



10-1923

Bulletin, series nineteen, number three, October (1923)

Moorhead State Teachers College

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Moorhead State Teachers College, "Bulletin, series nineteen, number three, October (1923)" (1923). *The Bulletin (Newsletter/Journal)*. 25.

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BULLETIN
of the
Moorhead State Teachers
College

CONTINUATION OF THE PROFESSIONAL GROWTH
OF TEACHERS IN SERVICE

SECTION ONE

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Moorhead, Minnesota

PUBLISHED QUARTERLY

Series Nineteen October, 1923 Number Three

Entered at the Post Office at Moorhead, Minnesota,
as Second Class Matter

INTRODUCTION

Education maintained at public expense and designed to develop an intelligent citizenry is of comparatively recent development. It is a sequel to the establishment of democratic government and universal suffrage. With the establishment of public schools came the recognized need for teachers. Gradually the public has demanded more and more of its teachers. In meeting this demand through technical training and carefully guided experience the teacher's work has become specialized and professionalized. During the past decade the work of teaching has emerged from an uncertain status and is recognized as a profession. Standards and requirements have been established for those who would enter the profession.

It is essential, however, that not only should there be requirements for the initial preparation and training of teachers but perhaps more important that those in the service should continue to grow and develop professionally. Without growth and progress there is stagnation and retrogression. It is, therefore, vital that teachers in the service continue to study technical problems of education and attempt to relate themselves and their work to the lives of the people and the needs of humanity.

This study is offered as a contribution to the important problem of training teachers in service. The material has been prepared in two bulletins of which this is Section One. Doctor Whitney has brought to the preparation of these bulletins the results of several years of experience in the administration of public schools and in the training departments of teachers' colleges. The material is published by the Moorhead State Teachers College in conformity with the policy of the institution to accept responsibility for the training in service of teachers, especially its own graduates.

R. B. MAC LEAN, President.

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SECTION ONE

WHAT IS THE PUBLIC SCHOOL DOING TO CAUSE TEACHERS TO CONTINUE TO GROW PROFESSIONALLY WHILE IN SERVICE?

Is the Teachers' College Graduate a Finished Product?

What is a normal school or state teachers' college graduate? For the purpose of this bulletin, the most usual answer would be, "A young woman without much experience in teaching outside of that in the training school, except perhaps that gained from a term or two in a one-room rural situation." But the teacher is more than her training and her previous experience, and if these be identical then the background of differences in original nature will cause young teachers to exhibit many differences of teaching ability when they first begin to teach under contract. To many who have made the training and development of teachers their life problem, this seems to be perfectly clear, and it is with the purpose of determining attitudes in general in this important matter that this investigation was undertaken. Are the differences of teaching ability always existing among the graduates of teacher training institutions recognized in any definite, concrete manner by the "home" school and by the local school system?

Is a "teacher" a teacher in the minds of training school faculty and of managers of local systems? In the early days of the writer's experience, this case came to his notice. A young woman, a student who should never have been matriculated, was graduating from a state normal school. Her deficiency was generally admitted by the faculty of the school, but the matter was disregarded by those in authority until May of the last year, and then in the opinion of authority it was too late for elimination. She was suffering from almost all serious disabilities except immorality. Her mentality was dull and slow. She was slightly deaf. She had an impediment in her speech accentuated by the condition of her teeth. Her eyes squinted slightly, and strong glasses hardly made it possible for her to read blackboard writing. She was not prepossessing or attractive. She did not know how to dress and was rather careless about her personal appearance in general. Shortly before graduation a superintendent in a system of eight teachers near the normal school visited the school and hired this teacher for work the coming school year. The faculty breathed a sigh of relief, and in that expiration one finds the attitude of the school. A "teacher" was a teacher to them. When she was graduated and placed, their responsibility ended. They had no contact with this young woman and heard nothing from her directly after her diploma had been granted her. But about holiday time of the following school year, a long letter came from her superintendent to the president. It was in a very happy tone, and was full of fulsome

praise of Miss Blank and of the instructors who had trained her. She was his best teacher. Everybody thought so, including all the school constituency. Evidently, in this local system a "teacher" was a teacher, also.

It is difficult to say in which of the two situations involved above one finds the most serious problem. The writer is inclined to think that it is in the local system. The normal school is subject to the infiltration of new attitudes and ideas coming with faculty changes. It is under more or less effective state supervision. The facts in the above case are that at the present time, a number of years since the above incident occurred, this normal school has definitely changed its attitude toward its graduates. They are no longer regarded as a finished product. It is admitted that there are differences of teaching attitudes and technic, and under the handicap of meager state appropriations the school is undertaking what extension activities it can with the purpose of following its graduates into their first field of endeavor under contract and insuring a continuation of improvement in teaching ability. But the small town where Miss Blank still teaches is unchanged. She is still their criterion for teacher excellence, the yardstick with which they measure all teachers as they come and go.

The only hope (educationally) for this town lies in the nearby normal school. Let us suppose that a sufficient supply of state money makes it possible for the school to carry its extramural activities there. Two vacancies are reported for the coming year. An especial effort is made to fill these with the most competent members of the graduating class. The superintendent, now another young man with more promise professionally, is persuaded to attend the summer session at the normal school, and he in turn persuades the five teachers who are to be with him next year to come also. They are brought into contact with the newest and best facets of modern educational thought. The eight of them have frequent social meetings during the summer and become well acquainted. When the year begins in September, representatives are sent to the town during the first two months to help with a public program and to address a newly organized parent-teacher association. With the beginning of Saturday classes at the normal school, the superintendent's car and good train service make it possible for the faculty of eight to enrol. The better technic used by the two most competent teachers are featured in public programs, on visiting days, and during formal exhibits. An educational renaissance is in progress in the little school system. The initiative and efficiency of the nearby normal school is helping to raise it out of its years-old rut of indifferent self-sufficiency. A new light is seen, and the public school begins to move toward it.

What are local public school systems doing for teacher improvement?

It is important to know what attitude teacher training institutions and local systems have toward the new normal school or

TABLE I. Methods of judging the teaching ability of teachers in the public school systems of communities of under 5,000 population—(1) Number of teachers, (2) No plan reported, (3) Curtis Detroit method, (4) Institute for Public Service card, (5) Standard achievement tests equated with intelligence, (6) "Standard tests," (7) Superintendent's subject tests of pupils, (8) Principal's judgment, (9) Teacher's work in special subjects as judged by special supervisors, (10) By "supervision," (11) "Results," "Pupil progress," (12) By "Visitation of superior officers," (13) In personal conference, (14) In faculty conference, (15) "Interest aroused" among pupils, (16) "Comparison with other teachers," (17) "Methods" used, (18) Examination of "Daily plan book," (19) Adequate preparation of pupils in previous grade as judged by present teacher, (20) "Rating card," (21) By county superintendent, (22) By the use of Class Diagnostic Charts

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	
1. Spur, Minn.....																							
2. Oak Mound, Minn.....																							
3. Gemmill, Minn.....					X							X											
4. Bejou, Minn.....				X																			
5. Federal Dam, Minn.....				X																			
6. Nielsville, Minn.....				X																			
7. Doran, Minn.....				X																			
8. Bronson, Minn.....										X	X	X	X										
9. Greenbush, Minn.....										X	X	X	X										
10. Backus, Minn.....																							
11. Spooner, Minn.....																							
12. Eagle Bend, Minn.....																							
13. Riverton, Minn.....																							
14. Henning, Minn.....																							
15. Henderson, Minn.....																							
16. Badger, Minn.....																							
17. Red Lake Falls, Minn.....																							
18. Roseau, Minn.....																							
19. Fertile, Minn.....																							
20. Mahanomen, Minn.....																							
21. Long Prairie, Minn.....																							
22. Littleton, Colo.....																							
23. Breckenridge, Minn.....																							
24. Staples, Minn.....																							
25. St. Louis Park, Minn.....																							
26. Mandan, N. D.....																							
27. Waupun, Wis.....																							
28. Williston, N. D.....																							
29. Detroit, Minn.....																							
30. Thief River Falls, Minn.....																							
31. Gilbert, Minn.....																							
TOTAL.....	6	3	1	4	4	1	1	1	1	1	7	15	6	1	2	1	1	1	1	1	2	1	1
PER CENT.....	18	8		12	12						22	45	18										

1. These "charts" aim to help in the analysis of content, methods, and results in the presentation of the school subjects. They were prepared by I. Danvers, College of Education, University of Minnesota.

teachers' college graduates and what they are actually doing, if anything, to insure a continuation of their growth in teaching ability. That determined, it will be more possible to formulate programs for co-operation in after-graduation activities on the part of the teacher training school and the local system.

First, the public school system is investigated, and in order to get a more inclusive idea of attitudes and technic there in the matter under consideration, the continuation of the professional growth of public school teachers coming from state teacher training institutions, data was gathered, in reply to the following inquiry from over one hundred superintendents of schools in representative systems of all sizes.

Dear Superintendent:

Would you be willing to write telling us in detail what plan you have for training your teachers for improvement while they are in service?

- (1) How do you determine the teaching skill of each teacher?
- (2) How do you motivate growth efforts in the teaching corps and with individuals?
- (3) What definite organization have you in your system for the training of the members of your teaching corps?

If you have anything printed descriptive of your attitude and methods in this important matter, we would be very grateful to have the opportunity of reading it. Or perhaps you can cite us to publications where such statements may be found.

The main question, "What plan you have for training your teachers for improvement while they are in service?", is briefly analyzed in the second paragraph. It was not the purpose to get categorical replies to the three questions, but the suggestions helped by increasing the range of specific information received. The material of the reports, however, is arranged in two groups of tables because of the importance of judgments of teaching success in teacher improvement and because of the fact that such a diversity of method in teacher rating developed as the returns were tabulated.

Methods of Teacher Rating Found Among Public Schools

Tables I and II give the details of the reports from thirty-one systems in communities under 5,000 population and from seventy larger systems. In the smaller schools, the most frequent items of technic in teacher rating, those found in eight percent and more of the systems, are as follows:

Technic of Teacher Rating in Smaller School Systems

1. Visitation by superior officer.....45 percent of the systems
2. Results; pupil progress.....22 percent of the systems
3. Personal conference.....18 percent of the systems
4. Standard achievement tests equated with intelligence12 percent of the systems
5. Standard tests.....12 percent of the systems
6. Courtis Detroit method..... 8 percent of the systems

In the larger systems, the most frequent items, those found in six percent and more of the schools, are as follows:

Technic of Teacher Rating in Larger School Systems

1. Visitation of superintendent or other superior officer	66 percent of the systems
2. Principal's judgment.....	60 percent of the systems
3. Teacher's work in special subjects judged by special supervisors.....	47 percent of the systems
4. Rating scheme for teaching skill.....	40 percent of the systems
5. Rating scheme for personal characteristics.....	31 percent of the systems
6. Rating scheme for professional improvement....	24 percent of the systems
7. Standard tests.....	16 percent of the systems
8. Personal conference.....	14 percent of the systems
9. Self-rating plan.....	6 percent of the systems
10. Results; pupil progress.....	6 percent of the systems

Certain contrasts are noticeable in these two groups of facts. Nearly one-fifth of the smaller systems do not use any plan at all for teacher rating, while but eight percent of the larger systems make a similar report. (See Tables I and II) But, among the smaller systems using any plan at all, twenty items of technic in teacher rating are reported, while among the larger systems sixteen items appear. However, among the twenty items in the former group, possibly five or six are of little value. But, on the other hand, a number of the superintendents here are using the most modern methods of judgment in teacher rating, such as (3) Courtis Detroit plan, (5) Standard achievement tests equated with intelligence, and (22) Class Diagnostic Charts. Evidently, these young men have returned from college or university bringing with them something which they believe will bear trial in their own schools.

The following items of technic are common to both larger and smaller school systems.

Technic of Teacher Rating Common to Systems of All Sizes

Item	Frequency in small systems	Frequency in large systems
1. Visitation by superior officer.....	45	66
2. Results; pupil progress.....	22	6
3. Personal conference.....	18	14
4. Standard tests.....	12	16

Here, it would seem that the small systems make a better showing, as the frequency of desirable methods is so much greater in item 2 and about on a par in item 4. But the characterizations are so indefinite with such evident overlapping of content that this is not sure.

Where the large systems reported rating schemes of their own devising and it was possible to do so, they were grouped as taking account (a) of teaching skill, (b) of personal characteristics, and (c) of professional improvement. It is noted that frequencies here are 40 percent, 31 percent, and 24 percent respectively. It is interesting to note that McMurray's subjective standards are used in two systems.

TABLE II. Methods of judging the teaching ability of teachers in the public school systems of communities of more than 5,000 population—(1) Approximate population, (2) No plan reported, (3) Principal's judgment, (4) Teacher's work in special subjects as judged by special supervisor, (5) Visitation by superintendent or other superior officer, (6) Rating scheme, Personal characteristics, (7) Rating Scheme, Teaching skill, (8) Rating Scheme, Professional improvement, (9) "Standard tests," (10) Standard achievement tests equated with intelligence, (11) Self-rating plan, (12) "Results," Pupil progress," (13) Superintendent's subject tests of pupils, (14) Personal conference, (15) "Interest aroused" among pupils, (16) McMurray's standards, (17) Adequate preparation in previous grade as judged by present teacher, (18) "Teaching service memorandum" of professional improvement

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
1. Stoughton, Wis.....	5,000	x	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
2. Lead, S. D.....	5,000	--	--	--	x	--	--	--	--	--	--	--	--	x	--	--	--	--
3. Fredonia, N. Y.....	6,000	x	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
4. Jamestown, N. D.....	6,600	--	--	--	--	x	x	--	x	--	--	--	--	--	x	--	--	--
5. Winnetka, Ill.....	6,700	--	--	--	x	--	--	--	--	x	--	--	--	--	--	--	--	--
6. Crookston, Minn.....	7,000	--	--	x	x	--	--	--	--	--	--	--	x	--	--	--	--	--
7. Fergus Falls, Minn.....	7,600	--	--	--	x	--	--	--	--	--	--	--	x	--	--	--	--	--
8. Minot, N. D.....	10,000	x	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
9. Trinidad, Colo.....	11,000	--	x	x	x	x	x	--	x	--	--	--	--	--	--	--	--	--
10. Greeley, Colo.....	11,000	--	x	x	x	--	--	--	x	--	--	--	--	--	x	--	x	--
11. Helena, Mont.....	12,000	--	x	x	x	--	--	--	--	--	--	x	--	x	--	--	--	--
12. Missoula, Mont.....	13,000	x	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
13. Grand Island, Neb.....	14,000	--	x	x	x	x	(1)	x	--	--	--	--	--	--	--	--	--	--
14. Cleveland Heights, Ohio.....	15,000	--	x	x	x	--	--	--	--	--	--	--	--	x	--	--	--	--
15. Walla Walla, Wash.....	15,500	--	x	x	x	x	x	x	--	--	--	--	--	x	--	--	--	--
16. Jacksonville, Ill.....	16,000	--	x	x	x	--	--	--	x	--	--	--	--	--	--	--	--	--
17. Mason City, Iowa.....	20,000	--	x	x	x	--	--	--	--	x	--	x	--	x	--	--	--	--
18. Leominster, Mass.....	20,000	--	--	--	--	--	--	--	--	x	--	--	--	--	--	--	--	--
19. Appleton, Wis.....	20,000	--	x	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
20. Chicago Heights, Ill.....	20,000	--	x	x	x	--	--	--	--	--	--	--	--	--	--	--	--	--
21. Ann Arbor, Mich.....	20,000	--	--	--	x	--	--	--	--	--	--	--	--	--	--	--	--	--
22. Fargo, N. D.....	22,000	--	x	--	x	--	--	--	x	--	--	--	--	x	--	--	--	--
23. Fon du Lac, Wis.....	23,000	--	x	--	x	x	x	--	--	--	x	--	--	--	--	--	--	--
24. Great Falls, Mont.....	24,000	--	x	--	x	--	--	--	x	--	--	x	--	--	--	--	--	--
25. Bloomington, Ill.....	29,000	--	--	--	--	--	--	x	--	--	--	--	--	--	--	--	--	--
26. Rock Island, Ill.....	35,000	--	x	x	x	--	--	--	--	--	--	--	--	--	--	--	--	--
27. Muskegon, Mich.....	37,000	--	x	x	--	--	x	--	--	--	--	--	--	--	--	--	--	--
28. Evanston, Ill., Dist. 76.....	37,000	--	--	--	x	--	--	--	--	--	--	--	--	--	--	--	--	--
29. Evanston, Ill., Dist. 75.....	37,000	--	--	--	x	--	--	--	--	--	--	--	--	--	--	--	--	--
30. Joliet, Ill.....	38,000	--	x	--	x	--	--	--	x	--	--	--	--	--	--	--	--	--
31. San Jose, Cal.....	40,000	--	x	--	--	--	--	--	x	--	--	--	--	--	--	--	--	--
32. Oak Park, Ill.....	40,000	--	x	x	x	x	x	--	--	--	--	--	--	--	--	--	--	--
33. Superior, Wis.....	40,000	--	x	x	x	--	x	--	--	--	--	--	--	--	--	--	--	--
34. Butte, Mont.....	42,000	--	--	--	x	--	--	--	x	--	--	--	--	--	--	x	--	--
35. Pueblo, Colo.....	43,000	--	--	--	x	--	x	x	--	--	--	--	--	--	--	--	--	--
36. Cicero, Ill.....	45,000	--	x	x	x	x	x	x	--	--	--	--	--	--	--	--	--	--
37. Fresno, Cal.....	45,000	--	--	--	x	x	x	x	--	--	--	--	--	--	--	--	--	--
38. Newton, Mass.....	46,000	--	x	x	x	--	--	--	--	--	--	--	--	x	--	--	--	--
39. Kalamazoo, Mich.....	48,000	--	x	--	x	x	x	--	--	x	x	--	--	--	--	--	--	--
40. Gary, Ind.....	55,000	--	--	--	x	x	x	x	--	--	--	--	--	--	--	--	--	--
41. Berkeley, Cal.....	56,000	--	x	--	x	--	--	--	--	x	--	--	--	x	--	--	--	--
42. Lansing, Mich.....	57,000	--	x	x	x	x	x	--	--	x	--	--	--	--	--	--	--	--
43. Chester, Pa.....	58,000	--	x	x	x	x	x	--	--	--	--	--	--	--	--	--	--	--
44. Racine, Wis.....	59,000	--	x	--	x	--	--	x	x	--	--	--	--	--	--	--	--	--
45. Sacramento, Cal.....	66,000	--	x	--	x	--	--	x	--	--	--	--	--	--	--	--	--	--
46. South Bend, Ind.....	71,000	--	x	--	x	x	x	--	--	--	--	--	--	--	--	--	--	--
47. Tulsa, Okla.....	72,000	--	x	x	x	x	x	--	--	--	--	--	--	--	--	--	--	--
48. Erie, Pa.....	93,000	--	x	x	x	--	--	--	x	--	--	--	--	--	--	--	--	--
49. Duluth, Minn.....	100,000	--	x	--	x	x	x	--	--	--	--	--	--	--	--	--	--	--
50. Kansas City, Kan.....	101,000	--	x	x	--	--	--	--	--	x	--	--	--	--	--	--	--	--
51. Spokane, Wash.....	104,000	--	--	--	--	--	--	x	--	--	--	--	--	--	--	--	--	--
52. Wilmington, Dela.....	110,000	--	x	x	--	--	--	--	--	--	--	--	--	--	--	--	--	--
53. Trenton, N. J.....	119,000	--	x	x	--	x	x	--	--	--	--	--	--	--	--	--	--	--
54. Grand Rapids, Mich.....	138,000	--	x	x	--	--	x	--	--	--	--	--	--	--	--	--	--	--
55. Bridgeport, Conn.....	144,000	x	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
56. Dayton, Ohio.....	153,000	--	x	x	--	x	x	--	--	--	--	--	--	--	--	--	--	--
57. New Haven, Conn.....	163,000	--	x	x	x	--	--	--	x	--	--	--	--	--	--	--	--	--
58. Providence, R. I.....	238,000	--	--	x	x	--	--	--	--	--	--	--	--	x	--	--	--	--
59. Denver, Colo.....	258,000	--	--	--	--	--	--	--	--	--	--	--	--	--	--	x	--	--
60. Portland, Ore.....	258,000	--	x	x	x	--	--	--	--	--	--	--	--	--	--	--	--	x
61. Indianapolis, Ind.....	314,000	--	--	--	--	x	x	--	--	--	x	--	--	x	--	--	--	--
62. Newark, N. J.....	415,000	--	x	x	--	x	x	x	--	--	--	--	--	--	--	--	--	--
63. Washington, D. C.....	438,000	--	x	x	x	x	x	x	--	--	--	--	--	--	--	--	--	--
64. Milwaukee, Wis.....	457,000	--	x	--	x	--	x	--	--	--	--	--	--	--	--	--	--	--
65. Buffalo, N. Y.....	507,000	--	--	--	x	--	--	x	--	--	--	--	--	--	--	--	--	--
66. Baltimore, Md.....	734,000	--	x	x	x	x	x	x	--	x	--	--	--	--	--	--	--	--
67. St. Louis, Mo.....	773,000	--	--	--	--	--	--	x	--	--	--	--	--	--	--	--	--	--
68. Cleveland, Ohio.....	797,000	--	x	x	x	x	x	x	--	--	--	--	--	--	--	--	--	--
69. Detroit, Mich.....	994,000	--	x	x	--	x	x	x	--	--	--	--	--	--	--	--	--	--
70. Philadelphia, Pa.....	1,824,000	x	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
TOTAL.....		6	43	33	46	22	28	17	11	7	4	4	1	10	2	2	1	1
PER CENT.....		8	60	47	66	31	40	24	16	10	6	6	--	14	--	--	--	--

(1) Score card suggested in Burton, W. H., Supervision and the improvement of teaching, 1922.

Rank Order of Items of Technic of Teacher Rating

It is evident that the methods of measuring teaching skill used in these one hundred public schools are of different value. What is their rank order, and does this correlate with their frequency? It would be unprofitable to attempt a minute ranking of each item of technic found among the systems. If we can successfully say which are better and which are not so good, it will be well. The basis of judgment must, of course, be objectivity. The arrangement below will indicate such a two-rank listing.

Two-fold Rank Order of Technic in Judgments of Teaching Ability, on the Basis of Objectivity

1. Better Methods
 - Standard achievement tests equated with intelligence
 - Results; pupil progress; standard tests
 - Courtis Detroit method
 - Class Diagnostic Chart; methods used; examination of daily plan book; results; pupil progress; standard tests; supervision
 - Rating scheme for teaching skill
 - Rating scheme for professional improvement; "Teaching service memorandum" of professional improvement
 - McMurray's subject standards
2. Poorer Methods
 - Rating scheme for personal characteristics; Institute for Public Service plan; rating card
 - Self-rating plan
 - Personal conference
 - Principal's judgment; teacher's work in special subjects judged by special supervisors; county superintendent's judgment
 - Visitation by superior officer
 - Adequate previous preparation of pupils checked by present teacher; superintendent's subject tests of pupils
 - Interest aroused among pupils

It is quite apparent that this order of value does not correspond with practice in the one hundred systems examined. Only three or four of the six and ten most frequent items appear in the "better" list above. Traditional "visitation" seems still to be the favorite method of checking teaching ability in systems of all sizes. But it will be noticed that the smaller schools make the better showing, for outside of "visitation" and "personal conference" all other most frequent methods appear in the "better" list above. It should give the thoughtful educator pause to find that, so far as this brief investigation goes, in one-half of our school systems the technic of our essential activity, that of classroom teaching, is still a matter of subjective checking by administrators and other "superior" officers, many of whom have been out of touch with the details of classroom problems for years. Experience in other realms of human activity should be suggestive here. Progress there, refinement of method and improvement of product, has invariably followed a definition of ultimate objectives and the devising and adoption of better tools for the measurement of proximate progress. Until we discover and analyze our real end goal in teaching and have made instruments which will reveal levels of teaching ability attained, we must not expect the best things from American education.

A Good Present Method of Measuring Teaching Ability

We are interested, of course, in the best method of teacher rating found in any system investigated. Very probably it will be agreed that the best measure of the efficiency of a teacher yet conceived is found in the progress of her pupils, as her function in its last analysis consists in guiding desirable changes in human nature. But these changes must be equated with native capacity and must be expressed in relative, not absolute, terms. If we have some way, then, of determining the original nature of the pupil, and taking account of this can express his achievement in terms of his progress while under a teacher's tuition, we have a fair measure of her teaching ability. Such a method of judging teaching success is indicated in the first two of the "better" items above. Any inexperienced superintendent of schools reading this report will profit by an investigation of the proposals recently made for an accounting of pupil activity such as this.¹ The intelligence quotient², the accomplishment or achievement quotient³, and the educational quotient⁴ have been devised which tell what pupils are doing in terms of what they are able to do. They are at the same time character measures and school marks, possibly the best and most scientific yet devised^{5 6}. A simple illustration of what beginning might be made in a small school with such a measure, there called the achievement ratio, is furnished in the Rustad survey⁷. If superintendents will decide to report pupil progress to parents in terms of such a ratio, they will find that it will meet with favor, as the first inquiry of every parent is, "Is my boy doing as well as he can?" Care must be used at first to have the measure of progress understood. The intelligence score is, of course, a private matter and will often conflict with parental opinion, for it is natural for the parent to rank his child in the genius or near-genius class. Here will be opportunity for an exercise of tact, but when well understood the achievement quotient will be found to be more acceptable than the usual "mark".

Will Teacher Rating Result in Teacher Improvement?

Finally, is the assumption of the preceding section correct that teacher rating may result in teacher improvement? The obvious answer is that after all teacher nature is human nature, and the laws and conditions of learning are the same everywhere. There

TABLE III. Principal methods of securing the growth of teachers in public school systems of under 5,000 population— (1) Number of teachers, (2) No plan reported, (3) Visitation by superior officer, (4) Personal conference, (5) "Regular general teachers' meeting," (6) Group conferences on specific problems, (7) Demonstration teaching by other teachers, (8) Demonstration teaching by superintendent or supervisor, (9) Visiting other teachers (a) in the system or (b) outside, (10) "Measuring the results of teaching" with remedial suggestions, (11) Additional salary for merit, (12) Supervisory bulletins, (13) Reading educational literature, (14) "Check up method" of teacher, (15) Curriculum making, (16) Assignment to special educational projects, (17) Suggesting or requiring enrolment in extension or correspondence courses, (18) Local evening school courses, (19) Attendance at county or state teachers' associations, (20) State reading circle, (21) Appeals to group emulation, (22) All teachers and pupils meet with superintendent, (23) Informal teachers' club, (24) "Complimenting good results," "Getting ideas from them"

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	
1. Spur, Minn.....																									
2. Oak Mound, Minn.....																									
3. Oak Mound, Minn.....																									
4. Bejon, Minn.....																									
5. Federal Dam, Minn.....																									
6. Nielsville, Minn.....																									
7. Doran, Minn.....																									
8. Bronson, Minn.....																									
9. Greenbush, Minn.....																									
10. Backus, Minn.....																									
11. Spooner, Minn.....																									
12. Riverton, Minn.....																									
13. Bagle Bend, Minn.....																									
14. Henning, Minn.....																									
15. Henderson, Minn.....																									
16. Badger, Minn.....																									
17. Red Lake Falls, Minn.....																									
18. Roseau, Minn.....																									
19. Fertile, Minn.....																									
20. Mahanomen, Minn.....																									
21. Long Prairie, Minn.....																									
22. Littleton, Colo.....																									
23. Breckenridge, Minn.....																									
24. Staples, Minn.....																									
25. St. Louis Park, Minn.....																									
26. Mandan, N. D.....																									
27. Waupun, Wis.....																									
28. Williston, N. D.....																									
29. Detroit, Minn.....																									
30. Crookston, Minn.....																									
31. Thief River Falls, Minn.....																									
32. Stillwater, Minn.....																									
33. Fergus Falls, Minn.....																									
34. Gilbert, Minn.....																									
TOTAL.....	2	18	20	18	15	5	5	5	7	5	3	5	19	5	4	5	4	1	4	1	4	1	2	1	2

1. McCall, W. A., How to measure in education, 1922
 2. Dickson, V. E., Mental tests and the classroom teacher, 1922
 3. Franzen, J., The accomplishment quotient, Teachers College Record, November, 1920
 4. Haggerty, M. E., Rural school survey of New York State: Educational achievement, 1922
 5. Downey, J., Will temperament and its testing, 1923
 6. Terman, L. M., The educational achievement of gifted children, Twenty-third Yearbook of the National Society for the Study of Education, Part I, Chapter IX, p. 161 ff., 1924
 7. Wright, E. E. and Whitney, F. L., A survey of the Rustad consolidated school: A report of the study of a typical school situation in the Red River Valley, Moorhead State Teachers College Bulletin, Series Nineteen, Number Two, July, 1923.

must first of all be a difficulty analysis to discover the learning curriculum. This is really the first checking progress, and further checkings in terms of progressive standards motivate learning efforts toward an ultimate objective. If we have, then, tools for the measurement of teaching success refined to any reasonable degree of efficiency, they may well be used for the analysis of teaching difficulties and for the determination of progress on the road of learning toward the end goal of effort, activity as a master teacher.

Other Methods of Securing the Growth of Teachers in Service

The letter of inquiry mailed to superintendents of representative public school systems asked for a report of attitudes and methods in motivating the growth efforts of teachers and for a statement of definite plans used in the training of teachers in service. The following tables give detailed reports from the one hundred schools replying. The data are given in two groups as above. Table III deals with systems in communities of under 5,000 population and Table IV with larger systems of increasing size up to that of Philadelphia in a community of nearly two million people. Twenty-five and twenty-six items of technic respectively are found among the two groups of systems reporting. The increasing frequency of checks on the tables seem to show that systems pay more attention to teacher improvement as they become larger, but these differences will appear in more detail below. Table IV is freely annotated so that it may be more useful, should any superintendent wish to get definite information about attitudes and practices in teacher improvement in other situations.

Frequency and Rank Order of Methods of Teacher Improvement in Service

Frequency is determined, as in the section on teacher rating, by the number of systems reporting any item of technic. The most frequent methods found among the smaller school systems, those in 6 percent or more of the cases, are as follows:

Methods of Motivating Growth Efforts of Teachers in Smaller School Systems

1. Personal conference.....	59	percent of the systems
2. Reading educational literature.....	56	percent of the systems
3. Visitation by superior officer.....	53	percent of the systems
4. Regular general teachers' meetings.....	53	percent of the systems
5. Group conferences on specific problems.....	44	percent of the systems
6. Visiting other teachers.....	21	percent of the systems
7. Demonstration teaching by other teachers, superintendent, or supervisors.....	14	percent of the systems
8. Supervisory bulletins.....	14	percent of the systems
9. Checking teaching methods.....	14	percent of the systems
10. Assignment to special educational projects.....	14	percent of the systems
11. Measurement of the results of teaching with remedial suggestions.....	14	percent of the systems
12. Curriculum making.....	12	percent of the systems
13. Enrolment in extension or correspondence courses.....	12	percent of the systems
14. Attendance at teachers' associations.....	12	percent of the systems
15. Additional salary for merit.....	8	percent of the systems
16. Appeals to group emulation.....	6	percent of the systems

It is interesting to note that over half of the superintendents reporting still believe that there is some magic connected with their visitation, personal conferences, and general teachers' meetings on Friday afternoons. But it is encouraging to find so very few using impassioned appeals to "esprit de corps," and so many requiring reading of educational literature, calling group conferences, stimulating teachers to visit and report, arranging for demonstration teaching and programs of standard measurement, and leading in curriculum construction. In many of these small systems, real educational leadership is evidently adopting definite objectives and advancing along the path of improvement at a rate possible in the social situation obtaining.

The most frequent methods reported from larger systems, those found in 7 percent and more of the schools, are as follows:

Methods of Motivating Growth Efforts of Teachers in the Larger School Systems

1. Pension or retirement plan.....	90	percent of the systems
2. Visitation by superior officer.....	62	percent of the systems
3. Personal conference.....	62	percent of the systems
4. Group conferences on specific problems.....	59	percent of the systems
5. Supervision by general or special supervisors....	56	percent of the systems
6. Additional salary for merit.....	52	percent of the systems
7. Enrolment in extension or correspondence courses	46	percent of the systems
8. Regular general teachers' meetings.....	27	percent of the systems
9. Reading professional literature.....	27	percent of the systems
10. Summer school attendance.....	24	percent of the systems
11. Curriculum making.....	20	percent of the systems
12. Measurements of result of teaching with remedial suggestions	18	percent of the systems
13. Teachers' club or council.....	14	percent of the systems
14. Attendance at teachers' associations.....	14	percent of the systems
15. Supervisory bulletins.....	13	percent of the systems
16. Lectures by educational leaders.....	13	percent of the systems
17. Demonstration by other teachers.....	10	percent of the systems
18. Demonstration by supervisors.....	10	percent of the systems
19. Administrative participation.....	8	percent of the systems
20. Visiting other teachers.....	8	percent of the systems
21. Appeals to group emulation.....	8	percent of the systems
22. Single salary schedule.....	7	percent of the systems

Reference to Table IV will show that the pension schemes checked there are in all but six cases state pension or retirement plans. An attempt is made on the table to distribute plans reported for determining salary on the basis of merit in accordance with methods of measuring teaching success. This was not very successful, but in perhaps 20 of the 52 percent of systems so reporting some form of score card was used, in seven a self-rating scale was handed to teachers, in seven judgments were frankly subjective, and in 16 rating was in terms of credits (local or university) gained in professional study.

It will have been noticed that only eight percent of the smaller systems are trying to relate the salary schedule to teaching merit, and in this respect the larger systems are distinctly in the lead. This is very probably an indication as to where improvement may

be expected. It is possible that in the typical small city the "superintendent" is simply the only male teacher and that one or two aggressive board members perform all necessary administrative and even supervisory duties. It is certain that, as one goes up the scale of improvement in a proper separation of business from professional functions, the board is found giving over to the superintendent last of all control of the purse strings of the district treasury. That improvement here correlates with size of system is indicated above so far as the salary schedule is concerned. Any superintendent should make it one of his first objectives to study and understand the finances of his system. He should read the finance sections of typical surveys and superintendents' reports^{8,9}, and as he returns to the university for advanced work he should ask for courses which will prepare him to become general manager of his school city, not simply the principal class-room teacher.

The following listing shows common items of technic found in all systems reporting.

**Methods of Motivating Growth Efforts of Teachers Common to Systems
of All Sizes**

Item	Frequency in small systems	Frequency in large systems
1. Personal conference.....	59	62
2. Reading educational literature.....	56	27
3. Visitation by superior officer.....	53	62
4. General regular teachers' meetings.....	53	27
5. Group conferences on specific problems.....	44	59
6. Visiting other teachers.....	21	8
7. Demonstration teaching.....	14	10
8. Supervisory bulletins.....	14	13
9. Measuring the results of teaching.....	14	13
10. Curriculum making.....	12	20
11. Enrolment in extension or correspondence courses..	12	46
12. Attendance at teachers' associations.....	12	14
13. Additional salary for merit.....	8	52
14. Appeals to group emulation.....	6	8

The frequencies above correlate very well except in five cases. The difference of practice in the matter of salary for merit has been mentioned in the preceding paragraph. Item 2 shows that a larger proportion of superintendents in smaller systems are requiring regular reading on the part of their teachers. Item 4 points to the fact that larger systems are giving up the traditional general teachers' meetings at regular intervals faster than are the smaller systems. This difference may not be so unfavorable to smaller systems as it seems, as many of the superintendents there report that these general meetings are highly professional as to activities carried on, the small size of the faculty making it possible for them to work as a committee of the whole. The next section will illustrate this situation. Item 6 reports more superintendents in small

8. Spaulding, F. E., Annual report of the school committee of the city of Newton, Massachusetts, 1908
9. Whitney, F. L., Report of the superintendent of schools of Huron, South Dakota, 1916-17

systems arranging visiting activities for the teachers. In the face of the returns this seems fine, but teacher visitation to be valuable must be very carefully managed, and it may be that the small system superintendent does not fully understand as yet just what his technic should be in this respect. The writer well remembers how complacent he felt in his first superintendency after having persuaded the board of education to give visiting days to the teachers, but how chagrin followed several of these visits, as he had not made detailed arrangements as to just what teachers should be called on nor had he insured capitalization of values received by requiring reports to the faculty upon return. And, in one case, the president of the board of education informed him that it was reported that a teacher who had been sent to Milwaukee to visit the public schools had used a major part of her time shopping! Item 2 gives the fifth discrepancy in frequencies, and here very probably opportunity operated in the matter of extension enrolment, as the larger city more often is near the state university or other center for higher professional work. However, one may suspect that there is a real difference in levels of professional attitude also. Possibly the typical small town teacher is younger, actuated by no long-time professional objectives, and very willing to let the small cistern of information and the tiny dynamo of skills brought from the teachers' college suffice for the year or two she intends to teach. Very often she is handling her first salary money, also, and unskilled spending leaves little for either extension or correspondence fees.

An attempt has been made below to group the reports coming from the one hundred systems on the basis of their value in the matter under consideration, that of a continuation of professional training which will help teachers to grow in teaching ability.

Rank Order of Methods of Motivating Growth Efforts of Teachers in Service

1. Better Methods
 - Demonstration teaching
 - Single salary schedule
 - Supervision
 - Assignment to special educational projects
 - Group conferences on specific problems
 - Measuring the results of teaching with remedial suggestions
 - Visiting other teachers
 - Administrative participation
 - Enrolment in extension or correspondence courses
 - Summer school attendance
 - Curriculum making
 - Supervisory bulletins
 - Additional salary for merit
 - Teachers' club or council
 - Lectures by educational leaders
 - Teacher rating plan
 - Pension or retirement plan
2. Poorer Methods
 - Attendance at teachers' associations
 - Reading educational literature
 - Personal conference

Checking the teachers' methods
 Visitation by superior officer
 Regular general teachers' meetings
 Appeals to group emulation

If the reader wishes to check the above grouping with his own judgment as to relative values, he should know that each method mentioned is regarded, not in the light of the degree to which it *should* effect the growth of teachers nor as it may do so later under more favorable circumstances, but as it very probably "works" in the typical situation now. For example, the writer believes that teacher rating ought to operate so surely in accordance with the laws of learning that teachers would invariably improve under such a regime. But we are still in the twilight of the dark ages so far as our understanding of good methods of measuring teaching ability are concerned. Our tools here are dull and clumsy. For this reason, "Teacher rating plan" is placed in the lower part of the upper list near to poorer methods.

It is not worth while to compute a coefficient, but a cursory glance shows that the list of methods of motivating growth efforts of teachers reported from both the smaller and the larger systems and the list of items of technic common to both are tipped up-side-down in the rank order list above. If the reader agrees on the whole with the two-fold ranking above, the reports of actual methods will appear in many cases as illustrations of "how not to do it." But the inexperienced superintendent cannot at once come to such a conclusion. He should try to reach his own generalization as to the proper values in the light of the specific needs of his own system. It may be that a method which he would agree was "poorer" would be best for his peculiar situation and for the present.

Tangible Rewards for Motivation.

It will be noticed that three of the items of technic above, "Single Salary Schedule," "Additional Salary for Merit," and "Pension or Retirement Plan," are attempts to correlate salary increases with teacher growth. As human nature is constituted, one would suppose that at least two of them should be placed at the top of the list of better methods, and the writer would do this if it were not for the gap mentioned above which is actually found between theory and practice. The real difficulty here, as has been said, is found in our inability to judge teaching ability accurately.

However, this difficulty must not restrain us entirely from efforts to use more direct and objective methods in our attempts to improve teaching. And the fact is that the inspirational institute and like indirect attempts to cause teachers to improve professionally are in many systems giving way for methods of motivation which accord more nearly with human nature as it is and which make growth efforts at the same time palatable and concretely profitable. This change to more psychological methods of motivation is illustrated in two studies which attempted to list

all agencies used for the improvement of teachers in service. The first¹⁰, published thirteen years ago, gives little space to a discussion of plans which involve specific rewards, but the second¹¹ has a separate heading for such plans which are included in the following outline, nearly all of the thirteen items of which make mention of money returns of some kind. One fourth of the space of the chapter, which describes all present agencies for improvement, is used for discussion of the two topics with their sub-heads.

Devices for Teacher Improvement

- I. Incentives and inducements of the board of education
 1. Salary schedule
 - a. Mandatory study
 - b. Voluntary study
 2. Bonns
 3. Reward for exceptional service
 4. Scholarship
 5. Leave of absence
 - a. Without pay
 - b. Without pay but with salary increases
 - c. With pay
 - d. Special negative cases
 6. Board of education diploma
 7. Travel
- II. Board of education requirements
 1. License plan
 2. Requirements for professional study

Without attempting to illustrate all of the plans here listed, a number of notable cases of relationship between improvement in service and tangible rewards will be given. These will be taken from the material received and will show what may be and is being done in smaller cities.

Illustrations in the Field

1. **Detroit, Minnesota (3,500)**
Five dollars per month additional salary is granted for attendance at summer school.
2. **Winnetka, Illinois (6,700)**
"Our salary schedule provides for increase in direct proportion to the amount of professional training beyond normal school graduation. Educational travel is rated on a par with summer courses at the university."
3. **Trinidad, Colorado (11,000)**
 - I. "The teachers are advanced at the end of the year upon an efficiency basis which is decided as follows: (a) Their efficiency sheets consisting of thirty points (17 points, personality items; 13, technic; one, 'results secured') are marked by the Principals and Supervisors. A numerical value is fixed to them, the grades in different buildings are evaluated, and this evaluated grading counts 50 percent of the teacher's efficiency rating. (b) A score card in the Educational Tests has been arranged which will show the results of testing in the Educational Tests early in the year. The number of points advanced at the start of the course upon the second tests over the first tests constitutes 50 percent of the teacher's efficiency rating.
 - II. "The salary advance based upon efficiency furnishes sufficient motivation for the growth of teachers."

4. **Grand Island, Nebraska (14,000)**
"A single salary schedule was adopted last spring based upon preparation and experience. Teachers, by improving their training, advance from lower to higher groups."
5. **Cleveland Heights, Ohio (15,000)**
"Extra salary is offered for teachers who have taken work beyond the required standard for their group."
6. **Leominster, Massachusetts (20,000)**
"Two years after reaching the maximum, teachers may receive a further increase of fifty dollars by complying with the following conditions.
 1. "By maintaining a satisfactory rating of efficiency to be determined largely by a self-rating chart.
 2. By completing approved courses equivalent to six university credits."
7. **Ann Arbor, Michigan (20,000)**
"Any teacher who has served the public schools of Ann Arbor satisfactorily for one school year or more may secure an increase in his regular salary of one hundred dollars per year for a period of three years by complying with either of the following plans for the promotion of efficiency, provided that notice shall be given to the superintendent of the teacher's intention to qualify under either plan not later than June 15 preceeding the school year when the first benefit is to be earned.

PLAN I

"The conditions to be met shall be: (a) The securing of not less than six hours' credit in an educational institution and in lines of study approved by the superintendent; (b) attendance at a national education meeting approved by the superintendent and a meeting of the Michigan State Teachers' Association; (c) The reading regularly of a general educational magazine and a periodical devoted to the teacher's special field; (d) Reading of two educational books, approved by the superintendent; (e) Reports, satisfactory to the superintendent, on (b), (c), and (d).

PLAN II

The conditions to be met shall be: (a) Six weeks' European or equivalent travel, previously approved by the superintendent; (b) a report, satisfactory to the superintendent, to be rendered not later than September first preceding the school year when the first award is to be made under this plan; (c) the reading regularly of a general educational magazine and a periodical devoted to the teacher's special field; (d) reading of two educational books, or other books, approved by the superintendent; (e) reports, satisfactory to the superintendent, on (c) and (d)."

8. **Rock Island, Illinois (35,000)**
"The professional growth in the teaching corps is motivated by making it necessary for the teachers to obtain three majors of credit in professional study before they can make each third step in the salary schedule."
9. **Oak Park, Illinois (40,000)**
"Stable equilibrium is unknown in the teaching profession. A teacher who ceases to grow is destined to become a professional liability for some school system. An important part of the supervisory service in any school system is the stimulation and direction of teachers in professional growth and improvement. This motivation is often supplied in the larger cities by an advance in salary upon the presentation of credit earned in academic work completed in accredited schools and colleges. The value of this kind of academic training in the instruction of boys and girls is an open question. Professional growth which has for its one aim 'more pay' has been reduced to the common denominator of dollars and cents, may become selfish individualism, and is not in keeping with the spirit of service in the larger sense. The Oak Park plan does not require credits for advancement in the salary schedule. Study in a professional school once in five years is expected of teachers who remain in the AA Classification, but academic credit is not demanded. The purpose of this study is to aid the teacher in keeping informed as to the changes in educational methods. It has been observed that our teachers who are interested in professional study and investigation

10. Ruediger, W. C., Agencies for the improvement of teachers in service, Bureau of Education Bulletin, 1911, No. 3

11. Russell, C., The improvement of the city elementary school teacher in service, Teachers College, Columbia University Contributions to Education, No. 128, 1922

awake, and interested in their work will acquire the habit of seeking information in their field also. It is for the principal to be able to guide them to what is good in that which they are seeking. We have a fairly well equipped teachers' library and we subscribe for a number of good educational magazines. I have found that the teachers read rather widely upon suggestion and I think that is better than requiring them to read a certain article and then presenting it in a teachers' meeting, as is sometimes practiced.

"All of these things are quite commonly known, I must confess, but it is my opinion that they are not carried out as commonly as they should be."

2. Independent School District No. 45, Riverton, Minnesota 9 teachers; population 398

"In answer to your letter of September the 29th relative to my plan for training teachers in service I am inclosing a summary of my plans for this year. I plan to take up a study of one or two subjects each year.

In answer to your questions, (1) How do you determine the teaching skill of each teacher?

- a. By use of the Diagnosis Charts like the enclosed.
- b. By a simple testing program using standardized tests.
- c. By observing the progress made by pupils.

(2) How do you motivate growth efforts in the teaching corps and with individuals?

- a. By holding discussions of school problems in teachers' meetings, by personal conferences with individual teachers and by encouraging the study of the personal problems in teaching by thought and the reading of material related to their subjects and problems of teaching.
- b. By making double increases in salary possible for exceptional work or continued study during summer school sessions.

(3) What definite organization have you in your system for the training of the members of your teaching corps?

Regular teachers' meetings once each week.

"I shall be glad to know how others are attacking this problem in the different school systems throughout the state."

Professional Study at Riverton

We are attempting to carry on organized professional study at Riverton, Minn. During the present year the work is covering the following topics:

1. School regulations and suggestions for beginning the school year were discussed by superintendent and teachers on the Saturday before school opened.

2. A discussion of school mechanics was taken up and various matters of building technic were agreed upon to give uniformity to the school system.

3. At one of the meetings early in the year, the objectives of the school administration were taken up.

A. The objectives of last year were summarized as follows:

1. To build up a high school department and get it accredited.
2. To develop a school spirit and morale for success.
3. To maintain good teaching, discipline, and good organization of the class work.
4. To enforce the compulsory attendance law, and keep pupils interested in school.

B. Objectives for the ensuing year.

1. To adapt our teaching to the capacities and individual needs of the pupils by:
 - (a) Giving plenty of individual help to the pupils needing it.
 - (b) To furnish plenty of material so that brighter pupils will be stimulated to maximum effort.
 - (c) The amount of work to be required to vary with individual abilities.
2. To stimulate pupil thinking by following pupils thoughts and guiding them in study and recitation.
3. To give thorough review and drill on essentials, especially in arithmetic, spelling, and word drill in reading and such facts in other subjects as need to be memorized.

4. To inaugurate a more efficient and scientific method and attitude by:
 - (a) Developing first a sympathetic attitude toward improvement and an open minded inquiry into better methods, better material and a willingness to try out new ideas.
 - (b) Analysis and comparison of subject matter and methods in use and selection of methods and material that seems best suited to the need of our school, and by incorporating the results of this study into a course of study.
 - (c) By using a simple testing program.
 5. To furnish opportunity for professional growth by group discussions based upon readings from topics in educational literature.
4. An age-grade study of the school was made and compared with averages of various other Minnesota towns and cities in 1922-23. The purpose of the age-grade study was to aid us to see what our problem is and attack it directly and in a scientific manner. Each teacher made an age-grade study for her room, tabulated and computed the median for each grade. In the 6th, 7th, 8th grade department and the high school, the teachers acted as committees with the principal of the department as chairman of the respective committees.

We felt that we needed to know our school before we could construct a curriculum to suit its needs. The results of the age-grade study showed a very high percentage of over-age-ness in the grades and many individual cases of over-age-ness that had not been noticed before. Even the teachers were amazed at the conditions they found in their own room.

5. In order to improve the school teaching and to make it more specific, the making of a curriculum for the school was undertaken. Since this work was begun, the new State Curriculum for Elementary Schools has been received, hence many problems have been solved and much help in working out a curriculum for a school system in Minnesota is given.

A. The first step in the work of curriculum construction was to make a study of the basic philosophy, objectives, and principles underlying the formation of the curriculum. This material was condensed in typewritten form by the superintendent and the principal of the high school, a copy of which was given to each teacher and discussed in teachers' meetings. A list of readings was given bearing on the topics but while the teachers were advised to read the references, they were not required to do so.

B. The second step of the study was to make a study of the subject of spelling.

- (1) A survey of the studies that have been made bearing on the subject of spelling was made and the studies themselves as summarized by Charters in his book "Curriculum Construction" were studied.
- (2) A collection quite complete was made of the spelling texts published by the various publishing houses. The books were furnished gratis through the courtesy of the various publishing houses.
- (3) Each teacher studied, summarized, and reported on one of the spelling books. The texts were analyzed on the following basis:
 - a. Basis of the selection of the word list.
 - b. Basis of grading words.
 - c. Methods for teaching.
 - d. Physical characteristics.
 - e. Other characteristics.
- (4) A typewritten copy of each report was made for each teacher on the staff to be used in making comparisons and as a basis for a discussion of the merits of the respective texts and methods.
- (5) This above amount represents the progress made at this time, December 15.
- (6) A discussion of the merits of the various books will be made in the teachers' meetings, the text books compared and methods of the various authors discussed.
- (7) A text book will be selected by the teachers as the basis of the word lists to be used in the study of spelling in each grade.
- (8) Methods for teaching spelling will be discussed by the superintendent and teachers and suggestive methods will be worked out in detail for teaching spelling at Riverton.

- (9) A test was made in each grade based on Ayres Spelling Scale, medians computed and a record made of the individual and group scores for each grade. Another test will be given at the close of the first semester and still another before the close of the year in May, to determine the improvement in the spelling as a result of the year's work.

C. Reading in the Curriculum.

The emphasis during the second semester will be placed upon the subject of reading.

- (1) A collection of various Manuals for teaching reading, texts, etc., bearing upon the subject of reading is being made.
- (2) Each teacher will be expected to study some one method or series of reading texts as his or her contribution to this work.
- (3) A course of study in reading will be made based upon the State Course of study and emphasizing the reading of supplementary material and methods that the teaching group selects.
- (4) A few reading tests will be given based upon standardized tests to check the progress that is being made in this subject in the respective grades.

D. Material relating to the teaching of various other subjects will be taken up from month to month as indicated by the needs as indicated by the diagnostic charts that are being used in supervision and as seems necessary to help the teachers adapt their subject matter and methods to the requirements of the new State Course of Study.

E. We hold a regular teachers' meeting from four until five o'clock each Tuesday afternoon. The teachers prepare the material required between meetings. The teachers discuss material acting as a committee of the whole as the system is small and includes only nine persons, teachers, principal and superintendent.

F. The contributions made by each teacher in the group has indicated careful, thorough work and the co-operation in getting the material together and organizing it has been excellent. As we progress it is the aim of the superintendent to have the teachers take a greater interest and larger share in the material furnished and in making decisions concerning the selection of material, subject matter and methods to be used in teaching.

SPELLING

SUPERVISORS' CLASS DIAGNOSIS CHART IN SPELLING

Teacher _____ Class _____ School _____

Date _____ Text _____

ITEMS:

1. Interest or purpose _____
2. Kind of words _____
3. Number of new words per week _____
4. Length of period _____
5. Number of periods per week _____
6. Testing _____
 - (a) Test before teaching _____
 - (b) Review tests _____
 - List _____
 - Dictation _____
 - and time dictation _____
 - (c) Standard tests _____
7. Presentation of new words _____
 - (a) Emphasis on visual imagery _____
 - (b) Syllabication _____
 - (c) Pronunciation _____
 - (d) Meaning _____
 - (e) Attention to difficulties _____

8. Method of Study _____
9. Remedial work, needed or done _____
10. Individual and group progress record _____
11. Individual record of missed words _____
 - (a) In regular spelling class _____
 - (b) In other school subjects _____
12. Use of dictionary _____

(This chart was worked out by Prof. Leo. J. Brueckner, College of Education, University of Minnesota, for his class in Supervision.)

3. Red Lake Falls Public Schools, Red Lake Falls, Minnesota 12 teachers; population 1,600

"Your circular letter dated September 29th, 1923, received this date. Before answering the questions contained therein, I wish to state that the superintendent is the only one who has any time to give to teacher training. All other teachers are teaching full time and our system includes only twelve teachers all told. Therefore, instead of assuming the duties pertaining to teacher training from the standpoint of a superintendent or of a special supervisor I am trying to carry out my concept of the duties and responsibilities of the principal as supervisor.

We endeavor to secure the "Training of Teachers in Service" by means of (a) demonstrations, (b) visits, (c) conferences, (d) supplying reference and source material, (e) interpret the course of study, (f) measure the results of teaching.

I will answer your question: "How do you determine the teaching skill of each teacher" as follows:

I do not require teachers to use any one type of method, nor do I have the same objective items for all types. For instance, my objective items, during a visit to a classroom where the teacher is employing the "Purposing" type are as follows:

1. Does teacher stimulate proper mental attitude through use of pupils' instinctive interests?
2. Does teacher develop aim in such a manner that the pupils feel the problems to be theirs?
3. Does the teacher stimulate the pupils to find sources of information?
4. Are lessons set and appraised by pupils?
5. Do pupils analyze the problem independently? While avoiding dependence on teacher, do pupils ask questions when unable to proceed?
6. Do pupils give evidence for their inferences, avoiding guessing? Do they demand evidence from their classmates?
7. Where possible, is work organized by group? Is disciplinary control administered by group?
8. Do pupils make generalizations and draw inferences when all data has been sifted? Does the teacher help?
9. Does the teacher assist pupils to formulate what they have learned from their experiences?
10. Did the class achieve its purpose?

I use the same items for good and poor teachers who use the same type of method. While the items do not change the emphasis placed on each should vary for different grades.

My objective items are always *impersonal*.

To your second question, "How do you motivate growth efforts in the teaching corps and with individuals?" I can answer that we have monthly meetings during which a discussion of some text on education in general is carried on. This year we are studying "The Child and the Curriculum" by Dewey.

The improved attitude caused by an intensive study of this pamphlet is the best means I know of for motivating growth in the teaching corps, either individually or by group.

Your third question is answered by my answers to your first and second."

4. Roseau Public Schools, Roseau, Minnesota
13 teachers; population 1,000

"I have not gone far in the development of a program for this purpose, the training of teachers in service, but have always attempted to do something along this line. In dealing with the problem of determining teaching skill and at the same time motivating growth efforts among teachers I have made some use of the form enclosed. This form is not original but an adaptation. Its use can easily be over done and become a mere matter of perfunctory routine. It is made in duplicate one part given to the teacher the other furnishes valuable data on which to base one's recommendations to the school board. Helpful personal conferences often result from suggestions left on these forms and there use must be regarded as a supplement to the personal conference that one would like to have but finds physically impossible.

By way of organization to accomplish the ends you have in mind we are holding weekly teachers' meetings. The nature of these meetings differs. One week we deal with local problems of administration—matters which do not contribute much to this end. The next week we are engaging in group study of a text book in education—at present Strayer and Engelhardt The Classroom Teacher. An effort is made in this class to exemplify in the method of presentation or study some phase of current educational thought or practice. A true-false test for example was used at our last meeting in connection with the opening chapter."

Principal's Notes on Classroom Visitation

1. Date, "October 19." Hour, "11:00." Length of Visit, "15 minutes."
2. Teacher, "Miss Barnard." Class, "Language, 6 Gr." Subject, "Hist. Stories." Topic.
3. Observed Procedure.
"Pupils take turns telling parts of the story of Paris and Menelaus. After recitation the pupil reciting called up a classmate to comment upon and criticise his recitation."
4. Commendation.
"Each pupil was anxious that his comment should be a real contribution. All were keen to have sentences well formed, and to make the exercise a real language exercise. The Spelling lesson which followed contributed much to the Language work by getting *real* definitions in *real* sentences."
5. Improvable.
6. Suggestions.

5. Long Prairie Public Schools, Long Prairie, Minnesota
20 teachers; population 1,400

"Replying to your letter I have put down a brief statement of the plan we are using for the improvement of teachers in the service. I will be glad to answer questions or make explanations if desired."

Training Teachers in Service

In the last few years we have tried several plans for the improvement of teachers in our service. The problem is a difficult one. It varies somewhat with the size of the school system. In a large system meetings of teachers of certain grades or subjects can be held. In this way work can be conducted which is of equal interest to all. In the small system the teachers' meeting for study is difficult because of the variety of interests represented in the group. There are of course, general matters which may be studied with profit. It has been difficult for us, however, to maintain interest over a long period of time.

Effective supervision is, of course, vital to any system for the training of teachers in the service. It is the business of the supervisor to do all he can to improve the teaching in his schools. He frequently finds that the first step in improving the teaching is the improvement of the teacher. He will find that every teacher will present certain individual problems. Of late we have come to recognize the greater need for individual instruction of our school children. There is an equally great need for individual attention to the teacher's difficulties.

Before study can be outlined for any teacher the supervisor must become familiar with the present status of the work of the teacher. This work of diagnosis will require several visits. After these visits there will be a conference. The work of the teacher will be carefully considered, points of strength and weakness pointed out. The supervisor tries to determine the teachers' knowledge of education practise and theory. Inquiry is made with reference to the studies made by the teacher in the past. Definite study is then prescribed for the teacher. The aim of such study is improvement along the lines indicated. The weakness has been pointed out, the teacher recognizes the need for improvement. The teacher has been made to feel that she has a very real problem. Her study is therefore motivated. This work is followed by visits to the classroom. Has the teacher made improvement? Were the readings helpful? Were the suggestions made by the supervisor and those found in the readings practical? When the suggestions were tried what were the results? Has the teacher made improvement? What is the next problem to attack? Readings are again prescribed and the process is repeated, only perhaps the problem is a new one.

At the beginning of the year and as often thereafter the supervisor calls meetings of the teachers, either of the entire group or smaller groups such as grade teachers or junior or senior high school teachers, or teachers of reading, etc. At these meetings the objectives are outlined in a general way. Specimen plans of procedure are given and sometimes demonstrated.

Sometimes a teacher has reached a high point of efficiency and the supervisor finds difficulty in selecting any special weakness where improvement seems necessary. Such a teacher is encouraged to specialize along some line of special interest, such as the testing movement, problem method, the materials of instruction. Such a teacher becomes a valuable assistant to the supervisor, for desirable as it might be the supervisor can hardly be an authority on every subject.

Not infrequently it is necessary to plan units of instruction with a teacher and also help her work out the unit. Sometimes the teaching is done by the supervisor and sometimes by the teacher, in any case the procedure is checked over, criticised and points for improvement noted. Perhaps the supervisor will teach the class and send the teacher to visit some teacher who is particularly skillful along the line which the teacher is to improve.

In order to use the above plan the supervisor must have in his school a well chosen library of professional books, many educational magazines, bulletins and other material. He must himself be sufficiently familiar with these sources of material to direct the reading of the teachers.

Answering your questions, then:

1. We try to determine the teaching skill of the teacher by visiting her at work and by measuring the results of her work.
2. Motivation is secured by making the teacher feel that she has a real problem in professional advancement.
3. As to organization the work is largely individual but meetings are called to set general objectives and for inspirational purposes.

6. Breckenridge City Schools, Breckenridge, Minnesota
23 teachers; population 2,400

"In reply to your questionnaire which I received today relative to the improvement of teachers in service, I am sorry to say that we have no very comprehensive or carefully worked out plan. To your first question, "How do you determine the teaching skill of each teacher?" I can answer: By observation of her work and by standard tests given at intervals throughout the year.

We motivate growth efforts on the part of teachers by raising salaries, by showing appreciation of the fact that they are trying to improve and by following as far as practicable their suggestions for improvement of their specific departments, in this way making them feel that they are building up in their work. I regard the last of these as being very effective.

We have no definite organization for the training of the teachers. Teachers meetings are held frequently and things of general interest are discussed. Bulletins are sent to teachers giving definite instructions and advice and calling attention to practices of a general nature that are desirable or not, as the case may be.

I am enclosing herewith a form of Record of Class Visits that I use here to give to the teacher in brief form my impressions of her work. Teachers generally welcome criticisms and suggestions of the right sort.

Frequently when I find that a teacher is weak in the method of presenting a certain subject, I cite her to some manual or text in the methods of that subject. Of course, in a small school such as this the superintendent has an opportunity to be conversant with nearly every problem that comes up in any of the grades or high school classes. It is just a matter of getting around frequently and giving real assistance and advice where it is needed."

BRECKENRIDGE PUBLIC SCHOOLS

Record of Class Visits

Date _____ Time _____
 Subject _____ Teacher _____
 Procedure noted _____
 Observation _____
 Things found commendable _____
 Criticisms offered _____

7. St. Louis Park Public Schools, St. Louis, Minnesota 31 teachers; population 2,300

"In reply to your letter of September 29th, will say that I have tried many indirect methods of training teachers in service.

In answer to the three points I will say,

(1) We determine the teaching skill of each teacher by my visiting them and supervising as closely as time will allow. I try to visit each teacher once a month, staying at least thirty and preferably forty-five minutes in the room at the time. This does not include innumerable short period visits in different rooms. This visiting period is usually followed by a five to ten minute talk with the teacher especially if she is a young teacher or in need of some directions.

Last month I checked up the teaching ability of my first and second grade teachers in reading by giving the third grade children in the entire school Monroe's Standardized Silent Reading Test. After concluding these tests a summary and remedial suggestions were sent to each teacher with the records for the entire school.

(2) I enclose a questionnaire which I used at a teachers' meeting with a request that each teacher fill it out. I also supply each teacher at the beginning of the school term with a copy of the late afternoon and Saturday classes at the University. We are so near the city that many of our teachers avail themselves of the opportunity of studying part time at the University.

(3) We have no definite organization for the training of members of our teaching corps. We do, however, have regular monthly teachers' meetings with perhaps half of the time given over to what might be called professional training."

NAME:

DATE:

1. What school or schools are you a graduate of _____
2. Year graduated _____
3. What certificate do you hold? _____
4. When does it expire? _____
5. How many summer schools have you attended since graduation? _____
6. What years? _____
7. How long is it since you have attended summer school? _____
8. What other studies or subjects have you taken since you began teaching? _____
9. Where did you take this course? _____
10. How long was it? _____
11. What other activities have you indulged in for growth since graduation, including travel, music, elocution, etc. Be quite definite as to the amount of time and etc. _____
12. Do you intend to go to summer school this year? _____
13. If so, where? _____

14. What other subjects or advancement work do you intend to do this summer or next year, other than summer school? _____
15. What professional magazine do you take? _____
16. To what clubs or professional societies do you belong? _____

NOTE—Some of the better schools are requiring teachers to attend summer school or something similar at least every three years. Others require each teacher to belong to a professional club and to take a professional magazine. Living as we do so near the Twin Cities, our opportunities are wonderful as there are clubs in each special subject open to all at the University or elsewhere.

8. Staples Public Schools, Staples, Minnesota 28 teachers; population 2,600

"We train our teachers in service by:

1. Requiring attendance of Teachers' Association.
2. Careful supervision.
3. Allowing them days off to visit other schools.
4. Suggestion of new books and latest ideas on education.

The teaching skill of a teacher is determined by the results she gets and the methods she uses, assuming that she has average native ability.

Growth efforts are motivated by creating a desire that our school be a little better than any other school. In making this school the best there is a struggle to excel and an honest effort to be first in getting new ideas first. It is human nature to want to beat somebody. Almost any person will yield to such an impulse.

We have no definite organization in our school definitely organized for the exclusive purpose of training the teachers of the teaching force. But we have our teachers divided into groups which constantly look for chances to better the work."

9. Waupun City Schools, Waupun, Wisconsin 34 teachers; population 4,400

"I attempt to train teachers in service through three methods:

1. Professional reading.
2. Teachers' meetings.
3. Teacher work on course of study.

Teachers' meetings are of two kinds:

1. Those meetings planned every six weeks by a committee of teachers themselves.
2. Those planned by the supervisor every six weeks.

We believe in teaching as an art and believe that it can best be learned through the demonstration lesson. We attempt to hold six of these lessons per year. We attempt to make our courses of study in accord with the best professional thought of the day. This type of professional training is very valuable.

Now to definitely answer your questions:

1. By rating after five visits by supervisor. We use no score card.
2. Answered above.
3. Teachers meetings—conferences—write ups of visits made by supervisor."

10. Thief River Falls Public Schools, Thief River Falls, Minnesota 55 teachers; population 4,700

"To train teachers in our service we have among other things:

1. Our regular teachers' meeting once a month and special meetings on call.
2. Our grade teachers are divided in groups according to the grade they teach. Each grade group has a chairman who calls meetings for discussion of plans and accomplishments from period to period. The superintendent makes an effort to be present at all these meetings.
3. All teachers are allowed one visiting day with a substitute furnished at the board's expense.
4. Special arrangements are made for teachers in the system to observe conspicuous work in other departments in the system and to discuss it with

the teacher and superintendent with a view to making application of what they observed and learned in their own department.

5. A great many bulletins are prepared, sometimes by an individual teacher, sometimes by groups, sometimes by teacher and superintendent, but principally by the superintendent, and sent out to all teachers from time to time. (A few sample copies are herewith inclosed.) Among some of the more elaborate bulletins, of which I have no extra copies, is a carefully worked out supplement for strengthening the phonic development in the Progressive Road to Reading which is the system we are using. I might mention also a special bulletin of a half dozen pages consisting of drills and devices which our teachers have used and found the most successful.

6. The superintendent visits and discusses methods and other matters with the different teachers from time to time. Notes of his visit are recorded and left with the teacher.

7. We are building up a small professional library for each grade building which teachers are encouraged and helped to use.

The above is not at all a complete outline but is indicative of the type of work we are doing. The teaching skill of each teacher is determined principally by the superintendent's judgment. He draws his conclusions from observation and association and from the results obtained as indicated, by examinations, and standard tests. The latter, by the way, are in disrepute in our city and have to be used with considerable care."

11. Greeley City Schools, Greeley, Colorado 98 teachers; population 11,000

"I have your letter of September 29 regarding training of teachers in service. May I say in the first place we determine the teaching skill of our teachers in a number of ways. Personal opinion of the supervisors, supervising principal, and superintendent carries great weight. The attitude of the teacher toward her children and of the children toward the teacher is considered of great importance. The ability of the pupils to do the work in the next grade is given a good deal of weight. We give the standard tests in each room in two or three subjects each year, and the results of these tests are also weighed.

"So far as the training of our teachers in service is concerned, ninety-eight percent of our teachers are now normal school or college graduates. We are requiring them to take one summer in school every three years or carry extension work with our Teachers College here in Greeley or with any other reputable institution. Likewise, we take up questions of immediate interest and attempt to give them some study before they are solved. Just now a committee of our teachers is working over our course of study in arithmetic, and we have all the reference books we can find on the subject. One of our buildings is planning to change over to the platoon system within the next two weeks. They have been giving that subject quite a bit of study.

"I have never believed in the quantity of teachers' meetings, that a good many superintendents and teachers colleges advocate. I feel that the conscientious teacher has a good-sized job on her hands and that it is wicked to add to her burdens unnecessarily."

12. Grand Island Schools, Grand Island, Nebraska 109 teachers; population 14,000

"Replying to your circular inquiry dated September 29th which was received last Wednesday.

(1) Teaching skill of each teacher is determined very largely through personal visits of the superintendent, the principal, and, in case of the lower grades, the primary supervisor. These visits are of sufficient length and sufficient frequency to enable the individuals mentioned to form a very definite idea of each teacher's work. We do not use an official score card although we have in mind a set of standards, somewhat after the list suggested by Burton in his book on "Supervision and the Improvement of Teaching." There are frequent conferences of these various individuals and the teacher and of the principal, supervisor and superintendent.

(2) Growth efforts in the teaching corps are motivated largely by getting teachers to realize their need. The present superintendent came into office

a year and one-half ago, following a superintendent who had served continuously for forty years. During the last fifteen years of that period little or no professional work of any character had been undertaken. After courses of study were organized, new books and new methods introduced, it was not a difficult matter to convince teachers long in the system that they needed the growth. We have had a very fine response. Considerable care has been exercised in bringing in any new teacher, especially leaders, to see that their preparation and ability was considerably above the average. A single salary schedule was adopted last spring based upon preparation and experience. Teachers, by improving their training, advance from lower to higher groups. Further answers to this question will be found under number (3).

(3) At the beginning of last year we introduced a general teachers' meeting which is held on the third Saturday morning of each school month from 9:30 to 11:00 o'clock. All teachers, supervisors, and principals in the system are required to attend this meeting. A professional library of such books as seem appropriate has been placed in each school building. One big topic which is sufficiently large to interest all members of the corps is selected for the year's study. Questions are prepared a number of weeks in advance and copies are furnished to teachers. They do the reading necessary, prepare answers to the questions, and come to the meetings and present their discussion. These general meetings are conducted as a socialized recitation. Through our principals' meeting, (described later) we plan definitely to secure competition by the teachers of different schools and the principals of the several buildings exercise a great deal of ingenuity in getting their people to participate. Last year our general theme was "Socializing the School." This year we are working on the topic, "Individual Differences of Children." Next year's topic has not yet been finally decided but may possibly be "Teaching Children How to Study." I enclose a bulletin which will indicate something of the general method used. We also maintain on the second and fourth Mondays of each school month a principals' meeting. The primary supervisor and all principals attend this meeting. During the first semester of last year we studied, "Supervision and the Improvement of Teaching" by Burton, and during the second semester Cubberley's, "Public School Administration." This year we are working on Cubberley's, "The Principal and His School." One hour is given to this part of the meeting and thirty minutes is devoted to consideration of purely local problems. An attempt is made in this meeting to stimulate principals to apply what they learn to their daily work. We also use committees to prepare courses of study, select texts, etc.

"On the second and fourth Tuesdays of each month each principal conducts a building meeting at which carry-over items from the principals' meeting are presented, and in addition building problems are considered. On the first and third Mondays the primary supervisor meets either the entire group of primary teachers or lower grade groups for round table conferences. A number of times during the year groups of teachers are called to the superintendent's office for round table conferences, for example, all fifth grade teachers, or all geography teachers. At these meetings we attempt to take up real difficulties, to illustrate: we use Beard and Bagley's, "First Book in American History" as our fifth grade text. We found this text exceedingly difficult, from a standpoint of vocabulary and method, for fifth grade children. The superintendent outlined six weeks of work in this text in detail, selecting the words for dictionary study, proposing the problem of the series, and suggesting the aim of each lesson, as well as preparing lists of questions for class assignment. At a round table meeting this matter was discussed freely, the method was explained, teachers asked questions, and, as a result we are now getting very satisfactory results in fifth grade history.

You ask for citation of publications where statements may be found. I have a new book now on the press which gives, in considerable detail, the method of attack I am using. It is, "Management of Smaller Schools," to be published as one of the Riverside Educational Monographs by Houghton Mifflin Company. It should be on the market almost any day."

Bulletin No. 17—August 27, 1923

Following the custom inaugurated last year the general teachers' meetings will be held at the high school auditorium from 9:30 a. m. to 11:00 a. m. on the

third Saturday morning of each *school* month until further notice. All teachers are expected to attend these meetings and to participate in the discussions. I realize that occasionally it is impossible for a teacher to be present in which case please arrange with your principal and with me to be excused. Only such excuses as would justify absence from school will be accepted.

The general topic for the meetings this year will be "The Individual Differences of School Children." The first four meetings will be devoted to a discussion of the subject as presented in Terman's, "The Intelligence of School Children." One copy of this book is available for each four or five teachers. Each principal should arrange a schedule so that each teacher will be able to get a book. The assignments in this book represent a minimum. The public library as well as the professional magazines and many recent professional books have pertinent material. Read as widely as possible and think carefully through the material. A part of each meeting will be given over to a question box if desired. Teachers may submit questions in writing to my office up to a week ahead of the meeting and an effort will be made to have them answered. The following questions are designed to furnish a basis for discussion at the first four meetings.

For the September 22, 1923, Meeting

Chapter 1

1. Briefly sketch the history of the development of intelligence tests.
2. Why is a mental test significant?
3. What do the terms "mental age" and "chronological age" mean?
4. What is meant by "I. Q."? How is it determined?
5. A given child has an I. Q. of 92 at age of 5. What will his I. Q. be at age of 10? At age 15? Cite evidence to prove answer.
6. Explain the effect of environment and schooling upon the I. Q.
7. What bearing do these facts have upon educational theory and practice?

Chapter 2

8. To what extent do individual differences in pupils exist?
9. What bearing has this fact upon educational theory and practice?
10. What does Terman mean by the statements (page 24) "the real retardates are the under-age children" and (page 25) "the retardation problem is exactly the reverse of what it is popularly supposed to be." Is he right?
11. What change in promotion and graduation schemes does Terman recommend? Why?
12. What is the solution for this problem as it affects Grand Island?
13. In order to read this book intelligently the following statistical terms should be understood: Range, distribution, middle fifty percent, upper quartile, lower quartile, median, coefficient of correlation, probably error, normal distribution curve.

A Possible Program for Teacher Improvement for a Small System

It seems clear from the above discussion and material that the determining factor for supervisory technic in any public school system is found in the type of leadership there obtaining. Further, it is probable that the strategic situation, that which will to a large degree effect attitude and technic in larger systems, is found in the small school where the young student from the university comes first into contact with supervisory and administrative problems. For, in the present status of American education, it does not seem to be possible for a professionally minded educator to make a career in a small rural situation. He must move up into larger systems of urban character in order to advance in his profession.

What can he do in the first small schools where he becomes principal or superintendent? One of these young men, who this

year undertook the superintendency of a system of seven teachers, who had been a high school teacher, and who has just received his master's degree from the University, in describing his attitude and first experience, said, "It is certainly interesting. I just sit around in the primary room all the time I have free. And, I tell you, I am learning a lot." Other things being equal, this man will later become manager in larger and larger public school systems. He has at the beginning that proper learning attitude of social co-operation which may insure his success. I am reminded of a remark of President Elliott of Purdue (then at the University of Wisconsin) that "the successful supervisor should expect more and more valuable suggestions to come up to him from classroom teachers than he furnishes to them." This must be interpreted to mean that the chief function of the supervisor's office is to act as a clearing house where the best knowledge and experience of each member of the faculty is capitalized for the benefit of all.

The inexperienced superintendent, then, can and must first of all get into that basic necessary relationship of professional co-operation with each member of his corps which will result in a combined attack upon educational problems presented by their mutual situation. The young man quoted above "talked it over" with his fellow workers, and they have decided to study first of all the matter of reading as related to the needs of their pupils. He has had the usual valuable courses in education offered at the University, and happily his primary teacher is a mature, experienced student of primary problems. The faculty is meeting as a committee of the whole. They are reading two very recent publications pertinent to their purposes^{12, 13} and are making analyses of the reading situation by the use of standard tests for oral and silent reading. Further, it happens that they are near the county seat with good railroad connections, and they have all enrolled as members of the group which meets the head of the department of education from the nearest teachers' college there every Saturday morning. He is giving a course in the psychology of the common branches, and is stimulating all members of his class to make whatever immediate application of course material and method they can with their own classes. It is sure that teacher improvement will result from such a program, if improvement be possible. And, in the rare instance where this does not seem to be the case, the fact becomes known and perhaps may be corrected in some other manner.

Illustrative examples of what should and may be done for the training of teachers in service will not be multiplied here except to call attention again to the title cited above¹⁴, which illustrates how there may be close co-operation between teacher training schools and nearby local systems in efforts to keep teachers growing in the profession. In the district of Rustad, all of the four

12. Stone, C. R., *Silent and oral reading*, 1922

13. Watkins, E., *How to teach silent reading to beginners*, 1922

14. *Op. cit.*, title seven above.

teachers were graduates of the Moorhead State Teachers College located but ten miles away. They were in constant contact with former instructors, and the survey came naturally as a concrete expression of interest on the part of the College. Here is an example of that mutual interest of training institution and local system which constitutes the desirable ultimate objective in continuation teacher training.

Co-operative Effort for Teacher Improvement

The hypothetical cure for educational stagnation detailed at the beginning of this section suggests the desirable criterion in any program for teacher improvement undertaken. "In union there is strength," and the teacher training school and local authorities must work together in order to effect most favorably teaching attitudes and teaching ability in any local public school system. That this is possible is indicated by the co-operative activities in Rustad where continuation of teacher training was secured by undertaking a rather formal school survey. But if one should go into the details of disability suffered by the College during this year of co-operative effort many lacking factors in funds, in faculty numbers and faculty time, in organization, and in knowledge of desirable methods of procedure would be revealed. It is the purpose in the second section of this bulletin to examine our state normal schools and teachers' colleges rather closely so that attitudes and technic in the matter of teacher improvement after graduation may be better known. Upon this basis of knowledge, a more scientific guess may be made as to desirable objectives and efficient methods.

NOTE: Section Two of this investigation is published in the next series of this bulletin, Series Nineteen, Number Four, January, 1924.