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THE SPECIAL WORK AND THE OFFICE  
OF  
THE STATE DIRECTOR OF TEACHER TRAINING

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A Dissertation Presented to the Graduate  
Faculty of the College of Education of  
the University of Cincinnati in Partial  
Fulfillment of the Requirements for the  
Degree Doctor of Philosophy in Education.

By

Gladstone Horace Yeuell, A.B., A.M.

June, 1927

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I.

TABLE OF CONTENTS

	page
Introduction	
1. Growth of State Departments .....	1
2. The problem .....	3
3. The Method and limitations of the study .....	4
Chapter I. Personnel Study of the Directors of Teacher Training	
1. Official titles .....	6
2. Age of the Directors .....	8
3. Training of the Directors .....	9
4. Experience of the Directors .....	9
5. Salary of the Directors .....	14
6. Nativity of the Directors .....	16
Chapter II. The Special Work of State Directors of Teacher Training.	
1. Introduction .....	17
2. Alabama .....	18
(a) The State Superintendent of Education ...	18
(b) The State Board of Education .....	18
(c) Principal activities in the State Department with brief history of the office of State Director .....	19
(d) Teacher training institutions and the work of the Director .....	20
(e) The certification of teachers and the work of the Director .....	21
(f) Teachers' institutes and the work of the Director .....	24
(g) Extension work and the relationship of the Director to it .....	25
(h) Teachers' salary schedules and the relationship of the Director to them ...	28
(i) Reading circle work and the relationship of the Director to it .....	29
(j) Teachers' retirement and pensions .....	31
(k) Placement of teachers and the relationship of the Director to it .....	31
(l) Supervision of elementary schools and the work of the Director .....	32
(m) Brief summary .....	34
3. Connecticut .....	37
(a) The State Commissioner of Education .....	37
(b) The State Board of Education .....	37
(c) Principal activities in the State Department with brief history of the office of State Director .....	38
(d) Teacher training institutions and the work of the Director .....	39
(e) The certification of teachers and the work of the Director .....	41

II.

	page
(f) Teachers' institutes and the work of the Director .....	45
(g) Extension work and the relationship of the Director to it .....	46
(h) Teachers' salary schedules .....	47
(i) Reading circle work .....	47
(j) Teachers' retirement and pensions .....	47
(k) Placement of teachers, and the relationship of the Director to it ....	47
(l) Brief summary ,,,.....	48
4. Indiana .....	50
(a) The State Superintendent of Public Instruction .....	50
(b) The State Board of Education .....	50
(c) Principal activities in the State Department with brief history of the office of State Director .....	51
(d) Teacher training institutions and the work of the Director .....	52
(e) Certification of teachers and the work of the Director .....	55
(f) Teachers' institutes and the work of the Director .....	59
(g) Extension work and the relationship of the Director to it .....	60
(h) Reading circle work and the relationship of the Director to it .....	64
(i) Teachers' salary schedules and the relationship of the Director to them ..	66
(j) Teachers' retirement and pensions .....	69
(k) Placement of teachers .....	69
(l) Brief summary .....	70
5. Massachusetts .....	72
(a) The State Commissioner of Education ....	72
(b) The State Board of Education .....	73
(c) Principal activities in the State Department with brief history of the office of State Director .....	73
(d) Teacher training institutions and the work of the Director .....	74
(e) Certification of teachers and the work of the Director .....	76
(f) Teachers' Institutes and the work of the Director .....	79
(g) Extension work .....	80
(h) Teachers' salary schedules .....	81
(i) Reading circle work .....	81
(j) Teachers' retirement and pensions .....	82
(k) Placement of teachers and the relationship of the Director to it ....	82
(l) Activities of the Division of the Director of Teacher Training .....	83
(m) Brief summary .....	85
6. Missouri .....	88

III.

	page
(a) The State Superintendent of Public Schools .....	88
(b) The State Board of Education .....	88
(c) Principal activities in the State Department of Education with brief history of the office of State Director.	88
(d) Teacher training institutions and the work of the Director .....	89
(e) Certification of teachers and the work of the Director .....	95
(f) Teachers' institutes .....	99
(g) Extension work .....	99
(h) Teachers' salary schedules .....	101
(i) Reading circle work .....	102
(j) Teachers' retirement and pensions .....	103
(k) Placement of teachers .....	103
(l) Brief summary .....	103
7. New York .....	105
(a) The State Commissioner of Education .....	105
(b) The Board of Regents of the University .. and of the State of New York .....	105
(c) Principal activities in the State Departments of Education with brief history of the office of State Director.	106
(d) Teacher training institutions and the work of the Director .....	107
(e) Certification of teachers and the work of the Director .....	112
(f) Teachers' institutes .....	117
(g) Extension work and the relationship of the Director to it .....	119
(h) Teachers' salary schedules .....	120
(i) Reading circle work .....	120
(j) Teachers' retirement and pensions .....	120
(k) Miscellaneous activities of the Director.	122
(l) Brief summary .....	124
8. North Carolina .....	126
(a) The State Superintendent of Public Instruction .....	126
(b) The State Board of Education .....	126
(c) Principal activities in the State Department of Education with brief history of the office of State Director.	127
(d) Teacher training institutions and the work of the Director .....	128
(e) Certification of teachers and the work of the Director .....	133
(f) Teachers' institutes .....	138
(g) Extension work and the relationship of the Director to it .....	138
(h) Teachers' salary schedules .....	139
(i) Reading circle work .....	141
(j) Teachers' retirement and pensions .....	142
(k) Placement of teachers .....	142
(l) Brief summary .....	143

IV.

	page
9. Ohio .....	145
(a) State Director of Education .....	145
(b) Principal activities in the State Department of Education with brief history of office of State Director ...	146
(c) Teacher training institutions and the work of the Director .....	146
(d) Certification of teachers .....	150
(e) Teachers' institutes .....	156
(f) Extension work and the relationship of the Director to it .....	157
(g) Teachers' salary schedules .....	158
(h) Reading circle work .....	159
(i) Teachers' retirement and pensions .....	160
(j) Placement of teachers .....	161
(k) Brief summary .....	161
10. Pennsylvania .....	163
(a) State Superintendent of Public Instruction .....	163
(b) State Council of Education .....	164
(c) Principal activities in the State Department of Education with brief history of the office of State Director.	164
(d) Teacher training institutions and the work of the Director .....	165
(e) The certification of teachers and the work of the Director .....	166
(f) Teachers' institutes and the work of the Director .....	170
(g) Extension work and the relationship of the Director to it .....	172
(h) Teachers' salary schedules .....	172
(i) Reading circle work .....	176
(j) Teachers' retirement and pensions .....	176
(k) Placement of teachers and the work of the Director .....	177
(l) Brief summary .....	179
11. Virginia .....	181
(a) State Superintendent of Public Instruction .....	181
(b) The State Board of Education .....	181
(c) Principal activities in the State Department of Education with brief history of the office of State Director.	183
(d) Teacher training institutions and the work of the Director .....	184
(e) The certification of teachers and the work of the Director .....	187
(f) Teachers' institutes and the work of the Director .....	189
(g) Extension work and the relationship of the Director to it .....	190
(h) Teachers' salary schedules .....	191
(i) Reading circle work and the relationship	197

	page
(j) Teachers' retirement and pensions .....	194
(k) Placement of teachers .....	195
(l) Brief summary .....	196
12. West Virginia .....	198
(a) The State Superintendent of Free Schools.	198
(b) The State Board of Education .....	198
(c) The State Board of Control .....	199
(d) Principal activities in the State Department of Education with brief history of the office of State Director.	200
(e) Teacher training institutions and the work of the Director .....	201
(f) The certification of teachers and the work of the Director .....	206
(g) Teachers' institutes .....	210
(h) Extension work and the relationship of the Director to it .....	212
(i) Teachers' salary schedules .....	214
(j) Reading circle work .....	216
(k) Teachers' retirement and pensions .....	219
(l) Placement of teachers .....	219
(m) Brief summary .....	220
 Chapter III. Summary, Conclusions, and Discussion of the Special Work and the Office of the State Director of Teacher Training .....	
	222
(a) Chief State School Officer .....	223
(b) The State Board of Education .....	226
(c) Chief activities of State Departments of Education with brief history of the office of State Director .....	228
(d) Teacher training institutions and the work of the Director .....	234
(e) The Certification of teachers and the work of the Director .....	247
(f) Teachers' institutes and the work of the Director .....	252
(g) Extension work and the relationship of the Director to it .....	254
(h) Teachers' salary schedules .....	255
(i) Reading circle work and the relationship of the Director to it .....	256
(j) Placement of teachers and the work of the Director .....	257
(k) Teachers' retirement and pensions .....	258
 Chapter IV. Recommendations .....	 261

## VI.

## TABLES

	page
Table I. Number of States Reporting Certain Functions under Direct Supervision of Professional Staff Officers of Departments of Education (based on replies from thirty states.) .....	1
Table II. Official Titles of the Eleven State Directors of Teacher Training .....	7
Table III. Method of Computing Minimum Daily Wage of Teachers in Indiana .....	68
Table IV. The Number of Teacher-Training High Schools Established in Missouri, the Number of Graduates, and their Biennial Appropriations for the Years 1913-1925 .....	95
Table V. Average Annual Salaries of Teachers Going Out from a Teachers' College of Missouri, Based on Types of Certificates Held .....	102
Table VI. Maximum Salary Schedule for State Aided Districts in Ohio, 1925-1926 ...	159
Table VII. Minimum Salary Schedule for Teachers of Pennsylvania .....	173
Table VIII. Median of Average Annual Teachers' Salaries in Virginia, 1925-1926 .....	192
Table IX. Classification of Teachers of West Virginia for the Years 1919-1920 to 1923-1924, in Terms of their Preparation .....	205
Table X. Different Types of Certificates Held by Teachers of West Virginia for the years 1915 and 1925 .....	210
Table XI. Salary Schedule, Based on Certificate and Experience of Teachers for the State of West Virginia .....	215
Table XII. Official Titles and Method of the Selection of the Chief State School Officers of Eleven States having State Directors of Teacher Training .....	223

	page
Table XIII. Composition of State Boards of Education of Eleven States having State Directors of Teacher Training .	227
Table XIV. Number of Chief Activities Found in the State Departments of Eleven States having State Directors of Teacher Training .....	229
Table XV. Dates and Method of the Creation of the Office of State Director of Teacher Training of Eleven States ...	232
Table XVI. Method of State Control of State Normal Schools and Teachers' Colleges of Eleven States having a State Director of Teacher Training ..	235
Table XVII. A Comparison of the Number of Teacher Training Institutions of Eleven States having a State Director of Teacher Training, with Eleven Other States which Stimulate Teachers to Take Professional Courses to Approximately the Same Extent .....	244
Table XVIII. Eleven States having State Directors of Teacher Training whose Departments of Education have Complete, Partial and Scarcely Any Control of Certification .....	247
Table XIX. Per cent of the Teachers who were Normal School Graduates in Eleven States having State Directors of Teacher Training, as reported for 1924 / .....	253
Table XX. State Department Activities with which the State Director of Teacher Training is Associated in Eleven States .....	260

INTRODUCTION

In 1915 the average number of professional individuals connected with the various State Departments of Education of the forty-eight states of the Union was four and six-tenths. In 1920 the average number had risen to sixteen. In 1915 the average number of clerical workers per State Departments of Education was four and twenty-five hundredths. In 1920 this average had risen to nine and four-tenths. <sup>1</sup>

Not only has the number of State Department members increased, as shown above, but the functions of State Departments have also greatly increased within recent years. Table I taken from Ferguson's Bulletin shows the types of functions and the amounts of their increase.

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**Table I.** <sup>2</sup> Number of States Reporting Certain Functions under Direct Supervision of Professional Staff Officers of Departments of Education (based on replies from thirty states.)

---

Function	Number of states					
	Years	1900	1910	1915	1920	1923
1. Vocational Education		0	3	8	29	28
2. High Schools		3	5	16	25	27
3. Rural Schools		1	4	11	20	24
4. Certification of teachers		4	7	7	20	26
5. Teacher Training		1	1	3	15	16

(continued on next page)

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1. Ferguson, A.W., Professional Staff of State Departments of Education, United States Bureau of Education, Bulletin # 17, 1925, p. 5.
  2. Ibid., p. 7.

Table I (continued).

Function	Years	Number of states				
		1900	1910	1915	1920	1923
6. Special subjects music, art, health, etc.		1	2	5	9	10
7. Elementary graded schools		3	4	6	8	10
8. Americanization		0	0	0	11	13
9. Teacher Placement Service		0	1	4	10	17
10. School Buildings		1	1	2	7	12
11. Special Education Mentally and Physically deficient		0	0	0	3	6
12. Retirement Fund		0	0	3	9	10
13. Attendance		1	2	2	5	8
14. Higher Education, including normal schools		2	2	3	7	9
15. School Libraries		1	1	3	4	9
16. Evening Schools		0	0	1	4	9
17. Legal Service		2	2	2	2	4
18. Editorial		0	2	3	5	5
19. Text-books		1	2	3	5	7
20. Professional licensing, Doctors, Dentists, etc.		1	1	1	2	2
21. Academic Subjects		1	1	1	2	5
22. Educational Measurements		0	0	0	2	4
23. Continuation Schools		0	0	0	3	5

During the month of October, 1926, the writer sent a letter to each of the forty-eight Chief State School

Officers of the various states, asking if they had in their Department a division which corresponded to a Division of Teacher Training, and if not to state briefly just how the teacher training work was carried on by their Department. Replies were received from each of the forty-eight states. The following ten states had regular divisions or bureaus of teacher training, Alabama, Connecticut, Indiana, Massachusetts, New York, North Carolina, Ohio, Pennsylvania, Virginia, and West Virginia. Fourteen other states had teacher training work in high schools supervised by some member of the State Department.

#### The Problem

The present study undertakes to present the work of the ten State Directors of Teacher Training in such manner as to enable the Directors to see what other men in similar positions are doing, and to be an aid to State Departments of Education which are contemplating a reorganization, or are about to **organize** their teacher training activities, by showing what is being done in the states which have a Division of Teacher Training in their Department of Education. Missouri, as an example of those states whose Departments supervise teacher training work in high schools, is included. It was chosen because it appeared to be fairly representative of that group, after a brief study was made of their activities.

In addition, the study attempts to show the types of men who are carrying on the work of these Divisions in respect to their age, experience, and scholastic preparation. Their salaries are shown and comparisons made with other members of State Departments.

Finally, on the basis of current practice, expert opinion, and administrative principles, certain recommendations are attempted which, it is hoped, may be of benefit to all State Directors of Teacher Training and to State Departments of Education which contemplate teacher training reorganizations.

#### The Method and Limitations of the Study

The method of the study was to secure the cooperation of the eleven Directors of Teacher Training in the study to be carried on. They were to make an analysis of their work, to answer inquiries, and to furnish any bulletins or materials, published or issued, by their State Departments which had a bearing on the present problem. All of the Directors responded generously in the furnishing of materials, and in the answering of inquiries, and all, save one, made an analysis of their work.

Inquiry blanks were sent to the eleven Chief State School Officers. All of these filled out the blanks or wrote at length in lieu of the blank.

Inquiries were also sent to the principals of State educational institutions, and to four county, or town

superintendents,<sup>1</sup> of each of the states of the study. The four county, or town superintendents were chosen at random from the Educational Directory of the United States Bureau of Education for the year 1926. Replies were received from each state, although only approximately eighty-five per cent of the individuals responded.

Inquiry Blank II was also sent to the Chief State School Officers of eleven other states which are approximately equivalent, state for state, on the basis of the "ratio of the number of students taking teacher preparatory courses to the number of teachers employed."<sup>2</sup> Ten of these officials responded.

Finally, a first hand investigation was made of the work of the State Directors of Teacher Training of Alabama, Indiana, Ohio, and West Virginia.

- 
1. The New England town - not village.
  2. Phillips, Frank M., Educational Rank of the States, 1924.

PERSONNEL STUDY OF THE DIRECTORS OF TEACHER TRAINING

CHAPTER I

The present chapter undertakes to make a personnel study of the State Directors of Teacher Training. In order that no embarrassment may be felt by any of the individuals who contributed to the study, terms of variability and central tendency are used without designating individuals or states.<sup>1</sup> The personnel inquiry blank was not filled out by one Director of Teacher Training.

Table II shows the Official titles of the eleven Directors of Teacher Training used in the present study.

---

1. Material from Inquiry Blank # 1, See Appendix.

Table II . Official Titles of the Eleven State Directors of Teacher Training.

	Director Teacher Training	Inspector Teacher Training	Director High School Supervision	Supervisor of Teacher Training	Director Teachers' Bureau
Alabama	1				
Connecticut	1				
Indiana		1			
Massachusetts			Director Division of Elementary Education, Secondary Education, and Normal Schools		
Missouri			1		
New York	1				
North Carolina	1				
Ohio				1	
Pennsylvania					1
Virginia				1	
West Virginia	1				

Thus it may be noticed that five of the eleven states use the title Director of Teacher Training. If Missouri is not counted, exactly fifty per cent use the title Director. Supervisor of Teacher Training is used by two states. Inspector of Teacher Training by one, and Director of Teachers' Bureau by one. In Massachusetts the Director has charge of elementary and secondary schools as well as of normal schools.

It will be shown farther on in the study that the Director exercises administrative, supervisory, and inspectional powers in all of the states of the study. There are, however, differences which will be pointed out, varying according to the legal and extra-legal powers which are found.

Since there is an agreement as to terminology in fifty per cent of the states, and for the sake of convenience, the term Director of Teacher Training will be used throughout the study.

#### Age of the Directors

The median age of the Directors of Teacher Training is thirty-nine years, the average thirty-nine and seven ninths years, and the range from thirty-two to fifty-five years. Four of the officials are above forty years of age, the remainder are scattered rather regularly from thirty-two years to forty years. In general they may be classes as men in their prime.

Training of the Directors

Approximately one-third of the Directors of Teacher Training hold the degree, Doctor of Philosophy, from prominent colleges of Education; one-third hold the degree Master of Arts, from prominent Colleges of Education; and one-third hold the Bachelor's degree with varying amounts of educational work.

Experience of the Directors

Seven of the Directors of Teacher Training have had experience as elementary school teachers, the median number of years being three, the average being two and six sevenths years, and the range from one to five years.

Seven of the Directors have had experience as high school teachers, the median number of years being three, the average being three and two sevenths years, and the range from one to seven years.

Two of the Directors have had experience in normal school teaching, the number of years being two and seven respectively.

One Director of Teacher Training has had experience as a college teacher for four years.

One Director was an elementary school principal for five years.

Five of the Directors have had experience as high school principals, the median number of years being

five, the average being four and four fifth years, and the range from one to eight years.

Three of the Directors of Teacher Training have had experience as City Superintendents, the number of years being respectively one, ten, and twelve.

Two of the Directors have had experience as County Superintendents for five and ten years respectively.

One Director of Teacher Training held the position of Dean of a normal school for two years, and one other was an Assistant County Superintendent for a period of five years.

The median number of years of professional experience of the group before accepting a position with the State Department was eleven years, the range being from eight to nineteen years.

After having entered the State Department of Education four of the Directors served for a period of two, four, four, and six years respectively, before receiving their present appointment.

The median number of years that the Directors have held their present position is three years, the range being from one to nine years.

In summarizing the training and experience of Directors of Teacher Training the points of particular interest appear to be:

1. It is doubtful if more than two-thirds of the group

have the amount of professional training which they should possess, since they must deal in an administrative and supervisory capacity with universities, colleges, teachers' colleges, and normal schools. In these institutions the tendency is for all responsible positions to require the Master's or Doctor's degree, and while it is generally recognized that the degree, as such, is only an indication of the worth of an individual professionally, yet, by and large, the person holding the above named degrees undoubtedly has considerable prestige in his administrative and supervisory relationships which he would not have otherwise.

2. While the median number of years of experience of the group is eleven years, it is noticeable that only about one-third have had previous experience which could really be called experience in the training of teachers per se. It would seem that experience in definite types of teacher training work would be a valuable, if not the most valuable, type of training for a State Director.

3. The number of Directors who have had some elementary and high school work will undoubtedly be helped in teacher training by having first hand information as to the teaching job itself.

4. In three states when the office of Director of

Teacher Training was first organized members who had served for some years in the department were placed in charge of the work. These individuals undoubtedly had learned the state, and the state work, so that when they took over the position they understood the political situation in the state and its ideals and prejudices.

One other member of a State Department became Director of Teacher Training on the resignation of the Director in his State Department. The question might be raised as to whether it would not be better in most instances, in starting a new work of this kind, to bring into the department an individual who was especially trained in teacher training work, guided by the adage that a "new broom sweeps clean." This was done in two of the states studied. One other state, which is organizing now on the basis of a Director of Teacher Training, the details of which are not near enough completed to include in the present study, is doing that very thing.

Naturally, in the final analysis, local conditions and other factors will in each case determine what is best to be done.

5. Finally, it is of interest to note that in no instance are there any legal requirements as to the previous training of Directors of Teacher Training.

The United States Bureau of Education makes the following requirements as to education and experience

of their teacher training specialist:

(a) Ph. D. degree in education from a recognized institution, and at least three years' experience in the field of teacher training, including at least one year's experience in the administration of a teacher training institution.

(b) Or a Master's degree in education from an institution of recognized standing and five years of experience prescribed under (a), including at least one year's experience in the administration of a teacher training institution.

(c) Or a Master's degree in education from an institution of recognized standing and any combination of additional education and experience as outlined in (b) aggregating five years, and including at least one year's experience in the administration of a teacher training institution. <sup>1</sup>

Mr. Robert Clark, State Director of Teacher Training for West Virginia, in an article which has been accepted by Dr. Bagley of Teachers' College, Columbia University, for publication, but which has not yet appeared, recommends the following requirements:

1. Age (at appointment) - thirty-six years.
2. Temperament and personal qualities - progressive, liberal, and tolerant in his philosophy. Democratic

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1. United States Civil Service Blank, # 335 (unassembled), C, October, 1926.

in method (very important) but firm in adherence to agreements and statutory regulations. Not sensitive (should have all the qualities of a good baseball umpire, as such).

3. Training - two years of graduate work, part of which is done immediately preceding the acceptance of the position.

4. Experience - three years in rural elementary schools, five years subject-matter teacher in high school, five years in normal school, two of which are in the training school as critic teacher or director.

#### Salary of the Directors

The median annual salary of the Directors of Teacher Training is \$3600, the mode \$3600, the average \$3758.88, and the range from \$2500 to \$5000.

In seven states all necessary traveling expenses are granted to the Director, in two states \$1000 per annum are permitted for this purpose, and in one state the amount is \$900.

The median annual salary of Directors of Divisions, or of Bureaus, in the states of this study is \$4030, the mode \$4000, the average \$3678.65, and the range from \$2500 to \$8000. There is a tendency for New York to raise all of these measures of central tendency because of the relative high salaries paid by that state and the size of the State Department. With New York eliminated the median salary of Directors of Divisions,

or Bureaus, in the states of this study is \$3810, the mode \$4000, the average \$3800, and the range \$2500 to \$5000.

Thus it may be seen that even with New York eliminated the Director of Teacher Training is drawing an annual salary slightly less than that of other heads of Divisions, or Bureaus, in the State Departments of the states studied. This may probably be explained by the fact that the position of Director of Teacher Training is relatively new in State Departments of Education, and because most of the Directors have not held their positions very long in terms of years, the median number of years being three, as pointed out above.

In this connection it is well to note that most members of the State Department deal with elementary and secondary teachers in the states, whose salaries are comparatively low, while the Director of Teacher Training must in his work deal mainly with presidents or principals of higher institutions within the states, or the deans and heads of departments of these institutions. No one can say categorically what the salary of the Director of Teacher Training should be, but it must be realized that his administrative and supervisory judgments will, in a sense, carry weight in proportion to the agreement, or superiority, of his salary when compared with the salaries of those with whom he has to work in his teacher training

relationships.

Nativity of the Directors

Finally, it is interesting to see that in six of the states of the present study native sons hold the position of Director of Teacher Training, while in four states the Director was born outside the state. There is thus scarcely any, perhaps no, tendency to consider the position a political prize to be awarded to deserving sons of the commonwealth.

CHAPTER II

The Work of the State Director of Teacher Training

The following chapter undertakes to present the work of the Directors of Teacher Training of the eleven states of the study. All of the sources are given in foot-notes, except the materials taken from the analyses of the Directors, the information gathered on visits to four states, and the Inquiry Blanks which are given in the appendix. Inquiry Blank II was adapted and taken from Problems in Educational Administration by Strayer, Englehardt, and Others,<sup>1</sup> where an analysis of the school laws of forty-three states, and suggestions as given by Cubberley in his State and County Educational Reorganization, are used as a basis to summarize the activities of State Departments of Education in respect to the training and certification of teachers.

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1. p. 18 - 19.

ALABAMA

I. The State Superintendent of Education

The State Superintendent is elected by the qualified voters of the state.<sup>1</sup> He is Secretary of the State Board of Education.<sup>2</sup> The State Superintendent prepares and submits for approval to the State Board of Education rules and regulations governing the certification of teachers and the holding of teachers' examinations.<sup>3</sup> He fixes the time and place of the teachers' institutes after advising with the County Superintendents of Education.<sup>4</sup>

II. The State Board of Education

The State Board of Education is composed of the Governor, the State Superintendent of Education, and one member from each congressional district, appointed by the Governor and confirmed by the Senate.<sup>5</sup> This Board exercises through the State Superintendent and his professional assistants general control and supervision over the public schools of the state.<sup>6</sup> This includes the

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1. School Code of Alabama, 1924, p. 30.

2. Ibid., p. 22.

3. Ibid., p. 32.

4. Ibid., p. 106.

5. Ibid., p. 22.

6. Ibid., p. 23.

State Normal Schools, but not the University, State Polytechnic, and Alabama College for Women. The Board has the following powers as regards normal schools. It makes rules and regulations for the government of the schools, elects the president of each, elects the faculties upon recommendation of the presidents, fixes the salary and tenure of each, prescribes the course of study and the extension work to be done. <sup>1</sup>

### III.

The principal activities in the State Department of Education are:<sup>2</sup> (A) Elementary Education; (B) Rural Education; (C) Secondary Education; (D) Vocational Education; (E) Trades and Industrial Education; (F) Agricultural Education; (G) Home Economics; (H) Industrial Rehabilitation; (I) Normal or Teacher Training; (J) Negro Education; (K) Teacher Certification; (L) Physical Training; (M) Statistics.

#### Brief History of the Teacher Training Office

In 1915 the State Department of Alabama undertook a rather elaborate institute program for the state. Institutes were held in each county for a period of five days. They were compulsory and emphasized the instruction of teachers. A director of this institute work was appointed by the State Superintendent. The

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1. Ibid., p. 146.

2. Organization, Housing, and Staffing of State Departments of Education, Department of the Interior Statistical Circular #5, July, 1925. Throughout the study the activities are taken from this circular.

legislature of 1919 created the position of Director of Teacher Training. In fact it recreated the State Department by legislative enactment, organizing it into certain specific divisions. <sup>1</sup> The Division of Teacher Training by law embraced certification and placement of teachers. <sup>2</sup> Also the Division of Elementary Education might be placed under that of Teacher Training. <sup>3</sup> This was immediately done. The Director of Teachers' Institutes appointed in 1918 became Director of Teacher Training in 1919, serving for a period of eight years. He has just been elected State Superintendent of Education.

#### IV. Teacher Training Institutions

The teacher training institutions of Alabama are as follows: <sup>4</sup> state normal schools, 7; other colleges and universities having heads of Departments of Education, 9. It will be noticed that the State Board of Education has administrative and supervisory control of the normal schools of the state. These powers are delegated to the Director of Teacher Training. In actual practice he approves teachers, nominated by the normal school presidents. He is also responsible for a series of rules as to the minimum requirements for teachers in state normal schools, and for the internal organization

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1. Alabama is the only state of the eleven studied which by legislative enactment specifies the organization of the State Department.
  2. Alabama School Code, 1924, p. 37.
  3. Ibid., p. 38.
  4. Educational Directory, 1926, United States Bureau of Education Bulletin # 1, 1926. Throughout the study the number of institutions is taken from the same source.

of said schools. Naturally these rules are worked out in conference with normal school presidents. In private institutions and the other higher state institutions he makes rules and regulations as to courses for teacher training, using his certifying powers to enforce desirable practice and uniformity. He has full powers as to curricula in State normal schools. In actual practice the teachers of the normal schools have been working on curricula for the past two years with the assistance of Dr. Thomas Alexander of Teachers' College, Columbia University. This has called for an annual conference of normal school presidents and faculty members. Meetings with normal school presidents are called from time to time. The Director of Teacher Training inspects the normal schools and the educational departments of other institutions of the state which train teachers. However, inspection is not emphasized as in some states of the study.

V. The Certification of Teachers

The State Board of Education of Alabama acting through the State Superintendent of Education has complete control of the certification of teachers within the state.

The types of certificates issued and their minimum requirements are as follows: <sup>1</sup>

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1. Rules and Regulations governing the Certification of Teachers in Alabama, Bulletin # 32, 1922.

By Examination

1. Third Grade; examination in prescribed elementary subjects,
2. Second Grade; completion of nine grades of work, examination in elementary subjects, including those of the Third Grade.
3. First Grade; graduation from accredited high school or the equivalent, examination in prescribed subjects, including all the work of the Third and Second Grades.
4. Life Certificate; five years of successful teaching experience, holding of a First Grade Certificate during the period, examination in professional books which are prescribed.

Certification on Basis of Professional Work

1. Pre-Normal, First Class, graduation from pre-normal course in normal school or graduation from an approved high school and two quarters of residence at a normal school.
2. Pre-Normal, Second Class; completion of the first year of a pre-normal course at a normal school, or graduation from an approved high school and one quarter of residence at a normal school.
3. Class A Elementary; graduation from a normal school, course approved by the State Department of Education.
4. Class B Elementary; completion of the junior year

in a normal school, course approved by the State Department of Education.

#### Secondary Certificates

1. Class A Secondary; graduation from a standard college or university, eighteen hours of professional work prescribed by the State Board of Education, three hours of which must be in observation and practice teaching.
2. Class B Secondary; completion of three years of standard college or university work approved by the State Board of Education, nine hours of which must be professional work.

#### Administration and Supervision

1. Class A; graduation from a standard college or university, or equivalent education, one year of graduate work or its equivalent, approved by the State Board of Education, three years of successful teaching experience. Six years of successful administration may be substituted for the one year of graduate work.
2. Class B; graduation from a standard normal school or equivalent education, one year of additional work of college grade, or its equivalent, approved by the State Board of Education, three years of successful teaching experience.

#### Special Certificates

High school graduation, two years of additional work or its equivalent in the special subject.

The Bureau of Certification is under the Division of

Teacher Training. The Director is not burdened directly with the problems of certification, as this work is carried on by the head of the Bureau. He is, however, responsible for studying the teaching situation in the state and the formulation of rules and regulations pertaining thereto.

#### VI. Teachers' Institutes

By law <sup>1</sup> teachers' institutes must be held in each county of the state annually. They shall be held not longer than four days. The State Department furnishes a conductor. Teachers are required to attend, but may be excused for extraordinary reasons by the County and State Superintendent. In the main these institutes are held for from one to two days. They are used primarily by the State Department in furthering certain types of work in which they have an interest. The County Superintendent also has an opportunity to present any program which he has in mind.

The Director of Teacher Training is directly responsible for the State Department's program in teachers' institutes. This includes the program offered by the State Department, one member of the Department being present at each institute; making an annual schedule for members of the Department in attending institutes; and checking the

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1. School Code of Alabama, 1924, p. 106-107.

returns sent by County Superintendents in regard to these meetings.

#### VII.

##### Extension Work

It is provided by law that the county superintendents of education shall hold group conferences as a means of improving teachers in service. <sup>1</sup> It is further provided that it shall be the duty of the state normal schools and of other state supported institutions of higher learning, offering teacher training courses, to cooperate with the County Superintendents as may be practicable. <sup>2</sup> Also the State Department of Education and the above named institutions cooperating, are to arrange in so far as may be practicable for extension courses as a part of, or in lieu of, the group conferences. The credit to be allowed by the institution engaging in the extension work shall be determined by the proper authorities of the said institution.

The Bulletin of the State Normal School at Florence gives a clear exposition of the activities of the extension department of the various institutions. They are as follows: <sup>3</sup>

1. Extension study classes.

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1. Ibid., p. 107.

2. Ibid., p. 108.

3. Bulletin of the State Normal School, Florence, Alabama, Catalogue for 1925-1926, p. 38-39.

2. Conducting the professional reading circle course.
3. The County institute.
4. Miscellaneous service.

- a. Extension study classes.

Classes are organized and conducted in convenient places for the benefit of those teachers who find it inconvenient or impossible to attend the normal school during the fall and winter terms. There must be not fewer than fifteen persons interested in the same subject for the organization of a class at any particular center. The class must be responsible for place of meeting, care of building, etc. A fee of \$6.00 is charged each person taking an extension course.

Three types of courses are offered: (1) the four-hour course, (2) the three-hour course, (3) the two-hour course. No person is permitted to pursue more than the equivalent of a four-hour course.

Credit is given toward graduation in the normal school for any extension courses successfully passed. Reading circle certificates are issued by the State Department of Education to those who successfully pass four-hour courses or three-hour courses. These carry all of the privileges that the reading circle certificates confer.

- b. County institute program.

The normal school aims to be represented at each of the county institutes held in its territory, for the

purpose of assisting in every way possible the work of the institute.

c. Miscellaneous service.

Under this head it may be suggested that the Extension Department is ready to assist in any educational activity where its services are needed and desired. Some of these lines of service are as follows:

- (1) Follow-up work with normal school graduates and former pupils.
- (2) Supervisory aid to county superintendents in planning work with teachers.
- (3) Assisting in consolidation projects and organization of junior high schools.
- (4) Commencement addresses, organizing or addressing community clubs and cooperative societies.

By law the State Board of Education has control of extension work as given by the state normal schools. Other state institutions which train teachers are also required to help the county superintendents in meetings of this type. These powers have been delegated to the Director of Teacher Training. He calls annual conferences of the extension directors of the state institutions. In these conferences extension problems are discussed and rules and regulations formulated, subject to the final approval of the Director. His

office grants reading circle certificates to all teachers who successfully finish extension courses.

#### VIII. Teachers' Salary Schedule

The state of Alabama does not have a law regarding teachers' salaries. The State Department does, however, give different certificates a rank and in some cases County Boards of Education observe this principle in paying teachers. The rankings are as follows: <sup>1</sup>

Rank I. Third Grade (examination) Certificate.

Rank II. A. Second Grade (examination) Certificate.

B. Second Class Pre-Normal Certificate.

Rank III. A. First Grade Certificate (examination).

B. Life Grade Certificate (examination).

C. First Class Pre-Normal Certificate.

Rank IV. A. Class B Professional Elementary Certificate.

B. First Grade Certificate with one year's professional training.

C. Life Grade Certificate with one year's professional training.

Rank V. A. Class A Professional Elementary Certificate.

B. First Grade Certificate with two years' professional training beyond high school graduation.

C. Life Certificate with two years'

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1. Yeuell, Gladstone H., The Field and Work of the Extension Division of the State Normal School, Florence, Alabama, Master's Thesis, University of Chicago, 1923, p. 20.

professional training beyond high school graduation.

D. First Grade Certificate with three years' college work.

E. Life Grade Certificate with three years' college work.

F. Class B Secondary Certificate.

G. Class B Administration and Supervision Certificate.

Rank VI. A. Class A Professional Secondary Certificate.

B. First Grade Certificate with college graduation, including professional courses.

C. Life Grade Certificate with college graduation, including professional courses.

D. Class A Administration and Supervision Certificate.

The Director of Teacher Training gives these certificates a rank and cooperates with County Superintendents and County Boards of Education in putting salary schedules in force on this basis.

#### IX. Reading Circle Work

The rules and regulations regarding Reading Circle Work are as follows: <sup>1</sup>

1. Credit for reading circle work will be granted only to those persons who are connected with county or city school systems which have been organized for this work.

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1. Ibid., p. 25.

2. A teacher must read two or three of the reading circle texts for the current year, in accordance with the regulations set forth. A teacher must have attended the regular meetings or conferences held at least once each month over a period of five or more months. A total of twenty-five hours must have been spent in conference meetings, fifteen hours of which must have been given to the discussion of topics connected with the adopted reading circle texts approved by the County or City Superintendents, and ten hours of which must have been spent in the study of local problems of instruction, administration, and supervision in accordance with the program approved by the County or City Superintendent. In order to receive credit each group must have an average attendance of at least ten persons.

3. The twenty-five hours is the minimum time for approved conference activities. It may be as much larger as conditions seem to justify.

4. A teacher who has complied with the foregoing requirements is eligible to take the reading circle examination. Persons completing the reading circle work under the direction of the normal schools or who have completed extension courses with a credit amounting to two or more semester hours (three or more quarter hours) will be entitled to a reading circle certificate.

These reading circle certificates under certain rules

and regulations may be used for the extension of all Alabama certificates with the exception of the Pre-Normal Certificate, Class B Elementary, Class B Secondary, Class A Administration and Supervision, and Class B Administration and Supervision. <sup>1</sup>

The Director of Teacher Training is responsible for the reading circle work of the state. He makes the rules and regulations, selects with the help and advice of the extension directors of state institutions the texts to be used, outlines these texts, prepares examinations to be given, checks the attendance of reading circle groups, has examinations on the texts graded, and issues reading circle certificates to those who successfully pass the examination.

#### X. Teachers' Retirement and Pensions

No state retirement law is in effect in Alabama. No plans for initiating retirement legislation have been reported. <sup>2</sup>

#### XI. Placement of Teachers

The State Department of Alabama conducts a placement bureau for teachers. A one dollar fee is charged for enrollment. <sup>3</sup>

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1. Rules and Regulations Governing the Examination and Certification of Teachers in Alabama, Bulletin # 32, 1922.
  2. Research Bulletin of the National Education Association, Volume IV, #3, May, 1926, p. 126.
  3. Annual Report of the State Superintendent of Alabama, 1925, p. 32.

While the Director of Teacher Training has the general administration and supervision of the Placement Bureau, the work is actually done by the head of the Certification Bureau which is under the control of the Teacher Training Division.

XII. Elementary Schools

In addition to the usual types of teacher training, the Director also has supervision of the Elementary Division of Schools. This work embraces the activities of Elementary Supervisors in the different counties of the state. He recommends these supervisors to County Superintendents and investigates their qualifications and fitness for the work. Members of the Department of Education supervise the activities of these County Supervisors. The work of the Elementary Division of the State Department during the year 1925-1926 was as follows.<sup>1</sup>

1. A three-day state conference with the County Supervisors in Montgomery the first week in September.
2. A regional conference in January with the County Supervisors in each of four centrally located county seats.
3. One or two visits to each County Supervisor by a state representative, for the purpose of observing and helping with field work.
4. Assistance in conducting county institutes and other teachers' meetings.

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1. Ibid., p. 35.

5. Preparation of a monthly bulletin, and circular letters containing general suggestions for supervision and helps in teaching.
6. Revision of the manual for the elementary course.
7. Assistance in the selection of books for the Rural Library List and for the Alabama Professional Reading Circle.
8. A study of the conditions affecting the kind and quality of supervision as a basis for planning more effective procedure.

The Elementary Division also has charge of the Young People's Reading Circle and Rural Libraries.

Its activities in this respect for 1924-1925 were: <sup>1</sup>

1. Preparing a Young People's Reading Circle and Rural Library List to include: (a) plan of organization and program for Young People's Reading Work; (b) regulations governing the establishment of rural school libraries; (c) a carefully selected and classified list of books.
2. Preparing a program to encourage the intelligent use of libraries.
3. Writing articles on county library activities for publication in the Alabama School Journal.
4. Issuing to superintendents, supervisors and county school principals mimeographed news letters reporting

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1. Ibid., p. 36.

progress in library work and making recommendations for increasing the efficiency of library service.

5. Making and revising record forms.
6. Reading books submitted by publishers for the consideration of the library committee.
7. Checking and approving library orders.
8. Presenting the library program and plans at conferences and other school meetings: (a) County institutes; (b) supervisory visits to counties; (c) Regional meetings of supervisors.

The work of this Elementary Division may not be teacher training per se, though there are teacher training aspects connected with its activities. It is, however, under the supervision and administration of the Director of Teacher Training.

#### Summary

1. (a) The State Superintendent of Education is elected by the qualified voters of the State. (b) He is Secretary of the State Board of Education.
2. (a) The State Board of Education is partly ex-officio and partly appointive. (b) It has administrative and supervisory control of the state normal schools. This work is delegated to a Director of Teacher Training.
3. There are thirteen major activities carried on by the

State Department of Education of Alabama, one of which is normal or teacher training.

4. All teachers' certificates in Alabama are issued by the State Department of Education. This work is under the administration and supervision of the Director of Teacher Training.

5. Teacher training in private institutions and state institutions, other than the normal schools, is administered and supervised by the Director of Teacher Training by means of his powers of certification.

6. The work of teachers' institutes is administered and supervised by the Director of Teacher Training in so far as the State Department's program is concerned.

7. Extension work is carried on by state and private institutions. This work is under the supervision and administration of the Director of Teacher Training in the normal school, and in other institutions in so far as the training of teachers is involved.

8. Teachers' certificates and training are given a rank by the Director of Teacher Training for the purpose of making local salary schedules.

9. Reading circle work for teachers is supervised and administered by the Director of Teacher Training.

10. The State Department maintains a Placement Bureau under the supervision and administration of the Director of Teacher Training.

11. The Division of Elementary Education is under the

administration and supervision of the Director of  
Teacher Training.

12. The office of Director of Teacher Training was  
created by legislative enactment in 1919.

CONNECTICUT

I. The State Commissioner of Education

The State Commissioner of Education is appointed by the State Board of Education and is Secretary of the Board. It shall be his duty to prepare such routine business for presentation to said Board as may be necessary or advisable. He shall compile and publish, under the direction of said Board, all regulations and acts which may be required, and shall perform such duties as the Board of Education may prescribe. <sup>1</sup>

II. The State Board of Education

The State Board of Education consists of the Governor and Lieutenant-Governor, ex-officio, and of nine other members, appointed by the Governor. At least one member shall be appointed from, and reside in each county. <sup>2</sup> Among the duties of the Board, it shall seek to improve the methods and promote the efficiency of teaching therein by holding at convenient places in the state meetings of teachers and school officers for the purpose of instructing in the best modes of administering, governing, and teaching public schools. <sup>3</sup>

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1. Laws Relating to Schools, Connecticut, 1925, p. 6.

2. Ibid., p. 5.

3. Ibid., p. 7.

### III.

The principal activities in the State Department of Education <sup>1</sup> are: (A) Elementary Education; (B) Rural Education; (C) Secondary Education; (D) Trades and Industrial Education; (E) Agricultural Education; (F) Home Economics; (G) Normal or Teacher Training; (H) Americanization; (I) Libraries; (J) Teacher Certification; (K) Educational Measurements; (L) Attendance or Child Accounting; (M) Physical Training; (N) Statistics.

#### Brief History of the Teacher Training Office

The position of Director of Teacher Training was created by a ruling of the State Board of Education of Connecticut in 1918. At that time the Assistant Secretary of the Board became Director. In 1920 the Secretary of the Board of Education resigned and the Assistant Commissioner of Education of New Jersey became Secretary, or Commissioner of Education. Since that time the Commissioner of Education has also acted in the capacity of Director of Teacher Training. The Bureau of Certification is at present attached to the Bureau of Office Management. It is the intention of the Commissioner of Education, as soon as certain administrative adjustments can be made, to place the

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1. In Connecticut the term State Board of Education is used. For the sake of uniformity in the study, State Department of Education has been substituted.

Bureau of Certification in the Division of Teacher Training and procure a Director for that Division.

In answering inquiries the Commissioner has attempted to answer in terms of the Director who is shortly to fill the position. Throughout the study this point should be noted.

#### IV. Teacher Training Institutions

The teacher training institutions of Connecticut are as follows: state normal schools, 4; other colleges and universities having heads of Departments of Education, 2; city public normal schools, 1. The normal schools are directly under the control of the State Board of Education<sup>1</sup> which also maintains a summer normal school for teachers at Yale University. By law the Board has the following powers in respect to normal schools: (1) to supervise financial affairs; (2) to limit the number of pupils in each school; (3) to make rules governing admission; (4) to appoint and remove teachers; (5) to make rules for their management; and (6) to establish and maintain practice schools. The carrying out of the Board's program has been delegated to the Director of Teacher Training. In admitting pupils to normal schools their records are carefully checked and evaluated by the State Supervisor of Secondary Education, acting for the Bureau of Academic Credentials of the

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1. Laws Relating to Schools, Connecticut, 1925, p. 113.

State Department of Education. These records are then sent to the normal school principals who determine the standing of the candidate for admission. If the candidate for admission is a graduate of an approved high school, or possesses the equivalent education, and yet does not have certain prescribed units, she must pass an examination in those units before admission will be granted. These examinations are given at each normal school under the supervision of the Director of Teacher Training. In the final analysis all applicants for admission must receive the approval of the Director of Teacher Training, acting with delegated power for the State Commissioner of Education. The applicant for admission must also pass a physical examination at the normal school at stated dates before entering school.<sup>1</sup> As a further means of administration and supervision, the Director of Teacher Training meets the normal school principals once a month for a conference on problems of common interest. Private schools are controlled with respect to their educational courses by means of the State Board's powers of certification. This implies inspection. However, in the case of Connecticut only three schools of this type are reported, so the inspectional work cannot be very burdensome. There are no teacher training high schools in the state.

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1. State Normal School Catalog, Danbury, Connecticut, 1925-1926, p. 8.

V. The Certification of Teachers

In Connecticut the towns as well as the State Board may issue certificates.<sup>1</sup> A board of examiners in a town, may under such rules and regulations as the State Board of Education shall prescribe, grant certificates to teach which shall be valid only for all schools of such town; provided, if any town shall maintain a normal school or a training school for teachers, which school shall have been approved in respect to its course of study by the State Board of Education, then the diplomas or certificates issued to pupils of any such school upon graduation therefrom, may be accepted as certificates valid for the school of such town.

The types of state certificates issued and their minimum requirements are as follows:<sup>2</sup>

Normal School Certificates

1. Limited; holder of a diploma from a Connecticut state normal school, or approved Connecticut city normal school, or from an approved teachers' college of another state.
2. Permanent; holder of Limited Normal School Certificate, and have taught successfully for two years in a Connecticut public school.

Service Certificates

1. Service Certificate; three years of successful teaching

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1. Rules and Regulations Concerning State Teachers' Certificates, Connecticut, 1925, p. 50-51.

2. Ibid.

service prior to July 1, 1923, two years of which must have been in Connecticut, present evidence of continued professional reading and study.

#### Limited Elementary

1. Limited Elementary (no new Limited Elementary Certificates will be issued after July 1, 1927); graduate of an approved four-year high school course, or possess the equivalent academic education, have completed thirty daily sessions of the Connecticut Summer Normal School, or other summer school approved by the State Board of Education, or have had equivalent training. The work in the summer normal school is prescribed. The applicant must pass at the next two scheduled examinations, following the first summer school session, certain required subjects for which credit has not been obtained in summer school or otherwise. In addition, the applicant must attend the next two sessions of the summer normal school and pass additional examinations in academic subjects. This certificate, by taking subject matter examinations and by going to a state normal school for one year, may be converted into a Permanent Normal School Certificate.

#### Intermediate School Certificates

1. Limited; diploma from an approved college or university, or a diploma from a four-year high school teacher's course of a state normal school, or a Connecticut Permanent Normal School Certificate or its

equivalent (until July 1, 1927), or a State Elementary Certificate issued prior to July 1, 1922, plus ten years of successful public school teaching in Connecticut. In addition, unless exempted, the applicant must pass an examination in the subject or subjects to be taught in the ninth grade, principles and methods of the intermediate school, and educational psychology. If these examinations are not taken at one time they may be extended over a three-year period.

2. Permanent; hold a Limited Certificate and show successful teaching experience under it for a period of three years.

#### Secondary School Certificates

1. High School Service Certificate; two years of academic work subsequent to the completion of an approved secondary school course, three years of successful high school teaching experience in the subjects for which certified, two years of which must have been in Connecticut, and show evidence of continued professional reading and study.

2. Limited Secondary Certificate; hold a diploma from an approved college or university, or a diploma from a four-year high school teacher's course of a state normal school, or a Connecticut Permanent Normal School Certificate, or its equivalent (until July 1, 1927). In addition unless exempted the applicant must pass an examination in the subject or subjects to be taught,

principles and methods of secondary education, and educational psychology. If these examinations are not taken at one time they may be taken over a three-year period.

3. Permanent Secondary Certificate; hold a Limited Secondary Certificate and show successful teaching experience under it for a period of three years.

#### Supervisor's Certificate

1. Limited Supervisor's Certificate; must satisfy conditions under either (a) or (b) below:

(a) Hold a Connecticut Permanent Normal School or Permanent Secondary Certificate. Have had three years of experience in teaching and have been principal or supervisor for at least one year of a school employing at least five assistant teachers. Present satisfactory testimonials of executive ability. Unless excused, pass an examination in school organization, including Connecticut School Law and Connecticut School History.

(b) Be a graduate of an approved college or university. Have been principal or supervisor of a school or schools for at least five years. Give proof of fitness for such certificate.

#### Special Subjects

In general, special certificates may be granted under the regulations for certificates above, with special examinations or credits in the special subjects. They are of two classes, the Limited and the Permanent.

The Limited become permanent after three years of successful experience.

Since the Director of Teacher Training is to be in charge of the Bureau of Certification, his activities will be of the same type as those outlined more fully under certain other states, e.g., West Virginia and New York.

#### VI. Teachers' Institutes

In Connecticut the State Director of Rural Education has thirty-six agents resident in the field constantly engaged in the supervision of rural schools.<sup>1</sup> They shall, either at teachers' meetings or at such other times as seem most convenient, exclusive of regular visits and preferably outside of school hours, give to each elementary teacher at least two hours of instruction each month and give or cause to be given like instruction to each high school teacher.

Teachers' institutes, as such, are not compulsory in Connecticut, and the custom of having them is dying out. The work of the Director of Rural Education and of the State Supervisors of Elementary and Secondary Education is taking their place. One town superintendent says,<sup>2</sup>

"The teachers' institute is passing by in this state. Yet, I should say that the teachers' meetings are increasing in

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1. Professional Staff of State Department of Education, Bulletin, United States Bureau of Education #17, 1925, p. 20-21.

2. Inquiry Blank to County Superintendents.

significance in local systems. Here the institute has little of value that cannot be accomplished otherwise. The emphasis in teachers' meetings is to improve the teaching act, by demonstration, by analysis, and by discussion. No institutes were held this year."

Another town superintendent says:

"The rural field under the leadership of the Director of Rural Education, Hartford, Connecticut, has a fine program of teacher training. This program consists mainly of local teachers' meetings and a plan of teacher visitation with conference. Teachers' institutes were used at one time to introduce a new course of study but have not been employed during the last two years." 1

According to Inquiry Blank II, when institutes are held it is the duty of the Director of Teacher Training to supervise, govern, and direct the work.

#### VII. Extension Work

Extension work is offered by all of the normal schools of Connecticut. The Bulletin of the State Normal School, Danbury, Connecticut, states:

"The normal school staff is prepared to offer courses in various subjects if they are requested by a sufficiently large group of teachers. They may be given at the school or elsewhere if arrangements can be made. A course of instruction in teaching is now being given to school nurses." 2

The Commissioner, in the capacity of Director of Teacher Training, mentions approving and urging that extension

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1. Ibid.

2. Bulletin, State Normal School, Danbury, Connecticut 1925-1926, p. 15.

work be given in all of the normal schools.<sup>1</sup>

#### VIII. Teachers' Salary Schedule

The State Commissioner says that salary schedules are entirely a matter of local control.<sup>2</sup> They are not mentioned in the school laws.

#### IX. Reading Circle Work

There is no reading circle work in Connecticut.

#### X. Teachers' Retirement and Pensions

There is a state-wide teacher retirement law in effect in Connecticut.<sup>3</sup> It is administered by the Board of Trustees of the Teachers' Retirement Association.<sup>4</sup> The Commissioner of Education is an ex-officio member of the Board of Trustees. The Director of Teacher Training is not concerned with the operation of the law.

#### XI. Placement of Teachers

"The Bureau of Certification maintains a placement service, which is more or less informal. No figures are reported on actual placements, and the number of requests from teachers and superintendents is not large."<sup>5</sup>

Since the Bureau of Certification is to be under the administration and supervision of the Director of Teacher Training, the placement of teachers will be a part of his work.

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1. Inquiry Blank I.

2. Inquiry Blank II.

3. Research Bulletin of the National Education Association, Volume IV, #3, May, 1926, p. 126.

4. Inquiry Blank II.

5. Professional Staff of State Departments of Education, United States Bureau of Education, Bulletin #17, 1925, p. 23.

### Summary

1. (a) The State Commissioner of Education is appointed by the State Board of Education. (b) He is Secretary of the Board.
2. (a) The State Board of Education is partly ex-officio and partly appointive. (b) It has administrative and supervisory control of the state normal schools. This work is delegated to a Director of Teacher Training, reporting to the Commissioner of Education.
3. There are fourteen major activities carried on by the State Department of Education of Connecticut, one of which is **normal** or teacher training.
4. Teachers' certificates are issued by the State Board of Education, they may be issued by the towns of the state, and may be issued also by normal or training schools maintained by the towns of the state. In the issuance of town or normal training school certificates the State Board of Education has the making of rules and regulations in the former case, and the accrediting of institutions in the second case. This work is not at present, but is to be, under the administration and supervision of the Director of Teacher Training.
5. Teacher training in private institutions and state institutions, other than the normal schools, is administered and supervised in a very general way by the Director of Teacher Training. This work is carried on by means of

the State Department's powers of certification.

6. State teachers' institutes are being changed to local teachers' meetings under the guidance of the State Director of Rural Education and the State Supervisors of Elementary and Secondary Education.

7. Connecticut has not developed a large extension program for the training of teachers in the state. Where used it would be, and is, under the supervision and administration of the State Director of Teacher Training.

8. The State Board of Education has no administrative relationship with salary schedules in the state.

9. There is no reading circle work for teachers in Connecticut.

10. An informal placement bureau is maintained by the Bureau of Certification. It will hence be under the supervision and administration of the Director of Teacher Training.

11. The office of Director of Teacher Training was created by a ruling of the State Board of Education in 1918.

## INDIANA

### I. The State Superintendent of Public Instruction

The State Superintendent of Public Instruction of Indiana is elected by the qualified voters of the state for a two year term. The Superintendent is charged with the administration of the system of public instruction, and is a general superintendent of the business relating to the common schools of the state, and of the school funds and school revenues set apart and appropriated for their support. <sup>1</sup> Teacher training is not mentioned as being one of his duties. The State Superintendent is, ex-officio, President of the State Board of Education. <sup>2</sup>

### II. The State Board of Education

The State Board of Education consists of the State Superintendent, the presidents of Purdue University, the State University, and the state Normal School, the city superintendents of the three largest cities of the state, three citizens actively engaged in educational work in the state, one of whom shall be a county superintendent, and three persons actively interested in, and of known sympathy with, vocational

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1. School Laws of Indiana, 1923, p. 30.

2. Ibid., p. 34.

education, one of whom shall be a representative of employees and one of employers. The Governor appoints all members except those who are ex-officio for a term of four years. Their terms expire at different times.<sup>1</sup> It shall be the duty of this Board to encourage the professional training of teachers, to authorize and arrange for a regular system of professional instruction throughout the state, to accredit such schools and professional departments of schools for the training of teachers as comply with the rules and regulations of the Board and to inspect the same, to recommend and approve courses of study for the training of particular kinds of teachers in such accredited schools and accredited departments of schools, and to specify the kinds and grades of licenses that will be granted to graduates of given approved courses.<sup>2</sup> The State Board has the right by law to remove any teacher training institution from its approved list which refuses to abide by the rules and regulations of the Board.<sup>3</sup>

### III.

The principal activities in the State Department of Education are: (A) Secondary Education; (B) Vocational

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1. Ibid., p. 34.

2. Ibid., p. 36.

3. Ibid., p. 36.

Education; (C) Trades and Industrial Education; (D) Home Economics; (E) Industrial Rehabilitation; (F) Normal or Teacher Training; (G) Teacher Certification; (H) Attendance or Child Accounting.

Brief History of the Teacher Training Office

The position of teacher training was created by legislative enactment in 1919. It was made possible by certification laws passed at the same time. The present Director took charge of the work in 1924. The first year of his incumbency was spent mainly in the field. He estimates three-fourths of the time. During the second year the Certification Division was placed under his supervision. The duties of this work required the aid of an assistant, who was made Assistant Director of Teacher Training and Licensing, thus liberating the Director himself for field activities. The present incumbent went from a city superintendency into the State Department.

IV. Teacher Training Institutions

The teacher training institutions of Indiana are as follows: state teachers' colleges, 2; other colleges and universities, having heads of Departments of Education, 21.

It should be noted that the state teacher training institutions are each under separate Boards, but that the teacher training work itself is under the direction

of the State Board of Education. Also this State Board of Education has for its members in part, the presidents of these teacher training institutions. The State Board and State Superintendent delegate the carrying out of the teacher training program to the Director of Teacher Training. His powers are mainly of the inspectional type. Minimum requirements are set up by the Board for the approving of teacher training institutions. These institutions are then inspected by the Director of Teacher Training, and approved by the State Board on his recommendation. Naturally he has much to do with interpreting the minimum requirements, and considerable influence in determining, from time to time, what the requirements shall be. The minimum requirements embrace the following topics: <sup>1</sup>

- A. Types of schools to be approved.
- B. Standard Colleges and Universities.
  - 1. Teachers and Teaching.
    - a. Number of teachers
    - b. Hours of teaching per week
    - c. Preparation of teachers
    - d. Quality of teaching
  - 2. Financial Resources and Support.
    - a. Endowment
    - b. Income

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1. Essentials of Teacher Training in Indiana, 1925, p. 62-73.

3. Entrance Requirements.
  4. Requirements for Graduation.
    - a. Academic year
    - b. Class and laboratory hour
    - c. The curriculum
    - d. Hours per week
    - e. Extra studies
    - f. Residence work
  5. Equipment.
    - a. Laboratories
    - b. Library
  6. Reports and Records.
  7. Size of Classes.
  8. Departments of Education.
- C. Standard Junior Colleges.

They must maintain two years of the course in liberal arts and sciences. The number of teachers, size of library, and amount of endowment or supporting income must be respectively three-fifths of that prescribed for the standard college. The junior college may maintain an accredited normal department of not to exceed two years' work.

D. Standard Normal Schools.

The same type of requirements as for standard colleges and universities. The requirements themselves differ.

E. Normal Departments and Special Schools.

The same type of requirements as for standard colleges

and universities. The requirements themselves differ.

It is the intention of the Director to spend at least two days at each teacher training institution per year, at some a longer period. Several visits are made annually to some institutions. At least one day is spent with critic teachers at each institution, and they are approved by the Director. He recognizes that this is not enough time to evaluate their work in an efficient manner. Schools in the secondary field are approved for certain subject matter groups; in the elementary and junior high school fields they are approved by courses, e.g., kindergarten, primary, elementary, etc.

Last year the Director set up two types of accreditation for the teacher training institutions, viz., expiring and indefinite accreditation. In the former type some changes must be made at once, in the latter type accreditation will be recognized so long as the present status is maintained.

From the above it would seem that the Director of Teacher Training is rather powerful in the administration and supervision of teacher training institutions. Naturally, in the final analysis, his powers will depend on the way in which the State Board receives his recommendations, and as to how far he dares to go in making them.

#### V. The Certification of Teachers

The State Board of Education of Indiana, acting

through the State Department of Education, has absolute control of the certification of teachers within the state.

The types of certificates and their minimum requirements are as follows: <sup>1</sup>

Superintendent's Certificate

1. First Grade; one year of graduate work, eighteen semester hours of professional work, five years of successful experience.
2. Second Grade; completion of four years of a standard college or normal course, fifteen semester hours of professional work, three years of successful experience.

General Supervisor's Certificate

1. First Grade; one year of graduate work, eighteen semester hours of professional work, three years of successful experience.
2. Second Grade; completion of four years of standard college or normal course, fifteen semester hours of professional work, two years of successful experience.

High School Principal's Certificate

1. First Grade; one year of graduate work, eighteen semester hours of professional work, three years of successful experience.
2. Second Grade; completion of four years of a college

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1. Annual Report of the Department of Public Instruction, Indiana, p. 59.

or normal course, fifteen semester hours of professional work, two years of successful experience.

Regular High School Certificate

1. First Grade; completion of four years of a college or normal course, fifteen semester hours of professional work, including practice teaching, valid for teaching in high school and junior high school and seventh and eighth grades of the elementary schools.
2. Second Grade; three years of college or normal work, twelve semester hours of professional work, valid in same schools as first grade.

Special High School Certificate

1. First Grade; completion of a four-year special course, fifteen semester hours of professional credit, including practice teaching, valid for supervising work in the high school and grades.
2. Second Grade; three years of a special four-year course, twelve semester hours of professional work, valid for the same type of work as the first grade.

Junior High School Certificate

1. First Grade; three years of college or normal school work, fifteen semester hours of professional work, including practice teaching, valid in the junior high school and in the seventh and eighth grades.

Special Elementary Certificate

1. First Grade; completion of a special two-year course, fifteen semester hours of professional work, including

practice teaching; valid in the grades and in the first year of high school.

Kindergarten Certificate

1. First Grade; completion of an approved two-year course, valid in the kindergarten and first grade.

Primary Certificate

1. First Grade; completion of an approved two-year course, fourteen term hours of professional work; valid in grades one, two, three, and four.

2. Second Grade; completion of thirty-six weeks of approved normal work, twelve term hours of professional work; valid in grades one, two, three, and four.

Intermediate Grammar Certificate

1. First Grade; completion of an approved two-year course, twenty-four term hours of professional work; valid in grades four, five, six, seven, and eight, also junior high school.

2. Second Grade; completion of thirty-six weeks of approved normal work, twelve term hours of professional work; valid in grades four, five, six, seven, and eight.

Rural School Certificate

1. First Grade; completion of an approved two-year course, twenty-four term hours of professional work; valid in a one teacher school.

2. Second Grade; completion of thirty-six weeks of approved normal work, twelve term hours of professional

work; valid in a one teacher school.

Academic work for high school licenses and all professional work and courses must be approved by the Director.

All certificates in Indiana are issued by the State Department. This work is under the administration and supervision of the Director of Teacher Training. His duties are of the same general type as those more fully outlined under the study of West Virginia and New York. At the present time he is not burdened with the details of the work as he was formerly, an assistant having been provided for that purpose.

#### VI. Teachers' Institutes

Indiana has two types of teachers' institutes. A county institute is held, usually at the beginning of the school term, by the County Superintendent. <sup>1</sup> According to law this institute must be held for five successive days. The teachers must attend. As an explanation of the law it is stated, "The teachers are there to be instructed, and the superintendent must necessarily take the responsibility of the institute upon himself." <sup>2</sup> The State Department of Education as such has nothing to

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1. Conversation with the Director of Teacher Training.

2. School Laws of Indiana, 1923, p. 336.

do with the institute of this type, only it endeavors to have a representative in attendance to bring before the institute whatever educational matters seem most important to the Department. The State Superintendent makes out a schedule for the various members of the Department for this attendance. <sup>1</sup>

The second type of institute is the township institute. These institutes are held in the various townships or combinations of townships each month on a Saturday, while the public schools are in session. They are under the jurisdiction of the township trustee who appoints a presiding officer for the institute. Teachers receive their regular per diem wage for attendance and are compelled to attend. <sup>2</sup> At these township institutes reading circle work and extension work are engaged in by the teachers.

In so far as extension work and reading circle work are under the supervision of the Director of Teacher Training, by virtue of his powers of certification, he is vitally interested in, and has activities pertaining to, these township institutes.

#### VII. Extension Work

During the scholastic year, 1924-1925, fourteen teacher training institutions gave extension courses

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1. Conversation with the Director of Teacher Training.
  2. School Laws of Indiana, 1923, p. 335.

to teachers in township institutes. One hundred and twenty-two instructors were employed by these institutions in this work. <sup>1</sup>

The rules and regulations adopted by the State Board of Education regarding extension work are as follows: <sup>2</sup>

1. Inspection and supervision.

Extension courses shall be subject to inspection and supervision by the State Board of Education, as are courses in residence.

2. Unit of Credit.

The unit of extension credit shall be the semester hour. The extension semester hour is credit for prepared work represented by one class period of forty-five minutes per week for sixteen weeks. The unit for prepared work is two hours of preparation for each hour of class work.

3. Standards.

a. Instructors must be selected from faculties of approved institutions. Every instructor must be approved in writing for the special courses which he is to teach in the institute, by the head of the department concerned in the institution giving the course. When instructors are selected from other sources they must be approved in

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1. Annual Report of the Department of Public Instruction, Indiana, 1925, p. 49.

2. Essentials of Teacher Training in Indiana, 1925, p. 74-76.

writing by the State Department. <sup>1</sup>

b. Classes must be organized at the county institutes in advance of the meeting of the class.

c. Full time of three clock hours at each of the eight meetings shall be devoted to the extension class work in earning two semester hours of credit.

d. An additional or ninth class meeting for students desiring credit may be required at the option of the instructor. A final examination must be given which shall occupy the last half of the eighth meeting.

e. Institutions giving courses must provide a reasonable amount of supplementary reading material and also mimeographed study outlines and syllabi. The course of study should provide for at least four written lessons of the correspondence type and be submitted to the instructor at least one week before the class meeting.

f. The administration of the extension division of each institution should be placed in charge of a particular individual in that institution.

g. Instructors should be paid for teaching classes as classes rather than according to enrollments. A maximum compensation per class should be fixed by agreement among the institutions maintaining such extension divisions.

h. Institute classes should be limited to the lines

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1. In actual practice all instructors are approved by the Director of Teacher Training. Conversation with him.

approved by the reading circle board, since these lines are selected with special reference to the requirements for teachers' certificates.

i. Books to be used in institute extension classes must be of college grade, and must be approved by representatives of the faculties of the standard colleges and normal schools. Otherwise no college credit will be granted.

j. Credits earned in township and city extension courses must be reported to the institution conducting the course, and approved by the head of the department concerned. When offered in transfer to other institutions such credit must be certified by the registrar or other proper official.

The following rules and regulations were adopted by the State Board of Education regarding correspondence work.

a. Correspondence study courses for credit shall be subject to the same conditions and requirements as extension teaching.

b. Lesson exercises shall be required weekly, the number of such exercises per week determining the number of credit hours to be earned in a course; provided, that a lapse of not to exceed four weeks is permissible for acceptable reasons.

c. After September 1, 1926, not to exceed six semester hours of correspondence study credit shall be accepted to apply toward an elementary teacher's license;



provided, that no correspondence study credit shall be accepted to apply toward a second grade elementary license; provided further, that correspondence study credits previously earned may be accepted in accordance with regulations in force at the time they were earned.

d. After September 1, 1926, not to exceed six semester hours of correspondence study credit in any high school license subject group, and not to exceed six semester hours in professional subjects, shall be accepted to apply toward a high school or administrative license; provided, that correspondence study credits previously earned may be accepted in accordance with the regulations in force at the time they were earned.

e. Not to exceed fifty per cent of the credit required for any grade of license or diploma may be earned by extension teaching and correspondence teaching; provided, that the first year's work for any license must be completed in residence.

#### VIII. Reading Circle Work

Reading circle texts are selected by a committee of the Indiana State Teachers' Association. These texts are then used in the township institutes as outlined above, and by the institutions giving extension work therein. <sup>1</sup> Whenever teachers receive pay for attendance at Institutes of the township type, these texts must be

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1. Conversation with the Director

used whether the teachers or an approved institution conducts the work. In order that they may be used to greatest advantage the Director of Teacher Training publishes an annual bulletin<sup>1</sup> outlining these books and suggesting programs for the institutes.

In the above manner the Director of Teacher Training has general supervision of the reading circle work for the state. He does not select the books to be used.

Thus in Indiana the extension work, reading circle work, and township institutes are closely interwoven. In practice the township institutes discuss their own problems for part of the day, and have extension work the remaining part, conducted by some approved teacher training institution. The reading circle books are used for these extension courses. The part of the Director in the above has already been shown. One great weakness of this work as pointed out by him is the fact that these extension courses are substituted at the institutions for regular courses, even though the books used may not be suitable for the substituted course. Thus a teacher may graduate at a teacher training institution with so many substitutions that a well rounded curriculum is seriously impaired. For this reason limitations as to the amount of extension work

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1. Teacher Training in Indiana, Teachers' Institutes, Educational Bulletin # 76.

are set up, as given above. Naturally courses must be rather general in order to get groups of the proper size.

While inspectional powers are granted to the Director over extension work, in practice he does not have time to be present at the actual meetings.

#### IX. Teachers' Salary Schedule

Indiana has a rather intricate minimum daily wage schedule, computed on the basis of successful teaching, grade of certificate held, experience, and professional improvement as shown by institute attendance. The law reads as follows:

"The State Board of Education shall designate the grade average that shall attach to each kind of license and permit issued under this act, and shall designate the kinds of licenses and kinds of permits that shall be paid according to each of the several provisions of the law which governs the minimum wage of teachers." <sup>1</sup>

The scholarship averages as fixed by the State Board of Education for the different certificates are ninety-two, ninety-four, and ninety-six. <sup>2</sup>

The general average is found by averaging ninety-two, ninety-four, or ninety-six with the success grade. <sup>3</sup>  
The success grade is given by the county superintendent

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1. Essentials of Teacher Training in Indiana, 1925, p. 54.
  2. Ibid., p. 54.
  3. Ibid., p. 54.

or the city superintendent after observation of the teacher's work.<sup>1</sup>

Two per cent is added to this general average for attending county institute the full number of days.<sup>2</sup>

The minimum paid to any teacher shall not be less than \$800 per school year.<sup>3</sup>

The minimum wage must be based on the highest grade of license held by the teacher at the time of contracting.<sup>4</sup>

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1. School Laws of Indiana, 1923, p. 53.

2. Essentials of Teacher Training in Indiana, 1925, p. 54.

3. Ibid., p. 54.

4. Ibid., p. 54.

Table III, summarizes the above facts.

Table III . Method of Computing Minimum Daily Wage of Teachers in Indiana. <sup>1</sup>

Licenses	Experience	General Average	Multiplier 2% institute	Multiplicand
Group I. Permit		$\frac{92 \text{ and success}}{2}$	General average and 2 %	$4\frac{1}{2}$ cents
Group II. Elementary and High School. 2nd grade for two years		$\frac{94 \text{ and success}}{2}$	"	$4\frac{3}{4}$ cents
Group III. All Second Grade Life		$\frac{96 \text{ and success}}{2}$	"	$6\frac{1}{2}$ cents
Group IV. (a) All First Grade	None	$\frac{96 \text{ and success}}{2}$	"	$4\frac{3}{4}$ cents
(b) Second Grade Supervision	1, 2, and 3 years	$\frac{96 \text{ and success}}{2}$	"	$5\frac{1}{2}$ cents
(c) Second and Third grade superintendents	4 and 5 years 6 years or more	$\frac{96 \text{ and success}}{2}$	"	6 cents

1. Ibid, p. 54.

It will be noticed that several of the certificates mentioned are certificates not now issued. In practice, the schedule does not apply to high school teachers, because their salaries are beyond the amount of this minimum. Many townships and most cities pay salaries above the schedule. <sup>1</sup>

The Director of Teacher Training has no actual relationship to this minimum salary schedule. He might recommend certain changes from time to time. This is considered a part of the teacher training program.

#### X. Teachers' Retirement and Pensions

Indiana has a state-wide retirement system in effect. The separate system established for Indianapolis has proven financially unsound, and a majority of the teachers have voted to go into the state fund. <sup>2</sup>

The administration of this retirement system is not under the State Board of Education. The Director of Teacher Training has no activities connected with its administration.

#### XI. Placement of Teachers

The State Department maintains a placement bureau "unofficially". It is mainly a filing bureau used by secondary teachers and teachers of the special subjects. The smaller school systems use it to a considerable

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1. Conversation with the Director of Teacher Training.
  2. Research Bulletin of the National Education Association, Volume IV, #3, May, 1926, p. 127.

extent. <sup>1</sup>

This is under the supervision of a Deputy Superintendent.

#### Summary

1. (a) The State Superintendent of Public Instruction is elected by the qualified voters of the state. (b) He is a member of the State Board of Education.
2. (a) This Board is partly ex-officio and partly appointive. (b) It is authorized to arrange for a regular system of professional instruction for the preparation of teachers throughout the state. This work is delegated to a Director of Teacher Training.
3. There are eight major activities carried on by the State Department of Education, one of which is normal or teacher training.
4. All teachers' certificates in Indiana are issued by the State Department of Education. This work is under the administration and supervision of the Director of Teacher Training.
5. The administration and supervision of teacher training in all of the institutions of Indiana is carried on by means of the Director's power of certification, and the powers delegated to the State

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1. Conversation with the Director.

Board.

6. The work of teachers' township institutes is administered and supervised by the Director of Teacher Training in so far as the State Department's program is concerned.
7. Extension work is carried on by State and private institutions. This work is under the administration and supervision of the Director of Teacher Training in so far as the training of teachers is involved.
8. Indiana has a minimum salary schedule law. At present the Director of Teacher Training has nothing to do with this schedule. It may, however, be changed in part by the State Board without legislative enactment.
9. Reading circle work for teachers is administered and supervised by the Director of Teacher Training.
10. The State Department unofficially maintains a placement bureau for teachers. It is under the administration and supervision of a Deputy Superintendent.
11. The office of the Director of Teacher Training was created by legislative enactment in 1919.

MASSACHUSETTS

I. The State Commissioner of Education

The State Commissioner of Education is appointed by the Governor for a period of five years. He is Chairman of the State Board of Education. The Commissioner is the executive and administrative head of the Department of Education. It is his duty to organize within the Department a division of public libraries, a division of immigration and Americanization, a division of the blind, and such other divisions as he may determine.<sup>1</sup> He may, with the approval of the Board, appoint and define the functions of a State Advisory Council and local advisory councils in connection with university extension and correspondence courses, and, with the approval of the Governor and Council, may rent suitable offices.<sup>2</sup> The Department may grant the Degree of Bachelor of Education to any person completing a four-year course in a Massachusetts state normal school.<sup>3</sup> The Department of Education shall have general management of the state normal schools.<sup>4</sup>

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1. General Laws Relating to Education, Massachusetts, 1921, p. 9.

2. Ibid., p. 10.

3. Ibid., p. 54.

4. Ibid., p. 53.

## II. The State Board of Education

The State Board of Education consists of six members, of whom at least two shall be women, and one a school teacher of the commonwealth.<sup>1</sup> The Governor, with the advice and consent of the Council, shall annually appoint two members of the Board for three years each.<sup>2</sup> The Board is an advisory board.

## III.

The principal activities in the State Department of Education are: (A) Elementary Education; (B) Secondary Education; (C) Vocational Education; (D) Trades and Industrial Education; (E) Agricultural Education; (F) Home Economics; (G) Industrial Rehabilitation; (H) Americanization; (I) Libraries; (J) Teacher Placement; (K) Teacher Retirement; (L) Physical Training; (M), Statistics.

It should be noted that normal or teacher training is not given in the list of activities. This is because the Director of Teacher Training is also head of the Elementary and Secondary Divisions, as well as that of normal schools.

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1. Ibid., p. 8.

2. Ibid., p. 9.

### Brief History of the Teacher Training Office

In 1918 the State Government was organized under what is known as the Webster Bill. Since that date each of the nineteen State Departments has been under the direction of a commissioner appointed by the Governor. In the Department, the Commissioner is assisted by deputies who are known as Directors of Elementary, Secondary, and Normal Schools; Vocational Education; and University Extension. These deputies, together with the principals of the normal schools, and all other employees of the State Department are appointed by the State Commissioner of Education.<sup>1</sup> Thus the Director of Teacher Training is in reality a Deputy State Superintendent in charge of normal schools, elementary, and secondary schools. He is considered the ranking division head of the State Department.<sup>2</sup>

#### IV. Teacher Training Institutions

The Teacher Training Institutions of Massachusetts are: state normal schools, 10; city public normal schools, 1; other colleges and universities having heads of Departments of Education, 15. The State Department of Education of Massachusetts does not have

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1. Letter normal school principal.

2. Professional Staff of State Departments of Education, United States Bureau of Education, Bulletin, #17, 1925, p. 18.

a general power of certification within the state. Thus it cannot use this as a basis for inspecting private and other institutions which are not directly under its supervision. On the other hand, the state normal schools are directly under the control of the State Commissioner of Education who is assisted by a Board which is advisory. The teachers of the normal schools are selected and recommended for appointment by the principals of the schools and are confirmed by the State Commissioner.<sup>1</sup> Graduation requirements in the normal schools are determined by the faculties of the schools, only in certain technical and incidental respects covered by regulations issued by the State Department.<sup>2</sup> Financial affairs are determined and managed by the normal school principals and their office assistants;<sup>3</sup> the amount of money appropriated for the schools is determined by an estimate submitted by the principal, which must be approved by the Department of Education, the Budget Commission, and the Legislature.<sup>4</sup> The principals hold monthly meetings with the Commissioner

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1. Letter normal school principal.
  2. Letter normal school principal.
  3. Letter normal school principal.
  4. Letter normal school principal.

of Education and the Director of Teacher Training.<sup>1</sup>  
Every year, all of the normal school instructors are together in a conference for one week. These conferences are largely instrumental in perfecting a reasonable unity of action, without an excess of uniformity accomplished through regulation ruling.<sup>2</sup>

The following quotation from a letter of a city public normal school principal shows the lack of supervisory power of the State Department in respect to private institutions.

"Curricula requirements, entrance requirements, graduation requirements, all are determined practically by the (city) Board of Superintendents ..... There are no regular meetings of our staff with the State Department officials. I keep a connection with the State Department through having Dr. Smith, Commissioner of Education, address the college each year on some educational topic or policy that he wishes to present."<sup>3</sup>

The State Department's powers with normal schools are delegated to the Director of Teacher Training.

V. The Certification of Teachers

The State of Massachusetts does not have a general certification law. The State Department, however, shall not approve the claim for state aid to state

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1. Ibid.

2. Letter State Commissioner of Education.

3. Letter City Public Normal School Principal.

aid unions unless the superintendent of the union has held a certificate of the State Department, certifying to his qualifications as determined by examination, or otherwise, for the entire period over which state aid is given.<sup>1</sup> During the year 1924 twelve certificates of this type were issued.<sup>2</sup> Also, subject to such conditions as it may prescribe, the State Department shall grant certificates to candidates found qualified by examination, or otherwise, to teach in high schools aided by the commonwealth.<sup>3</sup> The types of high school certificates issued and their minimum requirements are as follows:<sup>4</sup>

A. Term Certificate,

1. Bachelor's degree from a standard college, or a four years' course in a normal school.

2. Preparation for teaching at least two majors, or one major and two minors.

3. Satisfaction of one of the following options of professional preparation:

a. Completion of a course, or courses, dealing with at least two of the following fields and aggregating not less than three-year hours; problems of secondary

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1. General Laws Relating to Education, Massachusetts, 1921, p. 47.

2. Annual Report of the Department of Education, Massachusetts, 1925, p. 18.

3. General Laws Relating to Education, Massachusetts, 1921, p. 17.

4. Circular of Information, #1, 1926, Massachusetts.

education; educational psychology; tests and measurements, vocational guidance; school hygiene; general methods of teaching; methods of teaching particular subjects; practice teaching under supervision; history of education.

b. Diploma from an approved normal school.

c. Completion of at least two courses of thirty hours each, covering two of the above fields in an approved summer school.

d. Three years of successful teaching experience.

**B. Special Certificates,**

Special certificates are granted to persons qualified to teach one or more of the following subjects:

Agriculture, Commercial subjects, Art, Home Economics, Manual Arts, Music, and Physical Training. Applicants for Special certificates must have at least two years of work in a standard college, normal school, or other institution, requiring high school graduation for admission, and must have taken adequate courses in the subject, or subjects, in which a Special certificate is desired.

**C. Permit,**

A permit to teach one or more designated subjects in a particular state-aided high school may be issued when the conditions in that school, and the qualifications of the teacher, appear to the Department of Education to make such a permit desirable. Application for such a

permit must be made by the Superintendent of Schools. Forty-one state-aided high schools are reported for the year 1924-1925. <sup>1</sup>

The Director of Teacher Training has the general administration of certification within the state as outlined above. Bureaus in his Division do the actual work.

#### VI. Teachers' Institutes

The town superintendent of schools may, unless the town committee votes otherwise, direct the closing of schools under his supervision in order that teachers may attend a meeting of a county association of teachers, or an institute, conference, or convention held under the direction of the State Department. <sup>2</sup> During the year 1924-1925 the State Department conducted six institutes for teachers in the smaller towns and rural communities. In arranging the program for these institutes the Department endeavored to present at the general assembly one or more topics of common interest to all teachers, and, following this, to divide the institute into departmental conferences in order that there might be a discussion of topics applying specially

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1. Annual Report of the Department of Education, Massachusetts, 1925, p. 63.

2. General Laws Relating to Education, Massachusetts, 1921, p. 48-49.

to the work in primary, intermediate, grammar grades, and the high school. The list of speakers was composed chiefly of members of the State Department staff and normal school instructors.<sup>1</sup>

Institutes, as such, are not general in Massachusetts. When held they are under the supervision and administration of the Division of which the Director of Teacher Training is the head.

#### VII. Extension Work

The State Department of Education of Massachusetts has a Division of University Extension. This division conducts courses in class instruction, correspondence work, and radio. It utilizes instructors from different colleges and institutions of the state and other states. During the year 1924-1925, 34,800 students were enrolled in this Division. Of this number 28,584 enrolled for class instruction, 4,429 for correspondence work, and 1,787 for instruction by radio. Classes were formed in sixty-seven cities and towns.<sup>2</sup> In April, 1925, legislation was enacted enabling the Division to enroll non-resident students in correspondence courses, at rates which should exceed the cost of service. As a result, the Division has enrolled seventy-nine students

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1. Annual Report of the Department of Education, Massachusetts, 1925, p. 10.

2. Ibid., p. 31.

from twenty different states and from Canada. One enrollment has been received from England. <sup>1</sup>

During July of 1925 twelve professional improvement classes for teachers were held. The total number of teachers enrolled in the twelve summer classes was seven hundred and thirty-six. The number of different Massachusetts school systems represented in the summer classes was one hundred and fifty-one. <sup>2</sup>

This extensive extension work is not under the supervision or administration of the State Director of Teacher Training. Naturally he may act in an advisory capacity where the training of teachers is concerned.

#### VIII. Teachers' Salary Schedule

Massachusetts has a minimum salary schedule for superintendents of schools in unions. The amounts are \$2200 for the first year of service, \$2300 for the second year, \$2400 for the third year, and \$2500 for the fourth year. If his salary is not in excess of \$2900, the union shall, and otherwise may, reimburse him for his actual traveling expenses incurred in the discharge of his duties, but such reimbursement may be limited by the committee to \$400 a year. <sup>3</sup> A

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1. Ibid., p. 32.

2. Ibid., p. 32.

3. Laws Relating to Education, Massachusetts, 1921, p. 46.

general minimum law for teachers is also in operation. It provides that the compensation of every teacher employed in any public day school in the commonwealth, except persons in training and those employed as temporary substitutes, shall be at a rate of not less than \$750 for the school year.<sup>1</sup>

The State Department, and hence the Director of Teacher Training, has no administrative or supervisory relationships with this salary schedule.

#### IX. Reading Circle Work

The Massachusetts Division of University Extension offers a course in professional reading for teachers. It consists of reading, within a period of four years, sixteen books, selected from an approved list published by the Division. The Division has been guided in the choice of books by the suggestions of leading educators of the commonwealth.

A supervised examination will be given by the Division on the application of the students at the completion of each book. When a student has passed an examination successfully, he will be given a voucher to that effect. When he has successfully finished a complete course (sixteen books), he will be awarded a professional reading course certificate.<sup>2</sup>

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1. Ibid., p. 40.

2. State-Supported University Courses in General Academic Subjects, Massachusetts, 1926, p. 28.

This work is under the administration and supervision of the Division of University Extension.

X. Teachers' Retirement and Pensions

Massachusetts has a state-wide retirement law.<sup>1</sup> The State Commissioner of Education is an ex-officio member of the Retirement Board.<sup>2</sup>

The State Director of Teacher Training has no administrative or supervisory relationships with teachers' retirement and pensions.

XI. Placement of Teachers

During the year 1924-1925, the Teachers' Registration Bureau enrolled 2, 539 teachers, received notice of 1,223 vacancies, and placed 396 teachers. The types and numbers of teachers placed are as follows: high school principals, 8; elementary school principals, 5; high school teachers, 99; elementary school teachers, 197; special teachers, 70; normal school teachers, 4; substitutes, 13.<sup>3</sup> This Bureau is under the administration and supervision of the Division for which the Director of Teacher Training is responsible.

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1. Research Bulletin of the National Education Association, Volume IV, #3, May, 1926, p. 128.
  2. Laws Relating to Education, Massachusetts, 1921, p. 13.
  3. Annual Report of the Department of Education, Massachusetts, 1925, p. 17.

The following is a summary of the activities of the Division of Elementary and Secondary Education and Normal Schools of which the Director of Teacher Training is the head, for the year 1924-1925. <sup>1</sup>

1. The enrollment in the state normal schools has now reached a point where trained teachers are available for all vacancies occurring in the public school systems of the state. The total enrollment for 1925-1926 was 3,585.
2. New buildings have been built at Bridgewater.
3. The annual conference of Superintendents of schools was held at Framingham State Normal.
4. The annual conference of principals of junior and senior high schools was held at Amherst.
5. The second conference of art teachers was held at the Normal Art School, Boston.
6. The first state conference of school attendance officers was held at Boston.
7. The third state conference of music supervisors was held at the Massachusetts Normal Art School.
8. The eighth annual conference of normal school instructors was held at Framingham.
9. A conference was conducted with directors and

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1. Annual Report of the State Department of Education, Massachusetts, 1925, p. 7 - 18.

instructors of physical education.

10. Regional conferences on school hygiene were held.

11. Six teachers' institutes, as mentioned above, were administered and supervised.

12. The organization of Deans of Girls in High Schools was fostered.

13. Library work was encouraged in high schools.

14. Student participation in high school government was advocated.

15. A report was prepared on military training in high schools.

16. A comprehensive survey of junior high schools was carried on, including preparation and salaries of teachers, length of the school day, program of studies, and athletics and extra-curricular activities.

17. A revision of the elementary and junior high school curriculum was made.

18. Physical education was encouraged.

19. The teachers' registration bureau, as outlined above, was administered.

20. A report was made on the education of deaf and blind children.

In addition to the above the Director of Teacher Training is responsible for editing the annual report of the Department and the publications of his Division. He also is the administrative head of the Bureau of Research and Statistics whose main activities are:

the collection, examination, tabulating, and publication of statistics relative to public schools; editing the annual report of the Department; preparation of circulars of information; placement of deaf and blind children in special schools; preparation and distribution to towns of census cards, school registers, and medical inspection material. <sup>1</sup>

#### Summary

1. (a) The State Commissioner of Education is appointed by the Governor. (b) He is Chairman of the State Board of Education.
2. (a) The Board is an appointive one. (b) It is an advisory Board. (c) The Department of Education has general management of the state normal schools. This work is delegated to a Director of Teacher Training.
3. There are thirteen major activities carried on by the State Department of Education of Massachusetts. Normal and teacher training is not given as one of these because the Director of Teacher Training is also Director of the Elementary and Secondary Divisions of the Department.

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1. Professional Staff of the State Department of Education, United States Bureau of Education, Bulletin, # 17, 1925, p. 18-19.

4. The Massachusetts State Department of Education grants certificates only to Superintendents of state-aided unions and principals of state-aided high schools. This work is under the administration and supervision of the Director of Teacher Training.
5. The State Department, as such, has little power in supervising the teacher training work in institutions other than the state normal schools, owing to its lack of general powers of certification.
6. The work of teachers' institutes is administered and supervised by the Director of Teacher Training, whenever institutes are held.
7. Extension work is carried on by state and private institutions and by the State Department of Education. This work is under the administration and supervision of the Director of University Extension.
8. Massachusetts has a minimum salary schedule. Its terms are fixed by law and the State Department has no jurisdiction in its operation.
9. Reading circle work for teachers is administered and supervised by the Director of University Extension.
10. The State Department maintains a placement bureau under the administration and supervision of the Director of Teacher Training.
11. The Divisions of Elementary and Secondary Education are under the administration and supervision of the Director of Teacher Training.

12. The office of Director of Teacher Training was created by a reorganization of the State Government by legislative enactment in 1918.

## MIS S O U R I

### I. The State Superintendent of Public Schools

The State Superintendent of Public Schools is elected by the qualified voters of the state.<sup>1</sup> Among his powers and duties the training of teachers is not mentioned. He does have authority to examine teachers,<sup>2</sup> but this authority is not complete, county superintendents also acting in that capacity.<sup>3</sup> He is given power to maintain teacher training departments in certain high schools and city teachers' colleges,<sup>4</sup> and to appoint an Inspector of Teacher Training who shall be responsible for the work in high schools.<sup>5</sup>

### II. The State Board of Education

The State Board of Education is an ex-officio board, consisting of the Superintendent of Public Schools, president, ex-officio, the Governor, the Secretary of State, and the Attorney-General. In the main, its duties deal with the supervision of instruction in the public schools.<sup>6</sup> It is not granted by law powers in the training of teachers.

### III.

The principal activities in the State Department of

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1. Revised School Laws, Missouri, 1923, p. 125.

2. Ibid., p. 126.

3. Ibid., p. 137.

4. Ibid., p. 111.

5. Ibid., p. 112.

6. Ibid., p. 126.

Education are: (A) Rural Education; (B) Secondary Education; (C) Vocational Education; (D) Trades and Industrial Education; (E) Agricultural Education; (F) Home Economics; (G) Industrial Rehabilitation; (H) Normal or Teacher Training; (I) Negro Education; (J) Physical Training; (K) Statistics.

#### Brief History of the Teacher Training Office

In 1913 the State Legislature of Missouri passed an act providing for teacher training in high schools. The act is very inclusive, giving the State Superintendent power to appoint a Director of Teacher Training, to prescribe conditions of admission to the teacher training classes, to make the course of study, to formulate rules and regulations for the work as carried on, and to set the requirements for graduation. He also approves institutions for the work.<sup>1</sup> The present Director of Teacher Training has held the position for two years, having previously been State High School Inspector in the Department.

#### IV. Teacher Training Institutions

The Teacher Training Institutions of Missouri are as follows: state teachers' colleges, 7; other colleges and universities having heads of Departments of Education, 25; city public normal schools, 1; 127 teacher

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1. Teacher Training High Schools of Missouri, 1925-1926, p. 15.

training high schools are reported for the year 1925.<sup>1</sup> The state teachers' colleges are each under a separate Board of Regents. The State Superintendent is an ex-officio member of each Board. In general, private institutions conform to the agreements of the state educational institutions in conference, pertaining to teacher training affairs. The State Teachers' College at Springfield gives in detail these agreements.<sup>2</sup> They include the following points of interest: (1) entrance certificates; (2) admission to classes of college rank; (3) definition of college rank; (4) excess and diminished credit; (5) amount of teaching; (6) preparation of teachers; (7) late entrance; (8) credit for correspondence work; (9) credit for extension courses; (10) total amount of extension work; (11) records; (12) advanced standing; (13) visiting committees; (14) professional degrees; (15) uniform minimum requirements for professional degrees; (16) additional recommendations concerning the degree, and the 120-hour life certificate; (17) junior and senior college courses; (18) multiplicity of courses; (19) residence requirements, and recommendations concerning the 60-hour certificate, and the regents certificate; (20) life certificates; (21) present

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1. Ibid.

2. Catalog, State Teachers' College, Springfield, Missouri, 1924-1926, p. 19-31.

conditions for accepting college work from other institutions; (22) publications and terminology; (23) conference meetings. Each of the six teachers' colleges and the State Department of Education have two votes in the general conference.

It may be seen from the above that ~~there~~ is a general uniformity originating with the institutions themselves and not with the State Department, or the State Board of Education.

The powers of the State Superintendent in respect to teacher training work in high schools have been delegated to the Director of Teacher Training. He has formulated the following rules and regulations for their activities: <sup>1</sup>

- (1) work limited to the eleventh and twelfth grades of first class high schools, state or private;
- (2) post graduates of first class high schools may take the work;
- (3) three high school teachers and the teacher-training teacher constitute the minimum faculty requirements;
- (4) the teacher-training teacher must have 120 hours of college credit, including, or supplemented by, 30 hours in education;
- (5) the teacher-training teacher must have had 32 months of successful teaching experience, part of which must have been in normal schools;
- (6) the teacher-

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1. Teacher Training High Schools of Missouri, 1925, p. 7.

training teacher must have a good personality and give evidence of special fitness for the training of teachers; (7) there must be a minimum of twenty students in both classes, or at least ten in the senior class; (8) classes of more than thirty must be divided for recitation purposes; (9) the local board of education must provide and equip a separate room for teacher training work; (10) the local board must provide a teacher-training library and current periodicals, approved by the Director of Teacher Training; (11) the teacher-training teacher must not have more than four classes per day, and if in an administrative capacity, not more than three classes; (12) physical education must be provided; (13) classes should be scheduled in the fore-noon; (14) the local board of education must provide for practice teaching; (15) student-teachers must have at least two weeks of practice teaching, one of which must be in a rural school, and besides two weeks in playground supervision and activities. Besides these specific rules and regulations, the Director of Teacher Training prescribes the course of study, and inspects the institutions in person, in so far as his time will permit. He is assisted by high school inspectors from the High School Division of the State Department. This inspection includes observation of instruction and class work,

checking equipment, and observing practice teaching. As office work the Director must investigate and approve each teacher-training instructor. At the beginning of each school term he sends enrollment cards to the principals of teacher-training high schools. These cards are returned and checked as to the scholastic standing of the student, and in respect to the student's course of study. The Director of Teacher Training requires a semester's report from each principal of a teacher training high school. These reports are carefully checked by him with a view to follow-up work and the proper distribution of state funds.

A study of the methods employed would seem to guarantee a high type of work in respect to high school teacher-training. Adequate rules and regulations are furnished and careful checks are made of important points. The question may be raised as to whether this work might not be done in a much more efficient way by the teachers' colleges of the state. They are undoubtedly much better equipped to train teachers than high schools. Also the question naturally arises as to whether the local pride of communities may not desire teacher-training courses when the actual demand is not justified, and as to whether teachers are not really encouraged to receive training on a lower level than conditions actually warrant. Two states of the eleven studied feel that high school teacher-training is only a temporary device, and that it

should be discontinued in the very near future. On the other hand, in none of the eleven states studied has the supervision and administration of teacher-training in high schools been more carefully and fully worked out. It has in the main been a kind of appendage to the teacher-training department of the state, whereas in Missouri it is the only type of teacher-training which can be vigorously pushed by the State Department, as such.

Measured in terms of increased enrollment and expenditure of funds, the work has been quite successful, as the following table shows. It should be noticed, however, that the number of schools approved and the number of graduates from those schools has tended to decrease the past two years.

Table IV .<sup>1</sup> The Number of Teacher-Training High Schools Established in Missouri, the Number of Graduates, and their Biennial Appropriations for the Years 1913-1925.

Year	Number of Schools	Number of Graduates	Amount Biennial Appropriation
1913			\$100,000
1914	76	628	
1915	104	634	\$160,000
1916	111	774	
1917	109	701	\$175,000
1918	105	718	
1919	107	763	\$200,000
1920	104	737	
1921	128	885	\$225,000
1922	135	1,075	
1923	135	1,509	\$396,000
1924	129	1,346	
1925	127	1,482	\$396,000

V. The Certification of Teachers

In Missouri the State Department, the county superintendents, and the state teachers' colleges issue certificates.

The types and minimum requirements are as follows: <sup>2</sup>

1. Teacher Training High Schools of Missouri, 1925-1926.
2. Rules and Regulations of the State Department of Education Governing Issuance and Renewal of Certificates to Teach in Public Schools of Missouri, 1925.

Issued by the State Department of Education

1. City Teacher Training certificates; two year course in an authorized city training school.
2. Teacher Training certificates; graduation from teacher training course of first class high school.
3. Elementary certificate; graduation from first class high school, thirty hours of college credit, ten hours of which must be in education.
4. One-year certificate; sixty hours of standard college work, seven and one half hours of which must be in education.
5. Three-Year State certificate; graduation from first-class high school, sixty hours of college credit, twelve hours of which must be in education, three hours in social science, and five hours in English composition.
6. Five-Year certificate; graduation from a standard high school course, ninety hours of college credit, twenty hours of which must be in education and five hours in English composition. This certificate may also be issued to a holder of a baccalaureate degree from a standard institution, having one hundred and twenty hours of college credit, eighteen hours of which must be in education.
7. Life State certificate; graduation from a standard high school, one hundred and twenty college hours of credit, twenty-five hours of which must be in education and five hours in English composition.

State Teachers' College Certificate <sup>1</sup>

1. Thirty-Hour certificate; fifteen units of approved high school work, thirty semester hours of prescribed college work. Minimum residence work two quarters.
2. Sixty-Hour certificate; fifteen units of approved high school work, sixty semester hours of prescribed college work. Minimum residence work three quarters.
3. Ninety-Hour certificate; fifteen units of approved high school work, ninety semester hours of prescribed college work. Minimum residence work three quarters.
4. One Hundred and Twenty-Hour diploma; fifteen units of approved high school work, one hundred and twenty semester hours prescribed college work.

County Certificate <sup>2</sup>

1. Third Grade certificate; after September 1, 1927, completion of four years of high school work, or its equivalent, pass an examination in prescribed subjects, making an average of eighty per cent.
2. Second Grade certificate; completion of four years of high school work, or its equivalent, pass an examination in prescribed subjects, including all subjects of the Third Grade, making an average of

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1. Bulletin of State Teachers' College, Kirksville, Missouri, May, 1926, p. 19.
  2. Rules and Regulations of the State Department of Education Governing Issuance and Renewal of Certificates to Teach in Public Schools of Missouri, 1925.

eighty-five per cent.

3. First Grade certificate; completion of four years of high school work, or its equivalent, pass an examination in prescribed subjects, including all subjects of the Third and Second Grades, making an average of ninety per cent.

The State Superintendent approves courses of study of colleges and institutions for the purpose of granting "state certificates." He provides for the licensing and certification of teachers receiving "state certificates." The Director of Teacher Training administers and supervises the granting of certificates to applicants of the teacher training high schools. This work includes the preparation of final teacher training examination questions, supervision, and direction of the grading of the examination, and the recording of these grades. As a further phase of the examination, before certificates are issued, he checks the final transcript card of all applicants as furnished by the principals of teacher training high schools. He then writes and mails the certificates to the successful candidates. These teacher-training certificates may be converted into First Grade County Certificates, providing the holder has taught for thirty-two weeks successfully, and has attended some standard advanced educational institution not less than eight weeks, making a total credit of not less than eight semester

hours. These First Grade Certificates are granted by the County Superintendent. The Director of Teacher Training checks the grades of the applicants and furnishes a copy of them to him.

#### VI. Teachers' Institutes

According to law the county superintendents may organize county teachers' associations, which shall hold a three-day meeting on the last three days of some week in September, October, November, or December of each year. They shall arrange a program of exercises and secure the services of someone specially prepared to lecture on pedagogical subjects. <sup>1</sup>

The State Department has no connection with these institutes. The State Superintendent says that there are no institutes "as such" in this state. <sup>2</sup>

#### VII. Extension Work

The rules and regulations regarding extension work in state teacher training institutions, as agreed in general conferences of the institutions, are: <sup>3</sup>

##### A. Credit for Correspondence.

1. At least eight lessons should be required for

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1. Revised School Laws, Missouri, 1923, p. 133.
  2. Inquiry Blank # 2.
  3. Bulletin State Teachers' College, Springfield, Missouri, 1924-1926, p. 20-21.

each semester hour of credit. A lesson should be planned so that it will require approximately five hours (sixty minutes) for its preparation.

2. A maximum of ten semester hours or two high school units may be completed in any school year.

3. No college credit shall be given for correspondence work in reading circle books.

4. A uniform fee should be charged; not less than three dollars per semester hour is recommended.

5. Copies of all lessons shall be kept on file.

#### B. Credit for Extension Courses.

1. Not fewer than four lecture visits by regular members of the faculty for each semester hour of credit are essential.

2. Students shall be required to do enough written work in addition, to bring the standard of extension work up to that of the correspondence courses mentioned above.

#### C. Total Amount of Extension Work.

Fifty per cent of the required college work for any degree, certificate, or diploma may be completed by extension work; provided, that the existing requirements as to hours in residence remain unchanged. The amount of credit earned by correspondence work or extension work during one year shall not exceed ten hours.

The only relationship which the State Department has in respect to this work is its power to cast two votes in the making of rules and regulations for State Teacher Training Institutions in general conference, as mentioned above. The Director of Teacher Training has no activities pertaining there-to. This does not mean that co-operation between the Department and teachers' colleges is lacking.

#### VIII. Teachers' Salary Schedule

There is no general teachers' salary schedule, as such, in Missouri. However, the state law provides that boards of directors of every school district are required to continue the public school or schools in their district for a period of eight months in each scholastic year:

"Provided, that when any district has levied for school purposes the maximum levy provided by law and the funds so derived, together with the money on hand and the amount received from the public funds, are insufficient to maintain such school or schools for such a period, paying the teacher or teachers a maximum salary of \$60 per month, then such district shall receive from the state treasurer a sufficient amount to make up the deficit."

It is further provided that \$70 per month may be paid a second grade teacher and \$80 per month for a first grade teacher.<sup>1</sup>

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1. Revised School Laws of Missouri, 1923, p. 66.

The State Teachers' College Bulletin of Maryville, Missouri, says that a sister institution made a study of the salaries received by teachers who had gone out from that institution, which shows that certification and training are recognized by local authorities in Missouri in a general way.

Table V shows the findings.

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Table V .<sup>1</sup> Average Annual Salaries of Teachers Going Out from a Teachers' College of Missouri, Based on Types of Certificates Held.

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Certificate	Average Annual Salary
Thirty-hour certificate	\$ 829.00
Sixty-hour diploma	1,023.00
Ninety-hour diploma	1,319.00
One hundred and twenty hour diploma and degree	1,599.00

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The State Department has no power in the administration and supervision of salary schedules.

#### IX. Reading Circle Work

The State Superintendent of Public Schools, together with a special committee for that specific purpose outlines courses for reading circle work and selects

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1. State Teachers' College Bulletin, Maryville, Missouri, 1926-1927, p. 23.

texts.

The Director of Teacher Training does not supervise or administer this work.

X. Teachers' Retirement and Pensions

There is no state-wide or state law relating to teacher retirement in effect in Missouri. <sup>1</sup>

XI. Placement of Teachers

The State Department of Education does not maintain a placement bureau for teachers.

Summary

1. (a) The State Superintendent of Public Schools is elected by the qualified voters of the state. (b) He is President of the State Board of Education.
2. The Board is an ex-officio Board. It has no powers granted to it for the training of teachers. The state normal schools have separate boards, the State Superintendent being a member of each board.
3. There are eleven major activities carried on by the State Department of Education of Missouri, one of which is normal or teacher training in high schools.
4. Teachers' certificates in Missouri are issued by the State Department, the state normal schools, and county superintendents. The administration and supervision of the certification of graduates of teacher training high schools is delegated to a Director of Teacher Training.

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1. Research Bulletin of the National Education Association, Volume IV, #3, May, 1926, p. 128.

5. There is no administration or supervision of teacher training work carried on by the State Department in any institutions of the state, except the teacher training high schools. Necessary uniformity is by mutual agreement of teacher training institutions.
6. The State Department of Education has no administrative or supervisory powers in respect to teachers' institutes in Missouri.
7. The State Department has no administrative or supervisory powers in respect to extension work of teacher training institutions in Missouri, only in so far as it has a vote in their general council.
8. A certain minimum salary is guaranteed by law for certain state aid districts. The State Department has no jurisdiction; it simply carries out the law.
9. The State Department does not maintain a placement bureau for teachers.
10. The office of the Director of Teacher Training in high schools was created by legislative enactment in 1913.

NEW YORK

**I. The Commissioner of Education**

The Commissioner of Education is elected by the Board of Regents of the University of the State of New York for an indefinite term. Among his general powers and duties are general supervision of the state normal schools, the annulment of teachers' certificates and normal school diplomas. He is ex-officio President of the University.<sup>1</sup>

**II. The Board of Regents**

The Board of Regents of the University of the State of New York is its governing body. The State Department is a division of the university. There are twelve regents who are elected, one each year, by the legislature in joint session. The university includes in its constituent membership and has under its supervision all public schools of the state, and also, in terms of the law, it includes as institutions of the university, all secondary and higher educational institutions which are now or may hereafter be incorporated in the state, and such libraries, museums, institutions, schools, organizations and agencies for education as may be admitted to or incorporated by the university.

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1. The University of the State of New York, p. 4.

Among their specific powers, the regents are authorized to exercise legislative functions concerning the educational system of the state; to determine its educational policies, and make rules for carrying into effect the laws relating to education and the powers of the university. They have exclusive power to incorporate educational institutions and organizations; they may confer degrees and regulate their issuance within the state; they have power to visit and inspect educational institutions of the state, conduct examinations therein and require reports therefrom; they register domestic and foreign educational institutions and fix the value of degrees, diplomas and certificates from all parts of the world, when presented for entrance to schools, colleges, universities and the professions; they may establish and stimulate educational extension work and conduct examinations and grant credentials therein.<sup>1</sup>

### III.

The principal activities of the State Department of Education are: (A) Elementary Education; (B) Rural Education; (C) Secondary Education; (D) Vocational Education; (E) Home Economics; (F) Industrial Rehabilitation; (G) Normal or Teacher Training; (H)

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1. Ibid., p. 4.

Americanization; (I) Libraries; (J) Teacher Certification ;  
(K) Educational Measurements; (L) Attendance or Child  
Accounting; (M) Physical Training; (N) Auditing and  
Accounting; (O) Statistics.

Brief History of the Teacher Training Office

The Commissioner of Education in the fall of 1925 made certain administrative changes in the Department of Education with the intention of creating a Bureau of Teacher Training and Certification. The present Director took up the work of this new Bureau, September 1, 1925. This meant a reorganization affecting the Elementary School Department. The Director previous to his appointment had been connected with the New York Normal School at Oswego. On July 1st, 1927, by action of the Board of Regents and of the State Legislature, this Bureau will become a Division and its head will be termed "Director."

IV. Teacher Training Institutions

The Teacher Training Institutions of New York are as follows: state teachers' colleges, 1; state normal schools, 10; other colleges and universities having heads of departments of education, 26; city training schools, 5. Seventy-eight training classes for rural school teachers are reported for the year 1926-1927. <sup>1</sup>

Each of the state normal schools has a Board of Visitors of not less than three, nor more than thirteen members.

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1. Letter Principal State Normal School, Brockport, New York, November, 1926.

Vacancies are filled on the boards by the Commissioner of Education. Their function is to act in an advisory capacity. The Commissioner of Education is charged with the making of curricula for the normal schools, the determination of the number of teachers to be employed, and the classification of each in the state college for teachers and in each normal school. <sup>1</sup> The salaries are fixed by law according to the classification. <sup>2</sup> The employment of teachers is subject to his approval. <sup>3</sup>

In respect to training classes the Commissioner prescribes the conditions of admission, the **courses** of instruction, and the rules and regulations under which such instruction is given. <sup>4</sup> He has general administration and supervision of city training schools, <sup>5</sup> and inspectional relationships with private training schools. <sup>6</sup>

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1. Education Law, University of the State of New York, 1925, p. 261.

2. Ibid., p. 263.

3. Ibid., p. 263.

4. Ibid., p. 259.

5. Inquiry Blank I.

6. Ibid.

As regards the work of the state normal schools the Director of Teacher Training carries on a complete program of supervision and administration. It is his duty to secure, organize, tabulate, interpret and report data relative to normal school conditions, procedures, and personnel. He assists in the formulation of normal school policies, e.g., admission requirements, faculty qualifications, adjustment of credits and the approval of courses. In the executing of these policies he checks the administrative organization of individual schools, checks admission applications, approves faculty appointments, and records credentials related to such matters. It is within his province to consider the budgets of these institutions. He also has powers of visitation by which he learns new facts, checks reports, and confers on pertinent matters. He arranges for and attends principals' meetings, faculty group meetings, etc. He approves, issues and records the limited and temporary normal school certificates. Many individual conferences are held dealing with miscellaneous matters. In the nature of the case, there is quite a volume of correspondence to carry on regarding the matters briefly mentioned above. The state teachers' college at present is administered and supervised by the State Commissioner and Commissioner of Secondary Education. "This second relationship is due to the fact that the state college

prepares exclusively for high school teaching." <sup>1</sup>

In respect to the administration and supervision of city training schools the Director of Teacher Training carries on the following activities: He assists in determining and maintaining standards regarding such matters as length of curricula, admission requirements, faculty qualifications, and types of curricula. Using his powers of inspection he personally makes observation of the work done in these schools. He records data regarding the graduates of the city training schools and issues and mails certificates to successful candidates. He carries on the correspondence pertaining to the work as outlined above.

By means of his inspectional relationships the Director of Teacher Training assists in the approval of private training schools by checking the length and character of the curricula offered, the admission and graduation requirements, and the faculty qualifications.

The supervision and administration of the so-called teacher training classes are duties of the Director of Teacher Training. In respect to these schools he secures, organizes, tabulates, interprets and reports

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1. Letter from President of the State Teachers' College, Albany, November 24, 1926.

data relative to the classes. He establishes and maintains standards, e.g., general facilities, equipment, and teachers' qualifications. He checks, approves, and records data relative to admission to teacher training classes, transfers between training classes, and excuses for continued absence from training classes. It is his duty to observe the work done in the various classes. He encourages, attends, and sometimes arranges for group meetings of training class teachers. He approves applications to maintain training classes, upon securing and evaluating local conditions. In the approval of teachers for teachers of training classes, the Director feels the responsibility for their professional growth, and hence arranges summer courses for them. He receives, checks and sends examination papers to examiners of students in teacher training classes. He then checks the papers as rated by the examiners, records the ratings, and reports the examination results to district superintendents and principals. He approves, issues, and records training class certificates. This work also requires individual conferences with district superintendents, village superintendents, and supervising principals regarding administrative problems, e.g., location of classes, the admission of students, the facilities for observation and practice teaching, the relationship of the training class to other units of

the educational system. It may be seen from the above that the Director is engaged in a very comprehensive program of administration and supervision.

V. The Certification of Teachers

The Commissioner of Education, acting through the State Department of Education, has power to license teachers, but district, village and city superintendents of schools may exact additional qualifications. They may also for sufficient reasons refuse to issue, or renew any certificate even though the state educational requirements have been fully met. The types of certificates issued and their minimum requirements are as follows: <sup>1</sup>

1. Training Class certificate; Regent's diploma or graduation from high school, nine units of which are prescribed, plus work in music and physical training. After September, 1928, eleven units will be prescribed and completion of the training class requirements.
2. Training School certificate; Regents' diploma or graduation from high school, nine units of which are prescribed. After September, 1928, eleven units will be prescribed, and completion of the training school course.
3. Normal School diploma; Regents' diploma or graduation

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1. Rules and Regulations Relating to Teachers' Certificates, The University of the State of New York, 1926, p. 8.

from high school, nine units of which are prescribed. After September, 1928, eleven units will be prescribed, and graduation from a three-year normal school course, the content of which is subject to approval by the Board of Regents.

4. Indorsed normal school certificates from other states, three-year courses.
5. Limited indorsed normal school certificates from other states, two-year courses.

#### College Graduate Certificates

1. College Graduate Limited; graduate of college registered by the Regents, good for two years, renewable for one year, then made permanent provided professional requirements are met by passing courses or examinations in psychology, history of education, principles of education, and methods of teaching.
2. College Graduate Life; (permanent form following college graduate Limited) graduation with a bachelor's degree from a college registered by the Regents, three years of successful teaching experience, two years of which must have been in the state of New York, and proof that training requirements have been met.
3. College Graduate Professional Provisional Certificate; graduate of a college registered by the Regents, completion of a course for the training of teachers therein, approved by the President of the University.
4. College Graduate Permanent; holder of College Graduate Professional Provisional certificate who affords evidence of three years of successful teaching

experience.

5. Provisional Secondary certificate; evidence of graduation, the full equivalent of that required for a College Graduate Limited certificate, issued in cases of exceptional merit, renewable for one year, provided the holder shall have passed during the period of its validity the examination prescribed for the renewal of a College Graduate Limited certificate.

6. Permanent Secondary certificate; holder of Provisional Secondary certificate at the end of three years of successful teaching experience.

7. Special certificates; graduation from an approved high school course, or the equivalent, graduation from an approved professional institution having completed an approved course in the special subject covering a period of not less than three years.

#### Professional Elementary Certificate

1. Professional Elementary; two years of experience in teaching, education equivalent to that required for graduation from the three-year course in a New York state normal school.

2. Provisional Professional Elementary; education equivalent to two years of the general professional course in a New York state normal school.

#### Temporary License

This license is granted by the President of the University

in cases in which public convenience absolutely requires it, on the recommendation of the district, village or city superintendent having jurisdiction. It must be shown that the candidate is qualified, and sufficient reasons must be given why the candidate is not the holder of a regular certificate.

Provisions are also made for issuing certificates to city superintendents who (a) were serving as superintendents of schools in a city in the state on May 1, 1917; (b) who are graduates of a four-year course in an approved college or university and have had at least five years of successful experience in teaching, or in supervision of public schools since graduation; (c) who are graduates of an approved two-year professional course for the training of teachers, or who have had professional training equivalent thereto, and have had at least ten years of successful experience in teaching, or public school administration (advanced academic credits may be accepted in lieu of five years of experience); or to those who (d) were legally qualified on May 1, 1917, under the provisions of a special law or city charter.

District superintendents must possess or be entitled to possess a certificate authorizing them to teach in any of the public schools of the state without further examination, and in addition must pass an examination

prescribed by the Commissioner of Education on the supervision of courses of study in agriculture and the teaching of the same.

The chief activities of the Director of Teacher Training as regards the certification of teachers are as follows: (a) State examination (last one August, 1925); assisting in arranging for place and proctors, and advising with regard to supplies. He receives and accounts for the returned papers and transfers them to examiners for ratings. He is then responsible for collecting and recording the ratings, and finally notifying the candidate of the results. (b) In connection with the renewal of College Graduate Limited certificates the Director of Teacher Training assists in making arrangements for the holding of examinations in May and August, he receives and accounts for papers sent to the examiners, he collects and records ratings, and notifies candidates of results. The Director of Teacher Training endorses credentials from other states. He passes upon qualifications for all forms of teachers' certificates, except vocational certificates and New York city licenses. However, Vocational Certificates are issued by his office.

In addition to the above, the Director checks annual reports of district superintendents regarding the certification of teachers of all supervisory districts,

of village and city superintendents regarding the certification of new teachers, and records renewals. The writing, recording, and mailing of all certificates are under his supervision.

The mail relating to certification involves:

1. Opening and stamping of incoming mail.
2. Referring mail misdirected to his office.
3. Assembling records and previous correspondence.
4. Recording credentials.
5. Dictating replies, returning credentials, sending circulars, form letters, reference blanks, and application blanks.
6. Proof-reading correspondence and making reference notes.
7. Charging out correspondence when sent to other departments.
8. Filing and refiling correspondence, applications, and records of credentials.
9. Recording incoming and outgoing mail for office accounting.

#### VI. Teachers' Institutes

By law the district superintendent has the power to assemble all the teachers of his district by towns or otherwise, for the purpose of conference on the course of study, for reports of, and advice and counsel in relation to discipline, school management, and other school work, and for promoting the general good of all

the schools of the district. Teachers shall be entitled to compensation for days actually in attendance upon such conference.<sup>1</sup>

On the Inquiry Blank sent to district superintendents of the state one replied, "We do not have institutes here. Teachers must have a certain amount of normal training before they can qualify. This, many of them get at the summer quarters of our normal schools which take the place of institutes." Another district superintendent says in part, "We substitute the word conference." These conferences are "inspirational in the large county conferences and instructional in small group conferences, teachers receive regular salary plus mileage and one dollar each day for meals." He further says that they are compulsory for teachers, that the Chief of the Rural Education Bureau of the State Department formally approves the programs, and that speakers are used from the State Department. A third superintendent says that they are not compulsory but advisory, while a fourth says that they are practically compulsory. There is apparently no uniformity as in the case of Alabama and West Virginia, for example. The State Department does, however, have a relationship to them, exercised through

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1. Education Law, University of the State of New York, Bulletin, 1925, p. 135.

the Bureau of Rural Education. <sup>1</sup>

Institutes are not under the administration and supervision of the Director of Teacher Training.

VII. Extension Work

The normal schools offer extension work for teachers in service. The following course was offered at the Dutchess County Teachers' Conference during the school session 1925-1926. <sup>2</sup>

"Subject: Geography and History(methods of teaching same)and Literature pertaining to these subjects. This is a course so arranged that special attention will be devoted to Geography and History in all three departments - primary, intermediate, and grammar grades.

"Instructors: To be assigned from the regular normal school faculty.

"Length of Course: Three semester hours' credit, with fifteen sessions, two and one half hours weekly.

"Method of Instruction: Lectures, class discussions and readings.

"Tuition Fee: Ten dollars, payable at first session.

"Enrollment: A minimum of twenty-five students is required for each class.

"Classes meet at Poughkeepsie, Amenia, and Rhinebeck in the high school buildings.

"Teachers completing this course will secure three semester hours of normal school credit which may be applied in fulfillment of requirements for a normal school certificate or diploma at any normal school in the state;

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1. The University of the State of New York, Albany, 1924, p. 9.
  2. Sent by district superintendent along with Inquiry Blank.

such credit may also be considered partially toward the renewal of certificates and as evidence of professional growth. "

Since the normal schools are under the administration and supervision of the Director of Teacher Training, as well as certification, these courses are in general under his direction. He, and the normal school principals have agreed upon a series of rules and regulations to take effect, September, 1927.

#### VIII. Teachers' Salary Schedule

There is no general salary schedule for teachers in the state of New York. A minimum salary of \$800 is required to be paid to teachers in each school district, except a city school district, and a union free school district by law. <sup>1</sup>

The Director of Teacher Training has no activities in respect to this salary schedule.

#### IX. Reading Circle Work

No reading circle work, as such, is reported in New York.

#### X. Teachers' Retirement and Pensions

New York state has a state-wide teacher retirement law. A retirement system independent of the state system is in effect in New York. <sup>2</sup>

This is not under the administration of the Director of Teacher Training.

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1. Education Law, University of the State of New York, Bulletin, 1925, p. 173.

2. Research Bulletin of the National Education Association, Volume IV, #3, May, 1926, p. 129.

XI. Miscellaneous Activities of the Director

Miscellaneous activities of the Director of Teacher Training as reported by him are:

1. Checking records for the Bureau of Statistics and cooperating with the Bureau of Educational Measurements in passing upon applications for a special state subsidy for teachers of the mentally handicapped.
2. Checking records for the Bureau of Statistics and passing upon applications for a special state subsidy for teachers of physically handicapped, gathering data leading to recommendations affecting policies.
3. Preparing an annual report regarding the number and kinds of certificates issued, number of teachers' examination papers received, rated and passed. This information is assembled for the Annual Report of the State Department of Education, and for other offices of the Department such as the Division of Examinations and Inspections, and the Bureau of Professional Examinations.
4. The preparation of annual reports of district superintendents, and examination reports for binding.
5. Preparing for printing or duplicating new issues or forms of: (a) Handbook #7; (b) Handbook #29; (c) certificate blanks; (d) application blanks for certificates; (e) circulars; (f) form letters; (g) training class materials; (h) normal school reports; (i) annual report blanks.

6. Keeping an inventory of supplies and preparing requisitions for needed supplies to be sent to the Administration Division, keeping store-room in order.
7. Conferences (including telephone calls) with department staff members, and callers on official business, regarding the professional training and certification of teachers.
8. A complete reorganization of card files every five years.
9. Preparing verified copy of teachers' examination records upon individual request.
10. Assisting in educational surveys on such phases as teaching ability and teacher personnel.
11. Arranging for the examinations in agriculture of candidates for the position of district superintendent, checking receipt of agriculture examination papers, sending them to the Division of Vocational Extension Education for rating, recording the ratings, reporting ratings to individual candidates, and preparing the eligible list of district superintendents.
12. Representing the Department of Education at district and city conferences of teachers, zone meetings of the State Teachers' Association, school commencements, and other special occasions.
13. Organization of office staff and administration of office procedure.
14. Annual transference of files.

15. Writing articles and reports for publication in educational bulletins and journals.

Summary

1. (a) The State Commissioner of Education is elected by the Board of Regents of the University of the State of New York. (b) He is President of the University.
2. (a) The Board of Regents is elected by the legislature in joint session. (b) The State Commissioner of Education has administrative and supervisory powers over all teacher training institutions of the state. These powers are delegated to a Director of Teacher Training.
3. There are fifteen major activities carried on by the State Department of New York, one of which is normal or teacher training.
4. The State Department of Education issues teachers' certificates throughout the state, except for Buffalo and New York city. It may issue them upon the application of district, village, and city school superintendents. It determines the minimum requirements. All of the work of certification of the State Department of Education, except the evaluation of vocational credentials, is under the administration and supervision of the Director of Teacher Training.
5. Teacher training work in private institutions is supervised by the Director of Teacher Training through his powers of certification, and through

the general powers of the university in respect to all institutions within the state.

6. Teachers' institutes are not uniform for the state.

The State Department's work is under the administration and supervision of the State Rural Education Bureau.

7. Extension work is carried on by private and state institutions. This work is under the administration and supervision of the Director of Teacher Training.

8. A minimum salary schedule is prescribed by law in school districts, except city school districts, and union free school districts. The State Department, as such, has nothing to do with this salary schedule.

9. No reading circle work for teachers is reported in New York.

10. No placement work is reported by the State Department of Education.

11. The office of Director of Teacher Training was created by administrative reorganization in the State Department in 1925.

NORTH CAROLINA

I. The State Superintendent of Public Instruction

The State Superintendent of Public Instruction is elected by the qualified voters of the state. He is Secretary of the State Board of Education.<sup>1</sup> It is his duty in each even year to prepare, in co-operation with the respective principals and the board of trustees for each state normal school under the supervision of the State Board of Education, a budget setting forth the financial needs of each school for the succeeding two fiscal years.<sup>2</sup> Nothing is said in the law, as to his duties in the training of teachers.

II. The State Board of Education

The State Board of Education consists of the Governor, Lieutenant-Governor, Secretary of State, Treasurer, Attorney-General, and the State Superintendent of Public Instruction.<sup>3</sup> Among the powers of the Board are; the supervision of the state normal schools, the appointment of the normal school boards of trustees,<sup>4</sup> the control of negro normal schools,<sup>5</sup> and the

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1. Public School Law of North Carolina, 1923, p. 102.

2. Ibid., p. 112.

3. Ibid., p. 102.

4. Ibid., p. 109.

5. Ibid., p. 112.

certification of teachers for all of the urban and rural public schools of North Carolina. <sup>1</sup>

The Board of Trustees of the East Carolina Teachers' College is appointed by the Governor. <sup>2</sup> The State Superintendent of Public Instruction is ex-officio Chairman of the Board. <sup>3</sup>

### III.

The principal activities in the State Department of Education are: (A) Rural Education; (B) Secondary Education; (C) Vocational Education; (D) Trades and Industrial Education; (E) Agricultural Education; (F) Home Economics; (G) Industrial Rehabilitation; (H) Normal or Teacher Training; (I) Negro Education; (J) Teacher Certification.

#### Brief History of the Teacher Training Office

The position of Director of Teacher Training was created by legislative enactment in 1921. Originally this did not include the work of certification. In 1923 a reorganization of the State Department placed certification under the administration and supervision of the Director of Teacher Training. The present Director has held the position since that time.

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1. Ibid., p. 104.

2. East Carolina Teachers' College Bulletin, 1926-1927, p. 13.

3. Ibid., p. 1.

#### IV. Teacher Training Institutions

The Teacher Training Institutions of North Carolina are as follows: state teachers' colleges, 1; state normal schools, 5; other colleges and universities having heads of Departments of Education, 21. Thirteen approved normal training high schools for whites are reported for the year 1926-1927. <sup>1</sup> There are seven schools of the same type for negroes. <sup>2</sup>

In the state normal schools the local trustees elect the principal and teachers. The teachers are elected on the recommendation of the principal. <sup>3</sup> The same procedure is true for the state teachers' college. Also, the local board of trustees of the normal schools shall upon the recommendation of the presidents, subject to the rules and regulations of the State Board of Education, authorize the courses of study to be offered, including observation and practice in teaching; prescribe the entrance requirements, and divide the school year into terms or sessions. The board of trustees shall fix all fees, tuition, and the rate of board for all students, and provide for the government and discipline of the school. <sup>4</sup>

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1. Letter Supervisor of Teacher Training, North Carolina.

2. Letter Director of Teacher Training, North Carolina.

3. Public School Laws of North Carolina, 1923, p. 111.

4. Ibid., p. 111.

It is noted above that the State Department grants all certificates to teach in the state. Thus with private institutions and with state institutions, other than the normal schools, the powers of the State Department in training teachers, and hence of the Director, lie mainly in their powers of certification. During the past year the Director of Teacher Training has been working along curricular lines. The result has been the publishing of a bulletin on "Uniform Curricula for Securing Primary C and Grammar Grade C Certificates in the Approved Summer Schools of the State and in Extension Work." The Director of Teacher Training has been assisted in this work by representatives from the University of North Carolina, the North Carolina College for Women, Duke University, the East Carolina Teachers' College, and the Ashville Normal. The principles underlying these curricula are: <sup>1</sup> (a) preparation for specific service, differentiated curricula for primary and grammar grade teachers; (b) curricula formulated with the "in-service" teacher in mind; (c) all curricula shall be of college grade; (d) and the fundamental guiding motive at all times in the work of the committee was the "particular job for which preparation was made." Another type of curricular

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1. Uniform Curricula for Securing Primary C and Grammar C Certificate, North Carolina, p. 8.

work which the Director of Teacher Training is working upon, is that of certifying high school teachers according to certain combinations of subjects in high school courses. It is thus contemplated that teachers will be certified for special kinds of school work only, and by so doing the training of high school teachers will be related to the actual teaching jobs.<sup>1</sup> In his work the Director of Teacher Training does not, as in some other states, emphasize his inspectional duties. The Director of Teacher Training also has a general supervision over all the summer schools for teachers in the state.

The twenty teacher training high schools, as mentioned above, are under the administration and supervision of the Director of Teacher Training, although the work itself is carried on by an assistant to the Director who gives her entire time to this program, and by the Director of Negro Education where negro schools are concerned. At present there is an enrollment in these teacher training high schools of approximately two hundred students. Some fourteen teacher training instructors are engaged in the work. These instructors are employed through the cooperation of the Director of Teacher Training and the county superintendents where such schools are located. The general plans for these schools as formulated by the office of the Director of

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1. High School Reorganization, North Carolina, 1925-1926, p. 8.

Teacher Training are as follows: <sup>1</sup>

A. Program, based upon high school graduation, to consist of (1) subject matter courses; (2) professional courses; (3) school arts; (4) observation and practice teaching.

B. Instructors:

Instructors in these departments should have the following qualifications, (1) graduation from a standard normal school to insure familiarity with the contents of the elementary curriculum; (2) two years of rural teaching to insure a knowledge of rural school conditions; (3) total of five years of experience in teaching to guarantee special skill in actual instruction of children; (4) be specially certified for this work by the State Department of Public Instruction, but employed by the local Board of Education.

C. Location:

Teacher training high schools should be located, (1) in connection with a standard high school that has not fewer than five teachers in the elementary grades; (2) in a place easy of access; (3) in a place fed by a large high school population, to insure continuous attendance, and to insure its being a success and not

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1. Suggested Outline Course of Study for Teacher Training Departments in High Schools, 1926-1927, p. 51.

an experiment.

D. Segregated Room:

(1) There must be a room especially fitted up for this work, and separated entirely from the ordinary discipline and control of the rest of the school, except in matters of behavior; (2) it must be furnished with a duplicating machine, typewriter, special desks, book shelves, globe, professional books (200), and materials ordinarily used in teaching the elementary school curriculum, such as paper, scissors, paste, etc; (3) it must be heated on Saturdays.

E. Who should attend:

(1) Graduates of standard high schools; (2) holders of Elementary Certificates, Class B; (3) and graduates of four-year non-standard high schools.

F. Certificates to be awarded:

(1) To graduates of standard high schools, completing one year of training, Elementary, Class A; (2) to holders of Elementary, Class B, completing one year of training, Elementary, Class A; (3) to graduates of non-standard four-year high schools, completing one year of training, Class B.

G. Expenses:

(1) Teacher's salary borne by the state; (2) equipment (\$750 - \$1000) borne by the county or local district; (3) room and heat borne by county or local district; (4) rural observation and practice borne by

the students; (5) expenses of teacher on visits to rural schools to be provided for.

H. Maximum and minimum number of pupils:

No fewer than ten, nor more than twenty.

More teacher training high schools are contemplated in the near future. <sup>1</sup>

The Director of Teacher Training is also a member of the Rating Board of the State Department consisting of the state high school inspectors, Directors of Negro Education, Directors of Teacher Training, and the State Superintendent of Public Instruction, which determines the rating of all colleges not members of a recognized accrediting agency, both within and outside of the state. This involves inspection of institutions within the state which is carried on in the main by the members making up the board.

V. The Certification of Teachers

The State Board of Education of North Carolina acting through the State Department of Education, issues all teachers' certificates in North Carolina.

The types of certificates issued and their minimum requirements are as follows: <sup>2</sup>

Administrative and Supervisory Certificates

1. Superintendent's Certificate; (a) graduation from standard A-grade college, including eighteen semester hours of professional credits, or credits required for

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1. Letter from assistant in charge of teacher training high schools, North Carolina.
  2. Regulations Governing Certificates for Teachers in North Carolina, 1925.

High School Certificate A, or Grammar Grade Certificate A, or Primary Certificate A. (b) Five years' experience as principal, supervisor, or teacher, and at least three of the five years must have been within the past five years. If an applicant holding a High School Principal's Certificate has had three years of experience as a principal within the previous five-year period, this will be accepted in lieu of five years' experience as a teacher. (c) In addition to the above requirements, the applicant must have secured credits from two approved summer schools, or the equivalent in college credits, specializing in administration and supervision. Credit for six semester hours of the summer school work must have been earned within the five-year period.

2. Assistant Superintendent's Certificate; same requirements as Superintendent's Certificate with these exceptions;

(a) applicant may present credits for one approved summer school instead of two; and (b) three years of teaching experience instead of five.

3. High School Principal's Certificate; (a) graduation from standard A-grade college, including eighteen semester hours of professional credits, or credits required for High School Certificate A; (b) three years' experience in teaching within the past five years; (c) one unit of credit from an approved summer school, or the equivalent in college credits, showing specialization

in school administration and supervision.

4. Provisional High School Principal's Certificate:

The applicant must hold or be entitled to hold, a High School Teachers' Certificate, Class A, and have had one year's experience in teaching within the past five years.

5. Elementary School Principal's Certificate; (a)

graduation from a standard A-grade college, including eighteen semester hours of professional credits, or credit required for Grammar Grade A, or Primary A

Certificates; (b) three years' experience in teaching within the past five years; (c) one unit of credit from an approved summer school or the equivalent in college credits, showing specialization in administration and supervision of the elementary school.

6. Provisional Elementary School Principal's Certificate:

The applicant must hold a Grammar Grade, or Primary Teacher's Certificate, Class A, and have had one year's experience in teaching.

7. Supervisor's Certificate; graduation from a standard A-grade college in the academic or scientific courses, including eighteen semester hours' professional credit for Grammar Grade A or Primary A Certificate, however, the State Superintendent may require specialization in rural or city school supervision.

High School Teachers' Certificates  
Class A; graduation from an A-grade college, and  
eighteen semester hours of professional subjects.

If less than eighteen hours of professional work is presented, Class B Certificate will be granted.

Class B; three years of standard college work, and twelve semester hours of professional subjects. If less than twelve hours of professional work is presented, Class C Certificate will be granted.

#### Grammar Grade Teachers' Certificates

Class A; graduation from an A-grade college, and eighteen semester hours of professional subjects.

If less than eighteen hours of professional work is presented, Class B Certificate will be granted.

Class B; three years of standard college work, and twelve semester hours of professional subjects, or normal school graduation. If less than twelve hours of professional work is presented, Class C Certificate will be granted.

Class C; two years of standard college work, and six semester hours of professional subjects.

#### Primary Teachers' Certificates

The same requirements as for Grammar Grade Teachers' Certificates, except Class B Certificates will be issued to graduates of standard normal schools, requiring two years of work beyond graduation from a standard high school.

#### Elementary Teachers' Certificates

Class A; either one year of standard college work, six semester hours of which are in professional

subjects, or one year's standard normal school credits, consisting of the first year's work of a two-year normal course. Also, granted to graduates of accredited high schools who have secured additional credit for one year's work in the approved teacher training departments of the high schools of the state.

Class B; graduation from a standard high school and credit for two units of summer school work.

Provisional Elementary Certificate; graduate of an accredited high school and seven semester hours at a six weeks summer school.

Special Certificates in Home Economics, Music, Drawing or Art, Agriculture, Physical Training, Manual Training, and Commercial Branches are also issued in the two classes, A and B. These are similar to the high school certificates, only they require varying amounts of credit in the different specialized subjects.

The academic credit for the Elementary Teachers' Certificate, Class B, may be obtained not only by training, but also by state examination. The professional credit must be earned. Only one examination is conducted during the year. This examination is offered in the county seat of each county on the second Tuesday of each year. Questions are prepared by or under the direction of the Director of Teacher Training and graded by him or under his supervision. <sup>1</sup>

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1. Letter from Director of Teacher Training, North Carolina

In the work of certifying teachers, the Director of Teacher Training determines the educational requirements of the different certificates. He is responsible for the preparation of examination questions, usually delegating this work to some member of his staff. He is responsible for the grading of examination papers, though the work is usually done by people selected by his Division. During the past three years not more than one hundred teachers have been certified by examination in North Carolina. The Director has the general supervision of the routine in connection with the issuance of certificates by credentials, and shares with others of his Division the responsibility of carrying on all correspondence incident to the certification work.

VI. Teachers' Institutes

"We do not have teachers' institutes in the state at present." <sup>1</sup>

VII. Extension Work

Two of the state normal schools offer correspondence work. The State Teachers' College offers extension class work for teachers-in-service who are close enough to the institution to go there for their classes. <sup>2</sup>

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1. Letter from State Inspector of Elementary Schools, North Carolina
  2. Letter from State Director of Teacher Training, North Carolina

The State University also offers work by the organization of classes throughout the state.<sup>1</sup> In every case the attempt is made to duplicate actual residence work.<sup>2</sup> The Cullowhee State Normal School Correspondence-Study Bulletin for 1925-1926 says:

"In conformity to recent regulations by the State Department of Education, one-fourth of a regular year's work is considered the equivalent of a summer school unit toward raising or renewing a teacher's certificate. Since forty-nine quarter hours, constitute in this institution a year's work, twelve and one-fourth quarter hours constitute one-fourth of a year's work. By taking, therefore, two full courses and one-half course, a student would be able to complete twelve and a half quarter hours, or a fraction above the full requirement for one summer unit of work. Full credit will be allowed toward our diploma to any person who registers on the basis of graduation from an accredited high school. No student, however, will be allowed to graduate with less than two full quarters of work done in residence in this institution."<sup>3</sup>

The powers of the Director of Teacher Training in respect to extension work are those of certification, and the approval of normal school courses. He works only in an advisory capacity and has not formulated a regular extension program.

#### VIII. Teachers' Salary Schedule

The State Board of Education shall adopt a uniform

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1. The University of North Carolina Record, 1926-1927, p. 248.
  2. Letter from the Director of Teacher Training, North Carolina
  3. Bulletin, Cullowhee State Normal School, 1925-1926, p. 6.

graduated salary schedule for all teachers, principals, supervisors, superintendents and assistant superintendents, based upon duties, training, experience, professional fitness, and continued service in the same school system. The adopted salary schedule shall be a guide to county boards of education in fixing all salaries. Every county board of education, or the boards of trustees of a city school system may adopt a different salary schedule, but if any county board of education or the board of trustees of any city school system shall fail to adopt such a schedule, the state salary schedule shall automatically be in force. The county superintendent shall not approve the voucher of any teacher for a salary higher than that provided in the salary schedule, unless by action of the county board of education or of the board of trustees of the city school a higher salary is allowed for special fitness, special duties, or under extraordinary circumstances. Whenever a higher salary is thus allowed, the minutes of the board shall show what salary is allowed and the reason for the same. Provided, that the county board of education, upon the recommendation of the committee of a local tax district, may authorize the committee and the superintendent to supplement the salaries of all teachers of the district from funds derived from local taxes. <sup>1</sup>

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1. Public School Laws of North Carolina, 1923, p. 19.

In an attempt to equalize educational opportunity and hence to obtain better teachers in certain counties, this salary schedule is used in the apportionment of state funds. In his 1924-1925 report the State Superintendent says:

"The state average per capita cost of the salaries of teachers and principals for 1923-1924 was calculated on the basis of the state salary schedule by races, elementary and high school separately .... The total cost for each county on the per capita basis was determined. The difference between the per capita cost and the actual cost on the state salary schedule gave the total excess per capita cost for the six months' term .... A study of the causes for the excess per capita cost showed that the counties which had an excess, using the state salary schedule as a basis, had employed teachers with higher training. Since the legislature had indicated in the laws enacted by it that the equalizing fund should be distributed so as to encourage consolidation and the employment of better trained teachers, the State Board of Education deducted only twenty-five per cent of the excess per capita cost for 1924-1925 in those counties which had exceeded the average for the state." 1

The above salary schedule while primarily an equalization scheme undoubtedly has much utility in teacher training. However, it is not administered and supervised by the Director of Teacher Training.

#### IX. Reading Circle Work

The State Department of Education of North Carolina

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1. Biennial Report, Superintendent of Public Instruction, of North Carolina, 1924-1925, Part II, p. 183.

issues each year a list of books recommended for professional study. County and city superintendents may have group professional work carried on as seems best to suit the needs of their teachers. Reading circle work does not renew or raise a teacher's certificate. About two-thirds of the counties of the state carry on a reading circle program.<sup>1</sup> An outline of one of these books was furnished by the State Department to superintendents for the year 1926-1927.<sup>2</sup>

This work is not under the administration and supervision of the Director of Teacher Training. The Division of Elementary School Inspection is responsible for it.

#### X. Teachers' Retirement and Pensions

There is no state teacher retirement law in effect in North Carolina.<sup>3</sup>

#### XI. Placement of Teachers

The State Department of Education of North Carolina does not maintain a placement bureau for teachers. The North Carolina Educational Association, however, does. This bureau is under the administration and

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1. Letter from State Inspector of Elementary Schools, North Carolina
  2. Reading Circle Work, 1926-1927, mimeograph material, North Carolina
  3. Research Bulletin of the National Education Association, Volume IV, #3, May, 1926, p. 129.

supervision of the Secretary of the Association,  
whose office is at Raleigh.<sup>1</sup>

#### Summary

1. (a) The State Superintendent of Public Instruction is elected by the qualified voters of the state. (b) He is Secretary of the State Board of Education.
2. (a) The Board is an ex-officio one. (b) It has supervisory control of the state normal schools of the state, and appoints the boards of trustees of those institutions. This work is delegated to a Director of Teacher Training.
3. There are ten major activities carried on by the State Department of Education, one of which is normal or teacher training.
4. All teachers' certificates in North Carolina are issued by the State Department of Education. This work is under the administration and supervision of the Director of Teacher Training.
5. Teacher training in private as well as other state institutions, except the normal schools and teacher training high schools, is administered and supervised by the Director of Teacher Training under the powers

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1. Letter Director of Teacher Training, North Carolina.

of certification granted to the State Board of Education.

6. There are no teachers' institutes in North Carolina.
7. Extension work as carried on by state institutions is under the administration and supervision of the Director of Teacher Training in so far as the State Department interests itself in this work.
8. The State Superintendent is responsible for the operation of a state salary schedule. This is not under the administration or supervision of the Director of Teacher Training.
9. Reading circle work is administered and supervised by the Division of Elementary School Inspection.
10. The State Department of Education does not maintain a placement bureau for teachers. The Secretary of the North Carolina Teachers' Association does.
11. The office of the Director of Teacher Training was created by legislative enactment in 1921.

OHIO

I. The State Director of Education

The State Director of Education is appointed by the Governor for a period of four years. His appointment does not need to be confirmed by the Senate. In the State Department a Division of Examination and Licensing and a Division of Film Censorship are created by law.

The Director of Education may establish other divisions in his Department with the approval of the Governor.

He may prescribe regulations for his Department.<sup>1</sup>

The Director of Education is granted the power to approve normal schools, special schools, and colleges for preparing for state and other certificates.<sup>2</sup> He may also prescribe,

in part, entrance requirements to teacher training schools.<sup>3</sup> Thus the powers of the Director of Education in Ohio in respect to teacher training, are of the inspectional type. He or his agents may inspect institutions and approve them for the purpose of certification. He delegates these powers to an Inspector or Director of Teacher Training.

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1. Winters, A Logical Arrangement of Ohio School Laws, 1925, p. 61.

2. Ibid., p. 63.

3. Ibid., p. 62.

## II.

The principal activities in the State Department of Education are: (A) Rural Education; (B) Secondary Education; (C) Trades and Industrial Education; (D) Agricultural Education; (E) Home Economics; (F) Industrial Rehabilitation; (G) Normal or Teacher Training; (H) Libraries; (I) Teacher Certification; (J) Teacher Retirement; (K) Educational Measurement; (L) Attendance or Child Accounting; (M) Auditing and Accounting; (N) Statistics.

### Brief History of the Teacher Training Office

The office of Director of Teacher Training grew out of the certification laws of 1918. For two years the certification of teachers was a responsibility of the Director. In 1920 he was relieved of that work, mainly because the inspection of teacher training institutions became such a burden that it was considered essential for one man to give his whole time to that phase of activity. The present Director of Teacher Training has held the position for one year, having been previously a high school inspector in the State Department for a period of four years.

## III. Teacher Training Institutions

The Teacher Training Institutions of Ohio are as follows; state teachers' colleges, 2; city public normal schools, 3; other colleges and universities having heads of departments of education, 39. During

the scholastic year 1926-1927 there are thirty approved county normals. <sup>1</sup>

The chief power that the State Director of Education has with higher teacher training institutions in the state is that of approval for certification purposes. This power has been delegated to the Director of Teacher Training. Up to the present no general conferences on teacher training work have been held in the state. The Director of Teacher Training, and one assistant, visit the higher institutions two or three times a year, in a few cases oftener, and inspect the work and equipment of these institutions as thoroughly as their time will allow. They approve critic teachers after observation of their work. Institutions are approved for certain types of work, e.g., high school, kindergarten-primary, elementary, and special work such as art and music. The Director feels that some of the institutions are attempting types of work which they are not capable of doing in a satisfactory manner. Up to the present the State Department has never published a series of rules and regulations for minimum accreditation. The Director of Teacher Training is now working on a bulletin of that kind. It will include the following topics:

1. General standing of the institution.

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1. Conversation with the Director of Teacher Training.

2. Fields of accreditation.
3. The Department of Education.
  - a. Administration
  - b. Faculty
  - c. Faculty preparation
  - d. Housing
4. Subject matter departments.
5. Faculty teaching load.
6. Attitude of the institution toward teacher training.
7. Equipment.
  - a. Libraries
  - b. Laboratories and shops
8. Curricula.
9. General tone and spirit of the institution.
10. Requirements for admission.
11. Scope of work.
12. Reports.
13. Classification of institutions, e.g., AA, A, B, and C.
14. Observation.
15. Student-teaching.

As was noted above, there are thirty approved county normals in the state of Ohio for the year 1926-1927.

The following rules and regulations are in effect regarding these county normals.<sup>1</sup> They are established

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1. Winters, A Logical Arrangement of Ohio School Laws, 1925, p. 81.

by a county board, or a county board with the help of a city or exempted village board, or by two or more county boards. They must be in a district which maintains a first class high school. The local board must agree to furnish rooms, seats, heat, light, janitor service, and opportunities for practice teaching and observation. A villege or rural board cannot pay directly to the support of the school. The county board shall furnish such supplies, equipment, and furniture as are not otherwise furnished. The establishment of each school is conditioned by the approval of the State Director of Education. These schools give a one-year course. The entrance requirements are set by the State Director of Education. They are completion of a four-year high school course and a satisfactory entrance examination. They are open to qualified residents of the state without tuition charge. The director of the county normal is employed by the county board on nomination of the county superintendent with the approval of the State Director of Teacher Training. The salaries are set by the county board with the approval of the State Director of Education. An assistant or assistants may likewise be employed with the State Director's approval. County superintendents and assistants must teach in these classes on request of the county board. A normal school director or assistant, except an assistant who is a critic teacher or special

teacher, must hold a high school certificate. There must be practice teaching classes; the county normal may arrange for these with different boards of education. The state may aid up to the amount of \$1,500 on the salary of the Director, \$1,000 on that of an assistant, \$200 for improvements and betterments directed by the State Director of Education. State normal courses must in effect give a year of credit for the county normal work. County normal graduates receive elementary certificates from local boards of examiners. They must, however, pass successfully final examinations prescribed by the State Director of Education, as the proving of standard attainment.

The State Director of Teacher Training is of the opinion that county normals will soon be disbanded in Ohio. He says that there is not sufficient time for their inspection and approval. In practice members of the State Department visit them whenever possible. Thus, while nominally they are a part of the teacher training program, the Director of Teacher Training does not have the time to give them close supervision.

#### IV. The Certification of Teachers

The following types of state certificates are granted by the State Department of Ohio, together with their minimum requirements.<sup>1</sup>

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1. Certification of School Teachers in Ohio, 1926.

#### Four-Year Provisional Certificates

1. Elementary; graduation from a first-grade high school, or equivalent, and from a two-year normal course, including thirty hours of professional work, twenty-one hours of which are prescribed.
2. High school; graduation from a first grade high school, or equivalent, and from a four-year college course, including twenty-four hours of professional work, eighteen hours of which are prescribed.

All original Ohio high school certificates, and renewals of such certificates, must be specializing. The majors and minors, other than education, of the holder, are named on the certificate.

3. Special; graduation from a first-grade high school, or equivalent, and from a two-year course in the special subject, including eighteen hours of specified professional work.
4. Kindergarten-Primary; four-year high school course, or equivalent, and graduation from an approved two-year course.

#### Five-year Elementary, High School, or Special Certificates

1. The conversion of a two or three-year certificate which is a renewal of a like certificate, originally issued prior to September 1, 1914, requires ten semester hours of normal training and eight years' experience.

Teachers of twelve years or more experience are exempted from the normal requirements for such conversion.

(a) Five and eight-year state certificates may be renewed upon the above basis.

(b) All five and eight-year county, or city certificates, may be renewed by the Director of Education as state certificates of the same grade and kind. Ten semester hours of training are required for such renewals, of those who have less than twelve years of experience in teaching.

#### State Life Certificates

Any one of the following requirements:

1. Fifty months' experience, two year normal graduate, and completion of a four-year high school course, or equivalent. No examination.
2. One hundred months' experience, forty-five semester hours of normal training, or equivalent, and completion of a four-year high school course, or equivalent. No examination.
3. Conversion of a four-year provisional certificate after twenty-four months' experience under it or fifty months' teaching in all. No examination.
4. Conversion of a state five or eight-year certificate into a life certificate, requiring the completion of a four-year high school course or its equivalent, and ten semester hours of normal training. No examination.
5. Fifty months' experience, completion of a four-year

high school course, one year of normal training including fifteen hours of professional work, and passing the state examination.

#### High School Life Certificates

Any one of the following requirements:

1. Graduate of a four-year college course, fifteen semester hours' credit in education, and fifty months' experience. No examination.
2. Conversion of a four-year provisional certificate after twenty-four months' experience under it or fifty months' teaching in all. No examination.
3. Conversion of a state five or eight-year certificate, requiring the completion of a four-year high school course, or its equivalent, and ten semester hours of normal training. No examination.
4. Completion of a four-year high school course, two years of college work, fifteen hours of education, fifty months of experience, and passing the state examination.

#### Special Life Certificates

Any one of the following requirements:

1. Graduation from an approved two-year course for the training of teachers in the special subject, including fifteen hours of professional work and fifty months' experience. No examination.
2. Conversion of a four-year provisional certificate

after twenty-four months' experience under it, or fifty months' teaching in all. No examination.

3. Conversion of a state five or eight-year certificate, requiring the completion of a four-year high school course, or its equivalent, and ten semester hours of normal training. Normal training is not required of teachers having twelve years' experience. No examination.

4. Completion of a high school course of four years, thirty semester hours of credit, fifteen of which are in education, fifty months' experience and passing the state examination.

#### Kindergarten-Primary Life Certificates

1. Graduation from a two-year course for the training of teachers in Kindergarten-Primary work, and fifty months' experience. No examination.

2. Conversion of a four-year provisional certificate after twenty-four months' experience under it, or fifty months' teaching in all. No examination.

In Ohio counties, cities, and exempted village boards may also grant certificates. In county examinations the questions are uniform and furnished by the State Department. The papers are graded by the county boards. Cities and exempted villages may also make arrangements with the State Department to use the uniform state questions. The State Director of Education reports 11,786 certificates issued by county examinations and

6,300 certificates by city examinations for the year 1924. <sup>1</sup> In order that the applicant may be permitted by local authorities to take the examination, he should present a certificate of training from the State Director of Education, showing the following credits: elementary examination, thirty-six weeks of normal training; high school examination, four years of high school work, and two years of college work with one-half year (fifteen semester hours) of professional credit; special examination, four years of high school work, one year of college work with one-half year of professional credit. However, an applicant with eight years of experience before 1920 may take the elementary examination, and one with five years of high school, or special teaching before 1920, may take the respective examination without the certificate of training. <sup>2</sup>

It is the hope of the State Department that all local certificates may be abolished in the near future. <sup>3</sup>

In Ohio the Division of Licensing and Certification is not under the administration or supervision of the Director of Teacher Training. He feels that it might

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1. Seventy-First Annual Report of the Superintendent of Public Instruction, 1924, p. 165-168.
  2. Winters, A Logical Arrangement of Ohio School Laws, 1925, p. 45.
  3. Conversation with Department members.

be of some advantage to him in his work if it were. However he says that there is complete harmony between himself and the Director of the Licensing and Certification Division, and that his time is fully taken in inspectional work.

V. Teachers' Institutes

Teachers' county institutes in Ohio are under the supervision of the county boards of education, each of which shall decide before February 1st whether to hold an institute. The expenses of the institute shall be paid by the county board of education. Teachers are paid two dollars per day for attendance. City boards may provide a city institute or may merge their institute work with that of the county. The institute must be held for at least four days and not more than five.<sup>1</sup> In practice these institutes hire instructors who give a series of lectures on educational topics. The State Department of Education does not administer or supervise these institutes. The State Director of Education tries to arrange to have a representative of the Department present and makes out a schedule for the various members.<sup>2</sup>

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1. Winters, A Logical Arrangement of Ohio School Laws, 1925, p. 74.

2. Conversation with State Department members.

## VI. Extension Work

A recent study of the Director of Teacher Training reports that nine institutions in Ohio gave teacher training work by extension during the year 1924-1925, or 1925-1926, or during both years.<sup>1</sup> 8651 students were enrolled in these courses. In the conclusion of his study he summarizes his findings as follows:

- A. Full-time extension instructors attempt to teach in too many fields.
- B. Full-time extension instructors are poorly trained.
- C. There is little standardization for crediting extension work.
- D. The scores or marks granted students taking courses are entirely too high.

In view of these findings the State Department of Education proposes to issue the following regulations:

1. No courses in extension shall be offered except by instructors who teach the same courses on the campus.
2. Students taking work in extension shall be held to the same amount of time as students taking courses on the campus, and the same amount of credit shall be granted.
3. No student may take more than three semester hours in extension in any one semester, or six semester hours

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1. Unpublished.

in any one year.

4. The same standards of grading shall apply to extension courses as are applied on the campus and the Department will look with suspicion upon courses where grades are relatively higher than are given on the campus.

The Director of Teacher Training has begun to interest himself in extension work. His powers in this respect come through the Certification Division of the State Department, and through his powers to approve institutions for the purpose of training teachers.

#### VII. Teachers' Salary Schedule

In general, salary schedules are determined by local authorities, however, in certain districts where state aid is given from the equalization fund the State Director of Education must formulate the salary and expense schedules.<sup>1</sup> These may vary at the discretion of the State Director of Education. At present 615 districts are so aided in the state and the salary schedule is as follows:

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1. Winters, A Logical Arrangement of Ohio School Laws, 1925, p. 92.

Table VI .<sup>1</sup> Maximum Salary Schedule for State Aided Districts in Ohio, 1925-1926.

Experience	Elementary Teachers Training		High School Teachers Training		
	1 yr.	2 or more yrs.	2 yrs.	3 yrs.	4 yrs.
None	\$800	\$840	\$900	\$960	\$1120
One Year	840	880	960	1040	1200
Two Years	880	940	1040	1120	1280
Three Years	920	1000	1120	1200	1360

The Director of Teacher Training has no relationship in respect to this salary schedule.

VIII. Reading Circle Work

Reading circle work in Ohio is under the management of a board, appointed by the Ohio State Teachers' Association. This board is composed of nine members, two elected by the State Association, at large, and one from each of the six district associations; the State Director of Education is an ex-officio member. The books and supplies are furnished by the State Secretary of the State Association. His office is at Columbus. County or city superintendents may require, or persuade, their teachers to read the books. If three out of the six books selected for the year are

1. Tentative Salary Schedule - State Aided Districts, Ohio, 1925-1926.

read, the office of the State Secretary of the State Association issues certificates for the first three years of work. At the end of the fourth year a diploma is given. Superintendents may require examinations on the books. In practice they usually do not require them. The State Department may give sixteen hours of professional credit toward a State Life Certificate to any teacher holding a Reading Circle Diploma, if the teacher needs that amount for professional credit. This work has been carried on in Ohio for forty-three years.<sup>1</sup> In practice the work has practically ceased to function in respect to certification.<sup>2</sup> On the other hand, the work has grown the last year.

The State Director of Teacher Training has no activities in respect to reading circle work in Ohio.

#### IX. Teachers' Retirement and Pensions

The retirement board consists of the State Director of Education, the Auditor of the state, the State Attorney General, and two teachers elected by ballot. The board has the general administration of the system

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1. Information gathered from visit to State Secretary's office, Columbus.
  2. Conversation with the State Director of Teacher Training.

with power to make all necessary regulations.<sup>1</sup>

The Director of Teacher Training has no activities in respect to the operation of the retirement system.

X. Placement of Teachers

The Division of Examination and Licensing maintains a bureau for the placement of teachers. The work is not highly organized and the bureau is not greatly used.<sup>2</sup>

The Director of Teacher Training has no activities in respect to the placement of teachers.

Summary

1. The State Director of Education is appointed by the Governor.
2. He is granted the power to approve institutions within the state for the purpose of granting state and other teachers' certificates. This work is under the administration and supervision of a Director of Teacher Training.
3. There are fourteen major activities carried on by the State Department of Education of Ohio, one of which is normal or teacher training.

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1. Winters, A Logical Arrangement of Ohio School Laws, 1925, p. 87.
  2. Conversation with the State Director of Teacher Training

4. The State Department, county, city, and exempted village boards may grant teachers' certificates. The administration and supervision of the State Department's powers in certification are not delegated to the Director of Teacher Training.
5. The administration and supervision of all teacher training institutions is carried on by the Director of Teacher Training through the State Director's powers of certification and inspection.
6. Institutes for teachers are under the administration and supervision of county and city boards of education. They may or may not be held.
7. Extension work is carried on by state and private institutions. This work is under the administration and supervision of the Director of Teacher Training, in so far as the State Department's program is concerned.
8. The Director of Education formulates a salary schedule in state aid districts.
9. Reading circle work for teachers is under the administration and supervision of the Secretary of the State Teachers' Association of Ohio.
10. A placement bureau for teachers is maintained by the State Department's Division of Examination and Licensing.
11. The office of Director of Teacher Training was created by the Director of Education in 1918.

PENNSYLVANIA

I. Superintendent of Public Instruction

The State Superintendent of Public Instruction is nominated by, and with the advice and consent of two-thirds of all the members of the Senate, and is appointed by the Governor for a period of four years.<sup>1</sup> He is the president and chief executive officer of the State Council of Education.<sup>2</sup> He appoints nine local trustees for each of the normal schools,<sup>3</sup> approves regulations for their government and discipline,<sup>4</sup> approves the by-laws and rules of the boards of trustees,<sup>5</sup> calls meetings of principals to arrange courses of study, approves courses of study, qualifications for admission and graduation,<sup>6</sup> prepares final examinations for normal school graduates,<sup>7</sup> and may visit and inspect these institutions.<sup>8</sup>

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1. School Laws of Pennsylvania, 1925, p. 165.

2. Ibid., p. 258.

3. Ibid., p. 130.

4. Ibid., p. 127.

5. Ibid., p. 126.

6. Ibid., p. 127.

7. Ibid., p. 128.

8. Ibid., p. 126.

## II. State Council of Education

The State Council of Education is a lay body appointed by the Governor and consists of ten members, one of which is the State Superintendent, ex-officio.<sup>1</sup> Subject to any existing or subsequent laws regulating the affairs of the State normal schools, the State Board of Education shall prescribe rules and regulations for the management and control of any State normal school. The board of trustees of each State normal school owned by the commonwealth shall manage its pecuniary and other affairs, subject to the constitution and laws of the commonwealth, and the rules and regulations prescribed by the State Board of Education therefor, and make and enforce such additional rules and regulations as may be deemed wise and expedient for the proper conduct of the institution, subject to the approval of the State Board of Education.<sup>2</sup> The name of the State Board of Education has been changed to that of State Council of Education.

## III.

The principal activities in the State Department are:<sup>3</sup> (A) Secondary Education; (B) Vocational Education; (C) Trades and Industrial Education; (D) Agricultural

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1. Ibid., p. 258.

2. Ibid., p. 130.

3. Organization, Housing, and Staffing of State Departments of Education, Department of the Interior, Statistical Circular #5, July, 1925. In the case of Pennsylvania the tabulation of activities is for the biennium preceding 1923.

Education; (E) Home Economics; (F) Normal or Teacher Training; (G) Attendance or Child Accounting; (H) Physical Training.

Brief History of the Teacher Training Office

Early in 1920, Dr. Thomas E. Finegan organized a teachers' bureau within the Department of Education, putting a Director in control. It was charged with the responsibility of the program relating to teacher preparation, teacher certification, and teacher placement.

IV. Teacher Training Institutions

The Teacher Training Institutions of Pennsylvania are as follows: state normal schools, 14; city public normals, 2; other colleges and universities having heads of Departments of Education, 38.

The normal school principals of Pennsylvania are organized in the form of a board which meets from time to time. Also there is a general conference of normal school faculties which has met annually during the past three years.<sup>1</sup>

Owing to the fact that a new State Superintendent has just been chosen in Pennsylvania, the Director of Teacher Training is not in a position to state definitely what his activities will be in respect to teacher training institutions.

However, the following items, taken from Inquiry Blank II are in general "under the direction of the State Council of Education, but carried out by its chief

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1. Commonwealth of Pennsylvania, Educational Surveys, 1925, p. 210.

executive officer, the State Superintendent of Public Instruction, who in certain instances delegates the work to the Director of the Teachers' Bureau and his associates." 1

1. To exercise supervisory control over the work of state normal schools and teachers' colleges.
2. To exercise supervisory control over the expenditure of state normal schools and teachers' colleges.
3. To approve courses of study of colleges and institutions for the purpose of granting state certificates for teaching.
4. To grant diplomas to graduates of state normal schools or teachers' colleges.
5. To make rules and regulations for the management of state normal schools or teachers' colleges.
6. To hold the property of the state normal schools and teachers' colleges.

It should be noted, however, that the Director of Teacher Training is charged with the training of teachers.

#### V. The Certification of Teachers

The State Council of Education of Pennsylvania has the authority, by law, to prescribe the regulations for the certification of teachers within the commonwealth. An act of the legislature, approved April 28, 1921, gave the state a general salary schedule. Conferences were ~~then~~

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1. Letter from H. E. Gayman, Director Research and Statistics.

held with groups representing respectively the county superintendents of schools, the normal school principals, the college teachers of education, and the district superintendents. These conferences formulated certain rules and regulations for the certification of teachers, based upon the state salary schedule, and approved by the State Council of Education, December 19, 1921. <sup>1</sup>

The types of certificates issued and their minimum requirements are as follows: <sup>2</sup>

A. Emergency Certificate; issued by any county or district superintendent of the state for a period of three months. This certificate may be extended for the balance of the school year by the State Department. It is issued on credentials. Minimum salary guarantee, \$75 per month.

B. Partial Certificates.

1. Elementary; issued by the State Department of Education upon request of local county or district superintendent; requires four years of high school education, or the equivalent, and eight semester hours of professional training. The four years of high school training may be waived in case of an emergency. Minimum salary guarantee, \$85 per month.

2. Secondary; issued by the State Department of Education upon request of local county or district superintendent; requires two years of collegiate education. Approved vocational experience may be offered as the equivalent of the education and training required for

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1. Certification of Teachers in Pennsylvania, 1924, p. 2.

2. Ibid.

this certificate. Minimum salary guarantee, \$85 per month.

C. Standard Certificate.

1. Temporary; issued by the State Department of Education, four years of high school work, or the equivalent education, and seventy-two semester hours, or the equivalent, of professional training for teaching.

2. Permanent; issued by the State Department of Education to a holder of the Temporary Certificate on evidence of four years of successful teaching experience and a rating of "middle" <sup>1</sup> or better.

D. Normal.

1. Certificate; issued to graduates of Pennsylvania state normal schools.

2. Diploma; issued to graduates of Pennsylvania state normal schools who have since graduation taught successfully for two years in the public schools of the state with a rating of "middle" <sup>1</sup> or better.

E. College.

1. Provisional; graduation from an approved college or university and eighteen semester hours of approved work in education.

2. Permanent; issued to holders of the Provisional Certificates who have taught for three years successfully with a rating of "middle" <sup>1</sup> or better, and in addition have satisfactorily completed six semester hours of college work, one-half of which should have been

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1. See below.

professional.

F. Vocational Certificates require in addition to the minimum professional requirements satisfactory evidence of practical experience.

In general all certificates are renewed, and all salary increments are based on ratings which are given teachers while in service. These ratings are made by supervisors, principals, superintendents, or officers of the State Department, designated by the State Superintendent of Public Instruction, who have professional knowledge of the candidate. All teachers' ratings are evaluated by the State Department.<sup>1</sup> It publishes a rating scale which takes into consideration the following points:<sup>2</sup>

A. Personality of the teacher

1. Appearance
2. Voice
3. Power (physical)
4. Character
5. Co-operation

B. Preparation of the teacher

1. Command of English
2. Specific knowledge
3. General scholarship
4. Professional equipment
5. Citizenship

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1. Certification of Teachers, Pennsylvania, 1924, p. 17.

2. Ibid., p. 24.

C. Technique of the teacher

1. Room conditions
2. Selection and organization of subject matter
3. Resourcefulness
4. Motivation
5. Conclusiveness

D. Pupil reaction

1. Efficient functioning of habits and skills
2. Command of subject matter
3. Thinking ability
4. Expression
5. Tastes, appreciations, and ideals

Full instructions are given for the use of this score card.

The State Director of Teacher Training has the administration and supervision of the State Department's activities in respect to certification delegated to him.

VI. Teachers' Institutes

Teachers' Institutes are of two types in Pennsylvania, the county and the district. They are compulsory. The county institute is held for a period of five days with the county superintendent in charge. County treasurers are authorized to give a sum not exceeding \$200 and not less than \$100 for their maintenance. In addition enrollment fees may be charged the teachers attending. Teachers are paid \$4 per day for attendance. If they do not attend that amount is deducted from their salaries.

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1. Educational Surveys, Commonwealth of Pennsylvania, 1925, p. 375-379.

School districts having their own superintendents and employing not less than forty teachers may withdraw from the jurisdiction of the county superintendent of schools, and organize their own institute. The district may draw from the county treasury funds for the maintenance of the institute, in the same manner as the county, and in addition directors of school districts may appropriate additional funds for their support.

In 1923 the General Assembly amended the act providing for district institutes, to the effect that, in districts of the first, second, and third classes other forms of teacher training, subject to the approval of the State Department of Public Instruction, might be substituted for the regular teachers' institute.

The State Director of Teacher Training writes,

"The institute is now undergoing a transition in this state, retaining the good features of the old type inspirational institute with all the features that come from professional courses offered in extension by accredited institutions." <sup>1</sup>

The State Director of Teacher Training approves all substitutes as given above, and helps in the furnishing of instructors for institutes of both types. <sup>2</sup>

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1. Letter from the State Director of Teacher Training.

2. Ibid.

## VII. Extension Work

The normal schools began extension work in Pennsylvania in 1921. Both correspondence work and extension classes have been carried on by the institutions. Only the East Stroudsburg Normal now offers correspondence work.<sup>1</sup> The Pennsylvania Survey sums up this extension work as follows:

"The Extension Service of the State normal schools has been conducted without any direct appropriation by the State. In general, it has been self-supporting. Mistakes have been made in this field, but as fast as results revealed them they have been corrected. The State Department of Public Instruction, the State Council of Education, and the normal schools have co-operated in a fine way in this matter. Gradually, extension work should be put on the level of normal school graduation."<sup>2</sup>

The activities of the Director of Teacher Training in respect to this work are to encourage it, and to permit a substitution of extension work for the regular district institutes as mentioned above. His powers of administrative and supervisory control lie in his acceptance of this work for certification purposes, and in the State Superintendent's powers of approving normal school courses.

## VIII. Teachers' Salary Schedule

By law Pennsylvania has the following minimum

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1. Educational Surveys, Commonwealth of Pennsylvania, 1925, p. 270.
  2. Ibid., p. 294.

salary schedule. 1

Table VII • Minimum Salary Schedule for Teachers of Pennsylvania.

Districts of the First Class				
	Minimum Annual Increment	Minimum Annual Increment	Minimum Number of Increments	May be advanced to Minimum-Maximum
Elementary Teacher	\$ 1200	\$ 100	8	
Assistant High School Teacher	1500	100	3	
Junior High School Teacher	1800	125	8	
High School Teacher	1800	175	8	\$ 3600
Supervisors	1800	125	8	
Elementary Principal	2100	237	8	
Junior High School and Senior High School Principal	4000	250	4	
Districts of the Second Class				
Elementary Teacher and Principal less than half time to adminis- tration and supervision	\$ 1000	\$ 100	8	

(continued on next page)

1. Tables compiled from School Laws of Pennsylvania, 1925, p. 76-79.

Table VII . (continued)

Districts of Second Class (continued)

	Minimum Annual	Minimum Annual	Minimum Number of
	Increment	Increment	Increments
High School Teacher and Principal less than half time to administration and supervision	\$ 1400	\$ 100	8
Supervisors	1400	100	8
Elementary Principal, one half or more time to administration and supervision	1600	100	8
High School Principal, one half or more time to administration and supervision	3000	125	8
Superintendents	5000		

Districts of the Third Class

Elementary Teacher and Principal less than one half time to administration and supervision	\$ 1000	\$ 100	4
High School Teacher and Principal less than one half time to administration and supervision	1200	100	4
Supervisors	1200	100	4

Table VII . (continued)

Districts of the Third Class (continued)

	Minimum Annual Increment	Minimum Annual Increment	Minimum Number of Increments
Elementary Principal, one half time or more to administration and supervision	\$ 1400	\$ 100	4
High School Principal, one half time or more to administration and supervision	2000	125	4
Superintendents	3500		

Districts of the Fourth Class

	Minimum Monthly
Elementary Teacher	\$ 100
High School Teacher	130

County Superintendents

Population of County

Up to 20,000	20,000 - 45,000	45,000 - 150,000	150,000 - Up
\$ 2500	\$ 3000	\$ 3500	\$ 4000
All Assistant County Superintendents	2500		

It is within the power of boards of education, boards of public school directors, or county conventions of school directors, as the case may be, to increase, for any person or group of persons included in this schedule, the initial salary or the amount of an increment, or the number of increments, or the minimum qualifications set forth in this law. <sup>1</sup>

As noted above, the State Council of Education is empowered by law to set the minimum qualifications of teachers to meet this schedule. This they have done by means of certain types of certificates. Also as shown above, annual increments are based on teachers' ratings, all of which are evaluated by the State Superintendent of Public Instruction or his representative.

#### IX. Reading Circle Work

There is no reading circle work, as such, in Pennsylvania.

#### X. Teachers' Retirement and Pensions

Pennsylvania has a state-wide retirement law. It is administered and supervised by a Board of which the State Superintendent of Public Instruction is a member. <sup>2</sup> The Director of Teacher Training has no relationships in respect to this work.

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1. School Laws of Pennsylvania, 1925, p. 79.

2. Ibid., p. 237.

## XI. Placement of Teachers

A placement bureau is maintained by the State Department of Public Instruction of Pennsylvania. In part the rules and regulations of the bureau are as follows. <sup>1</sup>

### Placement service

1. The service both to school authorities and to teachers is entirely gratuitous.
2. No responsibility is assumed by the bureau either for the fitness or success of the teacher.
3. Every effort is made to bring the most efficiently equipped teacher available to the class-room, but no responsibility can be assumed for the failure of any teacher.
4. That teachers may find a larger field of service in Pennsylvania, the Teacher Bureau is in communication with appointment bureaus of colleges and universities, and with placement service of other states where such service is maintained.

### How to register

1. Registration blanks may be had from the Teacher Bureau, Department of Public Instruction, Harrisburg, Pennsylvania.
2. Be careful to give exact information on this blank.

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1. Certification of Teachers, Pennsylvania, 1924, p. 26-27.

3. A small, recently made photograph of yourself must be sent with your registration card.

4. The service is free both to teachers and to prospective teachers and to school authorities; therefore, do not send money.

5. State whether or not you are under contract at the time of registration, if under contract, when such contract terminates.

Requests for candidates

1. School authorities may secure "Request for Candidate" blanks from the Teacher Bureau.

2. Credentials are on file concerning each applicant. Such information is solely for school authorities and is obtainable by such authorities upon request.

3. School authorities shall serve themselves better if they will promptly notify the Bureau of any vacancies which they may have.

Table summarizes the work of the placement bureau for the years 1921-1925. <sup>1</sup>

Table . Activities of the Placement Bureau for Teachers, State Department of Education, Pennsylvania, for the years 1921-1925.					
	1921	1922	1923	1924	1925
Registration	2072	3398	3201	2591	2726
Requests for Candidates	1155	1123	1083	884	651
Positions filled	289	260	336	217	230

1. Educational Monograph, Statistical Data, Pennsylvania, 1926, p. 20.

The placement of teachers is under the administration and supervision of the State Director of Teacher Training.

#### Summary

- 1.(a) The State Superintendent of Public Instruction is appointed by the Governor. (b) He is the president and chief executive officer of the State Council of Education.
2. The State Council of Education is a lay board; the State Superintendent is an ex-officio member.
3. The State Council of Education and the local boards of trustees administer and supervise the state normal schools jointly. Certain powers in this work have been delegated to the Director of Teacher Training.
4. There are eight major activities carried on by the State Department of Education, one of which is normal or teacher training.
5. The State Council of Education prescribes rules and regulations for the certification of teachers. This work is under the administration and supervision of the State Director of Teacher Training.
6. Teacher training in private institutions is controlled by the state's power of certification. The Director is in charge of certification.
7. There are two types of institutes in Pennsylvania, the county and the district. The Director of Teacher Training helps to furnish instructors for these institutes. He also approves other types of teacher training which may be substituted for the district institute.
8. The Director of Teacher Training acts in an advisory

capacity as regards extension work.

9. The state has a salary schedule which is based on the training of teachers.

10. The State Department of Education maintains a placement bureau for teachers. This work is administered and supervised by the Director of Teacher Training.

11. The office of Director of Teacher Training was created in 1920.

VIRGINIA

I. The Superintendent of Public Instruction.

The Superintendent of Public Instruction is elected by the qualified voters of the state.<sup>1</sup> He is, ex-officio, President of the State Board of Education, and an ex-officio member of all the educational governing boards of all institutions receiving appropriations from the state, of whatever kind or class.<sup>2</sup>

II. The State Board of Education

The State Board of Education consists of the Governor, the Attorney-General, the Superintendent of Public Instruction, and three experienced educators, elected quadrennially by the Senate from a list of eligibles, consisting of one from each of the faculties, and nominated by the respective boards of visitors or trustees, of the Virginia Polytechnic Institute, the State Teachers' College at Farmville, the School for the Deaf and Blind, and also of the College of William and Mary - together with two division superintendents of schools, one from a county, and one from a city, to be selected by the board composed of the Governor, the Attorney-General, the Superintendent

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1. Virginia School Laws, 1923, p. 6.

2. Ibid., p. 17.

of Public Instruction, and three experienced educators elected by the Senate, as herein provided, said division superintendents to have powers and duties identical with those of the other members, except participation in the appointment of any public school official.<sup>1</sup>

Neither the State Superintendent, nor the State Board of Education, is charged with the responsibility of training teachers as, for example, is so clearly done by the laws of West Virginia. Nor is the State Board of Education in charge of normal schools. It does administer funds for the establishment and maintenance of state summer schools for the better equipment of teachers. Also the State Board of Education shall approve or amend the plans of the Superintendent of Public Instruction with regard to the organization and conduct of the summer schools.<sup>2</sup> The State Board of Education is given the power to register state institutions of higher learning in accordance with standard requirements fixed by said Board.<sup>3</sup> Also private institutions may be registered on formal invitation to the State Board of Education to have an

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1. Ibid., p. 9.

2. Ibid., p. 15.

3. Ibid., p. 16.

inspection made and a proper rating fixed.<sup>1</sup>

III.

The principal activities in the State Department of Education are: (A) Rural Education; (B) Secondary Education; (C) Trades and Industrial Education; (D) Agricultural Education; (E) Home Economics Education; (F) Normal or Teacher Training and Teacher Certification; (G) Negro Education; (H) Text-books; (I) Teacher Placement; (J) Physical Training; (K) Auditing and Accounting.

Brief History of the Teacher Training Office

The history of the creation of the office of Director of Teacher Training in Virginia is as follows. In 1912, the power to certify teachers was concentrated in the State Department of Education. Virginia shows a typically evolutionary process in this respect. First there were county examinations and certificates granted by county superintendents. The next step was to have examinations given by district examiners. The concentrating of all power was finally given to the State Department. Thus the office has grown up around the problem of certification. The present Director has held the position for a little over two years, having previously been State Supervisor of Agricultural Education in the Department for a

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1. Ibid., p. 16.

period of six years.

#### IV. Teacher Training Institutions

The Teacher Training Institutions of Virginia are as follows; state teachers' colleges, 4; state normals, 1; city public normals, 2; other colleges and universities having heads of Departments of Education, 15; county training schools for negroes, 31.<sup>1</sup> The state teachers' colleges are under the direction of a Teachers' College Board of which the State Superintendent is an ex-officio member.<sup>2</sup>

It will be noticed that by law the State Board of Education is empowered to register institutions of higher learning, both state and private. It is in this capacity that the Director of Teacher Training serves. He has no supervisory powers with institutions, only in so far as he may register for certification purposes. Thus his activities as regards state institutions and private institutions are functionally the same. The only connecting link of the Department with state institutions is the fact that the State Superintendent is a member of the boards of all of these institutions. It thus becomes necessary for the

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1. Inquiry Blank # II.

2. Annual Report of the Superintendent of Public Instruction, Virginia, 1924-1925, p. 38.

Director of Teacher Training to visit for inspectional purposes the educational departments of the junior colleges, the standard colleges, and the teachers' colleges. In these schools he reports the highest type of cooperation, and is assisted in this inspection by the Secretary of the State Board. In addition to these inspections, it is necessary to check very carefully the annual reports submitted by all of these schools, dealing with enrollments, curricula, practice teaching activities, faculties, entrance requirements, and graduation requirements. In regard to inspections he is greatly limited by the fact that there are so many institutions, that the time cannot be found, owing to his certification duties, to do this work in the manner in which he would desire it to be done. The burden of inspection, as pointed out above, is delegated to two men. The Secretary of the State Board is directly responsible for the courses of study of higher institutions. The Director states that in practice there is complete harmony between himself and the Secretary of the Board, but in the nature of the case there is a place for friction when two agencies work along the same lines. The hiring of teachers and principals of these higher institutions is under the control of the separate boards of the institutions themselves. The only powers that the Director of Teacher Training has are either advisory, or the refusal to register any institution for

certification purposes, provided it does not procure teachers of the education, training, and experience deemed essential.

In connection with the training of teachers in higher state institutions, there is held an annual conference of the heads of these institutions, at Richmond. At this conference the Director of Teacher Training is responsible for the program, the collection of data, and the activities of different committees which are appointed.

The work of teacher training in county training schools for negroes, reported above, is directly under the supervision of the Director of Teacher Training. In this aspect of the teacher training work he is assisted by the Supervisor of Negro Education of the State Department. For these schools the course of study is written under the supervision of the Director, and the inspection made by the Supervisor of Negro Education under the supervision of the Director. Reports of the work must be carefully checked and ratings given to the school. The Director reports that these schools do unsatisfactory work and that in the near future teacher training work in them is to be discontinued.

Summer schools for teachers are administered by the State Board of Education and these powers are delegated to the Director of Teacher Training. His

activities in this respect are as those outlined above.

V. The Certification of Teachers

The State Board of Education of Virginia, acting through the State Department of Education, has absolute control of the certification of teachers within the state.

The types of certificates issued and their minimum requirements are as follows: <sup>1</sup>

Elementary Teachers' Certificates

1. Normal Professional; sixteen units of high school work, and graduation from a standard two-year teacher training institution.
2. Elementary; sixteen units of high school work or the holding of a First-Grade Certificate by examination, fifteen college session hours in a college or normal school, twelve hours of which are prescribed, nine of these hours being in professional subjects.
3. First Grade; sixteen units of high school work, ten college session hours in a college or normal school, six hours of which must be in professional subjects.
4. Provisional First Grade; sixteen units of high school work, five college session hours in a college or normal school, three hours of which must be in professional subjects.
5. Second Grade; graduation from a county training

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1. Regulations Governing the Certification of Teachers in Virginia, 1926.

school for negroes.

6. Local Permits; the equivalent of two years of high school work, where necessity demands it on application of the division superintendent.

#### High School Teachers' Certificates

1. Collegiate Professional; baccalaureate degree conferred by a standard university or college, nine session hours in professional subjects, four and one half hours of which are prescribed.

2. Collegiate; baccalaureate degree conferred by a standard university or college, three hours of which are prescribed.

3. Special; thirty college session hours in a standard college or junior college, three session hours in professional subjects, one hour in school hygiene.

The actual business of licensing teachers is a responsibility of the Director of Teacher Training. He says that this work consumes the greater portion of his time. In this respect his activities include correspondence with teachers, institutions, and division superintendents. He is responsible for the issuing, indorsing and filing of the certificate. He directs the writing of the examination questions, their distribution throughout the state, and the collection of the papers. The Director issues licenses to private schools, as well as state schools, since the Department

requires certificates for accreditation purposes, and the Director states that these private schools "invariably" apply for accreditation rating. It is his business to study the teaching situation in Virginia in order that certificate requirements may be raised or lowered as seems essential to the best interest of the schools.

The fact that Second Grade Certificates are no longer issued, and that First Grade Certificates were abolished last summer, shows much commendable progress in the training of teachers.

#### VI. Teachers' Institutes

It is the duty of division superintendents to promote the improvement and efficiency of teachers by all suitable and proper methods, under directions from the Superintendent of Public Instruction; and to this end they shall encourage and assist in the organization and management of county institutes, of which at least one shall be held during each school session. It shall be the duty of the county superintendents to preside over these institutes. <sup>1</sup>

The Director of Teacher Training has delegated to him the supervision of teachers' institutes by the State Superintendent just as other members of the Department are supposed to help in institute work. It

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1. Virginia School Laws, 1923, p. 24.

is not one of his main functions and is not utilized by him as a teacher training agency.

#### VII. Extension Work

The rules and regulations governing extension work as set forth by the Radford State Teachers' College Bulletin, 1924, are as follows: <sup>1</sup> Students may begin correspondence courses at any time. This work is not run by quarters, but by assignments. Each professional or college course calls for reports on twenty-four assignments including an examination. The college credit is one college session hour for each course. Each high school course calls for thirty-six reports and is finished as soon as these reports are sent in and the examination taken. The high school credit for such a course is one high school unit.

The number of courses that a student should attempt to take depends upon the amount of time the student is able to give to the course at home. Students are not permitted to register for more than two courses or subjects at one time unless the student can show that he can give practically all of his time to the study of the work at home. In case this can be done, some students will probably be able to take three or possibly four courses.

College credits made through correspondence courses may be used for the renewal or extension of certificates.

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<sup>1</sup>Radford State Teachers' College Bulletin, 1924, p. 8.

In so far as extension credits are used for certification purposes, the Director of Teacher Training is interested in them and might question their validity. He might also refuse to accredit an institution whose work was not satisfactory. However, the general supervision of extension work belongs to the institutions concerned. The State Board of Education, as such, has no administrative powers.

#### VIII. Teachers' Salary Schedule

Virginia does not have a law in respect to salary schedules. It does have a system of accrediting high schools and standard elementary schools. In order for these schools to be recognized as standard by the State Department, a certain minimum salary must be paid. The accrediting of these institutions is not a part of the work of the Director of Teacher Training, and hence he has no administrative relationships with salary schedules. He is, however, a member of the Committee of the Virginia Teachers' Association on Salary Schedules.

Table VIII shows the median of the average annual teachers' salaries in Virginia for the year, 1925-1926.

Table VIII .<sup>1</sup> Median of Average Annual Teachers' Salaries in Virginia, 1925-1926.

Certificate	Counties		Cities	
	White	Negro	White	Negro
Collegiate Professional	\$1391.60	\$1000.00	\$1628.00	\$1166.60
Collegiate	1260.00	766.66	1383.30	1050.00
Normal Professional	768.40	419.50	1050.00	721.40
Special	917.80	535.70	1360.00	887.50
Elementary	680.70	370.00	1050.00	687.50
First Grade	580.00	348.70	1066.00	716.60
Provisional First	429.00	311.10	None	500.00
Second Grade	403.00	267.50	None	700.00
Local Permit	366.66	247.50	None	None

1. Virginia Journal of Education, Volume XX, #3, November, 1926, p. 106.

**IX. Reading Circle Work**

Certificates are extended or renewed, subject to the requirements given below.<sup>1</sup>

1. The holder must present evidence that he has been a successful teacher.
2. The holder must show that he has read with care and appreciation five books on the Teachers' Reading Course during the life of the certificate, and be prepared to make a synopsis of any one of the books named. A statement from the division superintendent showing that the books have been carefully and studiously read may be accepted in lieu of the synopsis. The Reading Course will be mailed by the State Department of Education, upon request.
3. In addition to the first and second requirements, the holder must satisfy at least one of the following conditions.
  - a. Take an examination on the two books on education in the Reading Course for the year in which the certificate expires.

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1. Regulations Governing the Certification of Teachers in Virginia, April, 1926, p. 10.

b. Present the equivalent of two session hours of college or normal school credit in education or academic subjects or in subjects directly related to the grade work or branches which the applicant teaches.

In lieu of (b) applicants may present credit for the correspondence course in school hygiene and physical inspection of school children offered by the State Board of Health, or complete a recognized extension course in school hygiene.

c. Make a contribution to professional literature by the publication of a book, monograph, or acceptable article which would give proof of seasoned professional thought.

d. Report on extensive travel in the United States or abroad which would serve to improve geographical, historical, or social equipment.

e. Make a definite and distinct contribution to educational practice in administration, in supervision, or in process of instruction.

Besides being responsible for the rules and regulations of certification as given above, the Director of Teacher Training outlines courses for the reading circle work and is responsible for the selection of texts.

X. Teachers' Retirement and Pensions

By the laws of Virginia,<sup>1</sup> any person, not including

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1. Virginia School Laws, 1926, p. 37.

the division superintendents, who has taught in the public schools of the state, may make application to be retired and pensioned under the provisions of the law.<sup>1</sup> The State Board of Education is authorized to make such further rules and regulations as are necessary to carry out this act. The Research Bulletin of the National Education Association, on Teacher Retirement, says that the law has not proved satisfactory. A plan for a retirement bill was recently prepared and printed with the assistance of the Carnegie Foundation. A year is to be given for a discussion of the proposed plan in order that the teachers throughout the state may be familiar with its provisions. The bill may be submitted to the legislature as an amendment to the existing laws.<sup>2</sup>

This work is directly under the supervision of the Auditor-Statistician of the State Department.

#### XI. Placement of Teachers

The State Department of Education of Virginia maintains a placement bureau for teachers. This work is under the administration of a supervisor whose activities in general are grouped around text-books, libraries, and a teachers' bureau.<sup>3</sup> The Director of Teacher Training

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1. Ibid., p. 41.

2. Research Bulletin, National Education Association, Volume # 3, May, 1926, p. 130.

3. Inquiry Blank I.

has no administrative or supervisory activities in this respect.

#### Summary

1. (a) The State Superintendent of Public Instruction is elected by the qualified voters of the state. (b) He is a member of the State Board of Education.
2. (a) The Board is partly ex-officio and partly appointive. (b) It may register institutions. Its powers of registration as regarding teacher training are delegated to a Director of Teacher Training.
3. There are eleven major activities carried on by the State Department of Education of Virginia, one of which is normal or teacher training.
4. All teachers' certificates in Virginia are issued by the State Department of Education. This work is under the administration and supervision of the Director of Teacher Training.
5. Teacher training in all of the institutions of Virginia is administered and supervised by the Director of Teacher Training through the State Board's powers of certification and the registering of institutions.
6. The State Department's program in respect to teachers' institutes is under the administration and supervision of the Director of Teacher Training and of other members of the Department.

7. Extension work is carried on by state and private institutions. This work is administered and supervised by the institutions giving the work. The Director of Teacher Training might refuse to accredit any institution which did not meet the specifications of the State Board of Education.
8. There is no law regarding salary schedules in Virginia. However, accredited high schools and approved elementary schools must pay a minimum salary. The Director of Teacher Training has no administrative or supervisory relationship in respect to these institutions.
9. Reading circle work for teachers is administered and supervised by the Director of Teacher Training.
10. A placement bureau for teachers is maintained by the State Department under the administration and supervision of a member of the Department, charged also with the work of text-books and libraries.
11. The office of Director of Teacher Training in Virginia dates from 1912. It has grown up around the certifying powers of the State Department.

WEST VIRGINIA

I. The State Superintendent of Free Schools

The State Superintendent of Free Schools is elected by the qualified voters of the state.<sup>1</sup> It is his duty to maintain a Department of public schools and to appoint assistants and such other employees as may be necessary.<sup>2</sup> He is Chief Executive of the State Board of Education.<sup>3</sup>

II. The State Board of Education

The State Board of Education consists of seven members. The State Superintendent of Free Schools is an ex-officio member. The other six are appointed by the Governor. Not more than four of them may be of the same political party.<sup>4</sup>

The State Board of Education has the general control and management of the educational affairs of the West Virginia University, the state normal schools, the West Virginia Trades School, the West Virginia Vocational School, the West Virginia Collegiate Institute, the Bluefield Colored Institute, the West Virginia School for the Deaf and Blind, and of any other state educational institutions which may hereafter be created by law.<sup>5</sup>

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1. State School Laws of West Virginia, 1925, p. 13.

2. Ibid., p. 15.

3. Ibid., p. 14.

4. Ibid., p. 8.

5. Ibid., p. 9.

The training of the teachers in the state is under the general direction and control of the State Board of Education, which, through the State Superintendent of Free Schools, exercises supervisory control over the state normal schools and such other institutions named above as may be charged with the duty of training teachers, and over normal training high schools. Said Board also exercises supervisory control over the teacher training departments of all private and denominational schools which offer courses for the training of teachers. <sup>1</sup>

The State Board of Education makes rules and regulations for the classification and standardization of all schools of the state, and determines the minimum standards for the conferring of degrees and the granting of diplomas. No institution may grant any diploma or confer any degree on any basis of work or merit below the minimum standard prescribed by the State Board of Education. <sup>2</sup>

### III. The State Board of Control

This Board consists of three members, not more than two of whom at the time of appointment shall belong to the same political party. They are appointed by the Governor by and with the advice of the State Senate. <sup>3</sup>

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1. Ibid., p. 9.

2. Ibid., p. 9.

3. Ibid., p. 87.

The State Board of Control has charge of the financial and business affairs of all state institutions. The State Board of Education has charge of all matters of a purely scholastic nature concerning the state educational institutions.<sup>1</sup>

#### IV.

The principal activities in the State Department of Education are: (A) Rural Education; (B) Secondary Education; (C) Vocational Education; (D) Trades and Industrial Education; (E) Agricultural Education; (F) Home Economics; (G) Industrial Rehabilitation; (H) Normal or Teacher Training; (I) Negro Education; (J) Americanization; (K) Text-books; (L) Teacher Certification; (M) Physical Training; (N) Statistics.

#### Brief History of the Teacher Training Office

The position of Director of Teacher Training was created by a reorganization of the State Department of Education in 1921 under the direction of a new State Superintendent. The office for two years interested itself mainly with the problem of certification. In fact, the Director himself says, "I was really made supervisor of examinations with a new title and the office just grew." For three years previously he had been a member of the Department, and during the years 1919 and 1920 had served as Assistant State Superintendent.

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1. Catalog, Fairmont State Normal School, 1926-1927, p. 2.

V. Teacher Training Institutions

The Teacher Training Institutions of West Virginia are as follows; state teachers' colleges, 4; state normal schools, 4; other colleges and universities having heads of Departments of Education, 6. Twenty-six approved normal training high schools were reported for the year 1924-1925.<sup>1</sup>

It should be noted that in West Virginia there is a dual control of state educational institutions. Thus in the supervisory control which is delegated to the Director of Teacher Training in conjunction with the Secretary of the State Board of Education, only control in educational affairs is possible. Hence any minor changes which might involve a greater expenditure of funds, or a different allotment of funds, must have the approval of the State Board of Control. Even granting that there is perfect harmony between the two boards, which in all cases is doubtful, there is of necessity delay in instituting rapid change, no matter how imperative. Also there may be a tendency on the part of heads of institutions to play one board off against the other, if they are not in entire sympathy with the policy of the Director.

On the other hand, since the Director is in charge of certification, and has it within his power to interpret

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1. Report, State Supervisor of High Schools, West Virginia, 1924-1925, p. 43.

rules and regulations thereto, he can very definitely control the course of study of teacher training institutions, at least as to their minimum requirements. In the nature of the case this involves inspectional powers, which are delegated to the Director, but are limited by the fact that the certification office takes so much time that any inspection, as such, must be limited. A vigorous policy of inspection would require at least the full time assistance of one individual's entire time. Even granting that there is adequate inspection, results will be limited by the fact that state institutions have a certain political significance which they may attempt to exert if inspection becomes too rigorous. Thus institutions which are not state supported may be required to submit to prescriptions which state institutions may safely flaunt.

In West Virginia the course of study must originate with the state teacher training institutions themselves, the State Board having the power to approve. This is stimulating to the institutions themselves and naturally brings them into conference relationship with the State Board or its representatives. The Director of Teacher Training has availed himself of this opportunity. During the past year an annual conference has been held with teacher training institutions for the purpose of working out curricular changes. The Director of Teacher Training called this conference and was responsible for the program, allotting places on it.

to members of the teacher training faculties for discussion, and bringing in expert help from outside the state. In addition to this annual conference, he holds meetings with the teachers' college presidents and presidents of other state schools, about two annually; and sectional meetings with the Directors of Teacher Training in normal schools and normal training high schools. In addition to these conferences with the institutions he also holds conferences with the State Board. A state board may usually function in one of two ways, it may be guided by its agents, recognizing them as experts and holding them responsible for results, or it may make decisions without the advice of its agents, and simply entrust them with the carrying out of its mandates. When, as in the case of West Virginia, the Board is in no sense a professional board, the former method would seem the most desirable. The conferences which the Director of Teacher Training holds with the Board are in his opinion very helpful and conducive to the welfare of his teacher training program.

The selection of principals and teachers in state training institutions in West Virginia is under the jurisdiction of the State Board of Education, limited as to salaries by the State Board of Control. In this particular respect the Director of Teacher Training has little power. Naturally his position, however, enables

him to make certain recommendations from time to time and offer valuable suggestions.

The powers of the Director of Teacher Training with institutions which are not state supported are limited to inspectional and certifying powers. They must set up curricula prescribed by him and meet such other conditions as he may require. In this respect he has a very free hand and reports splendid cooperation.

In the opinion of the Director of Teacher Training, teacher training in high schools is filling a necessary field temporarily. In respect to them, he approves schools, teacher training instructors, courses of study, and prescribes certain units of work which the trainee must take in order to be certified. Most of the inspection in this field is delegated to the State Supervisor of Secondary Education.

The following table speaks well for teacher training in West Virginia. <sup>1</sup>

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1. Biennial Report, State Superintendent of Free Schools, West Virginia, 1924, p. 28.

Table IX • Classification of Teachers of West Virginia for the Years 1919-1920 to 1923-1924, in Terms of their Preparation.

	1919-20	1920-21	1921-22	1922-23	1923-24	% increase 5 yrs.
Class A - College Graduates	145	236	337	492	469	222
Class B - Standard Normal	1,783	1,658	1,909	1,941	2,224	25
Class C - Short Normal	1,535	1,460	2,141	2,641	3,297	115
Class D - Two Years High School Training	1,141	897	982	1,439	1,390	22
Class E - Less than two years high school training	1,271	1,294	1,371	1,616	1,573	24
Class F - Elementary schools only	4,776	4,801	4,806	3,452	2,952	- 38
Total	10,651	10,346	11,546	11,581	11,902	12
Total Classes A-B-C	3,465	3,354	4,387	5,074	5,990	72
Total Classes D-E-F	7,188	6,992	7,159	6,507	5,915	- 22
Per Cent Classes A-B-C	33	33	38	44	50	17
Per Cent Classes D-E-F	67	67	62	56	50	- 17

VI. The Certification of Teachers

The State Board and the State Superintendent of Education of West Virginia, acting through the State Department of Education, have absolute control of the certification of teachers within the state.

The types of certificates issued and their minimum requirements are as follows: <sup>1</sup>

Elementary Teachers' Certificates

1. Standard Normal School; sixteen units of academic high school work, sixty-four semester hours of normal school credit, twenty-four hours of which must be professional work.
2. Short Normal Course Certificate; sixteen units of academic high school work, thirty-two semester hours of college and normal school credit, sixteen hours of which must be in professional work.
3. First Grade Temporary Certificate; sixteen units of academic high school credit (ten units specified), sixteen hours of advanced college or normal school credit, eight hours of which must be in professional work.
4. Second Grade Temporary Certificate; sixteen units of academic high school work (ten units specified)

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1. Teachers' Certificates, Teacher Training Bulletin # 3, Division of Teacher Training, West Virginia, 1926-27.

eight hours of advanced college or normal school credit.

After 1925, a high school graduate with no professional training will not be issued a certificate of any kind, except by state uniform examinations.

5. First Grade Certificate by examination; twelve units of high school credit, twenty-four semester hours of professional credit, average of ninety per cent on the examination.

6. Second Grade Certificate by examination; no school credit required, average of eighty per cent on the examination.

7. Third Grade Certificate by examination; no school credit required, average of seventy per cent on the examination.

#### High School Certificates

1. First Class High School Certificate; graduation from an accredited college, giving the baccalaureate degree, including twenty semester hours of approved professional work.

2. Provisional High School Certificate; two years of college work, or sixty-four semester hours, six hours of which must be in Education.

#### Special Certificates

In general, these require sixteen high school units, special and related subjects in college of fifty-four semester hours, and ten semester hours in professional subjects.

The Director of Teacher Training is in direct control of certification in the state of West Virginia. He has one regular assistant. Questions for state examinations are made out by his office and sent to county superintendents who hold the examinations. The papers are then returned to the office of the Director of Teacher Training for grading. He is assisted in this work by a board of teachers selected from the state which goes to Charleston and grades the papers. The selection of the board is made by him, and the grading is done with his help and under his supervision. All correspondence concerning this work is carried on by the Director. He makes all blanks and any rules or regulations which are not prescribed by law. The selection of a board of examiners for such examination requires much time and wisdom. A place on the board appears to be much sought by teachers of the state as giving an opportunity to visit the Capitol, and come in contact with the State Department.

All certificates by credentials are issued by his office. This requires the making of rules and regulations, and the interpreting of them often in individual cases. It requires a full understanding of the teacher training condition in the state as rules are often changed. At the present time requirements are being gradually raised for lower types of

certificates. As in most states of the Union at present, higher grades of certificates are usually earned by added professional requirements. This entails much correspondence with county superintendents and teacher training institutions. Analysis of the correspondence of the office during the past year reveals the following types of problems which arise:

- (1) concerning checks sent by teachers for certificates;
- (2) sending of blanks for applications;
- (3) decision as to high school credits meeting requirements;
- (4) controversy over grades;
- (5) decision as to extension work;
- (6) replies to county superintendents who desire that deserving teachers be given certificates;
- (7) regarding practice teaching requirements;
- (8) concerning county institute requirements;
- (9) letters to other State Departments;
- (10) showing what must be done to renew a certain certificate;
- (11) concerning the revoking of certificates;
- (12) rulings as to the substituting of certain curricula;
- (13) decisions as to special certificates;
- (14) investigating the age of certain applicants;
- (15) action as to alleged cheating;
- (16) interpreting entrance requirements;
- (17) interpreting past rulings and applying them now;
- (18) concerning lost manuscripts;
- (19) concerning summer school work.

In all, over fifty-seven per cent of the entire correspondence of the office was taken up with correspondence concerning certificates, even though

mimeographed materials of all kinds are prepared to answer questions where generalizations are possible.

Table X , shows the tendency in the state regarding certification.

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Table X . Different Types of Certificates Held by Teachers of West Virginia for the Years 1915 and 1925.

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Kind of certificate	% of Teachers 1915	% of Teachers 1925
College Grade	4	10
Normal (short course (standard	15	40
First Grade	39	22
Second Grade	33	25
Third Grade	9	3

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The

"table reveals that in 1915, eighty-one per cent of our teachers were teaching on certificates that did not require any academic or professional training, which virtually means that many of these teachers were not only untrained, but uneducated. Whereas, in 1925, fifty per cent of all teachers were either normal or college graduates, and twenty-two per cent more had at least two years of high school work and sixteen hours of professional training." 1

#### VII. Teachers' Institutes 2

Teachers' institutes in West Virginia are compulsory

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1. The Financing of Education in West Virginia, 1926, p. 23.
2. The School Laws of West Virginia, 1925, p. 49-50.

for public school teachers. However, teachers may be excused by the county superintendent of schools, provided they have attended school for a period of six weeks and taken work approved by the State Superintendent of Schools. They are directly under the control of the State Superintendent of Schools in respect to instructors, and programs. By law they shall extend over a five day period. The teachers receive two dollars and fifty cents per day for attendance. According to statements of members of the State Department, up to about four years ago high school and elementary teachers met in the same institutes where individual instruction was given to the different groups. For the past four years the high school people have been meeting in three large sectional meetings in the state, one in the northern, one in the central, and one in the southern part of West Virginia. These high school meetings have been fostered by the State Supervisor of Secondary Education. By means of committees practically all secondary teachers of the state have for these four years been working on the organization, administration, and courses of study of junior and senior high schools. The results of this work have just been published by the State Department of Education. According to the State Supervisor of Secondary Education, the next problem of major interest for these institutes will

be the question of differentiated curricula in the training of high school teachers, and the certification requirements pertaining thereto. Institutes for elementary teachers are directly under the supervision of the State Rural School Supervisor. His office publishes an institute bulletin containing "topics, questions, and general information for use in planning and conducting teachers' institutes."

It is of interest to note that the Director of Teacher Training has nothing to do with these institutes, directly, though according to members of the Department, he acts in an advisory capacity whenever the question of certification or of teacher training arises.

#### VIII. Extension Work

Extension work of the correspondence type and of the lecture or group center type is carried on extensively by the normal schools and the University of West Virginia; the normal schools and teachers' colleges confining themselves to the elementary field, and the university to the high school field. Ever since the new school laws of 1919 it has played a large part in the training of West Virginia teachers.

The important rules and regulations which are uniform for the state are as follows: <sup>1</sup>

A state institution may recognize extension classes taught by persons not members of the regular faculty under the following conditions:

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1. Concord State Normal School Bulletin, 1925-1926.

- (1) The instructor must hold the degree of Master of Arts, or have equivalent training in the subjects taught.
- (2) He must be approved by the head of the department of the institution in which the work is to be accredited.
- (3) A person regularly engaged in school work may conduct not more than one two-hour course during any semester.
- (4) Students in extension classes must be on the same scholastic level as students who do this same work in residence. Credit for work in extension classes shall be given on the general basis of eighteen recitation hours for one semester hour of credit.

Credit for correspondence work shall be given on the general basis of fifty-four hours of study for one semester hour of credit, and the final examination shall be given by a person designated by the institution giving the course. The total amount of correspondence work that may be accredited on any course shall be as follows:

- (a) Standard college course, twenty semester hours.
- (b) Standard normal course, twelve semester hours.
- (c) Short normal course, eight semester hours.

The minimum amount of residence work required for graduation in the above courses is:

- (a) Standard college course, thirty-two semester hours, one-half of which must be done in the senior year.
- (b) Standard normal course, twenty-four semester hours, with at least eight additional done in extension or correspondence in the institution from which the student

is to be graduated.

In so far as extension work is a part of the regular normal school activities, the State Director of Teacher Training has the same supervisory relationships in respect to this type of teacher training that he has to normal school work in general. He has not formulated a definite program.

IX. Teachers' Salary Schedule<sup>1</sup>

West Virginia has a minimum salary schedule based on the certificate held and the amount of experience of the teacher. This law does not apply to schools in independent districts, incorporated towns and cities, high schools, junior high schools, and to salaries of supervising school officers. Higher rates of salary may be allowed to teachers of one room schools, and for teachers who attend approved summer schools, or secure coupons of credit.

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1. School Laws of West Virginia, 1925, p. 118.

Table XI • Salary Schedule, Based on Certificate and Experience of Teachers for the State of West Virginia.

Classification	Basic	2nd Year	3rd year	4th year	5th year	6th-10 years	11th years
Third Grade	\$ 50	\$ 53	\$ 55	\$ 57 $\frac{1}{2}$	\$ 60	\$ 65	\$ 70
Second Grade	65	68	70	72 $\frac{1}{2}$	75	80	85
First Grade	85	88	90	92 $\frac{1}{2}$	95	100	105
Short Course	90	93	95	97 $\frac{1}{2}$	100	105	110
Normal Course	100	103	105	107 $\frac{1}{2}$	110	115	120
College Course	110	113	115	117 $\frac{1}{2}$	120	125	130

Since the above salary schedule is a law the State Director of Teacher Training has nothing to do with its operation. However, members of the Department report that it has been very efficacious in the training of teachers.

X. Reading Circle Work

This work consists of earning high school credit, renewal of certificates, and coupons of credit. West Virginia has worked out a very stimulating reading circle course. Members of the Department claim, however, that the utility of this work and the numbers taking it grows less year by year as teachers increasingly attend teacher training institutions. Quoting from the bulletin, <sup>1</sup>

"A new renewal requirement goes into effect this year. School work is required for both first and second renewal of all first grade certificates expiring in 1927. This includes all certificates valid for a period of five years - high school, normal school, all special certificates and first grade certificates issued by examination. The renewal requirement in school work may be met in the following ways: .

1. Attend school and earn six semester hours' credit.
2. Earn six semester hours' credit in correspondence or extension in a school approved by the State Department of Education.
3. Pass an examination with a grade of 85 % in two subjects designated in the Teachers' Reading Circle Course.

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1. West Virginia Institute Bulletin, 1926.

"Applicants for renewal are advised to earn credit for renewal by school work if possible in preference to the examination on the Reading Circle books. This may be done in extension or by correspondence, if the applicant cannot attend summer school. If the certificate is renewed by examination on the Reading Circle Courses, the examination must be taken the year the certificate is to be renewed. The applicant for renewal must pass an examination in two subjects, making a grade of 85 %."

#### Coupons of Credit

Coupons of credit are issued by the State Department, for the earning of high school credits in reading circle work. No coupon will, however, be given for credit in academic high school courses except to teachers who are not high school graduates. Teachers who are not high school graduates will be given one coupon of credit for one unit of scheduled high school work, provided that this credit is not a duplicate of high school work already completed. A coupon of credit adds one dollar per month to the salary schedule as shown above.

Coupons of credit are also issued by the State Department under the following rules and regulations.

#### Class A Coupons

A - 1 - For Resident School Work

For spring and summer terms when applicant taught preceding and following year.

Six weeks - five semester hours' credit - two coupons.

Nine weeks - eight semester hours' credit - three coupons.

Not more than three coupons given for resident school work.

A - 2 - For School Extension Work or any School Work during school term.

One coupon will be given for each semester hours' credit earned by extension or correspondence in professional subjects only. Not more than two coupons of class A - 2 will be issued to one teacher in any year.

#### Class B Coupons

B - 1 - Organizing a thrift club or a savings bank with \$50.00 deposited. To be recognized only when this work has been organized and directed by individual teachers. Credit: one coupon only.

B - 2 - Teaching night classes for at least twenty periods of one hour each, when no other compensation is given for this work. Credit is given for the teaching of persons who are not of compulsory school age. Credit: one coupon.

B - 3 - Agricultural Club Work. The teacher must enroll with the Extension Division of the College of Agriculture of the State University. Coupons will be issued by the State Department on the recommendation of the Director of the Extension Department of the University.

B - 4 - One coupon will be given to any teacher who completes any special project which has been approved by the county and State Superintendent of Schools.

#### Class C Coupons

For reading circle work. Credit: one coupon.

Although the reading circle work in the main deals

directly with teacher training, it is under the direction and supervision of the Supervisor of Rural Education. Only in so far as certification plays a part in the program does the Director of Teacher Training have any authority or control.

#### XI. Teachers' Retirement and Pensions

There is no state-wide retirement law in effect in West Virginia. A state retirement law authorizing the maintenance of a retirement system in certain districts has been taken advantage of in Parkersburg and Wheeling.<sup>1</sup> This is controlled by the local board of education.<sup>2</sup>

#### XII. Placement of Teachers

The State Department of Education of West Virginia maintains two placement bureaus, one for high school teachers, under the supervision of the State High School Supervisor, and one for elementary teachers, under the supervision of the Rural School Supervisor.

The Director of Teacher Training has no direct relationships with these bureaus.<sup>3</sup>

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1. Research Bulletin of the National Education Association, Volume IV, #3, May, 1926, p. 130.
  2. School Laws of West Virginia, 1925, p. 34.
  3. Talking with members of the Department.

### Summary

1. (a) The State Superintendent of Free Schools is elected by the qualified voters of the state. (b) He is Executive officer of the State Board of Education.
2. (a) The State Board of Education is an appointive board. (b) It has administrative and supervisory control over all state teacher training institutions within the state, so far as educational affairs are concerned, and supervisory control of other institutions in respect to the training of teachers. This work is delegated to a Director of Teacher Training.
3. There are fourteen major activities carried on by the State Department of Education, one of which is normal or teacher training.
4. All teachers' certificates in West Virginia are issued by the State Department of Education. This work is under the administration and supervision of the Director of Teacher Training.
5. Teacher training in private, as well as state institutions, is administered and supervised by the Director of Teacher Training through specific powers granted to the State Board, and through the State Department's powers of certification.
6. The State Department's work in teachers' institutes

is administered and supervised by the State High School Inspector, and the Supervisor of Rural Schools.

7. Extension work is carried on by state and private institutions. This work is under the administration and supervision of the Director of Teacher Training, in so far as the State Department's program is concerned.

8. West Virginia has a minimum salary schedule, by law. The State Department has no jurisdiction in the matter.

9. Reading circle work for teachers is administered and supervised by the Rural School Supervisor.

10. The State Department maintains two placement bureaus for teachers under the administration and supervision of the State High School Inspector and the Rural School Supervisor.

11. The office of the Director of Teacher Training was created by the State Superintendent of Free Schools in 1921.

CHAPTER III

Summary, Conclusions, and Discussion of the Special Work  
and the Office of the State Director of Teacher Training.

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The present chapter undertakes to summarize briefly  
the special work of State Directors of Teacher Training;  
to draw conclusions regarding that work; and to discuss  
the office of State Director of Teacher Training.

I. Chief State School Officer

Table XII • Official Titles and Method of the Selection of the Chief State School Officers of Eleven States having State Directors of Teacher Training.

State	Official Title	Method of Receiving Appointments			
		Elected by voters	Elected by State Board	Governor	Regents of University
Alabama	Superintendent of Education	1			
Connecticut	Commissioner of Education		1		
Indiana	Superintendent of Public Instruction	1			
Massachusetts	Commissioner of Education			1	
Missouri	Superintendent of Public Schools	1			
New York	Commissioner of Education				1
North Carolina	Superintendent of Public Instruction	1			
Ohio	Director of Education			1	
Pennsylvania	Superintendent of Public Instruction			1	
Virginia	Superintendent of Public Instruction	1			
West Virginia	Superintendent of Free Schools	1			
Total		6	1	3	1

Table XII summarizes the official titles of the Chief State School Officers of the States of the present study and shows the method of their selection. In the United States as a whole they are elected in thirty-four states, appointed by the Governor in six, and chosen by the State Board of Education in eight.<sup>1</sup> Thus it may be seen that proportionally there is a tendency to find the Office of State Director of Teacher Training in those states where the selection of the Chief State School Officer is not by popular election, the ratio being approximately one-third to one-sixth. If, as Dr. Cook contends, there has been a greater development of centralized and discretionary power granted to the Chief State School Officer where he is appointed to office rather than elected by popular vote,<sup>2</sup> it appears that the Office of State Director of Teacher Training is on the whole more closely associated with the more professionalized State School Officers who have learned to delegate their powers to members of their Departments, and who consequently give their time and attention to the general administration and supervision of their whole Department, rather than to the carrying on of the details of some particular phase, or phases of state educational work.

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1. Cook, W. A., Federal and State School Administration, p. 142.

2. Ibid., p. 148.

In regard to this delegation of power, it is found that when the eleven states of the study are compared with eleven other states, which are approximately equivalent, state for state, on the basis of the ratio of the number of students taking teacher-preparing courses to the number of teachers employed,<sup>1</sup> that the main difference in the two groups of states from the standpoint of State Department activity is, that in the states of the study the Chief State School Officer delegates his activities as regards teacher training with teacher training institutions to a Director of Teacher Training, while in seven of the states whose Departments are not organized so as to have a Director of Teacher Training the Chief State School Officer does that work himself.<sup>2</sup>

On the other hand, it is shown in Table XII that the office of Director of Teacher Training is found in six states where the Chief State School Officer is elected by popular vote. Thus the conclusion may be drawn that the office of State Director of Teacher Training is found in State Departments regardless of the method of the selection of the Chief State School Officer, or of his official title.

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1. Phillips, Frank M., Educational Rank of the States, 1924.

2. Inquiry Blank II was answered by ten of this unorganized group of states. See page 5.

In regard to the powers of the Chief State School Officer with reference to the training of teachers, there seems to be no type of classification which would throw light on the present problem, except in respect to teacher training institutions and certification, which will be mentioned under those respective headings.

II. The State Board of Education

Table XIII . Composition of State Boards of Education of Eleven States having State Directors of Teacher Training.

State	Ex-officio members										Appointed or elected members					Total on Board	Relationship of Chief State School Officer to the Board
	Governor	Other State Political Officers	State Superintendent of Education	President of State University	President of State Agricultural and Mechanical College	President of State Normal	Other Educational Officers	In Educational Work	Not in Educational Work	May or may not be in Educational Work	Appointed or Elected by						
Alabama	1		1						10	Governor	12	Secretary					
Connecticut	1	1							9	"	11	President					
Indiana			1	1				2	1	"	13	Chairman					
Massachusetts			1				1		5	"	7	President					
Missouri	1	2	1						4	State Legislature	4	President					
New York								12			12	Secretary					
North Carolina	1	4	1								6	Secretary					
Ohio								9			10	President					
Pennsylvania			1								8	Chief Executive					
Virginia	1	1	1				5		6	(Senate 3 ) (State, Bd. 2)	7	Chief Executive					
West Virginia			1								7	Chief Executive					

For the present study there are apparently two points of interest in Table XIII . First, the Office of State Director of Teacher Training is found in states having every type of State Board of Education found in the United States, save that of the elective board, e.g., Michigan.<sup>1</sup> It is also found in one of the six states which do not have a State Board in effective form, Ohio. In Ohio, as may be seen above, the State Director of Education is specifically granted powers in the training of teachers, by law, which are usually granted to State Boards. Second, Chief State School Officers have delegated their powers in the training of teachers to a Director of Teacher Training whether they do so as agents of state boards, or directly.

III. The Number of Chief Activities of State Departments of Education.

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1. A Manual of Educational Legislation, United States Bureau of Education, Bulletin # 22, 1926, p. 7.

Table XIV . Number of Chief Activities Found in the State Departments of Eleven States having State Directors of Teacher Training.

State	Number of Chief Activities
Alabama	13
Connecticut	14
Indiana	8
Massachusetts	13
Missouri	11
New York	15
North Carolina	10
Ohio	14
Pennsylvania	8
Virginia	11
West Virginia	14
Median Number	13
Mean Number	11.9

When the eleven states of the study are compared with the eleven states mentioned above,<sup>1</sup> viz., South Dakota, Michigan, Minnesota, New Hampshire, Vermont, Montana, Oregon, Maryland, New Jersey, Utah, and Mississippi, using the same comparative figures from which the number of activities was derived, it will be found that the median

1. See page 225.

number of activities for the unorganized group of states which do not have a State Director of Teacher Training is eight and the mean number of activities is eight.

If the eleven states of the study are compared with the remaining twenty-six states of the Union in respect to the number of major activities as carried on by the State Departments of Education, it will be found that the median number in the twenty-six states is eight, and the mean of chief activities is six and three-tenths.<sup>1</sup>

Thus there can be little doubt that, by and large, the position of State Director of Teacher Training is found in those State Departments of Education which are more differentiated as to activities or functions.

According to recently published statistics of the United States Bureau of Education the median number of specialists, not including clerks, deputy or assistant State Superintendents, connected with State Departments of Education of the eleven states of the study is twenty, the average number being twenty-five and six-tenths.<sup>2</sup>

In the eleven states which apparently stimulate the attendance of teachers at teacher training institutions to the same extent as those of the study, the median

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1. Organization, Housing, and Staffing of State Departments of Education, Statistical Circular # 5, United States Bureau of Education, July, 1925.
  2. A Manual of Educational Legislation, United States Bureau of Education, Bulletin # 22, 1926, p. 13.

number of State Department Officials of the same type is eight, the average number being ten and two-tenths.

The median number of specialists connected with the State Departments of the remaining twenty-six states of the Union is eight, and the average is eight and four-tenths.

Thus it may be seen that the Office of Director of Teacher Training is connected in the main with the larger State Department of Education.

Two questions naturally arise at this point: (1) How many chief activities should be centered in a State Department before the office of Director of Teacher Training becomes a valuable administrative device, and (2) how large should the State Department be before creating the office of Director of Teacher Training? In terms of minimum current practice it is found that two states which have Directors of Teacher Training have eight chief activities centered in their Departments of Education. Also it is found that one state with only ten specialists has a Director of Teacher Training.

On the other hand, the writer believes that the office of Director of Teacher Training may become a valuable administrative device in any State Department where the state has the complete control in the certification of teachers, or where it has enough control to bring about necessary uniformity in the training of teachers by means of certifying requirements. This point will be more fully

developed under the summarization of teacher training institutions and the certification of teachers.

Table XV , and the paragraphs immediately following give a brief history of the office of State Director of Teacher Training which is the "chief activity of State Departments" of interest for the present study.

Table XV . Dates and Method of the Creation of the Office of State Director of Teacher Training of Eleven States.

State	Date	Method of Creation of the Office		
		Legislature <sup>1</sup>	State Board	Chief State School Officer
Alabama	1919	1		
Connecticut	1918		1	
Indiana	1919	1		
Massachusetts	1918	1		
Missouri	1913	1		
New York	1925			1
North Carolina	1921	1		
Ohio	1918			1
Pennsylvania	1920			1
Virginia	1912	1		
West Virginia	1921			1

1. In only two states is the office mentioned in the laws, Alabama and Missouri. In the other states of this column certain laws were passed which made the office feasible.

Table XV shows that in two instances the office antedates 1918. The earliest Directorship resulted from certification laws which gave the State Department complete control in the licensing of teachers. In Missouri the training of rural teachers was contemplated by an act of the legislature which created a Directorship of Teacher Training in high schools. During 1918 three states organized the office as the result of reorganization within their State Departments. In 1919 the United States Bureau of Education was invited to make a survey of the State of Alabama. This it did recommending specifically the office.<sup>1</sup> Another state, Indiana, created the office in the same year as the result of certification laws. The General Education Board commends the Directorship in the 1923 Survey of the State.<sup>2</sup> In 1920 Dr. Thomas E. Finegan, then State Superintendent of Public Instruction of Pennsylvania, organized a Teachers' Bureau, putting a Director in charge. The General Education Board in its survey of North Carolina recommended the office of Director of Teacher Training. The office was immediately created.<sup>3</sup>

In 1921 the State Superintendent of West Virginia made the head of the certification work in his Department

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1. An Educational Study of Alabama, Bulletin United States Bureau of Education, # 4, 1919, p. 60.
  2. Public Education in Indiana, 1923, p. 195.
  3. Public Education in North Carolina, 1921, p. 9.

a Director of Teacher Training. During 1925 readjustments were made in the State Department of New York by the Commissioner so as to include a Director. Another state, New Jersey, is organizing on that basis at present.

The following conclusions may be drawn:

1. The assumption of complete control of certification by the State Department has been partially responsible for the creation of the office of State Director of Teacher Training.

2. Educational surveys have been another factor in the formation of the Directorship.

3. Chief State School Officers have created the office as an administrative device within their departments.

4. In general, the office is the result of recent differentiation within State Departments, necessitated by their assumption of teacher training prerogatives.

IV. Teacher Training Institutions

Table XVI . Method of State Control of State Normal Schools and Teachers' Colleges of Eleven States having a State Director of Teacher Training.

State	State Board of Education	Individual Boards	State Department of Education	Teachers' College Board
Alabama	1			
Connecticut	1			
Indiana		1		
Massachusetts			1	
Missouri		1		
New York		1		
North Carolina		1		
Ohio		1		
Pennsylvania		1		
Virginia				1
West Virginia	1			
Total	3	6	1	1

State Department Control

Table XVI shows that in Alabama, Connecticut, and West Virginia, the Normal Schools and Teachers' Colleges are directly under the State Board of Education. In West Virginia all state institutions are under the State Board of Education in so far as educational affairs are concerned, however a Board of Control has jurisdiction over financial matters. In these states the State

Department of Education's control in the training of teachers is derived from the State Board's powers.

In the group of states which have individual boards, several methods of State Department control are found. In Indiana the State Board is empowered by law to set up a system for the training of teachers and to accredit institutions for that purpose. Also the presidents of the state institutions are ex-officio members of the State Board of Education. The only power which the State Department has in normal school or teachers' college control in Missouri is the casting of two votes in a general council of these schools. In New York the Chief State School Officer appoints the local boards of the normal schools and the State Board also has definite powers granted it by law in the administration and supervision of the state teacher training institutions. The State Board of Education of North Carolina appoints the trustees of the state normal schools and is also given certain definite powers in the administration of those institutions. The Governor, however, appoints the State Teachers' College Board. In Ohio, the State Director of Education is a member of the normal school and teachers' college boards. He is also empowered to accredit institutions for the training of teachers. The State Superintendent of Public Instruction of Pennsylvania appoints the normal school boards and has administrative and supervisory powers granted him by law

in respect to these institutions.

The state normal schools of Massachusetts are legally under the administration and supervision of the State Department of Education. The State Board, as such, is an advisory board.

The normal schools of Virginia have a separate normal school board. The State Department exercises its administrative and supervisory control through its power of registering or approving institutions for teacher training purposes, given it by law, and by means of the fact that it has complete jurisdiction in the granting of certificates within the state.

In 1919, J.A. Pittman, after making a study of normal school control of the various states of the Union, reported that there were four different forms of administrative control. They were as follows: <sup>1</sup>

1. Authority vested in separate local boards of trustees for each school.
2. A state board of normal school trustees having supervision of normal schools but of no other educational institutions.
3. A board of education, or of regents, which controls at the same time other educational activities.
4. A dual or co-operative form of control.

It may be seen by a glance at the table, and from a

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1. The Organization and Administration of a State System of Higher Education, with Special Reference to Normal Schools, Educational Administration and Supervision, Volume # 5, November, 1919, p. 423.

reading of the explanation which followed, that six states of the group fall under classification one as given by Pittman. However, three of the six states also fall under classification four. One state falls under the heading of classification two. Three states fall under classification three, and if a State Department may be called a board, one other state, Massachusetts, may be classified under that heading as well.

The State Departments' Control of Curricula of State Normal Schools and Teachers' Colleges.

On the other hand, the two methods of classification used above tell only a part of the story. Even though in three states the normal schools are directly under State Boards of Education, there are major differences. In Alabama, the State Board of Education prescribes the course of study to be used, in Connecticut, the Board is not given this specific power, although it is implied. In West Virginia, the course of study must originate with the teacher training institutions themselves.

Where the individual type of board exists the same major kinds of differences are found. In Indiana, the course of study is controlled by the State Department's certifying power, and its ability to accredit institutions. In Missouri, this is in the main worked out through a conference of teachers' colleges. The Commissioner of the state of New York is charged with the making of curricula for the state normal schools. In North Carolina

the course of study of the normal schools is authorized by the local boards, subject to the rules and regulations of the State Board of Education. Curricula in the normal schools of Ohio originate with the institutions themselves, the Director of Education having the power to inspect and approve institutions for teacher training purposes. The Superintendent of Public Instruction in Pennsylvania calls meetings of the principals of the normal schools to arrange courses of study. He is also granted the power to approve these courses.

In Massachusetts, the State Department and normal school principals work jointly on the courses of study.

The state teachers' colleges of Virginia originate their own curricula, being subject to the teachers' college board. However, the State Department of Education has the power to register institutions for certification purposes.

#### Other Types of State Department Control

The same general types of diversification are found in the eleven states with regard to other kinds of normal school control, e.g., the financial, the hiring of teachers, principals, etc.

In six of the states studied teacher training work in high schools is carried on by State Departments of Education. The Director of Teacher Training in every case has this work delegated to him.

It is of importance to note that in nine of the states

under consideration, there are both state and private institutions which train teachers, which the State Department controls in the final analysis through its powers of certification. In Massachusetts, as has been shown above, this control is very limited, owing to the lack of general certification prerogatives. While in West Virginia, the State Board by law exercises supervisory control over the training of teachers in private institutions, in practice it does so by setting up minimum certification requirements.

The above findings lead to the following conclusions:

(1) A Director of Teacher Training may function with teacher training institutions where those institutions are legally under the administration and supervision of the State Department of Education, (2) he may also function in the training of teachers with institutions where the main or only power of the State Department is in its general power of certification.

Thus his activities may be classified under two headings. In the first instance he becomes a positive force in a teacher training program. He may take the lead in initiating certain changes which he considers essential. In co-operation with the teacher training institutions minimum requirements for the training of teachers are worked out. He may and does inspect these institutions to see that the requirements are being met.

In the second case, the Director of Teacher Training

becomes more of a negative force. He either co-operatively or individually works out a program of minimum requirements for the certification of teachers, which may embrace all of the points required in the first instance. He then inspects the institutions concerned, refusing to certify their students unless they comply with the certification requirements of the State Department.

Several Directors of Teacher Training have stated that it is much easier to carry on a teacher training program from their standpoint under the so-called negative form of control rather than the positive, because teacher training institutions seem to comply more readily with State Department requirements when they are not too closely associated with the Department. This does not mean that the second type of control is objectively better, but that it is quite possible and in operation.

This point may be of interest to states which are contemplating a reorganization of their State Departments with the end in view of working out teacher training plans. Frequently it is quite difficult to get legislatures to change institutional control. At times a revision of the constitution itself would be required. On the other hand, if a State Department has the complete power in certification, very little, if any, additional legislation will be required to set up a teacher training program, with a State Director in charge of certification and the training of teachers in institutions.

Finally, in further summarizing the work of Directors of Teacher Training, the following points stand out prominently. In five of the states the Directors are responsible for annual meetings of the faculties of teacher training institutions in which the general problems of teacher training in the state are discussed. In at least three of these states educational experts have been procured to help work out forward-looking programs. The curriculum, certification, and practice teaching appear to be the points of major interest. In all of the states the tendency in the training of teachers is to differentiate the work so that trainees will be prepared for specific rather than general positions.

In three of the states inspection occupies a considerable portion of the Director's time. This is in states where the relationship of the teacher training institutions to the State Department consists mainly in certain certification requirements, enforced by the Department. Also it is of interest to note that where inspection is necessary Directors frequently feel that the actual work of certification, with which they are charged, takes so much of their time that inspection suffers. They think that more efficient clerical help is necessary. In no case have they expressed a desire to be relieved of the certification itself. The Director in one of the states feels that his program suffers in part because that activity was taken from his division.

This was done that he might devote more of his time to visiting institutions.

Table XVII makes a comparison of the eleven states of the study which are organized so as to have a Director of Teacher Training with the eleven other states mentioned above <sup>1</sup> which are not so organized in respect to: (1) the number of colleges having heads of Departments of Education; (2) the number of colleges which grant degrees in Education; (3) the number of teachers' colleges which grant degrees in Education; (4) the number of state public normal schools; and (5) the number of city public normal schools.

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1. See page 225.

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**Table XVII .** A Comparison of the Number of Teacher Training Institutions of Eleven States having a State Director of Teacher Training, with Eleven Other States which Stimulate Teachers to Take Professional Courses to Approximately the same extent.

States of the Study	Other States	No. Colleges with Heads of Departments of Education	No. Colleges granting degrees in Education	No. State Teachers' Colleges granting degrees in Education	No. State Public Normals	No. City Public Normals				
Alabama	Michigan	9	12	3	1	0	5	7	0	0
Connecticut	Mississippi	2	15	2	2	0	1	4	2	1
Indiana	Oregon	21	8	8	2	4	0	0	2	0
Massachusetts	New Jersey	15	4	3	0	5	0	5	5	1
Missouri	South Dakota	25	6	3	0	7	4	0	0	1
New York	Maryland	26	12	8	2	1	0	10	4	6
North Carolina	Utah	21	6	2	2	0	0	5	0	0
Ohio	New Hampshire	39	2	11	0	2	0	0	2	3
Pennsylvania	Montana	38	4	8	1	0	0	14	1	3
Virginia	Minnesota	15	12	2	2	4	0	1	6	1
West Virginia	Vermont	6	2	1	1	4	0	4	1	0
Total		217	83	51	13	27	10	50	23	16
										3

1. Adapted from Educational Directory, 1926, United States Bureau of Education, Bulletin # 1, 1926.

Table XVII shows that, by and large, the number of teacher training institutions is greater in the states which have a Director of Teacher Training than in the other states which are not so organized. If the eleven states of the study are compared with the other twenty-six states of the Union, the same general condition will be found to exist.

This, and the fact that in seven of the eleven states of the unorganized group the Chief State School Officer carries on the work with state teacher training institutions, which in the eleven states of the study is delegated to the State Director of Teacher Training, leads to the conclusion that one factor in the creation of the office of State Director of Teacher Training is at least due to the magnitude of the work, and perhaps to the desire of the Chief State School Officer to delegate some of his powers and authority to competent assistants.

If the above conclusion is tenable, as it is believed to be, the question arises as to how many teacher training institutions a state should have before the office of State Director of Teacher Training becomes a valuable administrative device. In current practice it will be found that Connecticut has two colleges with heads of Departments of Education, two colleges which grant degrees in Education, four state public normals, and one city public normal. Since, in the case of Connecticut, the two colleges with heads of Departments of Education, and

the two colleges which grant degrees in Education are the same, the total number of higher teacher training institutions in that state is seven. This is the minimum number in terms of current practice. On the other hand, some thirty states of the Union have a specialist who is in charge of certification work.<sup>1</sup> That being the case, there would seem to be no valid reason, from the standpoint of the number of institutions, why that individual might not also deal with teacher training institutions, providing he were professionally prepared to do so.

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1. A Manual of Educational Legislation, United States Bureau of Education, Bulletin # 22, 1926, p. 15.

V. Certification of Teachers

Table XVIII . Eleven States having State Directors of Teacher Training whose Departments of Education have Complete, Partial and Scarcely Any Control of Certification.

State	Complete	Partial	Scarcely Any
Alabama	1		
Connecticut		1	
Indiana	1		
Massachusetts			1
Missouri		1	
New York		1	
North Carolina	1		
Ohio		1	
Pennsylvania	1		
Virginia	1		
West Virginia	1		
Total	6	4	1

The types of certificates, the rules and regulations concerning their issuance, and the agencies issuing them have been given in Chapter II. The point to be raised here is their relationships to the position of State Director of Teacher Training.

Complete Control Group

It has been shown under the heading of teacher training

institutions in this summary that when a State Department has the complete certification power it may, in substance, say to teacher training institutions that, "if you do not meet our requirements we will not license your students to teach." Or, it may say the same to applicants who write the examination, if examinations are written in that state. This does not mean that it does so in a dictatorial manner, but in the final analysis the power is there to compel certain minimum essentials.

#### Partial Control Group

It now remains to examine the states in the partial control group. The towns of Connecticut may issue certificates, but they do so under rules and regulations of the State Board. Normal schools maintained by a town may issue certificates valid for the town. However, the course of study must have been approved by the State Board. Thus in reality the State Department has what amounts to complete control. In Missouri, the State Department, teachers' colleges, and county superintendents issue certificates. There are, therefore, two agencies over which the State Department has no immediate control. The Director of Teacher Training has activities pertaining to the administration and supervision of teacher training high schools only, to the graduates of which he issues certificates. It would appear that powers might be delegated to him for private teacher training institutions. However, this is not a part of his work. District, village, and city superintendents in New York may exact additional

requirements from their teachers over and above the certification demands of the State Department. This, however, means Department control so far as minimum essentials in teacher training are concerned. County, city, and exempted village boards may grant certificates to teach in Ohio. The county examinations are prepared by the State Department of Education. The two other boards may make arrangements to use the same questions. In order for the applicant to take local examinations, he must hold a certificate of training from the State Director of Education. Thus, while State Department control is not complete, the Director of Teacher Training thinks that it is sufficiently so for practical purposes in the training of teachers. He naturally feels that complete control would be better for his program.

Thus, in all of the states of the partial control group, the power of the Department is sufficient for the Director of Teacher Training to have supervisory relationships with institutions which are not legally under its control.

#### Scarcely Any Control Group

The State Department of Massachusetts has so little power in certification, as has been shown above, that its control in the training of teachers with private institutions is very slight. On the other hand, the ten normal schools are under the State Department, and in a state so geographically small as Massachusetts,

this would seem a sufficient guarantee that teacher training is definitely controlled in this state by the State Department, and hence a Director of Teacher Training can definitely supervise teacher training work, which is the case.

From the above findings the conclusion may be drawn that a Director of Teacher Training supervises teacher training work effectively with teacher training institutions which are not under state control when the State Board, or State Department, has sufficient power in the certification of teachers to bring about necessary uniformity. This does not mean absolute similarity, but simply the kind of uniformity which will permit a Director of Teacher Training to work out and administer a teacher training program for the state as a unit. Thus it would seem that any state which has the complete, or major control of certification might, with perhaps a few minor legislative adjustments, establish the position of Director of Teacher Training.

The question now arises as to how many states could establish the office of Director of Teacher Training from the standpoint of certification control. In 1921, Miss Catherine Cook of the United States Bureau of Education made a detailed analysis of the certification laws of the various states. She classified her findings under the

heading "Certification Authority." According to her definition of authority, only five states of the Union at that time lacked the necessary control to establish the office of Director of Teacher Training as outlined above.<sup>1</sup> Dr. Cook says, "At the present rate of development it appears likely that in the next ten years we shall have almost absolute state control of certification."<sup>2</sup> Thus, from the standpoint of certification control, it appears that in a short period of time all of the states of the Union could utilize the Director of Teacher Training.

In further summarizing the work of the State Director, it is found that, in all of the states of the study, he has the work of certification in his Division of the State Department with the exception of Ohio. It is also noticeable that in all of the states under consideration some certificates are granted by teacher training credentials. This means that the officer in charge of certification is brought into close relationship with teacher training institutions. The brief histories of the creation of the office of Director of Teacher Training have shown that in at least two states of the study the powers in teacher training which have been delegated to the Director have grown up around the certification office.

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1. United States Bureau of Education, Bulletin # 22, 1921, p. 13.

2. Op. Cit., p. 222.

In three other states the same history is implied. Thus, it would appear that the Chief State School Officer could turn his certification official into a Director of Teacher Training, providing he feels the need of someone to whom he could delegate his powers in dealing with state institutions which train teachers.

VI. Teachers' Institutes.

There is no attempt made in this study to evaluate teachers' institutes. However, they are being used by nine of the eleven states as teacher training devices, in part. In six states the Director of Teacher Training is associated with the State Department's program in these meetings. A state's program for teachers in service should be conditioned by the professional preparation of the teachers themselves. Table XIX shows the per cent of normal school graduates in the states studied as reported for 1924.

Table XIX . Per cent of the Teachers who were Normal School Graduates in Eleven States having State Directors of Teacher Training, as reported for 1924. <sup>1</sup>

State	Per Cent of Normal Graduates
Alabama	10
Connecticut	90
Indiana	40
Massachusetts	88
Missouri	34
New York	82
North Carolina	20
Ohio	42
Pennsylvania	67
Virginia	40
West Virginia	18

On the basis of the above figures it seems that Connecticut is probably wise in doing away with the general state institutes, and substituting for them a rural supervision of teachers in service. On the other hand, North Carolina, with twenty per cent of her teachers holding normal school diplomas, is working along similar lines. There are, undoubtedly, teacher

1. Research Bulletin of the N.E.A., Volume IV, # 1 and 2.

training aspects in supervision. The Rural and High School Supervisors have this work delegated to them in West Virginia. It is doubtful whether it can be said categorically that teachers' institutes should be administered and supervised by the Director of Teacher Training. However, when, as in the states Indiana and Alabama, the institute is closely allied with teacher training institutions and their extension work, it would seem that the Director should be vitally concerned with their operation. This principle has been recognized by those states.

#### VII. Extension Work

In only three cases of the present study is extension work closely allied with the State Department of Education. The states are Alabama, Indiana, and Massachusetts. The Director of Teacher Training of Alabama and Indiana very definitely administer and supervise the extension work of teacher training institutions. The State Department of Massachusetts carries on an extensive program of all types of extension work. However, the Director of Teacher Training does not administer this work. In seven of the other states of the group, the Director of Teacher Training exercises a very general control through the powers granted to him, and there is evidence that in two of these five states the Director is going to utilize that power to a greater extent than has been done by him in the past. There would seem to be no valid reason why this should not

be done when the training of teachers is involved. In other words, this study has led the writer to believe that several of the State Directors of Teacher Training might ally themselves much more closely than they have with the extension program of the teacher training institutions of their respective states, by simply utilizing the powers they already possess through their certification and other prerogatives. Teachers take these extension courses, in the main, to obtain more credit with teacher training institutions. This means higher types of certificates, and if the state has a right to control certification, the Director of Teacher Training has a duty to perform in seeing that these extension courses are standard in every respect. Also, if the teachers of the state need more training, as they do in most instances, the Director should encourage and foster this work by every legitimate means available.

#### VIII. Salary Schedule

It is generally recognized that a salary schedule may be used as a device to stimulate teachers along professional lines. Ten of the states of the present study have some type of salary schedule. In every instance the training of the teachers is specified or implied. Two states use a rating system as a basis for salary. The Director in Alabama suggests a schedule to county boards of Education.

However, Directors of Teacher Training do not have administrative or supervisory relationships, in the main,

with state salary schedules, probably because they are so closely associated with the apportioning of money, which is usually considered a part of the business administration of State Departments. Also the tendency of salary schedules in the states of the group is for all points of the schedule to be covered by legal enactments which permit of no interpretation or adjustment save by legislative means. It might be possible to work out salary schedules in some states which would enable the State Director of Teacher Training to further the work of training teachers. As yet this has not been done effectively.

#### IX. Reading Circle Work

Eight states of the study carry on reading circle work. In seven states it is administered and supervised by the State Department. Three Directors of Teacher Training have the reading circle program under their supervision. The State Teacher's Association of Ohio is responsible for the work in that state. Reading circle credits may be used for certification purposes in five states. In two of these states the Director of Teacher Training does not supervise the work. It is of interest to note that in those states where no credit of any kind is given, teachers for reading circle work, they still carry it on. For instance in Ohio where it has practically ~~ceased~~ to function from a credit standpoint the work increased last year. It would seem that in states which have a high percentage of normal school graduates the reading circle might be used as a means of

keeping teachers informed as to the best current educational literature, while in states that have a comparatively low percentage of normal school graduates, the work might be utilized to give credits under properly controlled conditions, as is done in some states of the study. There seems to be no valid reason why this should not be a part of the work of the State Director of Teacher Training wherever and whenever the State Department carries on that type of teacher training.

#### X. Placement of Teachers

Eight State Departments of Education of the present study maintain some kind of placement bureau for teachers. The State Teachers' Association of North Carolina maintains a bureau for teachers in that state. In Massachusetts and Pennsylvania this service appears to function in a very efficient manner. The State Director of Teacher Training administers and supervises the placement service work in four of the eight states of the study, where the work is carried on by State Departments. It would seem that the placement of teachers might be developed to such an extent by a State Department that it would be a valuable device for checking on the teacher situation in the commonwealth as regards supply and demand, turnover, etc. In this manner it would take the place of the Teachers' Agencies which are so common. If this development were reached, or approximated, it would undoubtedly be of assistance to the Director of Teacher Training in his work. There seems to be no valid reason why the administration and

supervision of a State Department's placement service should not be under his management.

#### XI. Teachers' Retirement and Pension

The Research Bulletin of the National Education Association, Volume IV, Number 3, May, 1926, is entitled "Efficient Teaching and Retirement Legislation." There is probably some relationship between teacher's retirement and teacher training; however, the financial aspects of the work seem at present to overbalance the teacher training phase. At least there is no observable tendency to consider the retirement and pensioning of teachers a part of the work of State Directors of Teacher Training. The question is introduced in the present study simply to call attention to the fact that there are relationships which might cause a system to be worked out which the State Director of Teacher Training could utilize in his work. At present there are no indications in that direction.

Finally, in Alabama, the State Director of ~~Teacher~~ Training has charge of the Division of Elementary Education, and in Massachusetts, both elementary and secondary schools are a part of his work. A careful perusal of the evidence presented in the present study will lead to the conclusion that at present the Director of Teacher Training should not, in general, be burdened with the work of elementary and secondary supervision. However, undoubtedly there are teacher training phases in all types of supervision. For

that reason it is quite possible that in small State Departments combinations of this nature might be made as temporary administrative devices until an adequate personnel could be procured.

Table XX indicates in a rough manner the type of activities carried on by State Directors of Teacher Training in the eleven states of the present study.

Table XX • State Department Activities with which the State Director of Teacher Training is Associated in Eleven States.

State	Teacher Training in		Certification of Teachers	Teachers' Institutes	Extension Work	Salary Schedules	Reading Circle Work	Placement of Teachers	Administration and Supervision of		Number of Major Activities
	Higher Institutions	High Schools							Elementary Schools	High Schools	
Alabama	1		1	1	1	1	1	1	1		8
Connecticut	1		1	1	1			1			5
Indiana	1		1	1	1		1				5
Massachusetts	1		1	1				1	1	1	6
Missouri		1	1								2
New York	1	1	1		1						4
North Carolina	1	1	1		1						4
Ohio	1	1			1						3
Pennsylvania	1		1	1	1			1			5
Virginia	1	1	1	1	1		1				6
West Virginia	1	1	1		1						4
Number of states	10	6	10	6	9	1	3	4	2	1	

CHAPTER IV

Recommendations

The following recommendations are made with the belief that other State Departments probably will organize in such manner as to necessitate the services of a State Director of Teacher Training. This conviction is based on facts which have been presented in the study. First, the position of State Director of Teacher Training is a comparatively recent office within the State Department. Second, one state, New York, definitely organized on that basis last year. Third, another state, New Jersey, is in process of creating the office at present. Fourth, the increasing power of the state in granting certificates has made a teacher training program possible, using the state as a unit. So long as local control existed, or exists, in certification, a training of teachers was, or will, necessarily be, in large measure a local program, since local standards must be enforced. Fifth, this trend toward state-wide control in certification has compelled State Departments at least to create Divisions of Certification. At present nineteen states have a specialist in charge of that work, not counting the eleven states of the study.<sup>1</sup> The intimate relationship which exists between certification and teacher training makes it nearly imperative that the certification official

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1. A Manual of Educational Legislation, United States Bureau of Education, Bulletin # 22, 1926, p. 15.

become a teacher training specialist. The next step, logically, is to make him a Director of Teacher Training. Sixth, it has been shown that State Departments are increasing the number of their personnel and the differentiation of their activities. Since teacher training is necessarily a function of a State Department which has control in certification, it may be inferred that some individual in the Department will assume the duties of the work if the trend toward increased personnel continues.

It is not believed that in the present stage of development it is possible to evaluate fully and objectively the office of State Director of Teacher Training. It is recommended, however, for the following reasons:

(1) Representative states are using this type of administrative device in their State Departments of Education. (2) One of the most extensive state surveys made by the United States Bureau of Education specifically recommends a Division of Teacher Training in these words, "This division should direct all the teacher training activities of the (State) Department, whether done under the head of State institute, State extension, or in co-operation with established teacher training institutions." <sup>1</sup> (3) The Kentucky Survey made in 1921 with the assistance of the General Education Board, recommends as one division of the State Department of Education, a

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1. An Educational Study of Alabama, United States Bureau of Education, Bulletin # 41, 1919, p. 60.

"Division of Teacher Training, in charge of a director."

Dr. Frank P. Bochman was local director of the survey. <sup>1</sup>

The North Carolina Survey prepared under the direction of a State commission by the General Education Board, recommends

"A Division of Teacher Training, having one director and not more than four supervisors and such assistants as may be necessary, consistent with the appropriation." <sup>2</sup>

(4) At least the Educational Council of one State Teachers' Association has recommended a division in the State Department charged with the specific preparation and certification of teachers. <sup>3</sup>

(5) Cubberley, after a careful analysis of the situation, recommends a Division of Teacher Training for State Departments of Education. <sup>4</sup>

(6) Finally the office is recommended on the following grounds: The Indiana survey has this to say of the State Chief School Officer,

"A state superintendent cannot, of course, personally perform all the duties imposed on him as the executive officer of the state board of education. He must have assistants to help him care for the clerical details of the office .... He must also depend largely on his professional staff to explain to the people the educational policies and plans of the staff, to arouse local public sentiment,

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1. Public Education in Kentucky, 1921, p. 154.
  2. Public Education in North Carolina, 1921, p. 9.
  3. Journal of the National Education Association, December, 1926, p. A 274.
  4. State and County Reorganization, p. 33.

to assist in consolidations and in planning school buildings and grounds, and to advise with superintendents and teachers .... in short, to assist him in serving the people at all times and in all ways in the interest of better schools." 1

Speaking along similar lines, a recent bulletin of the United States Bureau of Education says of the Chief State School Officer,

"As executive official, he administers the various divisions of the State Department of Education .... (this) should be comprehensively planned on lines of approved business principles .... There should be ample provision made for as many subdivisions of the department as may be necessary to administer the office to the best interest of the public." 2

Naturally this means a delegation of powers to Division heads who are themselves specialists along specific lines. A bulletin of the Carnegie Foundation for the Advancement of Teaching states,

"As educational institutions have become larger and more complex, the mass of intersecting relations has made it imperative that the guiding mind be set free for close, detached study of the principles that govern all this and other institutional procedure; that time be provided for abundant outside observation, comparison, and reflection; and that he be so lifted above detail as to serve steadily, without haste or hurry, his main function - to be the inspiring power and illuminating interpreter behind the whole organization." 3

In similar vein Anderson says,

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1. Op. Cit., p. 194.
  2. A Manual of Legislation, United States Bureau of Education, Bulletin # 22, 1926, p. 14.
  3. Bulletin # 14, 1920, p. 273.

"Authority should be delegated in terms of function and should be commensurate with the responsibility entailed. Responsibility should always be definite and the organization and delegation should likewise be definite so that there can be no 'buck passing'. In this way only can the greatest efficiency be developed and maintained." 1

If the above quotations are fairly representative of good administrative practice, as they are believed to be, it seems that the Chief State School Officer should delegate the detailed activities of his office to specialists in terms of certain major functions. Teacher training appears to be a major function, and the intricacies of that work require the specialist. It is difficult to see how a Chief State School Official in the midst of his multitudinous duties could be a specialist in the many phases of teacher training work with which his Department will be called upon to deal.

The following recommendations are made regarding the position of State Director of Teacher Training.

I. When is a State Department justified in having a specialist of this type?

There is no attempt made to answer this question for all states categorically. However, growing out of the findings of the study and the conclusions reached therein, the writer believes that whenever a State Department reaches a stage in its differentiation where a specialist

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1. Manual for School Officers, 1925, p. 64.

is required for the work of certification, that this individual should also assume the duties of Director of Teacher Training. In terms of current practice, this stage has been reached in thirty states as shown above. On the other hand, in terms of current practice, a State Director of Teacher Training is not found unless at least eight chief activities are carried on by the State Departments. It is not meant to imply that the activities of the Director will be the same in all states, but the work of certification itself seems to be a guarantee that there will be enough teacher training work per se to require the services of at least one specialist in that field.

II. What should be the chief duties of the State Director of Teacher Training?

Recommendations in this section are made on the basis of current practice as shown in the preceding study. Where there is not unanimity in that practice we shall express in terms of an opinion what that practice should be, basing the opinion in every case on some one or more examples presented in the main body of the dissertation. Also, we shall endeavor to confine these recommendations to the chief duties of the State Director, believing that in minor details each state will have to be its own judge of what is best. In the body of the study we have attempted to go into sufficient detail to be of service to State

Departments in determining more specifically the work of the State Director of Teacher Training.

A. Teacher Training Institutions.

1. In all of the eleven states, the State Director deals with teacher training institutions in respect to teacher training curricula. It is therefore recommended that this work be assigned to him. State Directors are employing two general methods for achieving their ends in curricular activities, viz., by means of general conferences with the principals and faculties of teacher training institutions, and by consulting the principals and faculties on individual visits to those institutions. Either method or combination of the two seem to be worthy of commendation where co-operation is desired. The writer considers this essential for a successful program in teacher training. Most institutions will be rather jealous of their own prerogatives. Many of them will have considerable political prestige in the state. Therefore, co-operation should be sought wherever possible.

2. All of the State Directors are responsible for certain minimum requirements in the training of teachers. It is therefore recommended that this be a part of their work. In practice, as has been shown, these requirements differ in all of the states. It is believed by the writer that Indiana has a very commendable system in dealing with this problem. The state publishes a pamphlet giving in detail a full list of minimum requirements, the nature of which has been shown. When

this is done every individual in the state who has an interest in teacher training can be sure just what the minimum essentials are. As in the case of curricula, co-operation seems to be highly desirable.

3. Inspection of teacher training institutions is carried on by all of the Directors, although it is limited in certain states. It is therefore recommended that they be charged with this responsibility. Naturally the type of inspection will vary from state to state.

#### B. The Certification of Teachers.

In all of the states of the study, save one, the Director is in charge of the work of certification. In that state, he was relieved of this work in order that he might have more time for the inspection of institutions. On the other hand, two states, as has been shown, started with a Director of Teacher Training, and later on placed the work of certification in his division. The close relationship between teacher training and certification has been set forth at some length. On the basis of these facts it is recommended that the Director be given the Department's administration and supervision of certification. In current practice, he either administers and supervises the work directly, or has a Bureau in his division for which he is responsible. Both practices seem to be commendable, depending on the size and organization of the Department of Education.

#### C. Teachers' Institutes.

In six of the seven states where the State

Department is closely allied with the institute program, the Director of Teacher Training is charged with this work. Naturally the responsibility varies from state to state. In the state of West Virginia where the Director does not administer the Department's institute program, the opinion formed by the writer, after a visit to the state, was that this condition existed mainly because institute programs had been supervised by certain divisions of the Department before the office of teacher training was created, and hence the natural inertia in making changes was largely responsible. In general, it appears to be a good administrative principle to put all teacher training work under one division. On the basis of the above facts, and opinions, it is recommended that the responsibility for the State Department's program in teachers' institutes be placed in the Division, or Bureau of Teacher Training.

#### D. Extension Work.

The State Directors of Teacher Training in nine states of the study represent the State Department in extension supervision. In several cases the activities of the Director are small in number and weak in practice. The Extension Division of the State of Massachusetts does not confine itself to teacher training work, but as has been shown, deals largely in all types of education. In Missouri, the State Department lacks powers which would

make the supervision of extension work feasible. Thus, there seems to be unanimity of practice where teacher training extension work only is considered, and where a real extension program is possible from the standpoint of the State Department. For the above reasons it is recommended that, whenever the State Department has powers which would enable it to supervise teacher training extension work, the Director of Teacher Training be charged with that responsibility.

#### E. Salary Schedules.

Directors of Teacher Training do not have effective relationships in any states of the group with regard to salary schedules, although there is a slight relationship shown in Alabama. It is therefore recommended that a study or studies be made with the end in view of seeing whether, and to what extent, this device might be used by Directors of Teacher Training in furthering the training of teachers.

#### F. Reading Circle Work.

Reading circle work is found in eight states of the study. In three states, the Director of Teacher Training administers and supervises it. There is thus not a unanimity of opinion. In the two states where reading circle texts are used by teacher training institutions in group meetings with teachers, the Director very definitely supervises this work. Members of two State Departments visited expressed themselves as believing that they had

gone beyond the reading circle stage in teacher training. The writer recommends that reading circle work be administered and supervised by the Director of Teacher Training, on the ground that it is unquestionably teacher training work. In at least three states, reading circle activities antedated the position of teacher training, which probably explains why other divisions are charged with the responsibility.

G. Placement Service.

Eight states of the study maintain a placement bureau for teachers. In four of these states, the Director of Teacher Training administers the work, showing that there is not a unanimity in current practice. On the other hand, in the states where the work is most highly developed, it is in the Teacher Training Division. The possibilities of a placement bureau have been discussed above. Because of those possibilities and in terms of a fifty percentage agreement in current practice, it is recommended that this work be given to the Director of Teacher Training.

H. It is recommended that a study, or studies, be made in an attempt to determine whether the State Director of Teacher Training should have any, and if so what, functional relationships in connection with a state teachers' retirement system. The recommendation is made because there seem to be relationships between an adequate pension system and efficient teaching.

I. Finally, in one state, the Director of Teacher

Training is charged with elementary school supervision, and in another state with both the elementary and secondary school activities of the Department. The writer believes that in small State Departments this might be a good practice until the Department's personnel is increased. The ground for this opinion is the close relationship between supervision of teachers in service and teacher training. However, in terms of current practice, it is recommended that the supervision of elementary and high schools be placed in other divisions of the Department.

III. What should be the age, training, experience, and salary of the State Director of Teacher Training?

On the basis of the findings of the chapter on personnel and the expert opinion reproduced there, it is recommended that the Director of Teacher Training be not less than thirty years of age when appointed. Probably he should be older. He ought to hold at least the Master's degree in Education. His experience should include some work in teacher training institutions. Elementary and high school experience would be of great service to him. The salary of the Director should be the equivalent of, or superior to, the salary of the individuals with whom he works throughout the state.

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## INQUIRY BLANK I

Sent to State Directors of Teacher Training

- I. Some State Departments of Education carry on the following activities. Doubtless there are other activities as well.

- A. Elementary Education
- B. Secondary Education
- C. Rural Education
- D. Vocational Education
- E. Trades and Industries
- F. Agricultural Education
- G. Home Economics
- H. Industrial Rehabilitation
- I. Normal and Teacher Training
- J. Negro Education
- K. Americanization
- L. Libraries
- M. Text Books
- N. Teacher Placement
- O. Educational Measurement
- P. Attendance and Child Accounting
- Q. Physical Education
- R. Certification
- S. Pensions and Retirements
- T. Perhaps Others

Usually these activities are grouped in certain major divisions. For example, Rural Education might be in the Division of Elementary Education; Certification, Elementary, and Secondary Education might be in the Division of Teacher Training.

1. List the activities of your State Department below, grouping these activities in the different major divisions.
2. Give salaries of department heads.
3. Make any comments or explanations which will clarify the situation.

- II. A Director of Teacher Training might have the following activities under his supervision. Doubtless there are others.

A. Teacher Training in:

1. State Teachers' Colleges
2. State University
3. State Polytechnic

A P P E N D I X

- 4. High Schools
- 5. Private Institutions
  
- B. Certification
- C. Placement of Teachers
- D. Extension Work:
  - 1. Given by the Department
  - 2. Given by Schools and Colleges
  - 3. Correspondence Work
  - 4. Group Circle Work
  
- E. Reading Circle Work
- F. Teacher Institutes
- G. Salary Schedules
- H. Pensions and Retirement
- I. Perhaps Others

- a. Give a list of the activities under your supervision.
- b. Make any comments or explanations which will help clarify the situation.
- c. If any of the above activities are carried on by the state, but by some other division, will you make that clear?

III. Personnel Study of the Director.

- A. Age \_\_\_\_\_
- B. Training in years \_\_\_\_\_ Yrs. \_\_\_\_\_ Degree \_\_\_\_\_
  - 1. College \_\_\_\_\_
  - 2. Normal \_\_\_\_\_
  - 3. Teachers' College \_\_\_\_\_
  - 4. University \_\_\_\_\_
  - 5. \_\_\_\_\_
  
- C. Experience \_\_\_\_\_ Position \_\_\_\_\_ Yrs. \_\_\_\_\_
  - 1. Elementary Teacher \_\_\_\_\_
  - 2. High School Teacher \_\_\_\_\_
  - 3. Normal School Teacher \_\_\_\_\_
  - 4. College Teacher \_\_\_\_\_
  - 5. Elementary Principal \_\_\_\_\_
  - 6. High School \_\_\_\_\_
  - 7. Normal School \_\_\_\_\_
  - 8. College President \_\_\_\_\_
  - 9. City Superintendent \_\_\_\_\_
  - 10. County Superintendent \_\_\_\_\_
  - 11. Other Professional Experience \_\_\_\_\_
  
- D. What year was the position of Teacher Training created within the Department? \_\_\_\_\_



- II. To exercise supervision over the expenditure of state normal schools and teachers' colleges 1. \_\_\_ 2. \_\_\_\_\_  
\_\_\_\_\_
- III. To elect directors or presidents of state normal schools and teachers' colleges 1. \_\_\_ 2. \_\_\_\_\_  
\_\_\_\_\_
- IV. To appoint or confirm professors, teachers, etc., of state normal schools and teachers' colleges 1. \_\_\_ 2. \_\_\_\_\_  
\_\_\_\_\_
- V. To administer the program of text-books in common schools, to assist the state school book commissioner or to fix procedure for awarding contracts, locating, depositing, etc., for distribution of text-books 1. \_\_\_ 2. \_\_\_\_\_  
\_\_\_\_\_
- VI. To locate without cost to state a normal school when funds are provided by private gift or bequest 1. \_\_\_ 2. \_\_\_\_\_  
\_\_\_\_\_
- VII. To adopt minimum requirements for evaluation of state normal schools and teachers' colleges 1. \_\_\_ 2. \_\_\_\_\_  
\_\_\_\_\_
- VIII. To prescribe courses of study for the accredited state normal schools and teachers' colleges 1. \_\_\_ 2. \_\_\_\_\_  
\_\_\_\_\_
- IX. To approve courses of study of colleges and institutions for purposes of granting state certificate for teaching 1. \_\_\_ 2. \_\_\_\_\_  
\_\_\_\_\_
- X. To determine qualifications of entrants to normal schools or teachers' colleges 1. \_\_\_ 2. \_\_\_\_\_  
\_\_\_\_\_
- XI. To grant diplomas to graduates of state normal schools or teachers' colleges 1. \_\_\_ 2. \_\_\_\_\_  
\_\_\_\_\_

- XII. To make rules and regulations for the management of state normal schools or teachers' colleges 1. \_\_\_ 2. \_\_\_\_\_  
\_\_\_\_\_
- XIII. To provide for licensing and certification of teachers 1. \_\_\_ 2. \_\_\_\_\_  
\_\_\_\_\_
- XIV. To prepare accredited list of state life certificates and life diplomas issued in other states by examination 1. \_\_\_ 2. \_\_\_\_\_  
\_\_\_\_\_
- XV. To prescribe rules and regulations for the certification or for the acceptance of diplomas of state normal schools and colleges of the state and other states 1. \_\_\_ 2. \_\_\_\_\_  
\_\_\_\_\_
- XVI. To fix conditions of attendance of teachers at or in charge of summer schools for teachers 1. \_\_\_ 2. \_\_\_\_\_  
\_\_\_\_\_
- XVII. To outline courses for reading circles or select texts 1. \_\_\_ 2. \_\_\_\_\_  
\_\_\_\_\_
- XVIII. To use other means of informing teachers 1. \_\_\_ 2. \_\_\_\_\_  
3. What? \_\_\_\_\_  
\_\_\_\_\_
- XIX. To prepare and examine teachers' training departments in high schools or other institutions 1. \_\_\_ 2. \_\_\_\_\_  
\_\_\_\_\_
- XX. To supervise, govern, or direct the work of teachers' institutes 1. \_\_\_ 2. \_\_\_\_\_  
\_\_\_\_\_
- XXI. To hold the property of state normal schools and teachers' colleges 1. \_\_\_ 2. \_\_\_\_\_  
\_\_\_\_\_

- XXII. To administer teachers' pension law 1. \_\_\_ 2. \_\_\_\_\_  
\_\_\_\_\_
- XXIII. To constitute salary fund board 1. \_\_\_ 2. \_\_\_\_\_  
\_\_\_\_\_
- XXIV. To fix, in conjunction with respective boards of special school districts and their respective trustees, a schedule of salaries for superintendents, professors, teachers, and clerical assistants 1. \_\_\_ 2. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Inquiry sent to principals of teacher training institutions

In making a study of the Teacher Training Program of the various states, I am needing some information which I trust you will not feel it an imposition to give.

Would you be so kind as to tell me:

- I. Whether all normal schools and teachers' colleges in your state are under the same board? \_\_\_\_\_  
Is this the State Board of Education? \_\_\_\_\_
- II. Is the State University, or are other state institutions, under the same board as are you? \_\_\_\_\_  
Is the State University under a separate board?
- III. What are your relationships with the State Department of Education, and with what officials of that Department do you have dealings in the main, e.g., State Superintendent, Director of Teacher Training, Supervisor of Secondary Education, etc?
- IV. Does your state have teacher training in high schools in winter, in summer, or in both?  
\_\_\_\_\_ I should be glad to get any information concerning this type of work in your state.

Thanking you for any information along these lines which you give, I am

Cordially yours,

Inquiry sent to county and town superintendents

In making a study of the Teacher Training Program of the various states, I am wondering if you would be willing to give me some information regarding Teachers' Institutes.

- I. What do you consider their function in your state? \_\_\_\_\_
- II. Are they compulsory? \_\_\_\_\_
- III. In their operation do you have any relationships with the State Department? \_\_\_\_\_
- IV. How and with what official of the Department? e.g., Director of Teacher Training, Supervisor of Secondary Education, etc. \_\_\_\_\_
- V. Kindly send me if possible a recent institute program. \_\_\_\_\_
- VI. Tell of any teacher training activities in your county or town other than institutes. \_\_\_\_\_
- VII. Any bulletins or mimeograph materials dealing with teacher training in your town or county would be very acceptable.

Cordially yours,