

### Work of the State Department of Education.

The twenty-three counties of the State in 1922-23 enrolled in school 153,000 children in nearly 2,300 schools in charge of nearly 4,500 teachers. Over 15,300 of these pupils were in the 148 high schools distributed over the State. In the same year, the counties expended on schools approximately \$6,000,000 for current expenses and \$1,500,000 for capital outlay. Of the former amount over \$2,000,000 was received from the State of Maryland. Baltimore City received \$1,000,000 from the State School Funds.

The State public school budgets for 1925, 1926 and 1927, totalling \$3,694,745, \$3,812,600 and \$3,896,681 insure continued progress in carrying forward the policies established by the Legislature of 1922. State Aid for High Schools, the Equalization Fund, and provision for a new Eastern Shore Normal School at Salisbury are the only items with increases of more than \$10,000.

High school enrollment and attendance in the counties are increasing by approximately 20 per cent a year, necessitating some additions to the teaching staff. The larger amount of State aid provided annually merely takes care of this necessary and normal increase required by greater enrollment.

The normal schools have an enrollment for 1923-24 of more than 700. Towson and Frostburg gave diplomas to 300 young men and women in 1923, practically all of whom became members of the county teaching staffs for 1923-24. They replaced teachers in many counties holding third grade provisional certificates. In the financially poorer counties which can not carry the minimum requirements of the State program on a county school tax rate of 67 cents, the State provides the additional amount necessary through an Equalization Fund. This Fund will grow until all county teaching positions are filled by professionally trained men and women.

For the first time during the school year ending in June, 1923, there was at least one supervising or helping teacher in every county in Maryland. Supervision or improving instruction is accomplishing the following results in the elementary schools:

1. There is organization of what to teach where formerly there was chaos.
2. Higher standards of teaching have been set up and maintained in place of the low standards which formerly prevailed.
3. Definite standards for the progress of children are held up and reached where formerly there was no guide.
4. The gradual elimination of the excessive number of over-age pupils is being brought about since the advent of supervision.
5. Physical conditions in the schools are much improved by reason of the supervisor's insistence.
6. Teachers, from poorly prepared beginners to those of experience and superior merit, are benefited by supervisory assistance.
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.

In 1923 there were twenty-three superintendents and thirty-nine supervising or helping teachers employed for the 3,038 white elementary teachers scattered over the 9,859 square miles in the counties, an average