

During the school year ending in June, 1931, there was at least one supervising or helping teacher in every county in Maryland. This is the tenth year that this satisfactory situation has existed. The State pays two-thirds of the salaries according to the minimum schedule 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.
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 classrooms 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 1931 there were 51 supervising or helping teachers employed for the 3,049 white elementary teachers scattered over the 9,870 square miles in the Maryland 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 25 professionally trained teachers, localized in a single building. In Connecticut each supervisory agent has from 30 to 40 teachers under his supervision.