

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. All teachers, whether beginners or those of experience and superior merit, are receiving helpful supervisory visits in their classroom and are participating in professional group meetings conducted by the county supervisors.
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 is the result of an increasing number of visits to the schools by parents, the organization of active parent-teacher associations, and talks made by the supervisors before men's and women's clubs. In addition a large number of visitors from other States come to Maryland for the purpose of studying teaching and supervision.

In the fall of 1930 there were forty-nine supervising or helping teachers employed for the 2,996 white elementary teachers scattered over the 9,859 square miles in the Maryland counties, an average of 61 teachers for each supervising or helping teacher. The large progressive school systems of Cleveland and Detroit have a supervising principal for each group of 25 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 1930 of educating a pupil in the schools of the twenty-three counties was \$55. Graded schools having three or more teachers with better trained teachers, more equipment, and expenditures for transportation cost less per pupil than rural schools having one or two teachers chiefly because the classes were larger. Transportation was provided at public expense for 22,749 pupils at a cost of \$603,148.

Over 48 per cent of the white county schools, and 71 per cent of the colored schools in the counties reported that they had parent-teacher associations organized in 1930.

Maryland's school system is frequently visited and studied by other states and counties because of its plan for effective administration and supervision in a county unit system, and because of its plan of distributing school funds on the basis of need through its Equalization Fund.

Board of Education—Baltimore City.

- The public school system of Baltimore is separate and distinct from the school system of the State, is controlled by a board of nine members appointed by the Mayor of Baltimore, and not under the jurisdiction of the State Board of Education.

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