

annually merely takes care of this necessary and normal increase required by greater enrollment.

There were *10,140 graduates from county white elementary schools and 3,785 from county white high schools in 1930. Of the white girl graduates from county high schools, 11.9 per cent entered the Towson, Frostburg and Salisbury Normal Schools. These normal schools had an enrollment in the fall of 1930 of 972 students. This enrollment includes 298 from Baltimore City at Towson.

Not quite one-half of the high school graduates of 1929 continued their education beyond high school in colleges, universities, normal schools, hospitals, commercial schools, etc., in 1929-30.

Towson, Frostburg and Salisbury Normal Schools gave diplomas in 1930 to 404 young men and women, of whom 133 were from Baltimore City. Of the county normal school graduates, 54 per cent went out to teach in one and two-teacher schools in the fall of 1930. Over two-thirds of the county graduates returned to teach in their home counties. In October, 1930, 95 per cent of the white elementary teachers held first grade certificates, 4 per cent second grade certificates, and only 1 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, 1930, there was at least one supervising or helping teacher in every county in Maryland. This is the ninth 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.)
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.

* Includes eighth grade promotions in junior high schools.