

cent of the boy graduates from high schools entered the Towson and Frostburg Normal Schools. These normal schools have an enrollment for 1924-25 of over 1,250 students, the increase of 500 students over the previous year being due to the closing of the Teachers Training School by the School Commissioners of Baltimore City, and the taking over at the Towson Normal School of the work of teacher training for the elementary schools of Baltimore City.

Towson and Frostburg gave diplomas in 1924 to 310 young men and women, 56% of whom went out to teach in one- and two-teacher schools in the fall of 1924. Two-thirds of these graduates returned to teach in their home counties. In October, 1924, 65% of the white elementary teachers held first grade certificates, 24% second grade certificates, and only 11% third grade certificates. In 1920, one-third of the teachers held first grade certificates, one-third held second grade certificates, and one-third held third grade certificates. In the financially poorer counties which can not carry the minimum requirements of the State program on the county school tax rate of 67 cents, the State provides the additional amount necessary through an Equalization Fund. This fund will grow until all county teaching positions are filled by professionally trained men and women.

For the second year during the school year ending in June, 1924, there was at least one supervising or helping teacher in every county in Maryland. The improvement in the results of the tests in reading and arithmetic is one evidence of effective supervision.

Supervision or improving instruction is accomplishing the following results in the elementary schools:

1. There is organization of what to teach and when it should be taught where formerly there was chaos.
2. Higher standards of teaching have been set up and maintained in place of the low standards which formerly prevailed.
3. Definite standards for the progress of children are held up and reached where formerly there was no guide.
4. The gradual elimination of the excessive number of over-age pupils is being brought about since the advent of supervision.
5. Physical conditions in the schools are much improved by reason of the supervisor's insistence.
6. Teachers, from poorly prepared beginners to those of experience and superior merit, are benefited by supervisory assistance.
7. Supervision is breaking down the isolation of the teacher in rural schools and is utilizing all the strength of all the teachers for the benefit of each one of them.
8. Better understanding on the part of the public of what the schools are trying to accomplish has been brought about.

In 1924 there were twenty-three county superintendents, three assistant superintendents, and forty-three supervising or helping teachers employed for the 3,065 white elementary teachers scattered over the 9,859 square miles in the counties, an average of forty-five teachers to a supervisory official. The State pays two-thirds of the salaries of these officials. The large progressive school systems of Cleveland and Detroit have a supervising principal for each group of twenty-five professionally trained teachers, localized in a single building. In Connecticut, each supervisory agent has from 30 to 40 teachers under his supervision.