

Approximately 27 per cent of the white county high-school graduates of 1935 continued their education beyond high school in 1935-36 in colleges, universities, hospitals, commercial schools, and other institutions.

Towson, Frostburg and Salisbury Teachers Colleges offer a four-year course to white county students preparing to teach in the elementary schools, while at Towson a three-year course is taken by the Baltimore City students. Through the training of the teachers colleges, which until 1935 were normal schools, it has been possible to fill over 98 per cent of the positions in county elementary schools with teachers who have had professional training. The financially poorer counties have been able to finance the higher salaries for these trained teachers through aid from the State Equalization Fund. Any county which could not carry the minimum requirements of the State program on a county school current expense tax rate of 67 cents plus other forms of State aid received the additional amount necessary through the State Equalization Fund from 1923 to 1933. As a result of 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, 1937, there was at least one supervising or helping teacher in every county in Maryland. This is the fifteenth 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 1937 there were 47 supervising or helping teachers employed for the 2,944 white elementary teachers scattered over the 9,870 square miles in the Maryland counties, an average of 63 teachers for each supervising or helping teacher. Since there are very few non-teaching principals in the Maryland county schools, the counties are helping teachers to improve instruction with a relatively small corps of supervisory officials.

The average current expense cost in 1936 of educating a pupil in the schools of the twenty-three counties was \$53.71. Graded schools having three or more teachers, with better trained teachers, more