

over 1,050 students, which included 318 enrolled from Baltimore City at Towson.

Nearly 32 per cent of the white county high school graduates of 1937 continued their education beyond high schools in 1937-38 in colleges, universities, hospitals, commercial schools, and other institutions.

Towson, Frostburg, Salisbury, and Bowie Teachers Colleges offer a four-year course to students preparing to teach in the elementary schools. Through the training of the teachers colleges, which until 1935 were normal schools, it has been possible to fill 98 per cent of the positions in county elementary schools with teachers who have had from two to four years of 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 the Equalization Fund was reduced to 47 cents during the period from 1934 to 1939. In accordance with the legislation of 1939 enacted to take care of the requirements of the new minimum salary schedule for teachers, the county tax rate required for participation in the Equalization Fund will be 51 cents for 1940.

During the school year ending in June, 1939, there was at least one supervising or helping teacher in every county in Maryland. This is the seventeenth 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 1939 there were 49 county supervising or helping teachers employed for the 2,920 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,