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BULLETIN
of the
Moorhead State Teachers
College

CONTINUATION OF THE PROFESSIONAL GROWTH
OF TEACHERS IN SERVICE

SECTION TWO

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State Teachers College
Moorhead, Minnesota

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SECTION TWO

WHAT ARE OUR STATE TEACHER TRAINING INSTITUTIONS DOING TO HELP ELEMENTARY TEACHERS TO CONTINUE TO GROW PROFESSIONALLY WHILE IN SERVICE?

Changing Conceptions The "normal school idea"¹ developed slowly from the level of anyone-can-teach to a general belief in the necessity of some kind of definite preparation for the business of classroom management. It is probable that in some localities the idea went too far and reached an assumption that a brief residence at a teacher training institution produced invariably a finished product. The preceding section indicated that the employers of teacher training school graduates do not agree with this attitude and that very recently many have been acting definitely on the opposite assumption, the assumption that the state normal school product undertakes work under contract with but the beginnings of skill in her art, a skill which must be further developed by a regime of supervision which will continue teacher training activities and growth in teaching ability.

It is possible that some teacher training institutions have claimed too much for the inexperienced teachers sent to work in neighboring school systems. But it would not be reasonable to suppose that many so misunderstood the learning process. In the investigation discussed below, but one institution replies definitely that it is opposed to a continuation of teacher training, and it would be unfair in this reply to quote the italicized clause only. (The italics are mine.)

"In making reply to your inquiry for September 29th as to whether we have definite plans for continuing the training of our graduates after they accept teachers' contracts, permit me to say that we do not have such a plan.

"On paper, I fully agree to the desirability of it. As a matter of practice, I do not believe that it is very feasible. It has been tried in some cases, but the very fact that the policy has not been universally adopted seems to me rather ample proof that the advantage gained has not been entirely compensatory for the labor involved.

"We have ourselves considered more or less the desirability of withholding the diploma from the normal graduate until such time as the graduate has taught for at least one semester with considerable success in a typical school situation. Such arrangement would be of no value whatever unless we had a very adequate supervisory staff, a staff such as I see no prospect whatever of our possessing. Even with one or two special supervisors working over these young people, it would be necessary for them to be located close to us. In other words, the charge would be still more true than it now is that the immediate environment of the normal school gets the benefit through having the first call upon the services of the normal graduate. To allow our graduates to scatter out, as we rather encourage them to do, and to take positions in more or less remote places, would seem that nothing more than a correspondence contact could be maintained.

"That being the case, it seems to me that about all we can do is to give them a definite period of practice teaching here at our own institutions, and

1. Gordy, J. P., Rise and growth of the normal school idea in the United States, Bureau of Education, Circular No. 8, 1891

then *throw the burden of responsibility for the continuance of training upon the supervisors of the localities into which these graduates go.* We are perfectly aware that the normal graduate has not learned all of the things that should be learned about school teaching. We do encourage our young people before they graduate not to stop their training at that point, but to get into extension classes, come back here or go elsewhere for summer school sessions, and gradually work their way toward additional credits. I frequently say to our young people that they must realize that the time is coming and may not be far distant when a course of study equivalent to college graduation will be demanded of the elementary school teacher just as it is demanded of the high school teacher. They see, at the present time, a large number of teachers who regret that in past years they were not fore-sighted enough to take a standard normal course. We urge our young people to be fore-sighted enough to realize that before their teaching days are done they may meet a demand for much higher qualifications than is now the case. Such urging on our part would hardly be considered a definite plan for the continuance of training while in service, but it is all that we undertake to do."

But, if few institutions reply in terms of definite opposition, it will be noted that columns 1, 2, and 3 in Table I show that 40 percent of the teacher training schools studied (32 per cent plus 8 plus 3) make no provision at all for training beyond the point of graduation, that only eight out of the total are so favorable to such a policy that they express a hope that they may do something about it in the future, and that but three have perfected definite plans which are to be put into operation as soon as possible. As always in educational development, practice lags far behind theory. A desirable ultimate objective, while agreed to by nearly all educators, is accepted as a working motive by but few.

Continuation Training Facts Table I is an answer to the following letter.

Dear President:

Would you be willing to let us know in detail what plan you have for continuing the training of your graduates when they are at work in the field under contract?

We would be very grateful, if you would be willing to send us any printed matter describing what you do or cite us to publications where such statements may be found.

All state teacher training institutions in the United States and a few private schools received this letter. Replies were received from 137, including one private school for kindergarten directors. This is 71 percent of all, a good sampling. Every state having either state normal schools or state teachers' colleges was heard from except Florida. Delaware, Nevada, Utah, and Wyoming have no state teacher training institutions for elementary teachers.

The most significant fact in this table is that noted above, that 40 percent of the teacher training schools have no plan at all for following their graduates into their teaching work after graduation. The hopeful side of this is that but one institution disclaims all responsibility for continuation of training and that three have definite plans ready for use in the near future. The quotations below show how wide-spread is the belief that the big job of the teacher training school is to erect professional attitudes and start

TABLE I. Continuation of teacher training by 137 state normal schools and state teachers' colleges in 44 states and Hawaii—(1) No plan reported, (2) Shall develop some plan in the future, (3) Definite plan made for the near future, (4) Informal correspondence, (5) Alumni reunions and home comings, (6) Appointment committee work, (7) Placement bureau work, (8) Alumni secretary or alumni list checked each year, (9) Conferences or institutes at home school, (10) Inquiry among alumni about value of content and management of courses at school, (11) School bulletin or paper published, (12) Research department or bureau, (13) Irregular faculty visitation, (14) Field workers to visit alumni and supervise, (15) Extension courses, (16) Correspondence courses, (17) Success or failure reports

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
I. ALABAMA																	
1. Florence	--	x	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
2. Jacksonville	x	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
3. Livingston	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	x	--
4. Troy	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	x	--
5. Tuskegee	--	--	--	--	--	--	--	--	--	x	--	--	1(8)	--	--	--	--
II. ARIZONA																	
6. Flagstaff	--	--	--	--	--	--	--	--	--	--	--	--	--	x	--	--	--
7. Tempe	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	x
III. ARKANSAS																	
8. Pine Bluff.....	--	--	--	--	--	--	--	--	--	--	--	--	--	x	--	--	--
IV. CALIFORNIA																	
9. Arcata	x	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
10. San Diego.....	x	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
11. San Jose.....	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	x	--
V. COLORADO																	
12. Gunnison	--	--	--	--	--	--	--	--	--	--	--	x	--	--	x	x	--
13. Greeley	--	--	--	--	--	--	--	--	--	--	--	--	--	x	x	x	--
VI. CONNECTICUT																	
14. Danbury	x	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
15. New Haven.....	x	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
16. Willamantic	x	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
VII. GEORGIA																	
17. Atlanta	x	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
VIII. IDAHO																	
18. Albion	--	--	--	--	--	--	--	--	--	--	--	--	--	--	1	--	--
19. Lewiston	--	--	--	--	--	--	--	--	--	--	x	--	--	1	--	--	--
IX. ILLINOIS																	
20. Charleston	--	--	--	--	--	--	--	x	--	--	--	--	--	--	--	--	--
21. Chicago	--	--	--	--	--	--	--	--	x	--	--	--	--	--	--	x	--
22. DeKalb	--	--	--	--	--	--	x	--	--	--	--	--	--	--	--	--	--
23. Macomb	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	x	--
24. Normal	--	--	--	--	--	--	--	--	--	--	--	--	x	--	--	--	--
X. INDIANA																	
25. Muncie	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	x	--
26. Terre Haute.....	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	x	--
XI. IOWA																	
27. Cedar Falls.....	--	--	--	--	--	--	--	--	--	--	--	--	--	3	x	--	--
XII. KANSAS																	
28. Emporia	--	--	--	--	--	--	--	--	--	--	--	--	x	--	--	x	--
29. Hays	--	--	--	--	--	--	--	--	--	--	x	--	--	--	--	--	--
30. Pittsburg	--	--	x	--	--	--	--	x	--	--	--	--	--	--	--	--	--
XIII. KENTUCKY																	
31. Richmond	--	x	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
XIV. LOUISIANA																	
32. Natchitoches	--	--	--	--	--	--	x	--	--	--	--	x	--	--	x	x	--
XV. MAINE																	
33. Castine	x	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
34. Farmington	x	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
35. Gorham	x	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
36. Presque Isle.....	--	x	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
XVI. MARYLAND																	
37. Towson	--	--	--	x	--	--	--	--	--	--	--	--	--	--	--	--	--
XVII. MASSACHUSETTS																	
38. Boston	--	x	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
39. Bridgewater	x	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
40. Fitchburg	x	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
41. Hyannis	x	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
42. Lowell	--	--	--	--	--	--	--	--	--	--	--	--	--	--	x	--	--

XXIX. GREENVILLE																						
XXXIX. NORTH DAKOTA																						
85.	Dickinson	.....	x																		
86.	Ellendale	.....	x																		
87.	Mayville	.....	x																		
8.	Valley City	.....														x					
XXX. OHIO																						
89.	Bowling Green	.....														x					
90.	Cincinnati	.....								x	x		x	x							
91.	Cleveland	.....								x	x		x	x							
XXXI. OKLAHOMA																						
92.	Durant	.....	x																		
93.	Edmond	.....														x					
94.	Weatherford	.....	x													x					
XXXII. OREGON																						
95.	Monmouth	.....	x																		
XXXIII. PENNSYLVANIA																						
96.	Bloomsburg	.....													x	x					
97.	East Stroudsburg	.....								x						x					
98.	Indiana	.....	x													x					
99.	Kutztown	.....	x													x					
100.	Lock Haven	.....													x	x					
101.	Mansfield	.....														x					
102.	Millersville	.....				x			x				x			x					
103.	Shippensburg	.....														x					
104.	West Chester	.....			x											x					
XXXIV. RHODE ISLAND																						
105.	Providence	.....														x					
XXXV. SOUTH CAROLINA																						
106.	Orangeburg	.....													x						
XXXVI. SOUTH DAKOTA																						
107.	Madison	.....													x	x					
108.	Spearfish	.....	x																		
109.	Springfield	.....											x			x					
XXXVII. TENNESSEE																						
110.	Johnson City	.....	x																		
111.	Nashville-Peabody	..														x						
XXXVIII. TEXAS																						
112.	Canyon	.....	x																		
113.	Huntsville	.....													x						
114.	San Marcos	.....	x																		
XXXIX. VERMONT																						
115.	Castleton	.....			x	x				x											
XL. VIRGINIA																						
116.	East Radford	.....							x			x			x	x					
117.	Farmville	.....	x																		
118.	Fredricksburg	.....			x				x					1		x					
119.	Hampton Institute	..							x		x				x							
120.	Harrisburg	.....	x																		
121.	Petersburg	.....													x						
XLI. WASHINGTON																						
122.	Centralia (1)	.....																			
123.	Cheney	.....													x						
124.	Ellensburg	.....								x					x	x					
XLII. WEST VIRGINIA																						
125.	Athens	.....													x	x					
126.	Bluefield	.....													x						
127.	Fairmount	.....	x																		
128.	Huntington	.....	x																		
129.	Institute	.....			x																
XLIII. WISCONSIN																						
130.	Eau Claire	.....	x																		
131.	LaCrosse	.....												x							
132.	Milwaukee	.....			x																
133.	Platteville	.....														x					
134.	River Falls	.....	x																		
135.	Stevens Point	.....												1							
136.	Superior	.....													x	x					
XLIV. HAWAII																						
137.	Honolulu (2)	.....												x	x						
	45 Schools (3)	.....(9)							(7)	(8)	(4)	(4)	(4)	(5)		(6)					
	Wis. N. S.	.....			x	x	x									x					
TOTAL		44	8	3	5	3	1	2	6	3	1	10	6	16	18	39	20	15			
PERCENT		32			4				5			7	5	12	13	29	15	11			
						1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17

1. Not yet organized.

2. 45 state normal schools and state teachers colleges in 28 states checked by G. M. Snodgrass, 1922.

3. Facts found by G. M. Snodgrass.

4. "In some."

5. "Very definite tendency."

6. 75.7 percent have 16 or 17, and 40 percent offer courses beyond second year college."

7. 75 percent "more or less efficient."

8. Numbers in column 14 represent a definite statement of the number of field workers.

effective teaching habits, assuming by implication that the graduate is not a "finished product" but is on her way toward higher and higher levels of teaching ability.

Frequency of Methods of Continuing Teacher Training

The most frequent items of technic in continuation training found in Table I are as follows:

1. Extension courses.....	29 percent of the schools
2. Correspondence courses.....	15 percent of the schools
3. Field workers.....	13 percent of the schools
4. Irregular faculty visitation.....	12 percent of the schools
5. Success reports.....	11 percent of the schools
6. School bulletin or paper.....	7 percent of the schools
7. Work of research bureau.....	5 percent of the schools
8. Alumni secretary.....	5 percent of the schools
9. Informal correspondence.....	4 percent of the schools

The percents above are all small, woefully small even at the top of the list, and to find item 7 near the bottom is discouraging indeed. But it is encouraging to note the makeshift, "Informal correspondence," at the bottom. The methods lowest in frequency on the table are such as "alumni reunions," "appointment and placement work," "home conferences," and informal inquiries about the criterion for teacher training (item 10). We would agree to have all of these methods except the last remain where they are. This bulletin cannot discuss the matter of a social determination of our teacher training objectives^{2, 3, 4} but many educators are sure that, before we can say surely what our teacher training curriculum should be, we must have carefully made, detailed, scientific activity analyses of the school and social situation in which the graduate of our teachers' college finds herself and in which she must function.

Development of Continuation Training Contact It is apparent that, if a teachers' college wishes to keep in touch with its graduates, a beginning must be made along lines of least resistance, so far as finances are concerned. Evidently, schools that have made a start have tried to do so in many instances without an increase in faculty. This beginning takes the form of extension or correspondence courses which, as they become numerous, require some extra clerical help only. A number of the schools (12 and 13 percent) are beginning to get into direct personal contact with graduates in the field by arranging for faculty visitation. The start is made first without increase of faculty and confined to occasional visits only, that is, upon call or upon tour in the spring so as to get into contact with high school graduating classes at the same time. The physical impossibility of covering the field indefinitely without increase of faculty is indicated in the report from Macomb, Illinois.

2. Snedden, D., Sociological determination of objectives in education, 1921
 3. Charters, W. W., Activity analysis and curriculum construction, Journal of Educational Research, May, 1922; and Curriculum construction, 1923
 4. Whitney, F. L., The determination of objectives in teacher training, Educational Administration and Supervision, May, 1923

"Formerly we kept tab on them for two years and then a faculty member was sent to visit their work and in case his report was favorable issued a special certificate in recognition of unusual work. It was not long, however, until the number of graduates made it impossible for us to visit all of them and those who were not visited felt that they were discriminated against by not receiving this special attention. On that account we have dropped it."

It is found that a number of schools (Maryville, Missouri; Lewiston and Albion, Idaho; Durant, Oklahoma) use their field worker, who is usually head of the rural school department, in working with rural teachers only. Others have a field supervisor (Cedar Falls, Iowa, has three) who works among graded systems in the state helping teachers wherever possible without regard to the institution from which they have graduated. Very probably the ultimate criterion will be for each teacher training school to work with its own product, concentrating each year first of all upon the new graduates without actual previous experience. Many practical difficulties will be encountered here. For example, if there is more than one teacher training school in the state, how will overlapping of effort be avoided? In the case of Idaho, this is taken care of by close co-operation with the state department of education. But it is found here that the objective stated above cannot be attained, and possibly it will be impossible and very likely undesirable to segregate continuation training efforts so that the home school will come into contact with its own graduates only. Difficulties like those of distance will have to be overcome also. For example, the president of the state normal school at Potsdam, New York, says,

"Three fourths of our students come from our corner of northern New York, and three-fourths of these go to the neighborhood of New York City, from 250 to 450 miles away."

Another type of difficulty is illustrated by a recent survey (unpublished) which reveals the fact that one of the state normal schools near the southern border of a north central state had for years sent the majority of its graduates to a large city system in the neighboring state. However, it is possible that most of the schools serve the "home area" first of all. A typical situation is very likely indicated in Table II where nearly one half of the year's graduates are located in ten neighboring counties.

TABLE II. The percentage of two graduating classes of the Moorhead State Teachers College placed in teaching positions in ten neighboring counties, the "home area"

County	1921	1922
	1922	1923
Clay, Minnesota.....	13	11
Polk, Minnesota.....	5	6
Wilkin, Minnesota.....	7	4
Marshall, Minnesota.....	4	4
Ottertall, Minnesota.....	1	5
Becker, Minnesota.....	5	4
Norman, Minnesota.....	1	5
Roseau, Minnesota.....	3	2
Grant, Minnesota.....	1	0
Cass, North Dakota.....	4	5
Total.....	44	46

Continuation Attitudes and Plans Among the forty percent of institutions having some plan for keeping contact with graduates on the training level, the following quotations are significant.

1. Flagstaff, Arizona

"We send teachers into the communities where our graduates are working, letting them stay two or three days for inspection, advice, etc. This work is largely in its infancy, but we have done a good bit of it."

2. Gunnison, Colorado

- "1. Through co-operative extension services (regular class groups), professional courses, throughout the school year.
- 2. Co-operative research work.
- 3. Correspondence courses."

3. Greeley, Colorado

A comprehensive scheme of follow-up work is in operation. The extension program is reaching a very large proportion of the former graduates. In this way, two year graduates are going on with their work, the goal being an A. B. or an A. M. degree. Personal visitation is carried on constantly by extension workers in the field. Group instruction is also in progress. Several hundreds are taking individual courses by correspondence. This institution administers continuation training on a distinctly college level so that it is of benefit not only to the elementary teachers but to the educational leaders in many communities of the state.

4. Emporia, Kansas

"We have no systematic plan for continuing the training of our graduates under contract. Of course, we do a great deal of correspondence and traveling extension work. We are always at the service of our graduates."

5. Natchitoches, Louisiana

"The State Normal College, through its Division of Extension, is endeavoring to serve truly the people of Louisiana, particularly through the teachers in service. The idea of extension is to carry the college to the people, who, for various reasons, are unable to attend residence classes or take part in the activities within the walls of the college. The term extra-mural has been chosen as an appropriate term for the extension activity; and justly so, for the old idea that universities and colleges were only for the people within its walls—and strongly fortified were these walls at times against all outside influences—has given place to the feeling that they should receive the benefits of its ideas, practices, and ideals.

"The State Normal College has been in the field of general, organized extension for six years; and, in that time, the progress of the various departments has been relatively great. However, it is well to say in the passing that the college has always been ready to serve in the way of parish institutes; give information in special fields; furnish speakers for commencement programs; provide officials for rallies; furnish supervisors for educational surveys and other activities; prepare programs for the interest and entertainment of boys and girls in short courses on the campus; and has been eagerly willing to serve the surrounding parishes with grounds and equipment for parish rallies, and function toward educational progress in every possible way.

"The growth and development of the public school system of Louisiana and the progressively increasing scholarship which is required of high school teachers, demand that the facilities and opportunities for study be extended as widely as possible. The State Normal College, whose special function it is to train teachers for the public schools of Louisiana, has felt the need and demand and has sought to meet its responsibility as adequately as the means at its command has permitted.

"It is generally recognized today that the functions of a state college include at least three definite lines of endeavor: its first duty is to teach thoroughly and well the students on the campus; second, to foster as well as possible the spirit of research on the part of the members of its faculty; and third, to render to the state at large such public service as may be within its power.

"The State Normal College extension service is administered through the Division of Extension, which includes nine departments. The extension activities operate through different departments of the College, thus bringing the non-resident students, the people of the state, and the entire faculty of the State Normal College into a close relationship. The activities of the Division of Extension are:

Correspondence Study
 Extension Classes—Group Study
 Home Reading Courses—in collaboration with the United States Bureau of Education
 Lectures and Institute Work
 Educational Measurements and Surveys
 Appointment of Teachers
 Alumni Activities
 Visual Instruction
 Public School Service."

6. Lowell, Massachusetts

"We have no system of following up the training of our graduates after they leave us, but we are carrying out to a limited extent, a plan by which we send out a few students in March of their second or senior year to teach under contract with pay, in schools of their own where they are visited from time to time, by one or more of our supervisors. They then come back and graduate the following June. We have found that is a very satisfactory arrangement."

7. Kalamazoo, Michigan

"The best help that we give is through our extension work. Extension courses have been organized in a large number of centers in our section of the state and many of our graduates are enrolled in these courses. We also send out our critic teachers occasionally to spend a day with our graduates in their work. This we find to be very practical not only from the standpoint of the students but from the standpoint of our critic teachers in that it helps to keep our work nearer to the real problems of the public schools."

8. Kirksville, Missouri

"We have many hundreds of students taking definite correspondence courses and perhaps thirty different classes annually in extension courses as definitely planned and executed as those in residence. We have a small force of helping teachers in the field. Lately we have taken over the 37 high school 'teacher training' departments in high schools of northeast Missouri. Our visits to those will be in the nature of helping teacher service."

9. Maryville, Missouri

"Our work in this field is somewhat new, this being the second year of our attempt. One plan is to visit the teachers and see what they are doing and make what constructive criticisms we can following the visit. This is very unsatisfactory and I doubt if much is accomplished. However, there are many teachers that this is the only way we can at present assist, as we have insufficient teachers to carry on the work.

"Our second plan, which I feel sure will be much more beneficial, is by working with groups of teachers in the county. The County Superintendent in the counties working and I select the teachers with whom it is desired to work. We visit the schools once a month spending an hour with the teachers, at which time we ask them to take up a certain subject. At present we are working on reading. They conduct classes in reading while we are there. Few criticisms are made as it is not a good time for making such.

"On the Saturday of this week the teachers all come together for a day's session. In the morning we discuss the work that I have seen and emphasize the strong points and endeavor to make very clear how the points may be improved. One of the teachers who has been selected because of her work gives a demonstration illustrating some point she has been emphasizing during the month. In the afternoon a demonstration is given in which some point is emphasized which the teachers will endeavor to show in their work the coming month.

"We hope to be able to interest the community in this work, but this is somewhat of a slow process. Our belief is that the standards of the teachers and children must be raised and that the patrons of the schools must know what their children should do. I regret that we have not been able to do more but I feel sure that our teachers will grow and improve under this method of instruction."

10. Kearney, Nebraska

"The only plan we have for continuing the work of graduates who are at work in the field under contract is the plan of presenting correspondence work and study center work as outlined in our catalog, a copy of which is sent you under separate cover. Our director of extension does make an attempt in his field work to call upon as many of our former students as is possible, consult with them, give whatever help he is able on his trips. This is more or less desultory and spasmodic as I regret to say that the legislature has never been sufficiently impressed with the importance of follow-up work to appropriate sufficient money therefor."

11. Greenville, North Carolina

"Our teacher of methods in the college for the year 1922-23 becomes our helping teacher for the year 1923-24. She spends all of her time in the field visiting the students and helping them make the necessary adjustments. In 1923-24 the helping teacher who was in the field the year 1922-23 comes into the college as teacher of methods, and in 1924-25 goes out as helping teacher. This is expensive but we have tried it for two years and find it more than worth the money. It will take a period of four years, however, to make a complete cycle, and at the end of four years I expect to question very seriously if it is worth what it costs."

12. Bloomsburg, Pennsylvania

"Replying to your letter of September 29, I should like to say that this state has no definite program for the improvement of teachers in service who have graduated from teacher training schools. We offer extension courses that are intended for the most part for teachers who have not yet met the requirement set for 1927, namely, two years of past high school work at some teacher training school."

13. Madison, South Dakota

"We are trying to work out through our Extension Division a system of follow-up work for our graduates. We have a supervisor whom we intended to get into practically every school in our section in which our graduates were working. However, the focus for her work has changed somewhat during the last year and she is now doing intensive supervision work in approximately forty schools in ten counties. Although the focus has changed a little from what we intended in this matter, we shall return to it as soon as we can add another person to the extension staff. My feeling is that the work must grow out of actual local experience and that it will grow rapidly enough as soon as we can put the right person in charge."

14. Providence, Rhode Island

The Rhode Island College of Education offers afternoon and Saturday courses at the college and at centers throughout the state where enrolment is large enough. "The work is the regular work of the college and is intended to represent a full equivalent of work in residence. Credit may be secured towards a teacher's certificate, the diploma of the Junior Course, or towards the degree of Bachelor of Education or of Master of Education." Two groups of courses which conform to the two semester term units are offered. "A summer course of six weeks is also maintained. Through these a student may complete any course for a teacher's certificate, or may obtain the degree of Bachelor of Education or of Master of Education. Many of our superintendents as well as about one-fourth of the public school teachers are at work in some of these classes."

15. Castleton, Vermont

"We have a Home Coming day twice a year, when problems are discussed and beginning teachers are advised. These are preceded by questionnaire sent

to superintendent as per enclosed, a basis for conference. We encourage personal letters to us for help at any time during the year. This is only meager follow-up work but the most practicable plan as yet evolved."

16. Cheney, Washington

"Replying to your inquiry will say that we have a regular extension department in this institution through which we reach our own graduates. This is done by personal visitation and personal help, supplemented through materials furnished through the extension department which includes all sorts of practical helps.

"We find the beginners are the ones who need special help and suggestions in the work. Often times it only requires a little assistance and service on our part to change partial failure into complete success. Of course, many young teachers succeed right from the beginning. Our policy is that of suggestion, furnishing the different types of helps and giving encouragement. We also work through superintendents and principals and through supervisors in the larger cities. The nature of this work, therefore, depends upon the need."

17. La Crosse, Wisconsin

"Your circular letter of recent date is at hand. In reply to same will say that we do very little follow up work in this institution for the reason that the legislature has failed to appropriate a sufficient amount of funds for such work. However, we do try to keep in touch with the cases that need help most.

"We do try to impress upon the superintendents and principals in our section of the state that they are responsible in a large measure for the training of teachers. Two years' of training is all too short a time in which to complete the job. So we urge the superintendents and principals to take our product and work tactfully and sympathetically with them for a year or so when we are sure they will be strong teachers. These officials must take our product and finish the job, which as above, they can do if they are willing to assume a part of the responsibility. With the right kind of help the overwhelming majority of our graduates would succeed well.

"For a few years the legislature provided funds for this work and as a result we were able to do a great deal of effective follow-up work."

18 Honolulu, Hawaii

"The Territorial Normal and Training School is making every effort possible to be of service to its graduates and to other teachers in the service of Hawaii. There are five main lines of service: **First**, eight extension courses are given in the late afternoons for teachers in the Honolulu schools. There are approximately four hundred teachers in the schools of Honolulu. One hundred and eighty of these are taking one or more of the afternoon extension courses. **Second**, this institution maintains a six week Summer Session. The majority of the attendance at the Summer Session are teachers in service. The attendance this last summer (1923) was more than three hundred. We are planning to obtain authorization to extend this six week Session to a twelve week Session. **Third**, the Department of Education of the Normal School maintains a Teacher Service Bureau. A supply of standardized testing material is kept on hand for sale to the schools throughout the Territory. This service enables teachers to obtain testing material at reasonable cost and prevents delay which would otherwise exist because of our great distance from the distributing sources. The service of this bureau extends beyond the mere distributing of testing material into the field of establishing territorial norms. **Fourth**, a new undertaking is being launched at present, mainly that of correspondence courses. At present we are offering one course in Educational Measurements through correspondence. This course is being offered jointly by this institution and the University of Hawaii. It is made possible through the co-operation of the Honolulu Teachers' Council which is financing the undertaking. **Fifth**, the Department of Education of this institution edits the "Hawaii Educational Review" which is the official school organ of the Territory and which is sent to every one of our eighteen hundred teachers."

It is clear, from the above letters, that the presidents do not regard either extension or correspondence courses as constituting

definite training for teachers in service. These courses result, as a rule, in credit in the records of the home school; but there is a higher, more intensive level of training which serves as an ideal objective toward which many teacher training institutions are working. The next section discusses very briefly differences of value among existent field training methods.

Rank Order of Items of Continuation Training Technic

Table V contains a statement of eighteen methods by means of which 137 teacher training institutions are trying to get into contact with their graduates. Two obvious questions arise at this point, (1) Are there other methods which would be valuable if used? (2) What is the relative value of all such methods as expressed in terms of their rank order?

Answers to these two questions were sought by means of the following request:

Below are 18 items of teacher training technic of more or less value to the graduates of state normal schools and state teachers' colleges who are teaching under contract. These data come from 137 of our state teacher training institutions (71 percent of all). Would you be willing (1) to interline any additional items (a) which you know about or (b) which you think might be effective, and (2) to rank the entire list in order of merit. For example, if you think "Supervision by field workers" is the best way to insure a continuation of growth in professional knowledge and in teaching skill after graduation, number it "1." Then number all other items to indicate their rank in accordance with your best judgment.

Supervision by full-time field workers
 Surveys or investigations made by bureaus of research
 Annual inspection by faculty members
 Regular visitation first year after graduation
 Irregular visitation on request from the field
 Correspondence courses
 Extension courses
 Placement bureau work
 Appointment committee activities
 Annual professional conference for all graduates
 Success reports first year after graduation
 Activities of full time alumni secretary
 Alumni list checked each year as to location and job
 Scientific activity analyses of teaching jobs in the field
 Alumni reunions
 Inquiry among alumni about value of content and management of courses in the home school
 Irregular correspondence with home faculty
 School bulletin or paper mailed to alumni

This letter was distributed to teacher training experts, that is to fifty members of the faculties of accessible institutions. Only one suggestion for an addition to the list as received was made. The head of the training school in one institution and the head of the department of education in another thought that summer sessions at the home school would be valuable in giving opportunities for advanced work. It is probable that all of the experts participating in the study would agree to this, but that summer sessions were not mentioned because of their intra-mural character. The investi-

gation has to do with professional activities of graduates "who are teaching under contract," and this is interpreted to mean "while they are teaching under contract."

In the judgment of the educators replying, the list of continuation training items should be arranged as follows, the most important item being number one.

Rank	Levels of Continuation Teacher Training in Service
1.0	Supervision by full-time field workers
2.0	Regular visitation first year after graduation
3.5	Annual inspection by faculty members
3.5	Extension courses
5.5	Annual professional conference for all graduates
5.5	Surveys or investigations made by bureaus of research
7.0	Correspondence courses
8.0	Irregular visitation on request from the field
10.5	Activities of full-time alumni secretary
10.5	Success reports first year after graduation
10.5	Scientific activity analyses of teaching jobs
10.5	School bulletin or paper mailed to alumni
13.0	Placement bureau work
14.0	Appointment committee activities
15.0	Alumni list checked each year as to location and job
16.0	Inquiry among alumni about value of content and management of courses in the home school
17.5	Irregular correspondence with home faculty
17.5	Alumni reunions

It is evident that the basis of decision is found in nearness of actual personal supervisory contact with teachers on the job. Use of a full-time supervisor is thought to be the most desirable plan. If this is not possible, faculty members should be sent out as widely as funds will permit to check up success levels. Extension courses are ranked next, and an annual conference of all graduates at the home school and the work of a bureau of research are thought to be on about the same level. An annual conference is possible, of course, only when both graduate list and area served are small. Castleton, Vermont, has two such professional conferences each year. Such items as alumni reunions and correspondence with faculty are thought to be least valuable of all, and it is surprising to find informal and scientific analyses of our teacher training criterion (items 10.5c and 16) ranked so low. Possibly, while the ultimate effect of such analyses upon the curriculum is recognized, it is not fully understood how the teaching level among graduates would be thereby raised.

The ranking of four prominent presidents of large state teachers' colleges may be used as a check upon the opinion of the group of experts reported above. These four educators, who have been trying for years to administer all teacher training efforts before and after graduation so as to insure a high level of success in teaching among alumni, agree with the group of fifty that most valuable of all is personal supervisory contact, in particular during the first year after graduation. But for the third item, instead of inspection by faculty members, they would substitute a systematic

checking of the location and job of all graduates each year, and for item four visitation on request from the field. One of these presidents has for a number of years used the following return card inquiry form⁵ and has sent out college instructors upon request and where supervisory help has been found to be most needed.

WINONA STATE TEACHERS COLLEGE

Name _____ Date _____

Teaching at _____ Grade _____

(Please check the following and return at once)

1. Discipline	Strong	Fair	Weak
2. Skill in teaching	Excellent	Fair	Poor
3. Improvement	Much	Some	None
4. Co-operation	Much	Some	None
5. Personality	Strong	Average	Weak
6. Social life	Helpful	Little	Questionable

Signed _____ Position _____

Institutional Training While Teaching It is not known how many city superintendents definitely take the attitude that they have bought the "finished product" when a teacher is appointed for work in their systems. Probably very few actually say this, but many assume such a situation and announce their view-point by lack of provision for any continuation of normal school or teachers' college training or of efforts toward improvement on the part of their own supervisory staff. In such systems, the graduate with or without previous experience is put in full charge of a group of pupils and then "sinks or swims" without much interference from supervisory or other agencies.

Professional leadership may, even in a small system, follow the lead of a few more advanced superintendents who recognize differences in teaching ability by provision for a gradual introduction of the new teacher to her task. She may be on the substitute list. Or she may be assigned to a competent principal as cadet or assistant in the building, or with a master teacher. At the end of the term or the semester, more independent teaching is given, if she be ready for it. Any plan of this kind is economical, as it insures continuity of pupil progress for all groups from the beginning of the school year and eventuates in a higher level of teaching ability on the part of the new appointee at the point where she finally takes charge of a classroom. Plans for teacher training in local public school systems have been dealt with in more detail in the preceding section.

In a number of our larger city school systems, this attitude takes more definite form as the city normal school. The small system cannot organize such an institution, but the superintendent may learn many lessons as to objectives and technic, if he will study the work of the nearest institution of this kind.

5. Maxwell, G. E., Facts and figures illustrating aspects of state normal school work, Winona State Normal School Bulletin Series 13, No. 2, February, 1917

The curriculum of teacher training in these institutions is organized on the plan of alternate study and student teaching activity. In the usual course of two years beyond secondary work, full time student teaching under close supervision from the training school is engaged in for stated periods, often during the entire third semester, as in Harris Teachers College, Saint Louis, Missouri. In city training schools such as the Detroit Teachers College, opportunity is given the two year graduate, working under contract on full time, to earn further college credits toward the bachelor's degree. In the University of the City of Toledo, Ohio, Division of Elementary Education, the three year graduate works thus toward the degree of Bachelor of Science in Education.^{6,7} Extension and Saturday afternoon classes offered by the Rhode Island College of Education enrolled last year one fourth of all of the public school teachers of the state. This institution operates in terms of a state wide system of extension work and as a city training school for Providence.⁸

A unique plan which combines the two opportunities of close supervision during the "try out" period and opportunity for making further credits toward the bachelor degree has been in operation in Buffalo, New York, for a number of years. Deputy Superintendent Pillsbury's report of this plan during the meeting of the New York State Teachers' Association in 1920 gives the details succinctly.⁹

"In brief, the principal features of this plan are as follows: By agreement with the University of Buffalo and Canisius College, all graduates of the Buffalo State Normal School are given credit for two full years of collegiate work. Upon passing the city competitive examination they receive the usual probationary contract terminable at any time within two years upon the successful completion of which their tenure becomes permanent. They are assigned to one of six schools designated as 'teacher-centers,' given a regular class, and receive the full pay provided by the salary schedule for the beginning teacher.

"For every four or five probationary teachers, each center has one supervisory teacher who, by reason of her high ideals, strong personality, capacity for growth, and unusual instructional skill, has shown special aptitude for this work. She helps the probationary teacher plan her lessons; sympathetically evaluates her performance; takes her classes for demonstration purposes; aids her in her disciplinary troubles; keeps her in touch with the most helpful literature of her subjects; encourages, stimulates, and assists her in all difficulties; in short, acts as a "big sister" or official adviser.

"For the work at the teacher centers, if successful, the probationer is given two college credits for each semester on the ground that this constitutes her laboratory work. This teaching credit may be continued for three years, making it possible for her to secure twelve credits for successful teaching. College credit for successful teaching is somewhat a novelty and was not gained without considerable effort. The necessary credit was, however, finally granted and as a result, for the first time, so far as I know, in the history of education, successful teaching under the most careful supervision is placed on a footing

6. Russell, C., A laboratory technique for observation and participation, Teachers College Record, September, 1923

7. Russell, C., A laboratory technique for practice teaching, Teachers College Record, November, 1923

8. Alger, J. L., Afternoon and Saturday classes in the Rhode Island College of Education, Bulletin No. 16, June, 1923.

9. Pillsbury, W. H., The Buffalo plan of teacher training, Elementary School Journal, April, 1921.

of collegiate equality with such sacred operations as changing compounds and crayfish.

"At the end of her year at the teacher center the probationer has acquired sixty-four credits for her normal school work, four for college civics, and, anticipating the next two years, twelve for successful teaching, making a total of eighty college credits. As one hundred and twenty-eight credits are required for graduation, she has forty-eight still to secure.

"She is then assigned to one of the regular schools of the city making way for a new group of incoming teachers at the teacher centers. If she wishes to work for a degree, she must now decide on her future line of work as a teacher of upper or lower elementary grades, or of some special subject in the intermediate schools or senior high school. For each of these fields a course of required subjects, together with sufficient electives to complete the remaining forty-eight credits required for graduation, is laid down by the university. This work has been so arranged that it can all be taken after school hours and on Saturday forenoon. The teacher may progress rapidly or slowly according to her abilities and inclinations and upon completion of this work, together with the submission of a satisfactory thesis, she is granted the regular Bachelor of Science degree at the University of Buffalo. Similar arrangements have been made with Canisius College."

The superintendent of the small system is obligated to let his teachers know of the growing sentiment for more than two years of college work as preparation for elementary teaching. The literature of the proposal of a bachelor's degree for the elementary teacher, first made authoritatively in complete form in the Missouri normal school survey,¹⁰ is becoming adequate. He should encourage his teachers to read upon the subject and should plan with those of greatest promise so that they may take advantage of every possible opportunity for extension, correspondence, and summer work. The time is coming when a career as a professional educator may be found in primary or in junior high school teaching in the public schools. He cannot, unless his system be situated very near to a teacher training institution, make such definite provision for alternate periods of contract work and of training or for part-time activities which will permit teachers to earn further college credits. But he may help to define and make real the desirable ultimate objective. While this may shorten the period of service of some of his best teachers, the total effect upon attitude and skill in his system will be salutary.

Training by State Departments of Education There is a conception of a state wide centralization of all teacher training efforts which is well set forth in the Missouri normal school survey and which educational leaders and state legislatures are beginning to accept in theory and as an ultimate goal. A number of our normal schools were first organized as private enterprises; and more, while the result of permissive state legislation, were strictly local as to management and service. Later, when state departments of education became more definitely organized and more efficient, varying degrees of relationship were established. A notable illustration of the first type of origin and development is found in the State of

10. Learned, W. S., et al., The professional preparation of teachers for American public schools, 1920

Pennsylvania,¹¹ where centralization is now well established. In California, the state board of education has recently assumed closer control of the state teacher training institutions by requiring on the part of the state superintendent of public instruction closer supervision of the work in the state teachers' colleges.

But, while a number of states are moving toward unified control of teacher training, this has applied in most cases only to such matters of business as have to do with finance. And in such states as Iowa and Kansas, for example, there is no higher professional school officer. The heads of the three institutions in both states deal with the state board on the basis of individual needs. Overlapping of opportunities and lack of co-ordination are inevitable under such circumstances.

No doubt the Missouri normal school survey contemplated active participation, on the part of the state department of public schools, in efforts to improve public school teachers both before and after graduation from state institutions for teacher training. As to the later, the report from Missouri is that "this department has no plan of follow up work for the teachers of the state except for graduates of teacher training departments in high schools." State participation in continuation training is found in but few states. It prevents overlapping of effort, as in Idaho, because of the larger unit of control. The usual situation, however, finds the state, if it is doing anything about teacher training outside of the realm of finance, leaving any follow up efforts to the initiative and energy of individual schools. This is the case in Massachusetts where the North Adams school only has extension work of any kind.

One level of training contact by state departments of education is found in the issuing of bulletins and newspapers, as in Ohio, South Dakota, and other states. I well remember the stimulating effect upon a young, inexperienced city superintendent of State Superintendent C. P. Cary's monthly "Superintendent's Letter." I have them still in my files. Wisconsin was the first state to recognize concretely by legislative enactment carrying appropriation its responsibility in the supervision of the work of teachers in service. Chapter IX of the last biennial report of the state superintendent gives the history of this movement in its final application to the field of greatest need.¹²

"Wisconsin has appreciated the increased efficiency which results from skillful supervision. This state is among the pioneers in developing a state department mainly composed of active field supervisors. These trained workers make approximately one visit each year to all public schools other than the six thousand one-room rural schools, for purposes of classroom supervision and assisting in administrative problems.

"Everyone agrees, however, that the one-room rural school presents the most serious administrative and instructional problems and is therefore in greatest need of frequent supervision. Wisconsin recognized that it was im-

possible for county superintendents having under their charge from one to two hundred rural teachers to spend time enough with each to determine her needs and to give the required help to insure improvement in instruction and management.

"The state superintendent was able in 1915 to secure the passage of the first state law in the United States providing for one or more supervising teachers for each county whose salary and expenses were to be paid with state funds. Subsequent legislation has improved the provisions of the law, which now reads, in part:

"The monthly salary to be paid such teachers (in counties having more than 125 teachers, two supervisors may be appointed) shall not be less than one hundred dollars per calendar month. Each supervising teacher shall be paid for ten months in the year. No persons shall be eligible to nomination by county superintendent or appointed by the County Committee on Common Schools as supervising teacher in any county or superintendent district who does not at the time of his appointment hold a state certificate, either a first grade county certificate, or a certificate of graduation from a county training school for teachers, or from the training department of a high school, and in addition has at least three years of successful experience in teaching, at least one of which shall have been in rural schools."

"It shall be the duty of the supervising teacher, during the time the schools are in session, to supervise and assist, under the direction of the county superintendent, the teachers employed in the county or district, devoting special attention to less experienced teachers. He shall assist in organizing and administering the schools in the county, classifying them according to the character of the work done and in grading pupils toward the development of their individual capabilities. He shall endeavor to stimulate an interest among the pupils, teachers, and parents in agriculture and other subjects pertaining to rural conditions and shall consult and advise with school boards. He shall perform such other work as the county superintendent may direct. It shall be the duty of each supervising teacher to attend an institute each year when called by the state superintendent of public instruction. The supervising teacher shall be reimbursed his actual necessary expense incurred while attending such institute. Any supervising teacher may be removed by joint action of the county superintendent and Committee on Common Schools if he fails to perform his duties or for conduct unbecoming a teacher."

Eighty-one supervisors began work in the fall of 1915 under seventy-one superintendents. Now there are 114 such state workers in the field.

In the state of Maryland, another notable example of state supervision may be found, supervision which as in Wisconsin aims to increase the efficiency first of all of rural school teachers. In 1922, the state legislature made an appropriation for extension in both academic and professional subjects, free of cost wherever an enrolment sufficient to justify it could be had.¹³ At that time there were two thousand teachers holding second and third grade certificates, and the specific objective was to advance the grade of these certificates through school credits. No holders of higher certificates were admitted to the classes. The normal schools operated by giving credit for state extension courses up to a total of the first year's work in the school. There is probably no doubt that the ideals underlying this state-wide program for teacher training in service under the leadership of the state superintendent¹⁴

11. Holland, E. O., The Pennsylvania state normal schools and public school system, Teachers College, Columbia University Contributions to Education, No. 55, 1912

12. Callahan, J., Education in Wisconsin, Biennial report of the state superintendent, 1920-22.

13. Halloway, W. J., Extension courses for teachers, Maryland School Bulletin, Vol. IV, No. 3, September, 1922

14. Cook, A. S., Rural school democracy through effective administration, Proceedings of the National Education Association, 1921

had their origin in the splendid work of Lida Lee Tall in Baltimore County, Maryland.¹⁵

It will be worth while for the inexperienced superintendent to study this movement for the training of teachers in service in Maryland and in particular the work in Baltimore County. The course of study there made is published by Warwick and York of Baltimore, and has been revised again recently. The self-survey here referred to is a fine illustration of the measurement of the results of supervision "in terms of the enlarged professional spirit and growth of teachers."

Types of Continuation Training Possibilities for Teacher Training Institutions The 137 reports from the teacher training schools discussed above present a variety of attitude and of technic in the matter under consideration in this section. A study of the reports and of the facts as set forth in Table V leaves the impression that none of the schools are doing what they might to insure the immediate success of their graduates in the field and their continued increase in teaching power. In fact, the typical attitude is a frank admission of this deficiency and an expression of the hope that more may be done in the future.

What are the possibilities for continuation training of alumni by their home school? A study of the conditions under which teacher training is administered in the schools listed shows that no categorical generalization can be made. The institutions differ in location, in relation to state control and state support, and in tradition. An adequate answer to the question would require as many replies as there are schools. However, a rough classification may be attempted which may help in our thinking for any individual institution in which we may be interested.

There seem to be at least five types of situations among the normal schools and teachers' colleges studied which present differing possibilities for continuation of teacher training after graduation under the management of the home school. (1) Small-city and rural community situation with a comparatively small "home area," and a number of such institutions in the state. (2) Small-city and rural community situation with a large or state-wide field to serve. (3) Large teachers' college situation with a comparatively small state-wide constituency. (4) Large teachers' college situation with a large or state-wide constituency. (5) Large-city training school situation where the area of service might include nearby small city systems. Close scrutiny of our 137 cases will reveal variations from the above classification, but for purposes of simplification the list will not be continued, for if one should check individual differences too closely each school would become a type.

An examination of the schools reporting in Table V will bring to light one or more for each of the five types of situations above, schools which fit the characterization very well. (1) The six teach-

15. Tall, L. L., A self-survey after ten years of supervision in Simpson, I. J. Worth-while teachers' meetings, Maryland School Bulletin, Vol. V, No. 1, September, 1923.

ers' colleges in Minnesota or the five in Missouri, outside of Harris Teachers College and Lincoln University (colored). (2) Castleton, Vermont, serving an area of 43,000 square miles with 360,000 people and Dillon, Montana, serving the same population scattered over nearly four times the area of Vermont. (3) The Rhode Island College of Education at Providence where extension workers may start any morning and quickly reach any center in the state by automobile. (4) Cedar Falls, Iowa, and Natchitoches, Louisiana, as well as situations such as are presented by Greely and Gunnison, Colorado, and by Albion and Lewiston, Idaho. (5) Cleveland School of Education, Detroit Teachers College, and other city training schools.

Proximate and Ultimate Criteria for Continuation Training

The possibilities for training in service by the home school cannot be discussed for all of these situations and institutions. Minnesota will be taken for more detailed but very brief examination. Table V shows that, according to reports from the presidents of the six Minnesota teachers' colleges, nothing satisfactory to them can at the present time be done. They all speak of the desirability of such work when definitely organized, but cite financial stringency as preventing what they would wish. All are doing what they can, and no doubt each could be checked on the table for all of the items found for Moorhead, if the brief letter reports received could have been supplemented by personal conferences.

If the state were equally divided among the six Minnesota schools, each would have an area of over 14,000 square miles and some 400,000 people to serve, and this would be just about the situation confronting the state normal school at Castleton, Vermont. But toward the southern part of the state population is denser, and the colleges nearer together. Very probably there the majority of alumni are teaching nearer to their home schools. The facts for Moorhead are roughly stated in Table II. About one half of the graduating classes of 1921-23 are located in the ten counties nearest to the College. The rest are widely scattered to the east and south in Minnesota, and a small percentage are in states to the west. The author checked conditions at Duluth a number of years ago and found the graduating group more concentrated. As Duluth is a community of 100,000, it represents a large city, almost city training school, situation. Schutte's study¹⁶ giving conditions in 1920-21 for all six Minnesota schools complicates the above analyses somewhat, but the facts are gathered from a viewpoint other than that of this investigation.

Fifty teacher training experts have agreed that the most effective way to keep in touch with graduates, so as to insure their continued growth in teaching ability, is through the activities of full-time supervisors at work in the field. This is suggested as an ultimate criterion for Minnesota, when legislative aid makes it

16. Schutte, T. H., Distance and the normal school graduate, Educational Administration and Supervision, December, 1923

possible. The experience of Idaho with its two teacher training institutions, both engaged in extension supervision, and of Iowa with its own teachers' college suggests that centralized administration of this work will be necessary in order to solve problems of overlapping and to maintain state-wide standards in continuation supervision.

All six colleges are keeping in touch with graduates to some degree. As a proximate objective, it is suggested that each institution (1) check and publish its alumni list with complete information about each teacher;¹⁷ (2) get success reports¹⁸ during the first semester of teaching under contract from the superintendents with whom new graduates are working; (3) at the same time receive requests for supervisory visits to new graduates in the field and make as many of these visits as funds will permit; (4) offer extension courses in as many nearby centers as possible (This, if carefully administered, may be without cost to the college); (5) organize all informal correspondence and all correspondence courses with proper clerical help so as to give as wide service as possible (This may be self-supporting also.). Such a program could very probably be inaugurated at once under present budget conditions. Co-operation among the presidents would make possible studies of such extramural training activities which would reveal their value in terms of increased efficiency of teachers sent out. Such results, if made known, would eventually secure legislative support. The experience in Iowa, Rhode Island, and elsewhere encourages a start toward the ultimate objective proposed above.

CONCLUSIONS

1. The graduate of a teacher training institution is not a "finished product," but we hope that she has begun to develop habitual professional attitudes toward her work which will cause her to continue to increase in ability while teaching under contract.
2. Thinking administrators in teacher training institutions and in local public school systems are beginning to express the above viewpoint by making definite provision for continuation of teacher training after graduation.
3. More teachers may be helped by such programs more effectively, if the teacher training institutions and neighboring public school systems can undertake co-operative programs which will involve (a) a careful social analysis of conditions and needs in the public school systems served so that the curriculum of the training school may prepare concretely for specifications of future activity, (b) careful placement of graduates in systems where individual characteristics and capabilities may dovetail with local needs but on a level of technic and efficiency just a little above present conditions there so that there may be an increasing appreciation

17. Alumni Record, 1889-1922, Moorhead State Teachers College Bulletin, Series 18, Nos. 2 and 3, 1922.

18. Op. cit., title 5 above

of and demand for better teaching year by year and the educational ideals of the constituency of the state teachers' college be thereby slowly improved, (c) supervision of new graduates as individuals by full-time field workers, of a number permitted by funds available, so that the development of professional attitudes and the acquisition of teaching ability begun may be continued uninteruptedly after graduation, (d) constant interchange of personal contact between the teachers' college and nearby local systems through correspondence courses and extension work, friendly visitation for observation and to attend and aid in programs and other special occasions, and formal school surveys and other co-operative projects benefitting all parties concerned.

4. This form of after-graduation, in-service teacher training may be made permanently an integral part of the training program of state teacher training institutions and will grow in scope, if the America Association of Teachers Colleges favors it as a policy and studies its effect upon teaching levels and permanency among state teachers' college graduates by means of committees and through the activities of a full-time secretary located in the headquarters of the National Education Association, should such expert service be finally secured.