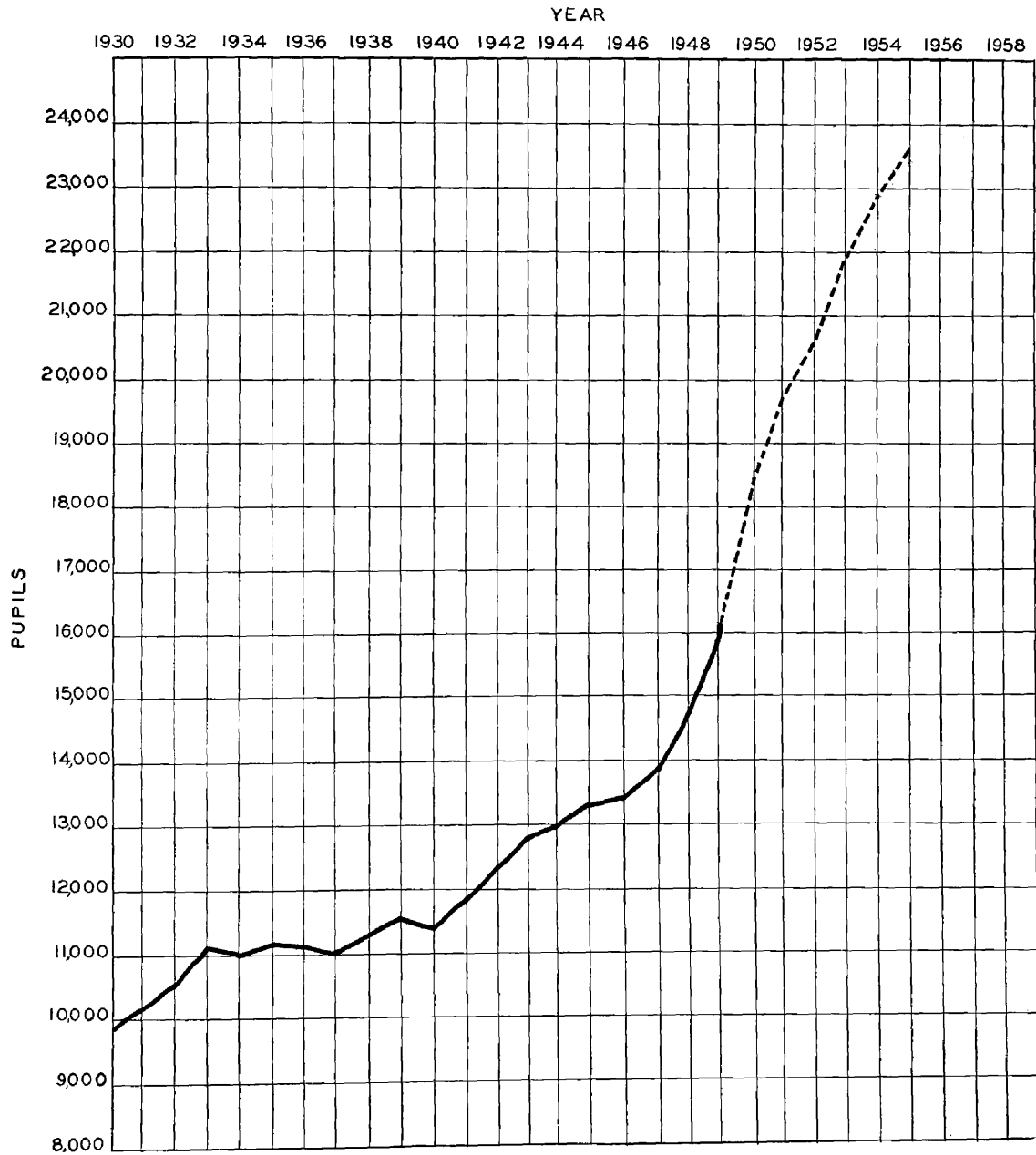
The graph on the opposite page shows the increase in the enrollment of the public schools of Anne Arundel County since 1930. In the past eighteen years, approximately 6500 additional children have been added. Since 1940, the increase has been 5000 children.

Future Growth

A study of the graph will show that in addition to the above, 2300 more children will be enrolled in 1949, making a total in all schools of 18,600. Many more must be provided facilities by 1955. The school census, taken in November 1948, shows that the tremendously heavy birth rate alone will cause the total enrollment to approximate 23,700 in the next six years. New families with children moving into Anne Arundel County will further increase this number.

The effect of this expected enrollment on the individual schools in the various communities of the county is described briefly in Chapter II.

INCREASE IN ENROLLMENT ANNE ARUNDEL COUNTY



The \$7,000,000 BOND ISSUE

WORLD WAR II brought people to Anne Arundel County. The initiation and expansion of war industries in South Baltimore, the increase in the activities in the United States Naval Academy, the Experiment Station, Fort George G. Meade, and the Coast Guard Station at Curtis Bay were the immediate causes. The end of the war did not bring surcease. It brought a wave of home-building activity. Glen Gardens, Harundale and a host of smaller developments came into being. Still more families found residence.

In addition to new families, the war-time period brought to the nation and to Anne Arundel County a tremendously increased number of births. Starting in 1941—the year of the heaviest birth rate in the nation's history to that date—the number of new babies increased until 1946 when a leveling off began. Thus we have a second factor in growth.

In addition to new families with children and to the heavy birth rate a third factor began to be felt. With the undesirable record of being one of three states in the nation still clinging to the outmoded practice of providing only eleven years of education, Maryland decided to modernize its school program. In line with this movement, Anne Arundel County began a junior-senior high school program in 1945 which gave promise of requiring a much enlarged high school plant. Pertinent to this plan was the creation of high school facilities to care for one-half of each child's school life. Since the elementary schools of the county were rapidly becoming crowded, the belief prevailed that the construction of new high schools was the proper approach since the elementary schools could then be relieved by taking from them all seventh grades.

To expedite the approved plan, the Board of Education requested and the Maryland Legislature passed a \$7,000,000 bond issue, which most of the planners at the time considered adequate. Two factors have affected the estimates. First, the growth of the county far out-distanced all approximations. State Department of Health records show that for every one hundred elementary children (grades 1 - 6) which we had in school in 1946, we will have one hundred seventy-two in 1953. The second factor also was one over which the planners had no control. Price advances of building materials and higher levels of wages paid those in the construction fields have forced costs to such high levels that the \$7,000,000 originally considered adequate was found to be only about sixty per cent of the amount needed.

Two reasons are given for this report. The first details what is being done with the money already received; the second describes the needs which will still exist and the probable consequences of our failure to provide for them.

Without adequate education in this everchanging technological world, there is little hope for the survival either of the individual or of the society of which he is a part. In our democracy the decision as to what kind of people our children are to be rests with us here and now. The question of meeting the needs of the schools of Anne Arundel County as they are herein portrayed must be decided by the people whose children are thereby affected and also by those whose tax monies are needed for the improvement of this instrument for social betterment.

CONSTRUCTION PROJECTS

Anne Arundel County has seventy schools. The map on the inside of the front cover shows the junior, senior or junior-senior high schools, either proposed or at present under construction, necessary to provide for the needs of the young people (ages 12 - 18, inclusive) in the field of secondary education. Separate junior high schools are planned for Brooklyn, Green Haven, Glen Burnie, and Annapolis. Separate senior high schools, constructed about fifteen years ago, are in use at Glen Burnie, and Annapolis. Combined junior-senior high schools are already or will be located at Odenton and Mt. Zion for white and at Annapolis for colored. The need for these schools, the capacity of each and the cost, either actual or approximate, follow herewith.

High School Students in the Northern Section of the County

In past years, all high school students from the rapidly growing urban centers in this part of the county have been transported to the Glen Burnie High School. On the basis of the present enrollment, if no provision had been made for the tremendous growth of this area, the above school would have had to provide facilities for approximately 3,000. The capacity of the school is 1,000 children.

Typical Classrooms—Glen Burnie Junior High School

Expression Through Art

Completed January 1949

An Interrupted Lesson



Enrollment Expected September 1949

Junior and Senior High School Students, Northern Section of Anne Arundel County

SCHOOL	GRADES					
	7	8	9	10	11	12
Glen Burnie - - - - -	385	388	388	427	324	276
Brooklyn - - - - -	151	119	73			
Odenton - - - - -	142	116	100	74		
TOTALS - - - - -	678	623	561	501	324	276
			2,963			

We must look to the future. While it is necessary to provide for 3,000 high school students in this area beginning September 1949, new families moving into the county and the heavy birth rate will bring constantly increasing demands for space. The enrollments of the six grades in the elementary schools follow:

Enrollment by Grades

Northern Section of Anne Arundel County

SCHOOL	GRADES						TOTALS
	1	2	3	4	5	6	
Richard Henry Lee							
Glen Burnie - - - - -	209	157	115	117	136	107	841
First Avenue							
Glen Burnie - - - - -	38	37	40	41	38	34	228
Ferndale - - - - -	40	41	23	26	36	28	194
Linthicum Heights - - - - -	92	68	65	70	67	67	429
Brooklyn - - - - -	226	157	156	132	135	126	932
Jessup - - - - -	23	21	15	16	14	17	106
Dorsey - - - - -	25	15	11	20	12	16	99
Odenton - - - - -	83	71	60	65	63	67	409
Severn - - - - -	52	41	44	40	37	42	256
TOTALS - - - - -	788	608	529	527	538	504	3,494
		1,925		1,569			

In the preceding table, grades four, five and six total 1,569. This will be the total of all junior high school children in 1951. If, however, we forecast the enrollment for 1954, the total enrollments for the first, second and third grades must be taken and this total is 1,925. It must be remembered that these forecasts do not provide for the ever-increasing total enrollments of all schools due to families moving into the county. These statistics should help in interpreting the first table which approximates the number of *all* high school children.

The Plan

In providing facilities for more than three thousand high school children, three predominant factors were considered: first, the transportation of such a large group; second, the need that children of adolescent ages be kept as close as possible to home authority; and third, the necessity that schools be kept within reason in size. The ever-increasing number of busses makes imperative the constant study of possibilities for de-consolidation; the welfare of adolescents makes frequent parent-teacher contacts beneficial; and lastly, the size of the school seems to have a direct effect upon the maximum intellectual, social, emotional and physical growth of children.

With the realization that the growth of this area would continue, the consideration prevailed that the plan of expansion which was to persist would have to be sound from the viewpoint of educational practice.

Increasing numbers of children and the desire to provide a type of building adaptable to the needs of a changing curriculum were responsible for the ever present insistence that the final plan contain a high degree of flexibility.

NEW SCHOOLS

At a very early date, the continuance of the high costs of buildings forced the realization that the most urgent needs would require that first treatment be given to those communities where over-crowding was most severe. The following areas were chosen and buildings are now under construction.

Glen Burnie Junior High School

Plans for this school were completed at about the same time that money for construction became available. Justification for this project is shown by the following table.

Buckler, Fenhagen, Meyer & Ayers, Architects

NEW GLEN BURNIE JUNIOR HIGH SCHOOL

The Mullon Construction Company, Contractors



Glen Burnie Junior High School

Elementary Schools Contributing to Enrollment

SCHOOL	GRADES					
	1	2	3	4	5	6
Richard Henry Lee, Glen Burnie -	203	157	115	117	136	107
First Avenue, Glen Burnie - - -	28	37	40	41	38	34
Ferndale - - - - -	40	41	23	26	36	28
Linthicum (2/3) - - - - -	62	45	42	46	44	42
TOTALS - - - - -	343	280	220	230	254	211
		843		695		

As a consequence of the enrollments of the elementary schools as shown, the Glen Burnie School was planned to accommodate approximately 800 children. The estimated cost, including sites and improvements to them, will total \$1,100,000. While the building will not be completed until 1949, it is already occupied by 740 children.

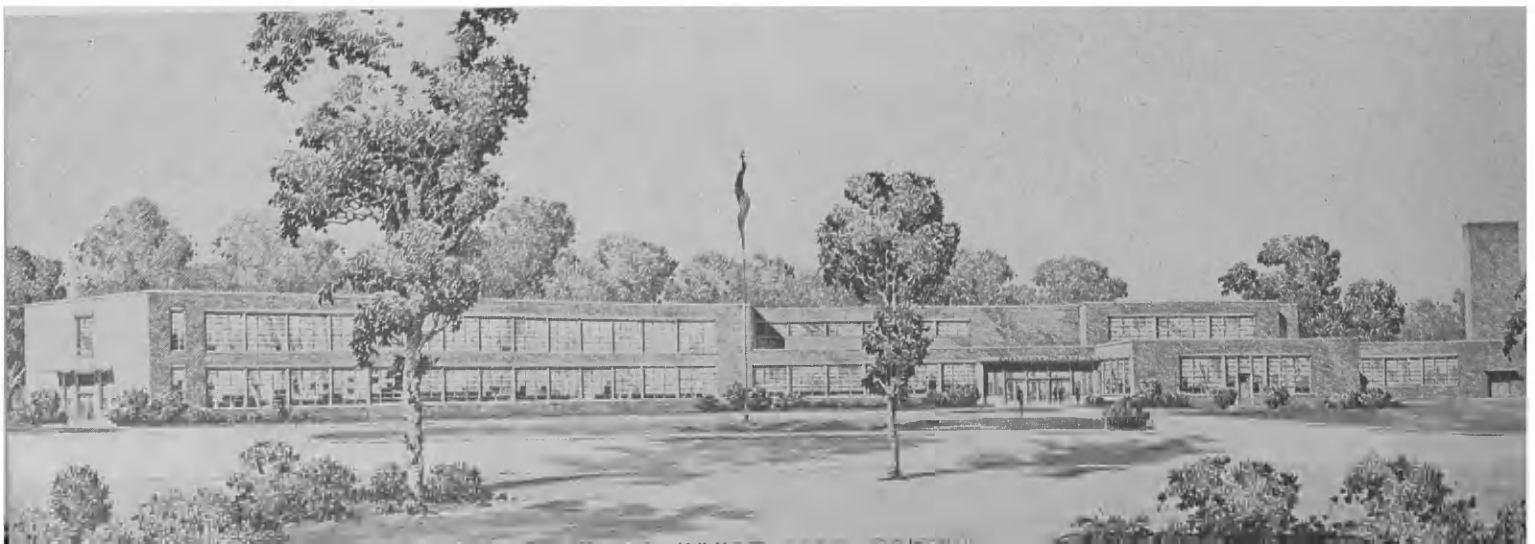
Green Haven Junior High School

Located just off the Gibson Island Road near Green Haven in the upper part of the Third District, this school, to be completed by September 1949, will accommodate between 700 and 800 children. Justification of its size is demonstrated by the following tabulation:

Green Haven Junior High School

Elementary Schools Contributing to Enrollment

SCHOOL	GRADES											
	1	2	3	4	5	6	7	8	9	10	11	12
Solley - - - - -	29	26	28	18	26	20						
Jacobsville - - - - -	61	67	51	56	56	34						
Riviera Beach - - - - -	42	40	47	50	38	44						
High Point - - - - -	57	49	52	46	45	43						
Pasadena - - - - -	47	48	47	41	41	43						
TOTALS - - - - -	236	230	225	211	206	174						
TOTALS - - - - -		691		591								



In 1951, grades 4, 5 and 6 will become grades 7, 8 and 9 which are those of junior high school status. The enrollment of this school at that time will then be 591. By projecting still further into the future, grades 1, 2 and 3 will have become grades 7, 8 and 9 by 1954 when the enrollment will reach 691. In the meanwhile, available space in this building not being used for junior high school students will be used by elementary children from the Solley, Jacobsville, Riviera Beach and High Point areas where increased enrollments will cause overcrowding next year.

The site selected for this project totals 20 acres. It will cost, when completed including site, grading and equipment, approximately \$1,350,000.

Odenton Junior - Senior High School

Since 1925 the students from Millersville, Odenton, Severn, Jessup, Dorsey and the Anne Arundel County part of Laurel population have attended three separate high schools. Youngsters from Millersville and a few from Odenton have chosen to attend the Arundel High School which has never enrolled more than 160 students. This school has been found both too expensive to operate from the standpoint of per capita cost per pupil and entirely too small to afford the facilities essential to the needs of a modern educational program. Students from Odenton, Jessup, Dorsey and Severn have been attending Glen Burnie High School while those from the Laurel areas have been crossing the county line into Prince George's County and have been enrolled in the Laurel schools.

Three factors have compelled the construction of a new junior-senior high school near Odenton. First, the Glen Burnie School now lacks capacity to continue to care for this group; second, the Arundel High School is entirely too small and, because of its location and the nature of the present buildings, it is considered unwise to continue it in operation; and third, the overcrowding of the Laurel schools has compelled Anne Arundel County to make plans to care for its own children. This new school will be large as shown by the following tabulation.



Odenton Junior - Senior High School

Schools Contributing to Enrollment

SCHOOL	GRADES											
	1	2	3	4	5	6	7	8	9	10	11	12
Jessup - - - - -	23	21	15	16	14	17						
Dorsey - - - - -	25	15	11	20	12	16						
Severn - - - - -	52	41	44	40	37	67						
Odenton - - - - -	83	71	60	65	63	67						
Millersville - - -	72	66	57	56	48	50	51					
Odenton Junior High								116	100	74		
Arundel High - - -									36	36	35	32
TOTALS - - -	255	214	187	197	174	192	167	136	110	35	32	
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TOTALS - - -			1,219					976				

There were no twelfth grade children in 1947 - 48. The first senior high school class under the 12 year system will enroll September 1949.

The cost of this school will approximate \$1,600,000. Plans are being made to occupy the building by September 1950 when it will provide facilities for more than 900 children.

Glen Burnie Industrial Arts and Vocational Shop Building

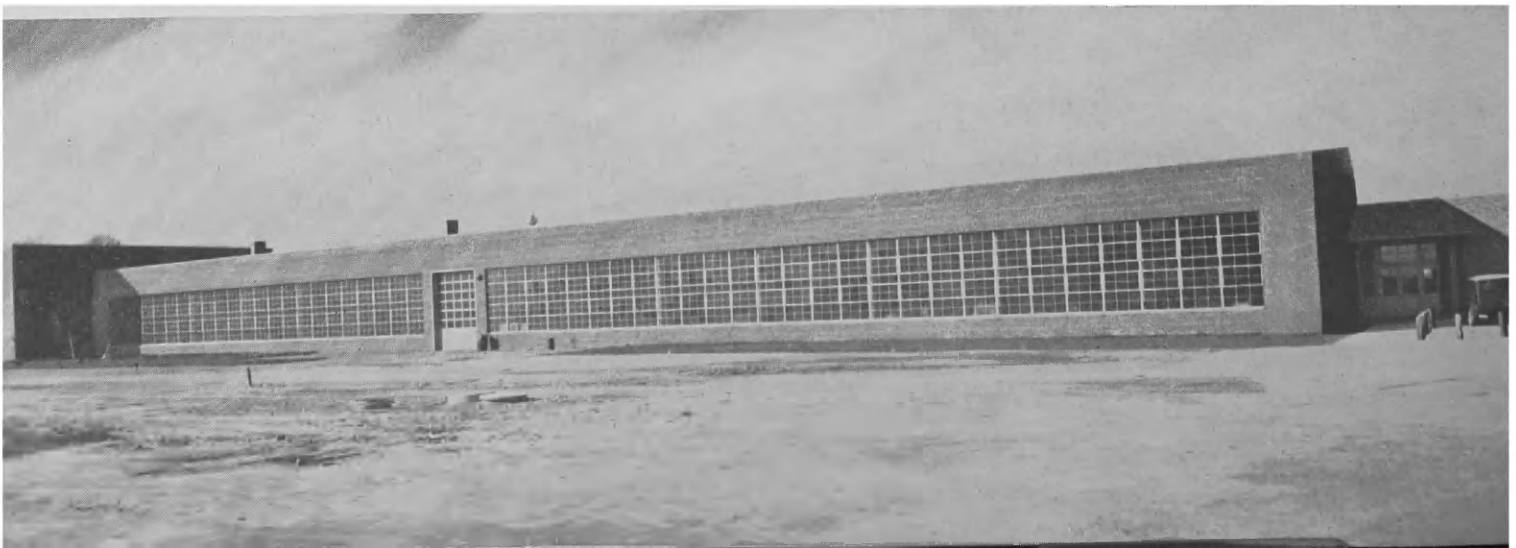
During the war years a large part of the training in the manual arts areas was provided in the original Glen Burnie High School building, located in the center of the community. This arrangement necessitated transportation for the high school boys every period of the day and was most unsatisfactory. To provide space for this area of instruction and to permit the elimination of facilities for this same purpose from the new Glen Burnie Junior High School, located nearby, a new shop building was erected at a cost of \$485,000. This building contains equipment evaluated at \$700,000, ninety percent of which was obtained from War Surplus stores on a donable basis.

SHOP BUILDING GLEN BURNIE HIGH SCHOOL

Buckler, Fenhagen, Meyer & Ayers, Architects

Completed January 1949

DeLuco - Davis Construction Company, Contract



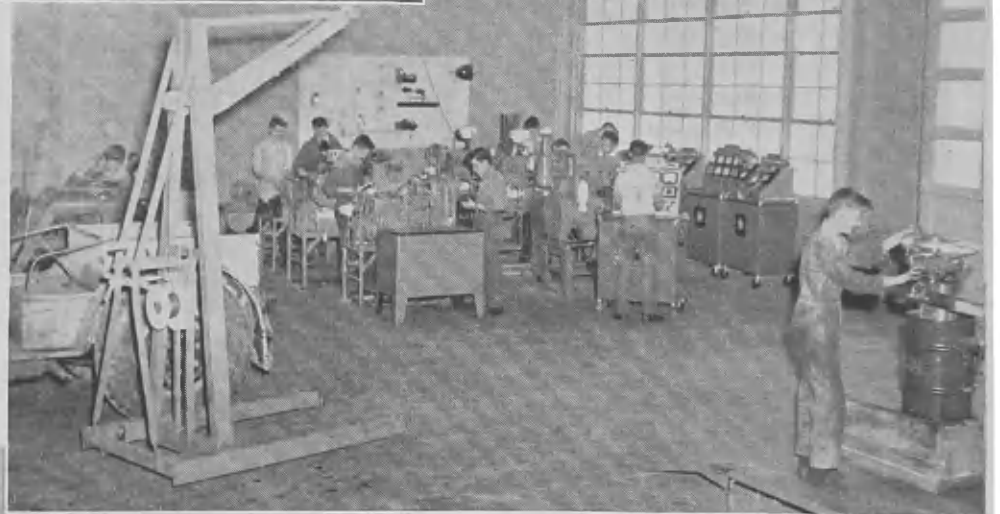
Glen Burnie High School
Shop Building

Learning to Use Tools



The Advanced Machine Shop
Demands More Skill

Automobile Repair Shop



Learning to Make Shop Drawings

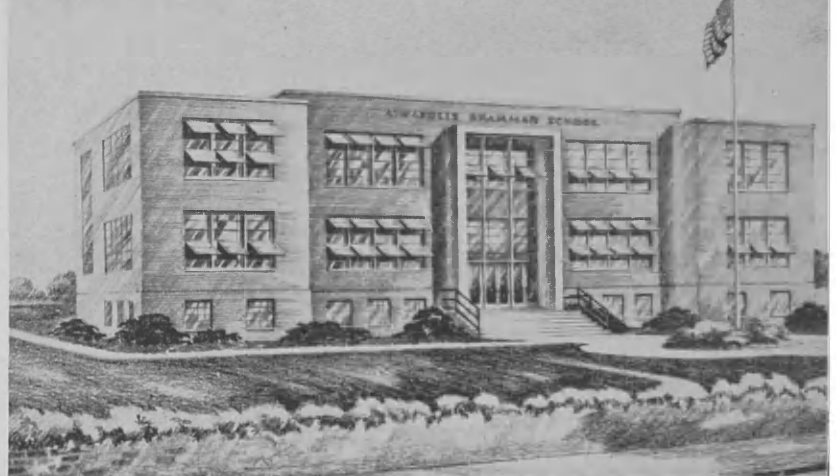
All of the projects mentioned have been or are being constructed in the northern part of Anne Arundel County. While these have made unnecessary the imposition of part time school attendance, additional facilities must be provided. These will be described in the chapter entitled, "The Need for Additional Funds".

ANNAPOLIS GRAMMAR SCHOOL



Built in 1898, this building continued in service for 50 years. Four floors, including the basement, outside fire escapes, wood floors and frame partitions, made its continued use hazardous. No space was available for cafeteria. The assembly room was on the top floor.

Remodeled in 1948, the contrast with the above is marked. New fire-proof stair wells, terrazzo floors in corridors, acoustically treated ceilings, fluorescent lighting have made it modern. A well-equipped cafeteria and an all-purpose room have been provided.



Annapolis Grammar School

For many years the people of Annapolis, the Grand Jury, the Fire Marshall and the newspapers have severely criticized the Board of Education for its failure to modernize this building. Erected about 1898 with a heavy Mansard roof, the structure was known to have many imperfections; and after a fire in the school year 1946 - 47 had made several of the rooms unusable, the Board of Education determined to proceed with the job of modernization. The top floor and Mansard roof were removed, new cafeteria and assembly rooms were provided, new stairwells were constructed — eliminating all outside fire escapes — and the building was made as fireproof and modern as funds would permit. The cost of the project was \$330,000.



Harder and Dressel, Architects

SOUTHERN HIGH SCHOOL—Second Stage of Development

James J. Stehle, Contractor

Southern High School

Built in 1934 this building, while comparatively modern, lacked space and the facilities necessary to accommodate the increased number of children which the creation of a junior-senior high school would require. Three separate projects were found essential. The first, an industrial arts and farm shop building, has been completed and is now in use. The second, which will provide additional classrooms, will be finished in February 1949. The third, and last project is described in the chapter "The Need for Additional Funds". The first two improvements when completed will have cost \$275,000.

The Greenhouse plays its part in the education of youngsters from the farms of Southern Anne Arundel County at Southern High School.



Southern High School is the only high school south of Annapolis in Anne Arundel County. Only three occupations, farming, carpentering and watering (making a living on Chesapeake Bay) are found in the area. High school offerings are being developed in accordance with community needs.

Enrollment by Grades

Southern High School Area

SCHOOL	GRADES											
	1	2	3	4	5	6	7	8	9	10	11	12
Tracy's Landing - -	22	17	16	15	23	12	13					
Galesville - - - -	7	6	6									
Deale - - - - -	10	12	4	7	9	7	7					
Owensville - - - -	35	27	30	31	30	21	27					
Shady Side - - - -	15	16	16	23	16	14	13					
Southern High - - -								55	46	39	41	
	89	78	72	76	78	54	60	55	46	39	41	
TOTALS	447						332					

NOTE: Junior-senior high school enrollment in 1949 will be 300. In 1954 it will reach 450.

SOUTHERN HIGH SCHOOL—Boys in the Farm Shop learn to operate and repair farm machinery and equipment.



Enrollment by Grades

Colored Schools of Anne Arundel County

SCHOOLS	GRADES											
	1	2	3	4	5	6	7	8	9	10	11	12*
Arnold	-	-	-	-	3	4	5	5	4	4		
Friendship	-	-	-	-	11	11	10	12	3	4	3	
Mill Swamp	-	-	-	-	7	9	13	13	12	9	4	
Galesville	-	-	-	-	6	10	13	9	8	5	11	
Hope's Chapel	-	-	-	-	4	6	7	10	9	5	7	
Marley Neck	-	-	-	-	15	18	16	10	15	7	6	
Brown's Woods	-	-	-	-	19	16	11	16	12	8	9	
Town Neck	-	-	-	-	19	14	6	14	11	10	12	
Skidmore	-	-	-	-	12	11	11	9	7	8	4	
Jones	-	-	-	-	10	4	14	14	4	6	5	
Freetown	-	-	-	-	17	12	5	9	10	5	6	
Severn	-	-	-	-	12	13	16	7	5	11	12	
Queenstown	-	-	-	-	10	10	9	14	8	6	10	
Furnace Branch	-	-	-	-	11	6	13	17	11	12	5	
Shady Side	-	-	-	-	16	8	10	8	13	5	6	
Churchton	-	-	-	-	8	9	9	9	10	8	9	
McKendree	-	-	-	-	11	8	10					
Bristol	-	-	-	-	17	11	10	9	6	14		
Harmans	-	-	-	-	22	17	20	19	24	16		
Magothy	-	-	-	-	14	25	19	12	22	11	12	
Eastport	-	-	-	-	22	22	16	20	17	8	11	
Waterbury	-	-	-	-	13	9	12	17	8	4	19	
Lothian	-	-	-	-	25	25	36	26	44	32	17	
Parole	-	-	-	-	48	45	40	43	33	40		
Pumphrey	-	-	-	-	45	30	28	26	23	27		
Stanton	-	-	-	-	91	92	86	76	83	69		
Bowie (Elem.)	-	-	-	-	2	6	11	6	1			
Bayard	-	-	-	-	10	2	9	5	8	6	3	
Mayo	-	-	-	-	8	6	3	3	2	4	3	
Conaways	-	-	-	-	35	31	27	30	19	27	9	
Bates	-	-	-	-						163	230	225
										169	129	
					543	490	495	468	432	371	346	230
										225	169	129
										1470		

*No twelfth grade students are enrolled in the school year 1948-1949.



Buckler, Fenhagen, Meyer & Ayers, Architects

BATES HIGH SCHOOL.

The Costanza Construction Company, Contractor

In 1949 the total enrollment in the colored schools of Anne Arundel County will reach 4,500. Of this number, approximately 1,500 will be high school students for which facilities must be provided.

The wide distribution of the rural colored population of the county makes it unwise at this time to attempt the construction of more than one high school for colored youth. Any such plan, if adopted, would create a number of small high schools ill-suited to the best interests of the individual child. Extensive additions, which will suffice for the present, are now being made to the Bates High School building in Annapolis. These additions, when completed, will make possible the elimination of the present temporary quarters now being used by elementary children at such places as the basements of Asbury Church and the Annapolis Housing Project and the lodge room of the Masonic Temple. Stanton Elementary School in Annapolis, with nine rooms is also crowded beyond its capacity.

Classrooms, a cafeteria, a gymnasium, adequate shops, an auditorium, a library and entirely new heating facilities are included in the structure. The cost will approximate \$1,700,000.



BATES HIGH SCHOOL

Building used for instruction in metal trades—
will be removed when new school is completed.

Bus children waiting for dismissal.
(Note crowded classroom)

Conaways Consolidated School

The colored elementary school buildings at Sappington, Davidsonville, Rutland and Conaways are four of the most unsatisfactory in the county. Sappington is a rented structure, entirely unsuited for school purposes. Davidsonville children occupy two buildings, one of which is rented. Both should be abandoned. Rutland is an old white school in disrepair, and Conaways is a small one-room building at present occupied by two teachers with sixty children.

In line with present and future plans for the consolidation of a number of schools for colored youth, a new six-room fireproof building is being constructed at Conaways. The schools mentioned will be closed and the children transported to this central location. (See illustrations next page.)

Enrollments of Four Schools To Be Consolidated at Conaways

SCHOOLS	GRADES							TOTALS
	1	2	3	4	5	6	7	
Conaways	14	16	12	10	6	7		65
Davidsonville	18	12	12	13	8	12		75
Rutland	10	4	3	4	4	5		30
Sappington	2	—	1	4	2	2		11
TOTALS	44	32	28	31	20	26		181

The new school at Conaways will accommodate 240 children. Six rooms with modern facilities have been provided at a cost of \$175,000.



CONAWAYS



RUTLAND



DAVIDSONVILLE



SAPPINGTON

DAVIDSONVILLE

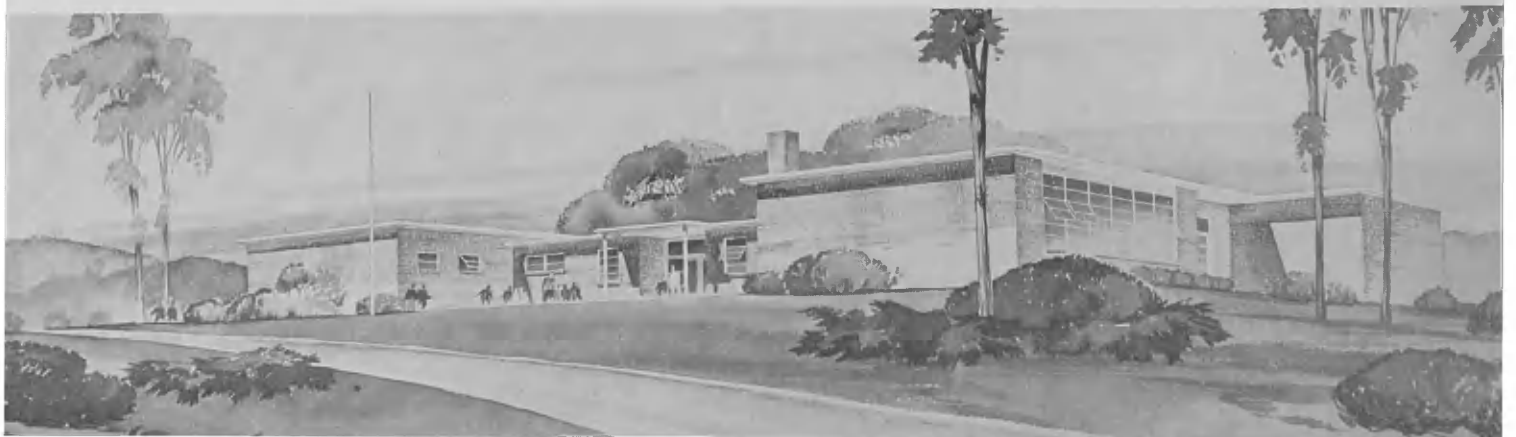


FIVE SCHOOLS MADE ONE

Allied Contractors, Builders

CONAWAYS ELEMENTARY SCHOOL

Harder and Dressel, Architects



Summary of Allocations, \$7,000,000 Bond Issue

SCHOOL	AMOUNT
Glen Burnie Junior High - - - - -	\$1,100,000
Green Haven Junior High - - - - -	1,350,000
Odenton Junior-Senior High - - - - -	1,600,000
Glen Burnie Industrial Arts and Vocational Shop - - - -	485,000
Annapolis Grammar - - - - -	330,000
Southern High - - - - -	275,000
Bates High - - - - -	1,700,000
Conaways Consolidated - - - - -	175,000
TOTAL - - - - -	\$7,015,000

The \$7,000,000 Bond Issue to which reference has been made was authorized by Chapter 25, Acts of the Extraordinary Session 1947, The Maryland Legislature.

The first \$3,500,000 of the \$7,000,000 bond issue was purchased by a syndicate headed by the Bankers Trust Company of New York City at an interest rate averaging .0234 per cent. Only \$750,000 of this amount was deposited for immediate use. The remainder was invested in United States Government certificates, maturing in three, nine and twelve months, with the consequence that approximately \$20,000 in interest will have been earned at the end of the twelve month period.

The last \$3,500,000 of this bond issue will be sold within the next four months; the exact time to be determined by the need for funds to pay for the buildings under construction as they approach completion.

PART II

THE NEED FOR ADDITIONAL FUNDS

Except for the tobacco growing southern section, Anne Arundel County is rapidly becoming an urban community. The trend which marks this transition is expected to continue. The completion of the Chesapeake Bay Bridge, the Friendship International Airport, the permanent location of the Second Army Headquarters at Fort Meade and the establishment of a limited number of small industries in the area bordering upon Baltimore City will bring additional families. Then, too, waterfront properties are finding favor as year-round residences and many of these are being converted to such use. But while we must plan for the increase in school enrollment which these projects will undoubtedly bring, we must face realistically the needs of the present. Statistics are at hand which point unquestionably to the necessity for the continuance of the school construction program.

Annapolis Junior High School

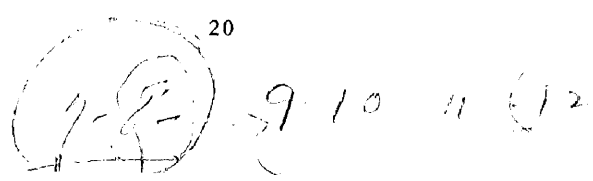
At present white students of high school age from the entire central part of the county are attending the Annapolis High School. The pupil capacity of this school is limited to 1,000 and that limit has been reached. Beginning September 1949 children of grades 7 and 8 totalling 600 will occupy the present offices of the Board of Education on Green Street. A new junior high school must be constructed.

Annapolis High School Area

September 1949

SCHOOLS	GRADES															
	1	2	3	4	5	6	Special	7	8	9	10	11	12			
Annapolis	-	-	-	63	67	50	71	42	63	23						
Arnold	-	-	-	42	37	34	41	23	28							
Severna Park	-	-	-	47	42	39	39	35	26							
Germantown	-	-	-	107	70	78	64	66	67							
West Annapolis	-	-	-	64	40	40	41	37	30							
Eastport	-	-	-	106	79	72	71	67	64							
Mayo	-	-	-	42	38	25	26	31	24							
Davidsonville	-	-	-	16	16	9	19	18	15							
Annapolis Jr. High										298						
Annapolis Sr. High											288	256	242	165	49	
TOTALS	-	-	-	487	389	347	372	319	317	23	298	288	256	242	165	49
				1223				926				663				
											Junior High		Senior High			
Total all High Schools											1589					

20


 7-8-49 9 10 11 12

Expected Enrollment All High School Students

Annapolis Area

YEAR	NUMBER OF STUDENTS
1949.....	1589 less drop-outs
1950.....	1703 " " "
1951.....	1850 " " "
1952.....	1941 " " "
1953.....	2042 " " "
1954.....	2231 " " "

Brooklyn Schools

Two school buildings serve the Brooklyn community. The older building contains grades 4, 5, 6, 7 and 8. The newer structure of 12 rooms is completely filled with grades 1 to 3. Thirteen classes crowd the building with another teacher needed immediately. This will put two teachers in the cafeteria.

The older building must be relieved of grades 4, 5 and 6 to permit the expansion of the junior high school. Grades 7 and 8 of this latter school already occupy the building, but space must be provided for the ninth grade which must be taken from Glen Burnie. The proposed arrangement will be:

- grades 1-6 present primary school with 12-room addition
- grades 7-8-9 in older building with addition of cafeteria and other renovations

The following table shows the children to be cared for:

		Brooklyn						
		Enrollment by Grades						
		GRADES						
SCHOOL		1	2	3	4	5	6	7
Brooklyn	- - - - -	226	157	156	132	135	126	
1/3 Linthicum	- - - - -	30	23	23	24	23	21	
		256	180	179	156	158	147	
TOTALS - - - - -		615			461			

In September 1951 facilities for 461 junior high school children must be provided. This enrollment will require teaching space for 20 teachers. Rooms must be made available, also, for library and guidance activities.

Glen Burnie Elementary School

Two buildings now provide space for elementary children at Glen Burnie. The Richard Henry Lee School is so crowded that no rooms are available for such necessary activities as cafeteria and library. Neither is there available room for caring for sick children.

Crowding will make it necessary to transfer four sixth grades to Linthicum beginning January 1 to make room for new children moving into the community. Next September promises to bring many additional children, particularly in the first grades.



Harder and Dressel, Architects

MacLeod Construction Company, Contracto

Planned and equipped to serve as an Industrial Arts and Vocational Farm Shop at Southern High School.

To partially relieve crowding, the old Senior High School building has been pressed into service for elementary purposes. Two hundred and forty children — as many as it can accommodate — are using this building.

A new 14 room elementary school is needed particularly for the children from the Harundale and Glen Garden areas.

Severna Park Elementary

Severna Park Elementary School is crowded and has neither cafeteria nor auditorium. This year the enrollment was increased by more than 30. Next year the increase will be correspondingly heavy. A minimum of two classrooms should be constructed.

Woodland Beach Elementary

In line with the idea that transportation costs must be controlled and children kept closer to their homes, this school is planned to eliminate the overcrowding at Mayo and to provide for certain groups of youngsters now attending Germantown. It should provide space for 240 children.

Laurel

The constant increase in elementary children in the Odenton, Severn, Laurel areas demands that consideration be given to the construction of a six-room school between the town of Laurel and Fort George Meade. Severn already has more teachers than classrooms, while Odenton has a heavier enrollment this year than ever before; and its capacity has been reached. This project will relieve both Odenton and Severn.

Riviera Beach

Riviera Beach and High Point, built since 1940, are new schools and both are overcrowded. The construction of the new junior high school at Green Haven will temporarily solve the need for space, but within three years the Riviera Beach building must be enlarged to the extent of four classrooms and a cafeteria.

Eastport

Eastport is one of the oldest buildings in the county and it has been soundly criticized by inspectorial committees of both fire companies and grand juries. It is not only in need of modernization but it is also too small. Plans have been prepared for a new addition and for needed modernization.

Southern High School

Of the three necessary steps, two have been taken toward making this building adequate for high school purposes. This last step, just as essential as the first two, includes a gymnasium and adequate cafeteria facilities.

Mill Swamp School

The elimination of all one-teacher colored schools is one of the objectives. Two of the most unsatisfactory are Hope's Chapel and Mayo. Plans are ready to be used in the construction of a four classroom addition to the present two-teacher school at Mill Swamp. This six-room school will make possible the closing of the above mentioned one-teacher buildings.

Parole School

Parole is a growing community of colored families. Six teachers now occupy the present building and two are in rented rooms. Another teacher is needed but facilities are not available. A new approach must be made to this project and a building provided of adequate size with indoor toilets and central heating.

Queenstown School

The colored school population is growing. While high school facilities will be adequate for two or possibly three years, due to the construction of sizeable additions to the Bates School, even this will not suffice. Additional junior high school space must be provided and this has been projected at Queenstown, about two miles southwest of Glen Burnie.

Glen Burnie High School

With a total enrollment in excess of 1,000 this school lacks facilities for physical education. A gymnasium must be provided. It should be equipped with a stage so that it may be used either for physical education or for the auditorium-type of activity.

Facilities for cafeteria, library and home economics are also very inadequate. The removal of shower rooms adjacent to the present cafeteria will provide the much needed additional space for the cafeteria. Room changes and a minor project of remodeling will take care of the other two areas.

SUMMARY

Anne Arundel County must continue to build school buildings. The list of projects herein enumerated is by no means exhaustive. Others are in the process of development. The need to protect the interests of our children increases with the complexities of our times. Our future citizens must be capable of meeting the increasingly intricate problems of a rapidly changing world. The welfare of our people in this democratic social order can best be insured through strong public school facilities. To be negligent in this regard is to court disaster.

Since the need is with us now, immediate steps must be taken. To provide the additional school construction under the program outlined, \$5,500,000 is necessary. The people must decide at once upon the course of action to be pursued. The responsibility is upon us here and now.

In making this request, the Board of Education is fully aware of its responsibility with regard to higher taxes. Every consideration also has been given to the future debt structure of the county. The decision has been exceedingly difficult to make. In 1916, however, the people of the state through their representative body, the General Assembly, declared:

“The county boards of education are authorized, empowered, directed and required to maintain a uniform and effective system of public schools throughout their respective counties.”

The Board of Education of Anne Arundel County cannot subscribe to the belief that any arrangement under which children are subjected to part-time school attendance can meet the requirements of this law. The Board is of the opinion, however, that the State is definitely obligated to render much greater assistance during such times as these when the county is beset with problems it cannot solve because of debt limitations and inadequate resources.

SOMETHING IS SAID OF YOUR SCHOOL ON THESE PAGES

SCHOOL	PAGES	SCHOOL	PAGES
Annapolis Grammar	- - - - - 13, 20, 21	Jacobsville	- - - - - 9, 10
Annapolis Junior High	- - - - - 6, 21	Jessup	- - - - - 7, 10, 11
Annapolis Senior High	- - - - - 6, 21	Jones	- - - - - 16
Arnold	- - - - - 21	Laurel	- - - - - 23
Arnold Colored	- - - - - 16	Linthicum Heights	- - - - - 7, 9, 22
Arundel High	- - - - - 10, 11	Lothian	- - - - - 16
Bates High	- - - - - 6, 16, 17, 18, 20, 24	Magothy	- - - - - 16
Bayard	- - - - - 16	McKendree	- - - - - 16
Bowie	- - - - - 16	Marley Neck	- - - - - 16
Bristol	- - - - - 16	Mayo	- - - - - 21, 23
Brooklyn Park	- - - - - 6, 7, 22	Mayo Colored	- - - - - 16
Brown's Woods	- - - - - 16	Mill Swamp	- - - - - 16, 24
Churchton	- - - - - 16	Millersville	- - - - - 10, 11
Conaways	- - - - - 16, 18, 19, 20	Odenton	- - - - - 6, 7, 10, 11, 20, 23
Davidsonville	- - - - - 21	Odenton Junior High	- - - - - 11, Back Cover
Davidsonville Colored	- - - - - 18, 19	Owensville	- - - - - 15
Deale	- - - - - 15	Parole	- - - - - 16, 24
Dorsey	- - - - - 7, 10, 11	Pasadena	- - - - - 9
Eastport	- - - - - 21, 24	Pumphrey	- - - - - 16
Eastport Colored	- - - - - 15	Queenstown	- - - - - 16, 24
Ferndale	- - - - - 7, 2	Riviera Beach	- - - - - 9, 10, 23
Freetown	- - - - - 16	Rutland	- - - - - 18, 19
Friendship	- - - - - 16	Sappington	- - - - - 18, 19
Galesville	- - - - - 15	Severn	- - - - - 7, 10, 11, 13
Galesville Colored	- - - - - 16	Severn Colored	- - - - - 16
Germantown	- - - - - 21, 23	Severna Park	- - - - - 21, 23
Glen Burnie (First Avenue)	- - - - - 7, 9	Shady Side	- - - - - 15
Glen Burnie (Richard Henry Lee)	- - - - - 7, 9, 22	Shady Side Colored	- - - - - 16
Glen Burnie Junior High	- - - - - 6, 7, 8, 9, 11, 20	Skidmore	- - - - - 16
Glen Burnie Senior High	- - - - - 6, 7, 10, 24	Solley	- - - - - 9, 10
Glen Burnie Shop	- - - - - 11, 20	Southern High	- - - - - 6, 14, 15, 20, 23, 24
Green Haven Junior High	- - - - - 6, 9, 20, 23	Stanton	- - - - - 16, 17
Harmans	- - - - - 16	Town Neck	- - - - - 16
High Point	- - - - - 9, 10, 23	Tracy's Landing	- - - - - 15
Hope's Chapel	- - - - - 16	West Annapolis	- - - - - 21
		Woodland Beach	- - - - - 23

ILLUSTRATIONS

SCHOOL	PAGES
Annapolis Grammar	- - - - - 13, Front Cover
Bates High	- - - - - 17, 18
Conaways	- - - - - 19
Davidsonville Colored	- - - - - 19
Glen Burnie Junior High	- - - - - 11, 12
Green Haven Junior High	- - - - - 9
Odenton Junior-Senior High	- - - - - 10
Odenton Junior High	- - - - - Back Cover
Rutland	- - - - - 19
Sappington	- - - - - 19
Southern High	- - - - - 14, 15, 23



The Company Street Is the Corridor



We Can Make Nearly Anything

300 Children Attend Junior High School
in Rented Barracks
FORT GEORGE G. MEADE
ANNE ARUNDEL COUNTY



Home Economics around the "Potbellied" Stove



We Eat



Home Economics Building



One Building—One Classroom