

Work of the State Department of Education.

The twenty-three counties of the State in 1920-1921 enrolled in school 149,000 children in nearly 2,300 schools in charge of over 4,300 teachers. Over 11,000 of these pupils were in the 121 high schools distributed over the State. In the same year, the counties expended on schools approximately \$6,000,000 for current expense and capital outlay, of which amount over \$1,500,000 was received from the State of Maryland. Baltimore City received approximately \$1,000,000 from the State School Fund.

Through the action of the Legislature of 1922, the budget for the State Department of Education for 1922-1923 was increased to \$3,476,500, an increase of \$717,270, or 26 per cent. over the previous year. Almost all of this increase will be used in the counties to carry out the changes in the school law resulting from the enactments of 1922, which are summarized below:

1. The establishment of an "Equalization Fund" to help fifteen of the counties which cannot carry the State school program on a 67 cent county tax rate.

2. An increase of 50 per cent. in the State aid to high schools.

3. The establishment of the position of helping teacher. Provision for the employment of a superintendent, a supervising teacher, or a helping teacher for every forty white elementary teachers, the State paying two-thirds of the salary expense in accordance with a minimum salary schedule set up.

4. The payment by the State of the entire salary of the attendance officer.

5. An increase in the minimum number of days required for colored schools from 140 to 160 days.

6. Salary increases for the trained teaching and supervisory staff, which should be an added incentive to bring to the normal schools more graduates of the high schools and to hold trained teachers in the service.

The Bureau of Educational Measurements in the State Department of Education, which began work in January, 1921, is aiding the county superintendents and supervisors to use standardized tests in reading, spelling, and arithmetic. The results show how the children in Maryland compare in achievement with averages obtained by children tested in the United States in exactly the same way. Teachers in the counties are then given specific remedial measures which will correct defects revealed by the tests and help in bringing their pupils up to standard. As the supervisors in the counties diagnose the results of the tests and see that proper remedial measures are adopted, definite improvement in instruction in the fundamental subjects will be brought about.

On the administration side, the Bureau is furnishing county superintendents with facts, showing the comparative standing of the counties in an index number of educational efficiency in school attendance and expenditures on schools. For the year 1920-1921, the counties rank as follows: