

In October, 1926, 79% of the white elementary teachers held first grade certificates, 14% second grade certificates, and only 7% third grade certificates. In 1920 one-third of the teachers held first grade certificates, one-third 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.

During the school year ending in June, 1926, there was at least one supervising or helping teacher in every county in Maryland. This is the fourth year that this satisfactory situation has existed. The State pays two-thirds of the salaries of the county supervising and helping teachers and of county superintendents. 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. The goals in the various subjects published by the State Department of Education after criticism of supervisors and teachers are helping in course of study making.
2. Higher standards of teaching have been set up and maintained in place of the low standards which formerly prevailed. Demonstration lessons by supervisors and by superior teachers in teachers' meetings are one means of accomplishing this.
3. Definite standards for the progress of children are held up and reached where formerly there was no guide. (See 1.)
4. The gradual elimination of the excessive number of over-age pupils is being brought about since the advent of supervision. Age grade studies and analysis of the results of tests are helping to bring better classification of pupils.
5. Physical conditions in the schools are much improved by reason of the supervisor's insistence. Standards for elementary schools have been set up and more and more schools are meeting them.
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 the fall of 1926 there were fifty-two supervising or helping teachers employed for the 3,071 white elementary teachers scattered over the 9,859 square miles in the counties, an average of 60 teachers for each supervising or helping teacher. 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.

The average current expense cost in 1926 of educating a pupil in the schools of the twenty-three counties was \$50. Graded schools having three or more teachers with better trained teachers, more equip-