

Towson, Frostburg and Salisbury Normal Schools gave diplomas in 1934 to 296 young men and women, of whom 111 were from Baltimore City. These graduates were the first ones to complete the three-year course inaugurated in September, 1931. Beginning in September, 1934, a four-year course has been offered to county students. The names of the normal schools offering four-year courses were changed to teachers' colleges as a result of legislation in 1935. Of the 1934 county normal school graduates, over 68 per cent. received teaching positions for 1934-35. Nearly 54 per cent. of the county graduates returned to teach in their home counties. In October, 1934, 98 per cent. of the white elementary teachers and principals held elementary principals' advanced first or first-grade certificates, 1 per cent. second-grade certificates, and only 1 per cent third grade certificates.† In the financially poorer counties, which could not carry the minimum requirements of the State program on a county school current expenses tax rate of 67 cents plus other forms of State aid, the State provided the additional amount necessary through an Equalization Fund from 1923 to 1933. Through legislation in 1933, the 67-cent county school current expense tax rate required of counties sharing in the Equalization Fund was reduced to 47 cents beginning with the school year 1933-34.

During the school year ending in June, 1935, there was at least one supervising or helping teacher in every county in Maryland. This is the thirteenth 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.

The improvement of instruction through supervision is accomplished by organizing the content of the curriculum into definite units of instruction in the various subjects; by setting up specific goals of accomplishment for each grade in the various subjects; by giving standardized tests in the "three R's" to check on the accomplishment of goals and to plan appropriate remedial teaching for deficiencies revealed; by analyzing with teachers the achievements to secure more suitable classification and to provide adequate guidance for individual pupils who vary markedly from the average; by constantly urging the improvement of physical and hygienic conditions in the schools; by stimulating teachers to do the best work of which they are capable through visits to the classroom followed by helpful conferences and through participation in professional group meetings of teachers conducted by the supervisor; by breaking down the isolation of teachers in rural schools and giving adequate educational opportunity to country children; by building up new content and methods with older experienced teachers who may be inclined to fall into a dull routine; by utilizing the strength of superior teachers for the benefit of the entire group through demonstration lessons; and by helping the public and parents to understand more clearly what the schools are trying to accomplish for their children.

In the fall of 1934 there were 45 supervising or helping teachers employed for the 2,741 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. Since there are very few non-teaching principals in the Maryland county schools, the counties are

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†First grade certificates represented normal school graduation or the equivalent; second grade certificates in 1920 represented high school graduation; and third grade certificates represented less than high school graduation; those holding regular second and third grade certificates were required to have a maximum of six weeks' professional preparation for teaching.