

expended on schools approximately \$7,787,000 for current expenses and \$1,533,000, or 31.8 per cent, was received by the twenty-three counties from the State of Maryland and the Federal vocational fund. Baltimore City received nearly \$1,000,000 from State and Federal school funds.

White high school enrollment and attendance in the counties increased last year 7 and 9 per cent, respectively, necessitating sixty additions to the teaching staff. The larger amount of State aid provided annually merely takes care of this necessary and normal increase required by greater enrollment.

There were 9,277 graduates from county white elementary schools and 2,993 from county white high schools in 1928. Of the white girl graduates from county high schools, 15.2 per cent entered the Towson, Frostburg and Salisbury Normal Schools. These normal schools had an enrollment for 1927-28 of over 1,000 students. This enrollment includes 315 from Baltimore City at Towson.

Not quite one-half of the high school graduates of 1927 continued their education beyond high school in colleges, universities, normal schools, hospitals, commercial schools, etc., in 1928-29.

Towson, Frostburg and Salisbury Normal Schools gave diplomas in 1928 to 441 young men and women, of whom 97 were from Baltimore City. Of the county normal school graduates, 63.8 per cent went out to teach in one and two-teacher schools in the fall of 1928. Over 63 per cent of the county graduates returned to teach in their home counties. In October, 1928, 92 per cent of the white elementary teachers held first grade certificates, 6 per cent second grade certificates, and only 2 per cent 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 cannot 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, 1928, there was at least one supervising or helping teacher in every county in Maryland. This is the sixth 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. State-wide standardized tests in the "Three R's" are given at intervals; State-wide tests in history and geography have been recently given; and informal tests in all the school subjects are given in each county. (See 1.)