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Approved by:

L A Pechstein

Carter V Good

S. L. Eby

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by

Herbert B. Smith
A.B. Georgetown College 1930
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CHAPTER I

INTRODUCTION

The Problem

The purpose of this study is to present certain evidence concerning the following phases of in-service training as provided for teachers in Kentucky by approved training institutions within the State, and by those institutions in neighboring states which regularly participate in the program.

1. The extent, nature, and general organization of the in-service programs provided by these institutions during the summer of 1938 and the 1938-1939 academic year.

2. To what extent, and for what purposes, teachers now in service in Kentucky have availed themselves of the training offered in the in-service programs of these institutions during the period covered by this study.

3. The reaction of a representative group of participating teachers relative to the appropriateness and practicability of such parts of the in-service program as they have encountered

4. The activities of the State Department of Education which through its Division of Teacher-Training and Certification directly affects the in-service programs of all the institutions within the state.

5. To ascertain, in so far as it is possible from the data collected, the existing duplication of facilities, indica-

tions of wasted effort, and areas of needs not met by the present program.

6. To set forth, in the light of these findings, such recommendations as give promise of leading toward an improved long-time co-ordinated program of in-service training for teachers in Kentucky.

Background of the Problem

In 1932 the General Assembly enacted a law providing for a study of public education in Kentucky to be made under the direction of an educational commission.[1] This commission was appointed and in due season submitted a report of its findings and recommendations.[2] One of the recommendations embodied in this report was to the effect that there should be constituted in the State Department of Education a division of teacher training and certification, through which the State Board of Education might administer its program of teacher training and certification.[3] It was also recommended that the in-service training program should be strengthened, so that it would meet the needs of teachers, principals, superintendents, and board members.[4]

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[1] Kentucky Statutes, Sections 4383a-7 through 4383a-12.

[2] Report of Kentucky Educational Commission. Kentucky Educational Bulletin, Vol. I, No. 8. Frankfort, Kentucky: Department of Education, 1933. Pp. 324.

[3] Ibid., p. 64.

[4] Ibid., p. 119.

One of the direct outcomes of the report of the above mentioned Educational Commission was the preparation of a new school code for the State, under the direction of James H. Richmond who at that time was holding the office of Superintendent of Public Instruction. The Code thus prepared was adopted by the General Assembly of Kentucky in 1934.[5] One of the sections in this Code provided for the creation of a Council on Public Higher Education in Kentucky, for the purpose of coordinating the work of public higher education within the Commonwealth.[6] Another section of the Code places upon this Council on Public Higher Education the responsibility for prescribing curricula, rules, and regulations in accordance with which the various teachers' certificates shall be issued, subject to the approval of the State Board of Education.[7] This procedure led to the adoption of a complete set of new and higher standards for teacher certification, effective on and after September 1, 1935.[8]

The steps taken in the working out of these new standards

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5 Kentucky Common School Laws. Kentucky Educational Bulletin, Vol. II, No. 4. Frankfort, Kentucky: Department of Education, 1934. Pp. 232.

6 Kentucky Statutes, Section 4527-1.

7 Kentucky Statutes, Section 4502-1.

8 Kentucky Statutes, Section 4502-3.

are described in an issue of the Kentucky Educational Bulletin.[9] This publication mentions a meeting of the Council on Public Higher Education, held at Frankfort on May 6, 1935, at which prescribed curricula and rules and regulations for the issuance and re-issuance of certificates were formulated for recommendation to the State Board of Education. These recommendations were officially adopted by the State Board of Education on May 26, 1935. At a later meeting of this same body, held on August 15, 1935, a two-year period of adjustment, later changed to three years, was allowed so that teachers then in service might have a fair and reasonable opportunity to meet these new and higher standards. This latter action was taken in order to prevent an undue depletion of the certified teaching personnel of the State.

The existence of this condition gave rise to a rapidly accelerated development and extensive usage of institutional in-service training, which program, according to the officials in the training institutions and in the State Department, should continue and expand if Kentucky is to enjoy the benefits of a full corps of well-prepared teachers.

The fact that this general program of reorganization, in the procedure and standards governing the training of Kentucky teachers, has led to many new developments in this area is commonly

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9 Teacher Training and Certification Laws and Regulations, pp. 5-6. Kentucky Educational Bulletin, Vol. III, No. 7. Frankfort, Kentucky: Department of Education, 1935.

recognized. It constitutes a matter of common concern to all those interested in the progressive improvement of the educational system of the State. Even the casual observer has been able to note the increased demand for in-service training among Kentucky teachers. Those institutions serving the Commonwealth in this capacity have been doubly sensitive to this need, during the past four years, and have striven to alleviate the emergency by a program of rapid expansion.

At present the exact extent and nature of the facilities now available as a result of this expansion are unknown. The existence of such a condition accentuates the importance of a study of this kind. The varied practices of the training institutions, in handling this expanded program of in-service training, have been a source of considerable confusion and concern to the State Department.

Realizing the gravity of this situation, and acting in accordance with the powers vested in it, the Department of Teacher Training and Certification has from time to time issued suggestions, regulations, and minimum standards to be met by the training institutions. The extent and nature of the work that the State Department has been able to do in this area are perhaps best exemplified by a recent issue of the Kentucky Educational Bulletin.[10]

Such measures have in general been readily and favorably accepted by the school people of the State. The degree of stand-

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[10] Organization and Administration of Teacher Education. Kentucky Educational Bulletin, Vol. V, No. 11. Frankfort, Kentucky: Department of Education, 1938. Pp. 50.

ardization and co-ordination thus attained represents an upgrading tendency in the matter of teacher preparation. The regulations relating to correspondence and extension work have been especially valuable.[11] These regulations have served to improve the quality of the programs which have expanded so recently and rapidly in this area.

The present study is intended to assist this program of improvement by bringing together complete and accurate information regarding the institutional activities designed for in-service training purposes. It is hoped that such an account may facilitate a constructive evaluation of the work now being done, and subsequently lead to the establishment of a standardized and improved, long-time co-ordinated program of in-service training for teachers in Kentucky.

Scope of the Problem

The center of attention in this study is to be directed to those regularly qualified and duly recognized institutions within the State which are authorized by the Division of Teacher-Training and Certification to carry on a bona fide program of in-service training. The regulations relating to correspondence and extension work, set up by the Council on Public Higher Education and the State

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[11] Ibid., pp. 18-20.

Board of Education, definitely confine this work to certain institutions.[12] Item three of these regulations reads as follows:

> Extension credit may be accepted in the issuance of certificates only from standard four-year colleges which are members of the Association of Colleges and Universities of the Southern States, or the American Association of Teachers Colleges or other regional accrediting associations.

The above regulation is in agreement with the general regulations of the State Department which apply to all institutions offering curricula for the preparation of teachers. This also conforms to the definition of a standard college or university as stated by law in Kentucky.[13] At present there are eleven higher institutions located within the State which are recognized as meeting the necessary requirements, as stated above.[14] A list of these standard four-year schools, together with information regarding their control, associational affiliation, and types of curricula offered for training school workers is shown in Table I. It will be noted from this table that two of the schools do not attempt to train elementary teachers and one seeks to prepare only secondary teachers. The others have a complete program, fully approved.

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12 Ibid., p. 19.

13 Kentucky Statutes, Section 4502-2.

14 Kentucky Public School Directory 1937-1938, p. 4. Kentucky Educational Bulletin, Vol. V, No. 8. Frankfort, Kentucky: Department of Education, 1937.

TABLE I

STANDARD FOUR-YEAR COLLEGES AND UNIVERSITIES APPROVED FOR THE TRAINING OF TEACHERS IN KENTUCKY[15]

Names of Schools	Control	Accredited by	Types of Position for Which Curricula Are Offered		
			Elementary	Secondary	Administrative and Supervisory
Berea College	Private	S.A.*	X	X	X
Centre College	Church Related	S.A.		X	
Eastern Kentucky State Teachers College	State	S.A.	X	X	X
Georgetown College	Church Related	S.A.	X	X	X
Morehead State Teachers College	State	S.A.	X	X	X
Murray State Teachers College	State	S.A.	X	X	X
Transylvania University	Church Related	S.A.		X	X
Union College	Church Related	S.A.	X	X	X
University of Kentucky	State	S.A.	X	X	X
University of Louisville	Municipal	S.A.		X	X
Western Kentucky State Teachers College	State	S.A.	X	X	X

*Southern Association of Colleges and Secondary Schools

15 The information for this table was taken from Organization and Administration of Teacher Education, op. cit., p. 26.

In addition to the schools listed in Table I, two institutions located outside of the State will be included in this study because of the extent to which they regularly participate in the initial and in-service training of Kentucky teachers. These two institutions are George Peabody College for Teachers, Nashville, Tennessee, and the University of Cincinnati. The regional associational affiliations of the first of these (Peabody) are the same as those of the institutions listed in Table I. The University of Cincinnati is located in the area served by the North Central Association of Colleges and Secondary Schools and is duly accredited by that body.

Materials Used and Sources of Information

One of the first and most helpful sources of information used in this study is the State Department of Education at Frankfort. The various publications of the State Department, supplemented by the vast amount of unpublished information now on file there, and added to by the personal experience of members of the Department, are sufficient to give one a fairly concise picture of the general conditions relating to teacher training in Kentucky. A number of visits to the State Department were made by the writer during the progress of this study, and numerous conferences were held with various members of the staff there. The many official bulletins and reports compiled by the State Office, and other materials available in mimeographed form, were constantly referred to and proved to be very valuable aids throughout the entire preparation of this report.

The degree of cooperation obtained from all the institutions concerned in this study was very gratifying. In the initial stages of the study each institution was asked to furnish, in the most convenient form, information about their general organization and procedure for carrying on in-service training activities. In most cases the officials of the institutions not only sent printed materials, which seemed very adequate, but voluntarily added to this by lengthy letters or statements. These latter contributions were especially helpful in getting a proper interpretation of the program of service carried on by each institution and often called the attention of the writer to some very significant aspects of their work that might otherwise have been over-looked. Equal consideration and generosity accompanied responses to much detailed correspondence which naturally grew out of the work involved in the preparation of this report.

The records and files of the institutions were made available when necessary, and the time consumed in directing the writer to the desired information was cheerfully given. A real interest in, and enthusiasm for, the successful and timely completion of this study were manifest by all those interviewed in connection with the working out of this problem.

In virtually all cases the interviews were given over almost entirely to a clarification of doubtful points and to a verification of previously assembled data. Such being the case, it was neither practical nor feasible to attempt to employ a standard interview procedure involving a check-list, or other systematic device,

for recording data. Since each interview was essentially different from all the others, no attempt will be made to give in detail the procedure employed. Suffice it to say, however, that this study could never have been brought to a timely conclusion without the added assurance of reliability, and the increased cooperative interest, attained through the personal contacts made during the interviews.

In a number of instances, particularly those relating to schools located at a distance, the telephone interview was found to be a very helpful and convenient device for gathering and verifying data. Many such contacts were made during the progress of this report for the purpose of obtaining necessary supplementary information, not covered in previous interviews and correspondence. This method was also used to verify the accuracy of interpretations resulting from the organization and treatment of data used in this study.

Since the functional value of any in-service program is necessarily calculated quite extensively in terms of the reactions of participating teachers, an attempt was made to obtain such information as a part of this study. The entire in-service enrollment of Kentucky teachers in one of each of the five types of schools included in this study during the period covered constituted the group from which this reaction was solicited. The schools selected for this detailed part of the study were the University of Kentucky, Eastern Kentucky State Teachers College, Georgetown College, University of Louisville, and the University of Cincinnati. They may be

classified as a state university, state teachers college, private liberal arts college, municipal university, and an out-of-state school respectively. This selection seemed to afford a quite typical, as well as representative, source from which the teachers' reactions might be ascertained.

A questionnaire was prepared and submitted to each Kentucky teacher who had enrolled in in-service training courses offered by the above schools during the period covered by this investigation.[16] This questionnaire attempted to determine the purpose for which each teacher had resorted to in-service training, the particular type of training received, the aspects of the training judged by each to be of most value, particular needs for training which are not met by the present program, and suggestions for possible additions to, or modifications of, the present program that seemed to give promise of a better adaptation of the efforts of the institutions to the felt needs of the teachers.

Treatment of Data

After the general data and information were collected from the State Department of Education and from the institutions concerned in this study, an attempt was made to characterize briefly the total in-service program of each of these schools. Some attention was

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[16] A copy of the questionnaire may be found in the Appendix, page 248.

directed to such phases of the data as might be indicative of the philosophies underlying the various programs. A careful examination of these philosophies was made with the intention to discover the degree of unity of purpose existing among the institutions. An attempt was also made to reveal the basic forces that led to the establishment of the respective in-service programs, and to their subsequent development.

The above steps having been completed, a more detailed analysis of the complete program of each institution was made. The purpose of this analysis was to set forth the complete in-service activities engaged in by each school, the extent to which each activity was promoted, and the degree to which each phase of the movement was accepted and used by in-service teachers. The collection and organization of these data were made with the intention of setting forth such information as the exact title of each course offered, where and when the work was to be done, enrollment, cost to students, qualifications and institutional connection of the instructor, etc. This detailed type of study sought to cover extension, correspondence, and such campus classes as were offered in the late afternoon, evening, and on Saturday primarily for the convenience of teachers in service. A like degree of detail was also sought in regard to other in-service activities such as follow-up programs, visitation, demonstration teaching, lectures, conferences, special assistance on major problems, publications, and reports of special studies.

An analysis of the data revealed by the questionnaire was made to ascertain the respective positions of the various teachers

who had been concerned with the in-service programs of these institutions, during the period selected for this study. This analysis was designed to reveal the extent to which these teachers had been reached by the various activities promoted for them by the institutions. Considerable attention was also paid to the causes for which these teachers had resorted to such methods for increasing their training. It was felt that a careful consideration of these causes would give a much better understanding of the forces that have led to the present program of in-service training now offered for Kentucky teachers. Such an understanding should also facilitate a classification of these forces in terms of their permanence, and thereby serve a quite useful purpose to one seeking to recommend an appropriate plan of action in this area.

A careful analysis was also made of the reactions of these participating teachers relative to the appropriateness, practicability, and feasibility of the various in-service activities, of these institutions, in which they had been enrolled. Particular attention was directed to their judgments of the relative value of the areas of work that constitute the present program. This part of the study was detailed to a sufficient extent to show, for individual courses or activities within a given area, those accorded a certain degree of value. Further expression was also sought from these teachers regarding their felt need for particular training not met by the present program, and suggestions for changes that might result in a better adaptation of this work to their needs were solicited.

These steps having been completed and due consideration given to the respective positions of each group concerned with the improvement of Kentucky teachers, an evaluation was made. This evaluation was concerned with the results revealed in this investigation, including the philosophies of the training institutions and the State Department of Education, and in accordance with the general status of in-service training as it is shown in educational literature. It was felt that only upon such a basis could the in-service program of these institutions be fairly appraised, and only after such an appraisal would it be in order to recommend a program for future action.

Limitations

The factors of time, distance, numbers, and accessibility of materials are particularly pertinent in an investigation of this type. It is a matter of special regret that the writer could not spend a considerable period of time at each institution concerned in this study. Such an extended contact would have, no doubt, resulted in a better and more complete understanding of the efforts now being made by these schools to meet the in-service training needs of Kentucky teachers. An extended visit at each institution would also have enabled the writer to visit classes scheduled primarily for teachers in service, and perhaps some of the extension classes. A careful examination of the nature and quality of the work done in the above areas plus a similar consideration of corres-

pondence work and other in-service efforts, as compared with regular campus activities in the same school, would have been considerably improved by increased contacts with these phases of the work.

It was not possible for the writer to go much beyond the title, and the accompanying brief description, of the courses offered in the programs studied. A better evaluation of the work and a clearer interpretation of ensuing values probably would have resulted from a more careful examination of the content of the courses.

The questionnaire technique used to secure the reactions of the participating teachers has certain inherent limitations. The response is necessarily not so full and colorful as one might be able to secure from an interview. The fact that one undoubtedly can not anticipate all the varied responses or provide sufficient clues to induce a full reaction, in the preparation of a questionnaire, tends to reduce the reliability of judgments based upon data compiled in this fashion. An additional limitation might also be noted, in this case, in the relationship between the time that the questionnaire was presented and the date of completion of the work, upon which the response was to be based. While in many cases the response was based entirely upon a period of summer training completed several months before, others were still engaged in correspondence, extension, etc., contacts with the institutions, and the complete outcomes of such contacts could not have been known at the time. These continuing contacts may have also served to color responses concerning other in-service work offered by these institutions and previously completed by the same individuals.

The great number of valuable services carried on by these institutions without a regular schedule and not re-occurring at regularly stated intervals did not admit of a convenient and reliable summarization treatment. The extent and nature of the results of the many conferences, lectures, demonstrations, assistance on special projects, reports, publications, etc., are not easily determined.

The degree of localization accompanying a problem of this nature constitutes a definite limitation in the matter of evaluating and recommending a course of action for future development. The complete program of reorganization and subsequent up-grading of the educational system of Kentucky are of themselves a local problem, born and bred of conditions peculiar to the Commonwealth. This condition tends to off-set the value of comparisons drawn upon the basis of results attained in other general or specific areas. Furthermore, the lack of a great amount of information and of a definitely established and accepted philosophy in this area has limited the results of this study. Consequently, many of the diverse practices pointed out among the in-service activities of these institutions could not be appraised except upon their own merits. Such a criterion can not be considered sufficient to insure a wise and dependable plan of action during a period of rapid expansion like that now in progress in the area covered by this study.

These and other similar problems are of considerable interest, with a bearing upon the present problem, and should be borne in mind for consideration and investigation in future studies.

Definition of Terms

The meaning of certain frequently used terms should be clarified for the reader to insure a better understanding of the data presented in this study. The terminology adhered to is based upon that used in the National Survey of the Education of Teachers,[17] by the Curriculum Laboratory of George Peabody College,[18] and by the Kentucky State Department of Education.[19]

In-Service Activities: In-service activities include all services, provided by the training institutions, designed for the improvement of teachers in service.[20]

Campus Classes: Campus classes refers to those classes offered by the institution, on its own campus, and meeting at hours particularly convenient for teachers employed in regular school systems serving the surrounding area. Such classes usually meet in the late afternoon or on Saturday.

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17 National Survey of the Education of Teachers, Vol. V, pp. 308-319. United States Office of Education Bulletin, No. 10. Washington, D.C.: United States Office of Education, 1933.

18 Problems in Teacher Education, Vol. II, pp. 93-99. Nashville, Tennessee: The Curriculum Laboratory, George Peabody College, 1937.

19 Organization and Administration of Teacher Education, op. cit., pp. 50.

20 This definition differs from that used in some of the above sources in that it includes summer school and campus classes.

Extension Courses: Extension courses are those given off the campus but definitely organized and meeting in regular class session at stated intervals.

Correspondence Courses: Correspondence courses are those in which the work is conducted wholly or largely by mail through individual assignment sheets.

Summer Session: A summer session is a definitely organized program of classes, conferences, and other activities held on the campus of an institution between the regular dates designated for the close of one academic year and the opening of the succeeding one. It provides for a period of concentrated study usually from thirty to sixty days in length.

Field Courses: Field courses are those in which the work is conducted largely by occasional conferences, but with the major portion of the work carried on by the student in the field.

Follow-Up Work: Follow-up work is any means employed by an institution, other than regularly scheduled classes, to assist its students in making their professional adjustments.

Field Work: Field work applies to those activities engaged in by members of the faculty of an institution who are specifically employed, either full or part-time, for follow-up of graduates who are actually engaged in teaching.

Demonstration Teaching: Demonstration teaching means the teaching of regular classes of school pupils, in selected public schools or in a campus training school, by members of the training school staff or its selected representatives. The demonstration

teaching referred to in this study is that scheduled primarily for the observation of employed teachers.

Visitation: Visitation is used in this study to indicate the arrangements made by training institutions to allow for the convenient observation and study, by employed teachers, of the approved techniques used in training schools or demonstration schools.

Special Lectures and Conferences: The lectures and conferences referred to in this study are those resulting from the initiative of the training institution. They may be held on the campus of the institution or at selected centers off the campus, and may or may not be held in cooperation with other groups.

Special Assistance on Major Problems and Projects: This work may include any definite effort that the institution puts forth to help employed teachers solve major problems. A definitely organized plan of action may be maintained to facilitate this work or each case may be considered as it arises. This activity may involve the services of staff specialists, research bureaus, lectures, etc.

Publications: The bulletins, manuals, professional bibliographies, reports of research and experimentation, etc., prepared and distributed by the training institutions primarily for the benefit of employed teachers are to be considered under this heading throughout the present study.

CHAPTER II

SURVEY OF RELATED LITERATURE

Local Contributions

Some of the reported activities that have been carried on within the State, and which have a direct bearing upon this problem, were discussed in Chapter I as a part of the background of this study. One of the latest and most conclusive of the reliable sources of information in this immediate area is a recent issue of the Kentucky Educational Bulletin.[1] This publication lists and summarizes legislation that bears upon the training and certification of teachers and includes the official regulations of the State Department of Education which apply in this area. Those regulations relating to correspondence courses, extension work, summer sessions, and standards for training schools are of particular interest in connection with this study.

Several master's theses bearing upon various phases of this topic have been worked out at the University of Kentucky during the last three decades. The first of these was presented in 1912 by L. N. Taylor.[2] His study of teachers' institutes was undoubtedly

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[1] Organization and Administration of Teacher Education. Kentucky Educational Bulletin, Vol. V, No. 11. Frankfort, Kentucky: Department of Education, 1938. Pp. 50.

[2] L. N. Taylor, "Teachers' Institutes". Unpublished Master's thesis, University of Kentucky, 1912.

a timely and appropriate contribution, at that time, but it will not be surveyed in this report because teachers' institutes were abolished by law in Kentucky in 1920.[3] A later study by N. B. Miller was more concerned with general conditions, all over the country, rather than particular developments in Kentucky.[4] He sets forth a brief history of in-service training and discusses institutes, conventions, reading circles, lecture service, library service, correspondence courses, and extension courses. In a study completed in 1927, J. L. Chambers recommends for Kentucky a plan of supervision organized on a county basis.[5]

A detailed study of the correspondence work carried on under the direction of the University of Kentucky was completed in 1936.[6] This study shows that 77 per cent of those taking correspondence courses were teachers, and that 33 per cent of the courses offered were in education. Courses in history, English, and commerce

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3 R. E. Jaggers, "Organizing Teachers' Meetings in County School Systems," Nation's Schools, IV (October, 1929), 21-24.

4 N. B. Miller, "Teacher Training In Service." Unpublished Master's thesis, University of Kentucky, 1925.

5 J. L. Chambers, "A Teacher Training Program for Rural White Teachers in Kentucky." Unpublished Master's thesis, University of Kentucky, 1927.

6 Rosalind Crass, "Status and Trends of Correspondence Study at the University of Kentucky." Unpublished Master's thesis, University of Kentucky, 1936.

were next in the order of their frequency with 19, 15, and 8 per cent respectively. During the year 1935 there were 435 teachers in Kentucky who completed correspondence courses through the University of Kentucky. The institutional connections of the persons having direct charge of these correspondence courses, and the per cent of the courses directed by each are as follows: assistant professors, 34 per cent; professors, 26 per cent; heads of departments, 21 per cent; associate professors, 11 per cent; and instructors, 8 per cent.

General Philosophy of In-Service Training

There are several attitudes taken in respect to the most desirable method of teacher preparation.[7] One group holds that "initial perfection" should be sought. The claim of this group is that the well-prepared beginners will be able to go ahead with their work with no more attention from administrative and supervisory officers than is given to the experienced teachers in the same building. On the other hand there are those who hold for a "safety minimum" preparation for beginners. It is their intention to provide the beginning teacher with no more skill in class instruction than is necessary to prevent exploitation of the children and danger of initial failure. Very closely related to the latter idea is the argument that anyone who knows his subject well can

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[7] National Survey of the Education of Teachers, pp. 131-135. United States Office of Education Bulletin, No. 10, Vol. VI. Washington, D.C.: United States Office of Education, 1935.

teach it to others.

Obviously there are many readily discernible fallacies in all of the above contentions. The dynamic and progressive nature of society, coupled with a wide variation in local conditions, is enough to bring out the inherent weakness of the "initial perfection" theory. The "safety minimum" concept is likewise upset when one asks who is qualified to set forth the kind and amount of training necessary under this plan. Does such a constant really exist for all new teachers, in all positions? The writer is not disposed to attempt an answer to these and other such queries that may arise in connection with the above theories.

A third, and more hopeful, position holds that it is well to strive for both "initial perfection" and a "safety minimum", but realizes that teacher training does not stop when a job is secured. This contention is accentuated, and the importance of in-service training is magnified, when one observes the many failures and maladjustments among the present corps of teachers. But even if this were not true, and granted that pre-service training is far better today than ever before, there is still a definite place for in-service training. W. S. Gray,[8] speaking on this point, was disposed to express himself as follows:

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[8] Preparation and Improvement of Teachers, p. 43. Report of a Conference held at Northwestern University, October, 1932. Evanston, Ill.: Northwestern University, 1933.

Society is dynamic, the very concept of education is rapidly changing, and efficient service can be rendered only as adjustments are made continuously in both the content and methods of teaching.

The same relative position was taken by Judd[9] as far back as 1915. He contended that all training can not be given ahead of time, because both academic and professional materials undergo rapid changes. He also expressed a firm belief in the value of experience as an aid to the understanding and interpretation of professional materials.

Douglass[10] justifies in-service training on the following grounds: (1) the best theory available at entrance to a profession soon becomes outmoded; (2) the best workers in any field immediately set about the task of self-improvement; (3) it affords continued study of principles and practices only partially acquired in the training period; and (4) provides for the mastery of principles and practices discovered after entering the profession.

Others[11] take the attitude that no matter how well trained teachers may be upon their initial employment there is always need for continued improvement in service. They believe that the development of a real student attitude can best be accomplished by training in service.

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[9] C. H. Judd, Normal School Extension Courses in Education, pp. 771-777. National Education Association Proceedings, 1915.

[10] A. A. Douglass, The American School System, p. 426. New York: Farrar and Rinehart, Inc., 1934.

[11] J. D. Russell, Floyd W. Reeves, and C. C. Ross, Report of a Survey of the Public Schools of Shelbyville, Kentucky, p. 133. Bulletin of the Bureau of School Service, Vol. I, No. 1. Lexington, Kentucky: University of Kentucky, 1928.

Some of the more specific incentives that tend to operate in such a way as to bring increased emphasis upon in-service training have been enumerated by Foster.[12] The more familiar items included on his list are the rules and regulations of standardizing agencies, elevation of certification requirements, salary increments based on additional preparation, competition of younger and better trained teachers, financial inability to take time off for further training, and the general elevation of teaching from the artisan to a professional status. The relationship of some of these to the problem is intensified because of their incorporation in legislative acts.

Perhaps the best example of the legislative influence upon in-service training may be found in certification requirements. Stine[13] summarized this relationship for certain types of certificates, in all of the forty-eight states, in 1935. His findings are shown in Tables II and III. From these data, and other observations made during the study, he concluded: (1) that the lack of pre-service training must be offset by increased in-service education; and (2) that stringent regulations requiring more in-service education for renewable and exchangeable certificates are desirable.[14]

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[12] Frank K. Foster, "Trends in Summer Sessions for Teachers," School Life, XVII (April, 1932), 155.

[13] Mark E. Stine, "In-Service Education for Teachers," School and Society, XLI (April 27, 1935), 582-84.

[14] Ibid., p. 584.

The practice of allowing salary increments for increased preparation has widened the scope of interest in the in-service training problem. School officials and the general public both have begun to manifest some concern over the nature and amount of such training. This is especially true regarding additional training taken while holding a full-time job. Chamberlain[15] sets forth this view very clearly and emphasizes the fact that additional pay for merely amassing credits toward a degree is not justifiable. He maintains that the nature of the courses should be considered and that additional pay should be allowed only for training that increases the efficiency of the teacher.

To further this end he maintains that a proper balance be kept between academic and professional training, and that the in-service training program of a teacher be supervised by the superintendent or some one delegated by him.[16] The latter point is also made by Russell, Reeves, and Ross in connection with their survey of the schools of Shelbyville, Kentucky.[17] They also suggest that in-service training be based upon an analysis of the specific shortcomings of each individual teacher concerned. Foster[18] feels that

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[15] Leo M. Chamberlain, The Teacher and School Organization, p. 251. New York: Prentice Hall, 1936.

[16] Ibid., p. 52.

[17] J. D. Russell, Floyd W. Reeves, and C. C. Ross, op. cit., p. 123.

[18] Frank K. Foster, op. cit., p. 153.

TABLE II

SUMMARY OF KINDS OF RENEWABLE CERTIFICATES FOR VARIOUS FIELDS OF SERVICE, 1935

Field of Service	Kinds of renewable certificates issued	Number requiring in-service education for renewal	Per cent requiring in-service education for renewal
Elementary	114	47	41.2
Secondary	36	14	38.9
Supervisory	34	18	52.9
Special	68	19	27.9

TABLE III

SUMMARY OF KINDS OF EXCHANGEABLE CERTIFICATES FOR VARIOUS FIELDS OF SERVICE, 1935

Field of Service	Kinds of exchangeable certificates issued	Number requiring in-service education for exchange	Per cent requiring in-service education for exchange
Elementary	107	47	43.9
Secondary	57	25	43.9
Supervisory	29	18	62.1
Special	48	25	52.0

too much emphasis is being placed on degrees and not enough on increased teaching efficiency. He contends that qualitative rather than quantitative values must be stressed.

There is also a growing conviction that individual training schools should assume considerable responsibility for the success of the teachers they train, and to a lesser degree the success of all the public schools in their respective districts.[19] There is no doubt but that mutual benefit would be derived from a properly coordinated program of this type. The training school should be able to serve as a recognized leader and a giver of sound educational advice, while a close contact between the training institutions and the public schools should offer many valuable suggestions for improving the teacher-training program. The following quotation from Higbie[20] is also indicative of the existence of this attitude:

> State teachers' colleges are established, not primarily for the benefit of the students enrolled, but directly for the service of public education in the state and in the country . . . . . Each institution should recognize a definitely limited area and seek to serve it.

Summer Schools

Brief Historical Sketch.- The beginning of the summer school movement is alleged to have been distinctly American in

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[19] W. S. Learned and Others, The Professional Preparation of Teachers for American Public Schools, p. 252. Bulletin of the Carnegie Foundation for the Advancement of Teaching, No. 14. New York: Carnegie Foundation for the Advancement of Teaching, 1920.

[20] E. C. Higbie, "Ways a Teachers' College Can Help the Novice in Teaching," Nation's Schools, IX (February, 1932), 47.

origin. All the available evidence seems to indicate that this development, along with many of our other methods for in-service education of teachers, came into use in the period between 1870 and 1890. Harvard University is credited with the beginning of the first summer school, as a distinct unit, in 1872.[21] This unit was in the form of a summer zoological laboratory on Penikese Island in Buzzard's Bay.

Prior to this date the American or National Lyceum is mentioned by Willoughby[22] and Judd[23] as an influential force contributing to the summer school idea. Adams[24] emphasizes the influence of a contemporary movement known then as the "University of the People," but now referred to as the Chautauqua.

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21 W. W. Willoughby, The History of Summer Schools in the United States, p. 898. Report of the Commissioner of Education, 1891-92, Vol. 2. Washington, D.C.: United States Government Printing Office, 1894.

22 Ibid., p. 898.

23 C. D. Judd, The Summer School as an Agency for the Training of Teachers in the United States, Chap. 2. George Peabody College Contributions to Education, No. 3. Nashville, Tennessee: George Peabody College for Teachers, 1921.

24 Herbert B. Adams, Chautauqua: A Social and Educational Study, pp. 977-1077. Report of the Commissioner of Education, 1894-95, Vol. 1. Washington, D. C.: United States Government Printing Office, 1896.

By 1890, over one-hundred summer sessions were maintained by colleges or universities, religious groups, teachers' assemblies, and as private business organizations.[25] For the summer of 1894, Weeks[26] indicates that over one-hundred higher educational institutions were operating summer sessions; and in addition he claims that twice as many more county, state, private, and independent summer schools were distributed over forty states. This belief is substantiated by a report of a total of 319 summer schools in 1895.[27]

The National Education Association reports 674 summer schools in 1915 and 654 for 1931.[28] The decrease was attributed to the discontinuance of a number of the independent summer schools, but a considerable increase was noted in institutional summer sessions. It was indicated that more than nine-tenths of the teachers' colleges now conduct such units.

In regard to enrollment, the National Education Association reports 118,307 in 1911, and 425,100 in 1931. In the latter year 275,148 summer students, or a number equivalent to 28.6 per cent of

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25 W. W. Willoughby, op. cit., p. 898.

26 Stephen B. Weeks, A Check List of American Summer Schools, pp. 1488-1503. Report of the Commissioner of Education, 1894-95. Washington, D.C.: United States Government Printing Office, 1896.

27 Ibid., p. 1491.

28 "Growth of Summer School Attendance," Journal of the National Education Association, XX (November, 1931), 298.

the total teachers in the United States, were enrolled in courses in education.[29]

A summarization of certain data showing the distribution and extent of summer school enrollment of teachers in the various states was made by Cattell in 1930.[30] The present writer has tabulated certain parts of Cattell's data which seem pertinent to this study. Table IV shows the number of summer schools for teachers in those states having the greatest number of such units. The states having the highest percentage of their teachers enrolled in summer schools are shown in Table V.

It is interesting to note that only one of the four states having the greatest number of summer schools for teachers appears in the list of the four having the largest percentage of their teachers enrolled. Tennessee with only nineteen summer schools for teachers led the nation with fifty-eight per cent of her 18,200 teachers in summer schools. New Jersey was at the bottom of the list with a similar enrollment of 8.4 per cent. The latter condition was explained by the fact that New Jersey has the longest school term of any state.[31]

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29 Ibid., p. 298.

30 J. M. Cattell, ed., "Enrollment of Teachers in the Summer Schools," School and Society, XXXII (December 6, 1930), 756.

31 Ibid., p. 756.

TABLE IV

STATES HAVING THE GREATEST NUMBER OF SUMMER SCHOOLS FOR TEACHERS IN 1930

State	Number of Summer Schools
Pennsylvania	45
Texas	41
Ohio	37
New York	36

TABLE V

STATES HAVING THE LARGEST PERCENTAGES OF THEIR TEACHERS ENROLLED IN SUMMER SCHOOLS IN 1930

State	Per Cent of Teachers Enrolled in Summer Schools
Tennessee	58
Colorado	54
Oklahoma	53
New York	30

Purposes and Trends.- It is readily obvious that many of the same specific forces that tend to increase the general demand for in-service training, enumerated in an earlier part of this chapter, may be translated into purposes for which summer schools exist. Little hesitancy is noted on the part of many directors of summer sessions in stating that their offerings afford opportunities to meet in-service educational requirements, extend or raise the grade of certificates, or finish desired degrees. Other directors are quite fluent with their claims about the fine vacation and recreational opportunities connected with their summer sessions.

On the other hand, there is noted a distinct tendency for students in summer sessions to avail themselves of the opportunity to obtain work with noted teachers in great institutions, not otherwise available. Some of the more prominent institutions are catering chiefly to graduate students and are emphasizing individual research activities on a more or less purely professional basis. Professional improvement and intellectual development, without regard to credits, was ranked third by 333 directors of summer sessions as the result of a survey made by Foster.[32] The two purposes ranked higher were: (1) to allow employed teachers to earn degrees; and (2) to help teachers meet certification requirements. These directors represented the following five types of institutions: universities, colleges, junior colleges, teachers' colleges, and

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[32] Frank K. Foster, op. cit., p. 154.

normal schools.

Douglass[33] insists that the awarding of "credit" has greatly limited the results of in-service training in our summer schools. He also feels that the policy of laying down specific source requirements and following assignments causes the teachers to be dependent upon authority, and makes it especially hard to adapt the work to the practical problems of the teachers. Foster[34] has also indicated that summer schools for teachers should be free from tradition, cater to the practical needs, and offer opportunities for experimentation.

Another important development in recent years, particularly in some institutions, is the tendency for the summer session to become a more integral part of the regular program.

What Teachers Want in Summer School.- The difficulty in getting authentic information on this topic lies in the fact that so many forces, other than the teachers' own felt needs, tend to operate in a dictatorial way. The prescription of certain courses to meet certification requirements, and to obtain degrees, tends to offset the will of those being trained. This condition also invalidates the idea of calculating the wants of the teachers from the frequency with which they select certain courses.

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33 A. A. Douglass, The American School System, p. 428. New York: Farrar and Rinehart, Inc., 1934.

34 Frank K. Foster, op. cit., p. 155.

Learned[35] tried to get at this phase of the problem by surveying experienced teachers. He studied a group of 163 teachers with a median teaching experience of seven years. Thirty-six of this group had taught only in the elementary school, twenty-nine in high school only, and ninety-five in both elementary and high school. Three did not indicate at what level they had taught. Of this number, ninety-five indicated that academic courses in the subjects they were teaching had been of most benefit, while sixty-three favored professional courses in education. In a more specific tabulation these same teachers ranked the following groups of courses, in the order of their helpfulness, as indicated below.[36]

1. Special methods in the subjects taught
2. General methods or principles of teaching
3. Psychology
4. Practice teaching with supervision
5. Administration
6. Observation of teaching
7. Courses in particular city or state courses of study
8. Courses in the history of education
9. Other professional courses

Foster[37] found an increasing demand for professional education courses; and a decided upward trend in music, physical

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35 W. S. Learned and Others, The Professional Preparation of Teachers for American Public Schools, p. 442. Bulletin of the Carnegie Foundation for the Advancement of Teaching, No. 14. New York: Carnegie Foundation for the Advancement of Teaching, 1920.

36 W. S. Learned and Others, op. cit., p. 442.

37 Frank K. Foster, op. cit., p. 154.

education, library training, research, and experimentation. These findings seem to parallel quite closely the implications of the contemporary reorganization movement in the public schools.[38] They also seem to reflect the move toward the professionalization of teaching, and imply a certain amount of progress toward the establishment of a scientific basis for the study of educational problems.

Extension Services

The Development of Extension Services.- Some inquiry into the early development of extension work has been made by Reber.[39] A study by Maul gives more recent information, particularly concerning correspondence study.[40] Early reports of the Commissioner of Education in the United States Office of Education

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38 H. B. Smith, "The Curriculum in the Large Senior High Schools in Kentucky," Chap. 3. Unpublished Master's thesis, University of Cincinnati, 1936.

39 Louis E. Reber, "University Extension," The Association of American Universities, pp. 53-67. Journal of the Proceedings and Addresses, 1910. Chicago: University of Chicago Press, 1910.

40 Ray C. Maul, "A Study of the Administrative Practices in Correspondence Study Departments of Teachers' Colleges and Normal Schools," chap. 3. Kansas State Teachers College, Studies in Education, Vol. I, No. 1. Emporia, Kansas: Kansas State Teachers College, 1930.

are a valuable source of information in this area.[41]

According to the above accounts much extension work was carried on long before any appropriation was made for this purpose. Some form of extension work was reported in twenty-eight states and territories as early as 1891, which was the date of the first state appropriation, made by New York, for such services. By 1910, fifty-four colleges and universities reported that they conducted extension work. The nature of their activities was much the same as is commonly found in use now. Such work included agricultural extension, free lecture courses, demonstrations, correspondence work, etc. Nearly three-fourths of the state universities and colleges were offering general extension work in 1909, and more than half of their students, in such work, were teachers.

Among individual institutions, the University of Chicago, under the leadership of William Rainey Harper, stands out as an early leader in this field. In 1907-08, the attendance at extension lectures given by this institution was 53,141. The University of Wisconsin also played a very prominent part in the early development of correspondence study.

After 1907 there was a very rapid development in exten-

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[41] United States Bureau of Education, Reports of the United States Commissioner of Education, 1898-99, Vol. 1, pp. 903-07; 1900-01, Vol. 1, pp. 232-34; 1902, Vol. 1, pp. 1077-80. Washington, D.C.: United States Government Printing Office, 1902.

sion services. The United States Office of Education reports an increase in enrollment in extension courses from 70,031 to 195,549 between 1919 and 1929.[42] Correspondence courses grew even more rapidly in the same period, showing an increase of from 9,343 to 88,417. Of the over eight-hundred institutions reporting in 1929, 445 provided some form of extension services, and 109 of the latter number were teachers' colleges or normal schools.

Deyoe made a study of extension work in forty-five institutions located in thirty-three states.[43] The extent of the development of the work in these schools is shown in Table VI.

TABLE VI

TRENDS IN THE NUMBER OF STATE NORMAL SCHOOLS AND TEACHERS COLLEGES OFFERING EXTENSION AND CORRESPONDENCE COURSES

Types of Courses	Number and Per Cent of Institutions							
	1903		1913		1923		1933	
	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent
Correspondence . .	2	.04	7	.16	20	.44	15	.33
Extension			3	.07	21	.47	23	.51

42 United States Office of Education, Statistics of Universities, Colleges, and Professional Schools, 1929-30, pp. 10-11. Biennial Survey of Education, 1928-30. Washington, D.C.: United States Government Printing Office, 1931.

43 George P. Deyoe, Certain Trends in Curriculum Practices and Policies in State Normal Schools and Teachers' Colleges, p. 19. New York: Bureau of Publications of Teachers' College, Columbia University, 1934.

A study of the geographical distribution of extension services indicates that the Central States have the largest proportion of institutions engaged in this work. However, the most rapid increase in this type of service has occurred in the Southern States during the last decade.[44] Evenden reports very little work of this kind in the Eastern States.[45] Such a condition is probably due in part to the density of population, and to the proximity of recognized institutions.

From a study of 125 schools in forty-two states, made by McKenny, one learns that eighty-four of them offer extension work and sixty-eight allow credit for the completion of the courses.[46] He also reports that a check on fifty-nine of these schools indicated that they had a total of 51,999 resident students and 23,928 or 46.3 per cent as many extension students.

Extension Courses.- The rapid expansion of extension services to all parts of the country has brought an even greater expansion in the content of courses and fields of interest for work in these courses. The problem of catering to the diverse interests of

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44 Ibid., p. 19.

45 E. S. Evenden, "Correspondence and Extension Work," The Ninth Yearbook of the American Association of Teachers' Colleges, pp. 54-62. Washington, D.C.: National Education Association, 1930.

46 Charles McKenny, "Extension Work in Teachers' Colleges," National Education Association Addresses and Proceedings, 1926, pp. 294-96. Washington, D.C.: National Education Association, 1926.

widely separated groups, under different environmental conditions, is quite a step from campus work. However, there are certain forces that tend to modify the individual adaptability of the content of extension courses. As a rule, those courses are offered which seem to have the promise of drawing a larger group, and as such they are often more broad than deep. Likewise, these courses are often built around the idea of satisfying some requirement, certification or otherwise, and the content is thus definitely limited.

There is, also, nearly always present the problem of apparently misguided interests. Teachers in service do not always select the type of extension work that seems most practical for them. The data shown in Table VII afford a good illustration of this point.

TABLE VII

EXTENT OF THE ENROLLMENT OF TEACHERS IN CERTAIN EXTENSION COURSES OFFERED BY HIGHER INSTITUTIONS IN INDIANA, 1925-26

Course Title	Number of Classes	Enrollment
History of the Hebrew Commonwealth	126	5,616
Modern Methods in Teaching	35	860
Adolescence and High School Problems . . .	18	394
Chief Contemporary Dramatists	13	311
Methods of Teaching Arithmetic	13	280

This table was made from certain data collected by Reeves.[47] It indicates the extent of the enrollment of teachers in some of the more popular extension courses offered by the higher institutions in Indiana.

The existence of certain local requirements, making it mandatory for teachers to obtain a specified amount of additional training within a certain period, is also decidedly detrimental to the quality of extension work.

The realization of these problems on the part of all those concerned, together with the adoption of certain administrative procedures, may lead to considerable improvement in extension instruction. The use of regular staff members as teachers of extension classes should help to standardize the quality of the work and tend to keep it close to the same quality as the equivalent campus course. Reeves found that sixty per cent of the extension classes in Indiana were taught by regular staff members.[48] In a special study of ten middle-western institutions McKenny learned that five of them, or fifty per cent, use their regular professors for extension teaching.[49]

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47 F. W. Reeves and Others, Report of a Survey of the State Institutions of Higher Learning in Indiana, p. 182. Indianapolis, Ind.: Survey Commission on State Supported Institutions of Higher Learning, 1926.

48 Ibid., p. 174.

49 Charles McKenny, op. cit., p. 295.

In the same study by McKenny there is definite evidence of another development in extension work, in that nine of the ten institutions studied had organized special extension departments to coordinate the work.[50] Reeves also suggests in connection with his recommendations, as a result of the above study, that a more prominent part should be taken by the state department of education in the matter of coordinating and standardizing extension work.[51] Barnett goes a step farther than this and proposes a unification of all forms of in-service training under the state department, and in cooperation with the local units.[52]

Correspondence Courses.- Much of the above discussion concerning extension classes applies in an equal measure to correspondence courses. Both have been recognized by some of our leading educators as a vital force in the elevation of the teaching profession. Judd claims that they are the most obvious method of supplementing local supervision in the continued training of teachers, and also that any such contacts between the training school and the field are very healthy for both.[53] Butcher contends that these two stand

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50 Ibid., p. 295.

51 F. W. Reeves and Others, op. cit., p. 178.

52 Albert Barnett, "Improvement of Teachers in Service," Texas Outlook, XIV (October, 1930), 11-12.

53 C. H. Judd, "Normal School Extension Courses in Education," National Education Association Addresses and Proceedings, 1915, p. 772. Washington, D.C.: National Education Association, 1915.

out above all other methods in the up-grading of teachers.[54]

Regardless of the degree to which one is willing to accept the above views, there is no doubt that a great amount of good has come as a result of such a widening of the educational influence of our institutions.

Many advantages can be suggested in favor of correspondence courses. They, of course, should be properly considered in the light of the fact that regular residence work is not possible for all people. In correspondence courses a student can begin at any time and progress at his own rate, along the lines of his interests. Little is required by way of equipment, the administration of the course is comparatively easy, and the cost is not prohibitive. McKenny found the cost of correspondence courses to be only eight per cent of the cost of the same course taken while in residence.[55]

In spite of the above considerations it is generally recognized that residence work is far more desirable than extension courses, and extension courses are much preferred over correspondence work. In checking with all the schools belonging to the American Association of Teachers Colleges, Evenden found that eighty per cent

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54 Thomas W. Butcher and Others, "The Training of Teachers in Service," National Education Association Addresses and Proceedings, 1926, p. 307. Washington, D.C.: National Education Association, 1926.

55 Charles McKenny, op. cit., p. 295.

of them considered extension work more satisfactory than correspondence.[56]

Other Extension Services.- Conferences, supervision, follow-up, lecture service, library service, museum service, research, placement and radio service constitute the group of activities generally considered as falling within this classification.[57] It is obvious that there is much overlapping in these, and also that no such list is inclusive enough to take in all the miscellaneous activities performed in this area. Perhaps the best way to illustrate this point is to give a concrete example. Davis made a study of the supervisory activities of twenty-seven training institutions, and found that all of the activities listed below were classed as supervisory by them.[58]

1. Mimeographed helps mailed to teachers
2. Occasional visits by members of the training school staff
3. Talks before groups of teachers
4. Sending out experienced teachers for extended visits
5. Extension classes
6. Maintenance of model rural schools
7. Score card ratings of teachers by local superintendent and followed up by the normal school
8. Correspondence courses

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56 E. S. Evenden, op. cit., p. 56.

57 National Survey of the Education of Teachers, pp. 308-13. United States Office of Education Bulletin, No. 10, Vol. V. Washington, D. C.: United States Office of Education, 1933.

58 W. R. Davis, "Supervision by Teacher-Colleges of Teachers in Rural Schools," School Life, XVI (September, 1930), 15-16.

Others writing on this topic, such as Barnett, strongly recommend that institutions be more concerned with follow-up work, but they do not outline just what activities should be included in the program.[59] Higbie makes a more specific recommendation.[60] He advocates a program of follow-up supervision carried on by a staff of regularly employed supervisors, but he does not give the details of how such a procedure could be operated without conflicting with local authorities.

Regardless of the exact extent of any of these phases of institutional aids to, and contacts with, teachers in service one must admit that they all are valuable in some degree. The chief job seems to consist first, not in determining what should or should not be done, but in coordinating the existing activities so as to derive maximum benefits from them. This program of coordination should include all phases of institutional efforts to aid teachers in service.

Trends in Institutional In-Service Training

In 1891, twenty-eight states and territories offered some form of extension work. During the period from 1920 to 1930 enroll-

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[59] Albert Barnett, op. cit., p. 12.

[60] E. C. Higbie, "Ways the Teachers College Can Help the Novice in Teaching," Nation's Schools, IX (February, 1932), 47-50.

ment in these courses rose from 70,031 to 195,549. By 1929, of more than eight-hundred teachers colleges, normal schools, colleges and universities in all parts of the country, 443, or 55.4 per cent, had some extension service. The majority of these schools gave class extension work.[61]

Nearly all organized in-service education of teachers is conducted by five types of agencies. Among the recognized institutional agencies are included: (1) private normal schools; (2) municipal and state normal schools and teachers colleges; (3) special schools, proprietary and eleemosynary; (4) public and private colleges of arts and sciences; and (5) schools, colleges, and departments of education in private and public universities.[62]

During the one-hundred years since the "normal school idea" had its inception and steady growth in acceptance teacher preparation institutions have increasingly taken the attitude that they are not furnishing a finished product.[63] A comparison of studies made a decade ago with recent studies show that teachers, and college people who were training teachers, then had different opinions regarding in-service training from those held at present. In 1923, the ten

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61 National Survey of the Education of Teachers, op. cit., p. 83.

62 Ibid., p. 335.

63 F. L. Whitney, "Trends in Teacher Education Follow-Up," American School Board Journal, XCIV (February, 1937), 42.

items indicating felt needs as listed by alumni differed as widely from those of the present day as did the lists of the college people of the same date. According to the present-day opinion of the presidents of forty-three teacher preparation centers, these needs are as follows: alumni secretary, teaching success reports, placement bureau work, regular visitation after graduation, demonstration teaching, extension courses, library service, college publications distributed, cooperative curriculum making, and irregular faculty visitation on request.[64]

Higbie says that all colleges should feel the need of a localized service in order to help the institution keep up with its outgoing product and discover any weaknesses that might endanger the reputation of the institution. This plan does not aim to give new methods to teachers visited, but to make their work fit the teachers to the teaching field, and to develop leaders and not followers in education.[65] He also suggests a plan of follow-up by having a supervisor from the teachers' school visit employed alumni in the field to get a correct idea of what is being done by the graduate.[66]

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64 F. L. Whitney, op. cit., p. 42.

65 E. C. Higbie, Follow-Up Activities of a Teacher-Training Institute With Its Graduates in Rural Schools, pp. 24-25. United States Bureau of Education Bulletin, No. 6. Washington, D.C.: United States Bureau of Education, 1928.

66 E. C. Higbie, "The Wide Concept in Teacher-Training," American Educational Digest, XLVI (June, 1927), 440.

Kyte feels that each institution should develop a special follow-up service for the benefit of its graduates.[67] Similarly, Maxwell states that the normal school practice school does not present the same type of problem that the teacher meets when he conducts his own school, therefore, the normal school should still feel responsible for the welfare of the graduate after he is placed in the field.[68] Mead, of the University of Florida, gives an account of the program of the new Laboratory School and the plan for holding special sessions of the school on selected Saturdays at which times the teachers might observe the work of that school.[69]

An interesting study of how the colleges in eight north central states consider the follow-up work of teachers has been made by Olson.[70] By using the questionnaire method of investigation he found that forty-seven colleges in this area had provided follow-up

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67 George C. Kyte, "The Growth of Elementary School Teachers," Educational Administration and Supervision, XXI (September, 1935), 413-20.

68 C. R. Maxwell, "Relation of the Normal School to Its Graduates in the Public Schools," School and Society, III (June 8, 1916), 918-30.

69 A. R. Mead, "Using a Laboratory School for Demonstration for Teachers In-Service," Educational Administration and Supervision, XXII (February, 1936), 1934-40.

70 O. S. Olson, "Follow-Up Practices in Teacher Training Colleges in Eight North Central States," Educational Administration and Supervision, XXI (January, 1935), 45-50.

service for periods of time varying from one to twenty-four years. These colleges used questionnaires and bulletins, and also visited the schools in which the alumni were located in order to keep in touch with the former graduates.

As early as 1917, McCracken advocated that the normal schools provide yearly readings and school visitations for observational purposes as a means of after-service for the graduates of each institution. The observation was to be provided in schools open on Saturdays to accommodate teachers in service. He did not approve of the use of practice schools for this purpose but did approve of the use of schools located in the same system where the observer could see work similar to their own being done by teachers on a similar level of understanding.[71]

That the teachers college is the appropriate agency for providing helping teacher service to assist teachers in the field is the belief of Zeigel.[72] He suggests that it be done in the following ways: discover weaknesses in teaching or discipline and determine its nature; devise means to be applied and methods of procedure in improving instruction; and provide a procedure in re-

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[71] Charles McCracken, "A Systematic Plan for the After-Training of Normal School Graduates," National Education Association Addresses and Proceedings, 1917, pp. 404-10. Washington, D.C.: National Education Association, 1917.

[72] W. H. Zeigel, "Helping Teacher Service," Peabody Journal of Education, V (September, 1927), 109-12.

testing to check the final results and to discover net progress.

Many authorities take the stand that each state owes to its public school system the type of supervision embodied in the helping teacher service. Some claim that it is a necessity, and measured in terms of service, that it is a public economy. Brown[73], Emerson,[74] and Whitney[75] present extensive descriptions of the endeavors of teachers colleges and universities to provide opportunities for teachers in-service to obtain additional training. Extensive as this type of service may be in some institutions, nationally, only a beginning has been made in the practical and important program of college, normal school and university contributions to teachers in-service.[76]

The work of in-service training is summarized by Wightman as follows:[77]

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[73] Francis J. Brown, "College and University Education for Teachers In-Service." Unpublished Doctor's dissertation, New York University, 1932.

[74] D. W. Emerson, "The State Teachers College as an Agency in the Training of Rural Elementary Teachers In-Service." Unpublished Doctor's dissertation, University of Oklahoma, 1932.

[75] F. L. Whitney, "Effective Factors in the Growth of Teachers In-Service," American School Board Journal, LXXIV (June, 1937), 41-42.

[76] George C. Kyte, op. cit., pp. 413-20.

[77] Claire Wightman, "Follow-Up Work: Its Connotations and Denotations," Educational Administration and Supervision, XXII (February, 1936), 160.

It gives a setting which is in harmony with a modern definition of education. It is the auxiliary agency for progressively reconstructing the experiences of the teacher. It makes for a clearer understanding by the teacher, his employer, and the normal school, of the problems confronting the teacher and thereby makes for better teacher training. It makes of teacher training a continuous process, something that is never finished. It is a co-operative enterprise in which all search for truth is welcome. As such, it deserves a place in the program of every progressive teacher-training institution.

Summary

This survey of the literature related to this study indicates that institutional in-service training for teachers has occupied a place in the teacher-training program for over fifty years. Summer schools, extension courses, correspondence courses, conferences, lectures, and follow-up programs seem to comprise the list of activities in which there has been the greatest development. All types of teacher-training institutions have made use of these devices as a means of promoting the continued growth of teachers in service. The adoption of higher standards of certification and the regulations set up by local boards of education constitute two of the chief forces responsible for the present extent of the in-service training program. The realization on the part of employed teachers that they do not have all the training necessary for the efficient discharge of their professional duties also tends to stimulate the training institutions in their attempts to meet this deficiency. It has also come to be generally recognized and accepted by all types of training institutions that they have a definite responsibility to serve and to improve the schools located in their respective areas.

CHAPTER III

ORGANIZATION OF INSTITUTIONAL SERVICES

General Considerations

This chapter will present a comprehensive picture of the conditions existing among the institutions concerned in this study, relative to their administrative organization, departmental and divisional relationships and responsibilities, and their general rules and regulations pertaining to in-service training activities. These data were assembled from interviews with officials at the various institutions; from catalogs, bulletins, and other printed or mimeographed materials prepared for distribution; and reports made to the State Department of Education by individual schools on the organization and progress of various phases of their work. In all cases these data apply to the period covered in this study.

The organization and general sequence of presentation adhered to in this chapter will be essentially the same as that used throughout this study. However, certain limited areas of work, which are not typical of general conditions, will be reserved for treatment in other chapters where a more detailed consideration may be permitted.

Summer Sessions

All of the eleven approved teacher-training institutions covered in this study, and located within the State of Kentucky,

conduct annually a regularly organized summer session. Nine of these eleven institutions do not grant graduate degrees in education and hence confine their summer school offerings to the undergraduate level. However, many of the administrators interviewed in connection with this study pointed out the fact that a great many of their summer students had already received their A.B. or B.S. degrees. They were not able to give the exact extent to which this condition was true, but they did offer three reasons for its existence. First, many in-service teachers with degrees find it desirable to take additional undergraduate courses in the subject field in which they are teaching. Second, many in-service teachers need additional courses in education for the extension, renewal, or up-grading of their certificates. Third, local school systems often require their teachers to continue their training to a certain minimum extent after they are employed.

It is, of course, obvious that the two latter reasons affect the enrollment of in-service teachers in the summer schools of the University of Kentucky and the University of Louisville, where graduate degrees are granted. In no case was there found among those interviewed the conviction that the offering of graduate work in fields other than education had any definite place in the in-service training program of the elementary and secondary teacher.

Eight of the eleven schools mentioned above administer their summer programs through the same channels, and by the same officials that serve during the regular year, without any change in

their titles or in their responsibilities. The other three (Georgetown College, University of Kentucky, and University of Louisville) designate for the summer a chief executive officer known as the Director of the Summer Session. Since in each case the bulk of the summer offering has been in the general field of education, it has become customary to appoint the head of the department of education to this position. In the University of Louisville all courses in education come under the Division of Social Administration and, therefore, the head of that Division has charge of the summer session.

The Dean of the Teachers College of the University of Cincinnati serves as the Director of the Summer Session at that institution. At Peabody, the other school located outside the State, the Summer Quarter is an integral part of the school year and is administered in exactly the same manner and by the same officials as the other three Quarters.

In all the institutions studied, the regular instructional force is supplemented for the summer term by "visiting professors." Among these at each school may be found one or more persons who are particularly well-known for their work in some particular field or phase of education.

It has already been pointed out that the Summer Quarter at Peabody College is not essentially different from the other three Quarters, as regards its administration. The same is true for its calendar, admission requirements, and student load. The normal

maximum student load is fourteen semester hours for the quarter. Nine of the remaining twelve schools, including the University of Cincinnati, conduct a summer session made up of two terms of five weeks each. The normal maximum load for such a session is fourteen semester hours in each case. The University of Cincinnati conducts, in addition to the two regular summer terms, a two-week "inter-session" just before the beginning of the regular program. An outstanding leader in some phase of education is brought to the campus for this period. Two semester hours of credit are allowed for the successful completion of this course.

The University of Louisville has a single summer term of six weeks duration and recommends eight semester hours as the maximum student load for that period. Centre College provides an eight-week summer term in which a student may complete nine semester hours of undergraduate work. Berea has a nine-week summer term in which twelve undergraduate semester hours may be earned.

Considerable difficulty was encountered in attempting to get an accurate account of the enrollment of in-service teachers in the various summer sessions. Several of the administrators interviewed were strenuously opposed to having a detailed report on their schools entered in a report of this kind. However, they did consent to the idea of reporting the maximum and minimum limits along with medians, etc. Some schools did not have available in their files certain data that might have added considerably to this report. Only three schools were able to indicate the exact number of in-service teachers enrolled in their summer terms. All the

others indicated the number of different individuals enrolled in one or more courses in education.

The range of such summer enrollment among the eleven schools located within the State was from 43 to 1383. All of the latter figure were definitely known to be in-service teachers and of that number 327 were taking courses at the graduate level. The median summer enrollment for these schools, during the term surveyed, falls within the interval 250 to 275. There were 467 Kentuckians enrolled in education courses at Peabody for the quarter in question. Eighty-four in-service teachers from Kentucky took courses in the Teachers College at the University of Cincinnati during the same period. Sixty-seven of these were working at the graduate level. When the difference between the enrollments of the first and second summer terms in the nine schools having a divided session is considered, it is noted that the first term is approximately two and one-half times as large as the second.

The financial remuneration received for summer teaching, by the regularly employed faculties, is separate from and over and above their contracts for the regular term. At Peabody any three quarters are considered as constituting a regular term and those of the faculty who work all four quarters receive additional pay at a corresponding rate. No evidence was encountered in this investigation which would indicate the existence of any uniformity of policy being practiced with regard to the payment of visiting professors or other

members of the summer faculties, not on the regular staff of the institution. Those interviewed did not care to disclose such figures for this report but indicated that much variation existed. This they felt was justified by the variation in prominence and ability of those instructors concerned.

Other In-Service Training Provided on the Campus

The most extensive organized effort in this area may be found in those institutions which have purposely sought to provide certain courses, designed for in-service teachers, at late afternoon, evening, and Saturday hours. This arrangement enables teachers employed in the immediate area to continue their professional training during the regular school term. Such courses are usually scheduled to meet once each week, and for a period of two or three hours. The amount of credit allowed for this work is computed accordingly and is accepted and recorded as regular resident instruction.

The administration of, and instruction in, these courses is carried on by the regularly employed staff. Since most of this work is in the field of education, and for employed teachers, it is usually administered under the department of education. However, there is one notable exception to this in the University of Louisville. There the work offered for in-service teachers is under the general administration of the Division of Adult Education. As a municipal university it seeks to serve many other employed groups,

as well as the teachers in that area, and has sought to coordinate its efforts by creating the above-mentioned division.

Six of the eleven schools located within the State, and included in this study, offered late afternoon, evening, and Saturday courses during the 1938-1939 term. Among these the number of such courses ranged from two to forty-one. Peabody College, also surveyed, provides similar in-service courses for teachers in nearby schools but reported that no Kentucky teachers were enrolled in 1938-1939.[1] The University of Cincinnati has the most extensive program of classes for in-service teachers of all the schools studied. During the term upon which this study was based forty-two different courses were offered on its campus at hours available to teachers employed in that area. Seventy-nine teachers and administrators located in Northern Kentucky schools were enrolled in one or more of these courses.

Next in importance among those services provided for in-service teachers, on the campus of the various institutions within the State, are the special lectures and conferences. All of the schools reported some activity in this field during the term in question. Many of these programs are developed at irregularly occurring periods as a result of the interest aroused in the normal teacher-training program at the institution, and the benefits are extended to those already in the profession of teaching. Other

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[1] Letter from Dean Doak S. Campbell dated February 23, 1939.

conferences are organized to meet apparent needs which arise from the maze of current problems which confront our teachers. The varied nature of this work and the irregularity ot its occurrence do not adapt it to a very successful treatment in this study, but it does seem quite worthy of mention as an example of the interest and cooperation manifest by these institutions for the in-service teachers.

However, there are a few activities that fall within this category which have become to be considered as regular annual affairs of some importance to in-service teachers. Even in these cases it was stressed by those interviewed that this work was a purely voluntary and gratis gesture of the institution and, while not likely so, could be discontinued at any time. In some cases a small registration fee is charged those enjoying the benefits of these programs as an aid in helping to meet the expenses incurred by the institution in securing good speakers, publicizing the work, and providing printed programs and materials. In other cases all the expense is borne by the training institution. A few of the specific activities of a regularly reoccurring nature referred to above will be mentioned in the following paragraphs.

For fifteen years prior to the time of this study the University of Kentucky has conducted on its campus, during the last part of the last week in October, an Annual Educational Conference for the teachers and administrative officers of the schools of the State. In each of the last four of the above years the Kentucky

Association of Colleges and Secondary Schools has cooperated with the University in a joint meeting. The contribution of this conference has come to be considered of sufficient importance to justify many local school systems in dismissing their sessions on Friday of that week so that all teachers might have the opportunity to attend the sessions.

For the past fourteen consecutive years Berea College has conducted on its campus, sometime during the month of January, an Opportunity School which is open to teachers and other adults interested in community activities and community service. In addition to the programs of entertainment and instruction provided, much free material is distributed to those taking part.

Another very definite service supplied on the campus of six of these schools and which contributes to both the in-service and pre-service training of Kentucky teachers is the training schools. Berea, Eastern, Morehead, Murray, University of Kentucky, and Western have such schools in regular operation. The last of these also has on its campus a model rural school. Both Berea and Eastern sponsor a model rural school located off the campus. All of these schools are open for inspection at all times and many of the school systems of the respective areas encourage their teachers, and arrange for them, to take advantage of the help thus provided. In many cases the colleges themselves send their student teachers as free substitutes to local schools so that the teacher there can be free to spend some time in observation and study of the methods employed in these

model schools.

A service not quite so closely related to the in-service training of the teachers themselves, and yet making a valuable contribution to their work, is the practice of certain institutions in the matter of holding conferences, tournaments, festivals, etc., on their campuses for elementary and high school pupils. The University of Kentucky provides annually a rather extensive sequence of activities of this kind which extends throughout the year. In addition to the interest and enthusiasm aroused among the teachers and pupils by fair comparison of their work with that of others, there is usually provided expert instruction and information for both by leaders in that particular field of endeavor. Georgetown College has sponsored annually for the last thirteen years a high school press conference, for the pupils and teachers of the State who are connected with the publication of their respective school papers. In addition to the local college staff, one or more leaders are brought to the campus to make a contribution to these teachers and pupils thus assembled. Western State Teachers College has sponsored for the high school teachers and pupils in that area an annual recreation and play day, and a music festival. These have now occurred five and three years each respectively.

The University of Kentucky also maintains on its campus, under the direction of the College of Education, a Bureau of School Service and a Bureau of Source Materials in Education. The former

functions as the research division of the college. It conducts original investigations and renders special services to schools in the solution of their problems. The advisory services of this bureau range from casual consultations on minor problems to complete and comprehensive survey programs. The problems considered most often by this bureau are financial reorganization, building programs, curriculum revision, and the testing of pupil achievement. The purpose of the Bureau of Source Materials in Education is to provide a research laboratory for graduate students in education. It acquires and preserves source materials in the field and locates and lists materials available elsewhere.

A Child Guidance Service is also offered at the University which provides expert psychological diagnosis and recommendations regarding personality difficulties and mental development for children brought to it by schools and other organizations. This service also affords clinical training for graduate students, some of whom are in-service teachers.

Georgetown College, Union College, and Western State Teachers College provide a nine-week spring term, beginning the first week in April and closing with the regular academic term, in which a normal maximum of nine semester hours may be earned. These schools had an enrollment of thirty-one, fifty-one, and sixty-three in-service teachers respectively during the term covered in this study. This enrollment was made up entirely from the faculties of the rural

schools, in certain areas of the State, which ordinarily open their term the first of July and remain in session for seven or eight months.

The administration of the program offered during the spring terms is carried on through the regular administrative channels of the institutions and courses are offered in all departments of instruction. Peabody College provides a similar service by admitting new students to the last nine weeks of its regular Spring Quarter, but no teachers from Kentucky were enrolled in that term in 1939.

Extension Courses and Services

Eleven of the thirteen schools included in this study carry on some activities which may properly be classified as belonging to this category. There is, however, considerable diversity of practice in the manner in which these activities are administered. Eastern, Georgetown, University of Kentucky, and Western designate a member of the staff as the "Director of Extension". Berea, Union, and the University of Cincinnati handle all extension services through their regular administrative officers. Morehead and Murray have an "Extension Committee" made up of three regular faculty members. The remaining two schools carry on certain areas of work which seem properly to fall within this division of activities, but they do not have any regular formal organization for its administration.

Murray and Peabody are both members of the "Teachers College Extension Association." This is a national organization for the promotion of extension work in teachers colleges. During

the time covered by this study it had a membership of twenty-four teachers colleges located in seventeen different states.[2]

Berea College offers no regular extension courses for which college credit is allowed but conducts many irregularly occurring "opportunity schools" in communities located within its territory whenever a sufficient number of interested persons may be assembled for such a purpose. These "opportunity schools" are conducted by regular members of the Berea staff. Such sessions vary in length from three days to three weeks. Berea also employs a full-time library extension worker who devotes her entire time to serving rural schools and community organizations. Another extension worker does follow-up work in visiting and helping rural teachers in the Berea territory.

Eastern State Teachers College and the University of Kentucky sponsor a regular series of radio programs designed for their educational value. Some regular courses have been presented in this manner but no credit has been allowed for those completing such courses. However, a certificate is given to those enrolled who have written a satisfactory examination at the conclusion of each of the series. Both of these institutions have assisted interested groups in the mountain areas in establishing "listening posts" as a regular

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[2] This information was obtained from H. Z. Wilber who is Secretary-Treasurer of that organization, in a letter dated March 14, 1939.

outlet for these radio programs.

The University of Kentucky also carries on a rather extensive program of library extension. This service is available to schools, clubs, community groups, and interested individuals. The Visual Education Department, including a film library, constitutes an important part of this program of service. The Division of Agricultural Extension of the University carries the teachings of the College of Agriculture to rural folk in every county in Kentucky. Field agents representing all departments, county farm agents, and county home agents cooperate in building a program of work for each county. Schools with agricultural or home economics departments are the recipients of many of the benefits of this program.

Murray State Teachers College has a definite area of its extension work designated as "personnel service". This division attempts, by organized effort, to give assistance and expert advice to teachers, school officials, and various types of clubs. It also seeks to make available for local communities the services of the various student organizations of the college, the services of the faculty members, and the equipment owned by the college.

Transylvania College offered three travel study tours during the summer of 1938. Six semester hours of college work could be earned by each participant during the duration of any of the tours. Fourteen in-service teachers from Kentucky were enrolled. A regular member of the college staff served as instructor on each of the tours and in addition the itinerary of each tour included stops at various

famous American colleges where well-known men in different fields were scheduled to lecture to the group.

The Division of Surveys and Field Studies maintained by Peabody College has charge of much of the extension work in education carried on by that institution. This division conducts, upon request by the proper authorities, studies of specific needs of given schools or school systems. It also deals with problems common to many school systems, the solution of which calls for prolonged study and research. There is also maintained under this Division a Curriculum Laboratory, for the use of committees or individuals who have specific problems in curriculum development. Those working in this laboratory are directly responsible to the administrative officers of the school systems for which they are working, but may receive college credit for the work by meeting the usual college requirements.

Each of the schools surveyed in connection with this study makes a conscious effort to assist in-service teachers in all other possible ways. The various members of the faculties are very generous and cooperative in the matter of giving answers to inquiries for facts, or information and advice upon any topic coming within their respective fields. They will also, upon invitation, deliver popular or technical lectures for schools, clubs, and community organizations. Programs of all types are often provided in local schools, through their efforts, and many high school commencement speakers are recruited from their staffs each season.

Correspondence Courses

Seven of the thirteen schools concerned in this report offer correspondence courses. These institutions are Eastern, Georgetown, Morehead, Murray, University of Kentucky, Western, and Peabody. In each case courses are provided in a number of the major departments of instruction. Those departments having the greatest number of correspondence students are education, history, psychology, and English, in the order named.

The administration of this program is handled in all the schools by the secretarial staff under the direction of the regular administrative officers, but the planning of the courses, scoring the papers, etc., are left to the regular instructors who teach the corresponding courses on the campus. In all the institutions the correspondence students are not counted as a part of the regular teaching load of the instructors. Consequently, extra pay is allowed, on a per student basis, to each instructor for his extra duties in this area.

Certain general principles have been set forth in connection with the administration of correspondence courses in Kentucky, and these are all adhered to by the institutions surveyed.[3] A number of these regulations which are likely to be of concern to in-service

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[3] Organization and Administration of Teacher Education, pp. 18-20, Kentucky Educational Bulletin, Vol. V, No. 11. Frankfort, Kentucky: Department of Education, 1938.

teachers are listed below.

1. Not more than twenty-five per cent of the credit for a degree or certificate may be earned by correspondence and extension.

2. Where courses are required for a degree, not more than one-half of the work of any department can be done by extension.

3. Correspondence students, taking a course for credit, must satisfy the same requirements regarding admission and prerequisites as those enrolled in the parallel campus course.

4. Correspondence credit may not be counted as a part of any required amount of residence instruction required for a degree or certificate.

5. Examinations for correspondence courses must be taken on the campus; or under a regular officer of the institution designated for that purpose; or under an approved local school administrator.

6. Not more than six months may be allowed for the completion of a one-semester course by correspondence, or twelve months for a two-semester course. Extensions of this time requirement may be granted for valid reasons.

7. Students shall not be allowed to receive more than six credits per semester by correspondence, or twelve credits within the calendar year.

8. Credits earned by correspondence shall be so designated on all official transcripts.

Publications

The Bureau of School Service of the University of Kentucky publishes a quarterly bulletin in which are reported the results of the studies carried on in the Bureau. The forty-fourth issue of this bulletin appeared in June, 1939. The Kentucky Agricultural Experiment Station, located on the campus of the University, publishes

regularly bulletins and circulars giving the results of its research. The Extension Division of the affiliated College of Agriculture publishes extension circulars written in popular form for use in developing state and county programs of work. Both of these latter services are of special value to the in-service teachers of vocational agriculture. The Child Guidance Service publishes the results of its work in its Kentucky Personnel Bulletin.

The University of Louisville issues bimonthly from the office of the Dean of that institution a Research Office Bulletin in which are reported the researches of its staff members, its students, and of the public school system of the City of Louisville.

The Division of Surveys and Field Studies at Peabody publishes its studies from time to time and distributes them to interested teachers and school officials. The Interstate School-Building Service, organized at Peabody in 1929 with aid from the Julius Rosenwald Fund, publishes bulletins on improvement and beautification of school plants, suggestions for the planning of special features, and plans and specifications for consolidated and village schools.

Summary

The data presented in this chapter indicate that all the institutions surveyed have recognized their obligation to provide a well organized program of in-service training activities for the teachers who are already in active service. The manner in which

they administer this part of their program, and the extent to which the services of the institutions are made available to in-service teachers, indicate that considerable importance is assigned to these services.

In eight of the eleven schools located within the state the summer session is administered by the same officials who serve during the regular year, without any change in their titles or in their responsibilities. Georgetown, University of Kentucky, University of Cincinnati, and the University of Louisville designate a chief executive officer for the summer term who is known as the director of the summer session. The head of the department of education serves in this capacity at each of these institutions, except the University of Louisville. Peabody College operates its entire program on the "quarter" system and the summer quarter is an integral part of the regular school year.

Considerable variation is evident, from these data, in regard to the length and organization of summer terms. The most common practice, followed by eight of the institutions surveyed, is to conduct a summer session made up of two terms of five or six weeks each. The other institutions have single terms which vary in length from six weeks to a full quarter. The normal amount of credit which a student may earn in these respective sessions shows a corresponding variation.

In all cases the instructors employed for summer sessions

are chiefly regular staff members. These are regularly supplemented by the employment of "visiting professors", leaders in certain particular fields of endeavor, members of state departments, and successful public school officials. The number of supplementary employees of each institution is usually much smaller than the total number of regular instructors teaching in the same term.

The most extensive efforts to provide in-service training activities on the campus of each of the institutions surveyed are found in those eight schools which provide courses at hours available to teachers employed in nearby school systems. In all the institutions, except the University of Louisville, each department operates its part of this program independently of all the other departments and supplies those courses for which there is a sufficient demand. At the University of Louisville the division of adult education conducts this program.

The number of lectures, conferences, and other facilities of the institutions which are regularly made available to in-service teachers comprise another valuable area of service designed for the improvement of employed teachers. In addition to these activities the staff members of each school surveyed indicate that they are most generous with their time and energy whenever school and personal problems are brought to them by in-service teachers. The fact that all of these latter services are usually provided at no cost to the teacher emphasizes the attitude toward, and the interest in, the

improvement of the teaching corps as it is manifest by these training institutions.

The administration of extension courses, correspondence courses, publications, and other services of these institutions designed for the improvement of teachers in service is characterized by the existence of many diverse practices. Eastern, Georgetown, University of Kentucky, and Western designate a member of the staff as a "director of extension". Berea, Union, and the University of Cincinnati handle all extension services through their regular administrative officers. Morehead and Murray have an "extension committee" made up of three regular faculty members. The two remaining institutions have no formal organization for the administration of these activities.

Each of the institutional in-service training activities mentioned in the preceding pages is discussed in detail in the chapters which follow.

CHAPTER IV

SUMMER SESSIONS

Enrollments

It was previously pointed out in Chapter III that considerable difficulty was encountered in securing an accurate account of the enrollment of in-service teachers in the various summer sessions. This was due in part to the fact that the administrators of some of the schools objected to the publication of a detailed account of their enrollments in a study of this kind, and in part to the fact that certain schools did not have available in their files the information desired. A general summary of the available information is presented in Table VIII.

TABLE VIII

THE NUMBER OF INDIVIDUALS ENROLLED IN THE 1938 SUMMER SESSIONS OF THE INSTITUTIONS SURVEYED

Name of Institution	Total Enrollment	Number Taking One or More Courses in Education	Number Known To Be In-Service Teachers	Number of In-Service Teachers Working Toward Graduate Degrees
Berea	257	- - -	- - -	0
Centre	- - -	43	- - -	0
Eastern	519	504	504	0
Georgetown	210	- - -	91	0
Morehead	- - -	213	- - -	0
Murray	- - -	187	- - -	0
Transylvania	181	- - -	- - -	0
Union	391	- - -	- - -	0
U. of Kentucky	2301	1383	1309	327
U. of Louisville	- - -	- - -	293	61
Western	- - -	432	- - -	0
Peabody	- - -	- - -	467*	- - -
U. of Cincinnati	1066	- - -	84*	67*

*Known to be in-service teachers employed in Kentucky.

Courses Offered

The extent to which these institutions provided courses of instruction in the various subject fields, during the 1938 summer term, is shown in Table IX. These data indicate, in the case of each school, the extent to which summer students are afforded the opportunity to pursue work in the various departments of instruction. It seems significant to note that Morehead, Murray, and the University of Kentucky provide courses in all

TABLE IX

THE NUMBER OF COURSES PROVIDED IN THE VARIOUS SUBJECT FIELDS, OR DEPARTMENTS, DURING THE SUMMER OF 1938

Name of Institution	Agriculture	Art	Commerce	Economics	Education	Health and Physical Education	English	Social Studies	Home Economics	Languages	Mathematics	Music	Psychology	Library Science	Science
Berea	2	--	--	3	4	--	3	4	1	--	1	--	2	--	4
Centre	--	--	--	--	7	--	8	5	--	7	2	3	--	--	4
Eastern	--	2	--	4	18	4	7	6	3	5	3	4	6	6	3
Georgetown	--	4	5	4	7	2	9	6	--	10	5	6	2	--	8
Morehead	2	7	4	2	13	7	10	9	3	2	5	11	3	1	12
Murray	5	7	9	2	15	10	10	5	7	8	5	11	4	4	18
Peabody	--	21	5	8	34	57	33	36	22	19	13	23	13	20	24
Transylvania	--	--	--	3	3	--	10	4	--	2	3	--	4	--	7
Union	--	3	4	2	7	--	8	5	--	6	4	6	3	--	7
U. of Cincinnati	--	8	4	2	21	2	9	9	--	3	3	6	10	--	4
U. of Kentucky	14	4	18	9	45	22	17	19	12	16	6	19	11	8	33
U. of Louisville	--	--	--	2	10	1	7	10	2	6	4	--	2	--	17
Western	5	5	--	3	13	18	14	15	8	7	7	15	4	3	26
Total	28	61	49	44	197	123	145	133	58	91	61	104	64	42	167

fifteen of the subject fields listed. In all other cases seven or more of these major subject fields were represented among the courses offered in these summer terms. There are also five subject fields (education, English, mathematics, science, and social studies) in which some courses are provided in each school. In addition to the data shown in Table IX, Georgetown, Union, and Peabody provided three, four, and five courses respectively which may properly be classified as religion.

The data compiled in Table X indicate the composite breadth of the work provided in each of the major subject fields, for the

TABLE X

THE COLLECTIVE NUMBER OF COURSES PROVIDED IN EACH OF THE SUBJECT FIELDS DURING THE SUMMER OF 1938

Subject Field	Number of Courses Provided	Per Cent of Total
Agriculture	28	2.1
Art	61	4.4
Commerce	49	3.6
Economics	44	3.2
Education	197	14.4
English	145	10.6
Health and Phys. Educ.	123	9.1
Home Economics	58	4.2
Languages	91	6.6
Library Science	42	3.1
Mathematics	61	4.4
Music	104	7.6
Psychology	64	4.7
Science	167	12.3
Social Studies	133	9.7
Total	1367	100.0

period under consideration. These data show that education, science, and English, in the order named, rank highest in this respect. If the other two fields (social studies and mathematics), in which all the schools provide some courses, are included with the three just named, it will be noted that there is a difference of ten per cent between the highest and lowest, by this tabulation.

The data in Table XI show the relative degree to which each of the major subject fields is represented in the courses provided by each individual school. If one checks the figures up, or down, in any one of the vertical columns, it will be possible for him to compare the practice of the various schools in the matter of the extent to which courses in any one of the major subject fields account for the total summer work provided. It may be noted, for instance, that Eastern and the University of Cincinnati devote over one-fourth of their entire summer school program to courses in education. Transylvania offers more courses in English than it does in any other field, and the University of Louisville appears to give over a considerably larger share of its summer program to the field of science than does any other school. In the field of mathematics there seems to be a marked similarity of practice among these schools, evidenced by the fact that the relative offering in this field does not vary widely.

By taking all the courses provided in education and psychology, during the summer term surveyed, and classifying them into the eight general fields of education, it is possible to get some idea of

TABLE XI

THE PER CENT WHICH THE COURSES PROVIDED IN EACH OF THE MAJOR SUBJECT FIELDS WAS OF THE TOTAL NUMBER OF COURSES PROVIDED BY EACH SCHOOL, DURING THE SUMMER OF 1938

Name of Institution	Agriculture	Art	Commerce	Economics	Education	English	Health and Physical Education	Home Economics	Languages	Library Science	Mathematics	Music	Psychology	Science	Social Studies
Berea	8.3	- -	- -	12.5	16.7	12.5	- -	4.2	- -	- -	4.2	- -	8.3	16.7	16.7
Centre	- -	- -	- -	- -	19.4	22.2	- -	- -	19.4	- -	5.6	8.3	- -	11.1	13.9
Eastern	- -	2.8	- -	5.6	25.5	9.9	5.6	4.2	7.0	8.5	4.2	5.6	8.5	4.2	8.5
Georgetown	- -	5.9	7.4	5.9	10.3	13.2	2.9	- -	14.8	- -	7.4	8.9	2.9	11.9	8.9
Morehead	2.2	7.7	4.4	2.2	14.3	10.9	7.7	3.3	2.2	1.1	5.5	12.1	3.3	13.2	9.9
Murray	4.2	5.8	7.5	1.7	12.5	8.3	8.3	5.8	6.7	3.3	4.2	9.2	3.3	15.0	4.2
Peabody	- -	6.4	1.5	2.4	10.4	10.1	17.4	6.7	5.8	6.1	3.9	7.0	3.9	7.2	10.9
Transylvania	- -	- -	- -	8.3	8.3	27.7	- -	- -	5.6	- -	8.3	- -	11.1	19.4	11.1
Union	- -	5.5	7.3	3.6	12.7	14.6	- -	- -	10.9	- -	7.3	10.9	5.5	12.7	9.1
U. of Cincinnati	- -	9.9	4.9	2.5	25.9	11.1	2.5	- -	3.7	- -	3.7	7.4	12.3	4.9	11.1
U. of Kentucky	5.5	1.6	7.1	3.5	17.9	6.7	8.7	4.8	6.4	3.2	2.4	7.5	4.3	12.9	7.5
U. of Louisville	- -	- -	- -	3.3	16.4	11.5	1.6	3.3	9.9	- -	6.6	- -	3.3	27.8	16.4
Western	3.5	3.5	- -	2.1	9.1	9.8	12.6	5.6	4.9	2.1	4.9	10.5	2.8	18.2	10.5

the extent to which teachers have the opportunity thus to continue their professional preparation. Table XII shows, for each institution, the number of individual courses provided in the eight general fields of education. From this tabulation one can see that psychology and measurement, and general theory and methods, are the only two divisions of the field in which all the schools provide some courses. Only a few of these schools provide courses in the history of education, rural education, and higher education; and the relative number

TABLE XII

THE NUMBER OF COURSES PROVIDED IN EACH OF THE GENERAL FIELDS OF EDUCATION, DURING THE SUMMER OF 1938

Name of Institution	Administration and Supervision	Psychology and Measurement	General Theory and Method	History of Education	Rural Education	Pre-School and El. Education	Secondary Education	Higher Education
Berea	1	3	1	---	---	---	1	---
Centre	---	5	1	---	---	---	1	---
Eastern	3	8	3	3	3	1	3	---
Georgetown	1	2	2	---	---	1	3	---
Morehead	2	4	3	---	2	3	2	---
Murray	4	4	4	---	2	3	2	---
Peabody	13	12	9	3	---	7	2	1
Transylvania	---	6	1	---	---	---	---	---
Union	2	3	1	---	---	2	2	---
U. of Cincinnati	6	9	5	3	---	4	4	---
U. of Kentucky	13	13	5	3	---	12	8	2
U. of Louisville	3	3	1	---	---	2	3	---
Western	3	5	2	---	---	4	3	---
Total	51	77	38	12	7	39	34	3

of courses provided in each of these divisions is small.

When these same data are reduced to a percentage basis, as in Table XIII, it can be readily noted that the other five divisions account for over 90 per cent of the courses provided. This latter tabulation affords a convenient picture of the relative distribution of courses provided in each institution and makes possible a ready comparison of differences between the schools in this respect.

TABLE XIII

THE PER CENT WHICH THE COURSES PROVIDED IN EACH OF THE GENERAL FIELDS OF EDUCATION WAS OF THE TOTAL NUMBER OF COURSES PROVIDED IN EDUCATION, DURING THE SUMMER OF 1938

Name of Institution	Administration and Supervision	Psychology and Measurement	General Theory and Method	History of Education	Rural Education	Pre-School and El. Education	Secondary Education	Higher Education
Berea	16.7	50.0	16.7	---	---	---	16.7	---
Centre	---	71.4	14.3	---	---	---	14.3	---
Eastern	12.5	33.3	12.5	12.5	12.5	4.2	12.5	---
Georgetown	11.1	22.2	22.2	---	---	11.1	33.3	---
Morehead	12.5	25.0	18.7	---	12.5	18.7	12.5	---
Murray	21.1	21.1	21.1	---	10.5	15.8	10.5	---
Peabody	27.7	25.5	19.1	6.4	---	14.9	4.3	2.1
Transylvania	---	85.7	14.3	---	---	---	---	---
Union	20.0	30.0	10.0	---	---	20.0	20.0	---
U. of Cincinnati	19.4	29.0	16.1	9.7	---	12.9	12.9	---
U. of Kentucky	23.2	23.2	8.9	5.4	---	21.4	14.3	3.6
U. of Louisville	25.0	25.0	8.3	---	---	16.7	25.0	---
Western	17.6	29.4	11.8	---	---	23.6	17.6	---
All Schools Combined	19.5	29.5	14.6	4.6	2.7	14.9	13.0	1.2

These data also seem to indicate that certain institutions tend to emphasize a particular division or area of the general field and in some cases offer little or no work in other divisions. Since Kentucky is known to be a state with a large rural population, it seems significant that such a small percentage of courses in rural education is provided by its teacher-training institutions.

Cost to Teachers

The cost for teachers to attend a summer school is an item that varies widely among individuals. It depends considerably upon the personal habits and requirements of the student. It is also governed to some extent by the types of courses pursued and the type of institution attended. The length of the summer session is also an item to be considered in this case.

The figures used for this report represent the average cost for a student to attend the entire summer session and to pursue the normal maximum number of courses of instruction. They include all established tuition and incidental fees plus the cost of room and board. In all cases where there was a variation in cost of rooms and meals the average figure was used. The amounts listed do not include books, laboratory fees, laundry, and personal expenses. For a student to attend only one term, in institutions where the summer session is divided, the cost would approximate one-half of the amount reported here. Also, these figures do not apply to students from outside the State who attend state-supported undergraduate institutions.

The average cost for the entire summer session of ten weeks in the four state-supported undergraduate training schools (Eastern, Morehead, Murray, and Western) was $76.87 by the above method of calculation. The average cost in the three church-related schools (Georgetown, Transylvania, and Union) was $149.50, for a similar period of work at a similar level. Centre, a church-related school, provides undergraduate instruction for eight continuous weeks for $75.00. Berea offers a single term of nine weeks at the undergraduate level for $57.00, to students residing within the limits of the mountain territory which it serves.

The University of Kentucky provides graduate work in education at an average cost of $129.50 for the summer session. Eight hours of graduate work may be earned in the single six-week term provided at the University of Louisville for $93.00. For Kentucky teachers to pursue a full session of summer work at the graduate level in either Peabody or the University of Cincinnati the approximate cost is $191.75.

In all of the summer sessions mentioned one will find a great many students who live within commuting distance of the institution, and by virtue of that advantage are able to attend a complete summer term for approximately one-third to one-half of the above amounts.

Instructors

It has been previously mentioned in Chapter III that the

instructional force of each of the various summer sessions includes some who are not regular staff members. These individuals are selected because of their interest and experience in some particular area, or because of their accepted prominence in their own field. Some are successful school men who, during the regular term, are employed as administrators, supervisors, teachers, or in other capacities. Often the experience that they have attained in their regular employment is of such a nature as to increase their value as an instructor. Members of state departments of education are often sought because of this reason.

Other summer instructors are classed as "visiting professors," because they are employed during the regular term at another college or university. Some of these are selected because of their superior knowledge or ability in a particular area, others are needed to replace members of the local staff who desire a leave from duty.

Recognized authorities are much in demand for intensive short-term summer courses, and schools providing graduate work regularly number one or more of such personages among their summer force.

The results of a collective tabulation of the instructors employed in the summer terms surveyed in this report show that approximately 73 per cent are regular staff members employed by the same institution during the regular term. Visiting professors constitute 14 per cent of the summer staff, and others employed in positions closely associated with the fields in which they are

assigned to teach account for 11 per cent of the total. The remaining 2 per cent may properly be classified as recognized authorities in some particular area, who are not regularly employed by the training institution.

No conclusive evidence was obtained concerning the pay that summer school instructors receive for their services. The officials interviewed were reluctant to reveal information on this point. However, they did indicate that there were great variations between the amounts paid to individuals, especially to those who were not regular members of the staff.

Placement Services

Each of the institutions included in this study maintains for its students a placement service which is in active operation throughout the calendar year. All summer students are accorded the same privileges in these bureaus as are afforded those enrolled in the regular terms. For the most part the annual activities of these organized services are concerned with those receiving degrees during the regular and summer terms of each year. However, occasional contacts are made which result in a better placement of persons previously graduated.

The officials interviewed at each institution also placed considerable stress upon the value, for placement, of social and professional contacts made by teachers during attendance at summer sessions. They felt that all instructors have numerous occasions to

recommend, or suggest, individuals for positions; and that there are many individuals among the summer students who have a large share in the selection of teachers for positions in the systems in which they are themselves employed.

A small fee, of one to three dollars, is usually charged for registration in the placement bureau. This serves to guarantee the sincerity of the intentions of those registering, and to help defray the cost of the secretarial work involved in compiling and filing the necessary credentials for each applicant. Each placement bureau sends out annually, to all school superintendents in the State, a list of available teachers registered. The University of Kentucky compiles its list in a rather attractive booklet. This booklet includes a picture of each person, a brief description of his training and experience, and a short personal history.

Summary

The data revealed in this chapter indicate that the number of in-service teachers enrolled in the 1938 summer sessions of the institutions surveyed approximate 20 per cent of the 18,000 teachers regularly employed in the public schools of the Commonwealth. The data also indicate that, when all the summer schools surveyed are taken together, there is a wide variety of courses provided for these teachers in both the academic and professional categories. It must be borne in mind, however, that the individual teacher is usually limited for any one summer term to the variety provided at one insti-

tution. In some cases, as is shown in Table IX and Table XII, this selection is relatively small. Where the total enrollments are small and the number of courses provided is limited there is noted a tendency to confine the work to a definite area of interest.

The status of summer school instructors, as revealed in this chapter, compares very favorably with the instructional force employed for the regular terms in these same institutions. In fact, the data indicate that 73 per cent of the summer faculties are made up of the same individuals who teach during the regular term. An additional 14 per cent are employed for the customary academic year in similar positions at other training institutions, and the remaining number are selected because of their proficiency in some particular position or field of interest. The latter group is composed chiefly of successful public school officials, members of state departments of education, and well-known figures in some special area of work. No active classroom teachers regularly engaged in public school work are numbered among this group.

Each of the institutions surveyed maintains for its students a placement service which is in active operation throughout the calendar year. Summer students, including in-service teachers, are accorded the same privileges in these bureaus as are afforded during the regular terms. However, the data contained in this study indicate that in-service teachers who are pursuing additional institutional training are not making a very generous use of this service.

CHAPTER V

OTHER IN-SERVICE TRAINING PROVIDED ON THE CAMPUS

General Considerations

The extent to which work is provided in this area by the schools surveyed, its general nature, and its organization and administration have all been discussed in Chapter III. There it was pointed out that six of the schools located within the state provide, on the campus, certain regularly scheduled courses which meet at hours selected for the convenience of teachers employed in nearby school systems.[1] It was also noted that seventy-nine teachers and administrators employed in Northern Kentucky school systems were enrolled in such courses offered in the Teachers College at the University of Cincinnati.

In all cases, except the University of Louisville, the administration of these courses is handled in the same manner and by the same officials as are all the other regularly scheduled classes provided in the same term. At the University of Louisville all work in this area is under the direction of the division of Adult Education. Such courses, in all schools, are taught by the regularly employed staff of instructors and residence credit is allowed for the successful completion of the work in each. The

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[1] These schools are Centre, Eastern, Georgetown, Morehead, University of Kentucky, and University of Louisville.

amount of credit allowed for these courses is determined by exactly the same standards as apply to all other residence courses. Class meetings are held once each week for a period of two or three hours in length.

Time of Regular Class Meetings

The distribution of the collective number of courses provided by the seven schools, to the hours which are available for teachers in service, is shown in Table XIV. This Table shows that over 25 per cent (57 out of 212) of all the courses provided in this area are scheduled to meet on Saturday morning. During the school week more classes meet on Monday evening, Tuesday evening, and Wednesday afternoon than at any other times. However, when the total number of courses provided on each school day at both the afternoon and evening hours are added together there is little difference in the number for each day, other than Friday. The small number of

TABLE XIV

THE DISTRIBUTION OF THE COLLECTIVE NUMBER OF IN-SERVICE COURSES TO THE HOURS AVAILABLE FOR EMPLOYED TEACHERS, DURING THE 1938-1939 TERM

Time of Day	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Total
Morning	---	---	---	---	---	57	57
Afternoon	11	13	26	12	7	---	69
Evening	27	24	8	16	11	---	86
Total	38	37	34	28	18	57	212

courses scheduled on Friday can probably be explained by the fact that many teachers have activities at their local schools which would make it inconvenient, if not impossible, for them to attend classes at that time.

Courses Offered

The number of courses provided in each of the major subject fields during the 1938-1939 term, at hours available for teachers in service, is shown in Table XV. It can be noted from this tabulation that courses in education and psychology account for over one-third of the total number of courses provided in all the thirteen subject fields represented. Courses in both social studies and English are offered in six of the seven schools and account for the next highest frequencies. It seems significant, however, that no one subject field is represented in all the institutions and that no one institution provides courses in all the subject fields listed. It is apparent that this latter condition serves to limit the opportunity that any one in-service teacher has to pursue work in the various departments of instruction, especially since the matter of accessibility to the institution is of prime importance in work of this kind.

Table XVI shows what per cent of the in-service courses were devoted to each of the major subject fields represented in each institution, during the terms included in this study. It also indicates the relative extent to which all the major subject fields

are represented in such courses when the data for all schools are combined. By comparing these data with Tables X and XI, which give a similar body of information regarding summer school courses, it can be seen that there is considerable similarity of practice in each case. Education, English, psychology, social studies, and science account for a majority of the courses provided in each case. Of these, education and psychology constitute a much larger proportion of the total offering in in-service courses provided during the year. The reverse is true for courses in science. However, by making a careful comparison between Tables XI and XVI one may point out individual exceptions to any of the above-mentioned general conditions. Some of these exceptions are due, no doubt, to the relatively small number of courses provided in this area by some schools during the regular term. In such cases a difference of one course changes the picture to a much greater extent, in this tabulation.

Table XVII shows how the eighty in-service courses provided in education and psychology are distributed among the eight general fields of education. When these same data are reduced to a percentage basis, as in Table XVIII, it is readily possible to see the relative emphasis given to each of these fields, as indicated by the number of courses provided. Table XVIII shows that the field of psychology and measurement includes 32.5 per cent of all the courses provided, and that this field is the only one in which all

TABLE XV

THE NUMBER OF COURSES PROVIDED IN EACH OF THE VARIOUS SUBJECT FIELDS AT HOURS AVAILABLE TO IN-SERVICE TEACHERS, DURING THE 1938-1939 TERM

Name of Institution	Art	Commerce	Economics	Education	English	Health & Physical Education	Home Economics	Languages	Mathematics	Music	Psychology	Science	Social Studies	Total
Centre	---	---	---	---	---	---	---	---	---	---	1	---	1	2
Eastern	---	---	---	3	1	---	---	---	---	---	2	---	---	6
Georgetown	2	1	1	3	1	---	---	3	2	1	---	2	2	18
Morehead	1	---	---	2	1	---	---	---	---	---	---	2	4	10
U. of Cincinnati	---	1	---	25	1	2	---	---	---	3	7	---	3	42
U. of Kentucky	1	5	---	16	1	---	---	---	1	---	6	1	8	39
U. of Louisville	6	---	14	11	14	---	3	3	3	12	4	12	13	95
Total	10	7	15	60	19	2	3	6	6	16	20	17	31	212

TABLE XVI

THE PER CENT WHICH THE IN-SERVICE COURSES PROVIDED IN EACH OF THE MAJOR SUBJECT FIELDS WAS OF THE TOTAL NUMBER OF IN-SERVICE COURSES PROVIDED BY EACH SCHOOL, DURING THE 1938-1939 TERM

Name of Institution	Art	Commerce	Economics	Education	English	Health & Physical Education	Home Economics	Languages	Mathematics	Music	Psychology	Science	Social Studies
Centre	----	----	----	----	----	----	----	----	----	----	50.0	----	50.0
Eastern	----	----	----	50.0	16.7	----	----	----	----	----	33.3	----	----
Georgetown	11.1	5.6	5.6	16.6	5.6	----	----	16.6	11.1	5.6	----	11.1	11.1
Morehead	10.0	----	----	20.0	10.0	----	----	----	----	----	----	20.0	40.0
U. of Cincinnati	----	2.4	----	59.6	2.4	4.7	----	----	----	7.1	16.7	----	7.1
U. of Kentucky	2.6	12.7	----	41.0	2.6	----	----	----	2.6	----	15.4	2.6	20.5
U. of Louisville	6.3	----	14.7	11.7	14.7	----	3.1	3.1	3.1	12.7	4.2	12.7	13.7
All Schools Combined	4.7	3.3	7.2	28.3	8.9	0.9	1.4	2.8	2.8	7.5	9.6	8.0	14.6

the schools offer one or more courses. This field was also the one in which most summer courses were provided, as was shown in Table XIII. By comparing the data included in Tables XIII and XVIII one can see that four fields (psychology and measurement, general theory and method, administration and supervision, and preschool and elementary education) include in each case over 80 per cent of all the courses provided. If in-service courses provided during the regular term are considered alone they rank in the order in which they are named above. In summer schools the field of general theory and method occupies fourth place, according to number of courses provided, instead of second and the last two named above move into second and third places respectively.

TABLE XVII

THE NUMBER OF IN-SERVICE COURSES PROVIDED IN EACH OF THE GENERAL FIELDS OF EDUCATION, DURING THE 1938-1939 TERM

Name of Institution	Administration and Supervision	Psychology and Measurement	General Theory and Method	History of Education	Rural Education	Pre-School and El. Education	Secondary Education	Higher Education	Total
Centre	----	1	----	----	----	----	----	----	1
Eastern	----	1	1	----	1	2	----	----	5
Georgetown	----	1	----	----	----	1	1	----	3
Morehead	----	2	----	----	----	----	----	----	2
U. of Cincinnati	6	8	7	3	----	5	3	----	32
U. of Kentucky	5	7	4	3	----	2	----	1	22
U. of Louisville	2	6	4	----	----	2	1	----	15
Total	13	26	16	6	1	12	5	1	80

It is very noticeable, again in this tabulation, that so small a number of courses are offered in rural education. Especially is this true in view of the fact that there were 4,170 one-teacher schools and an additional 1,127 two-teacher schools in operation in Kentucky during the period included in this study.[2]

TABLE XVIII

THE PER CENT WHICH THE IN-SERVICE COURSES PROVIDED IN EACH OF THE GENERAL FIELDS OF EDUCATION WAS OF THE TOTAL NUMBER OF IN-SERVICE COURSES PROVIDED IN EDUCATION, DURING THE 1938-1939 TERM

Name of Institution	Administration and Supervision	Psychology and Measurement	General Theory and Method	History of Education	Rural Education	Pre-School and El. Education	Secondary Education	Higher Education
Centre	----	100.0	----	----	----	----	----	----
Eastern	----	20.0	20.0	----	20.0	40.0	----	----
Georgetown	----	33.3	----	----	----	33.3	33.3	----
Morehead	----	100.0	----	----	----	----	----	----
U. of Cincinnati	18.8	25.0	21.9	9.4	----	15.6	9.4	----
U. of Kentucky	22.7	31.8	18.2	13.6	----	9.1	----	4.5
U. of Louisville	13.3	40.0	26.7	----	----	13.4	6.7	----
All Schools Combined	16.3	32.5	20.0	7.5	1.2	15.0	6.3	1.2

2 Kentucky Public School Directory 1937-1938, p. 61. Kentucky Educational Bulletin, Vol. V, No. 8. Frankfort, Kentucky: Department of Education, 1937.

Cost to Teachers

The cost to in-service teachers for instruction in late afternoon, evening, and Saturday classes is determined in each case by the number of semester hours credit allowed for successful completion of the course, plus a flat registration fee. The two state-supported undergraduate training institutions (Eastern and Morehead) which offer such courses charge a tuition fee of $3.50 per semester hour plus a $1.00 registration fee. Centre and Georgetown charge $4.00 per semester hour for similar courses plus the same $1.00 fee for registration. At the University of Kentucky the registration fee is $4.00 and the tuition rate is $4.00 per semester hour for undergraduate credit and $5.00 for graduate credit. The University of Louisville charges $6.00 per semester hour and makes no difference in the rate for graduate credit. The registration fee is $1.00 in each case. Kentucky teachers attending in-service classes at the University of Cincinnati pay $2.00 for registration and $6.00 per semester hour for the undergraduate courses in which they enroll. A charge of $8.50 per semester hour is made for in-service courses at the graduate level.

The amounts indicated above do not include laboratory fees, cost of books and supplies, and other incidental fees which may be encountered by the student from time to time. It is also obvious that the cost of transportation, to and from these in-service classes, is in the case of many individual teachers a major item which must be

met if such courses are to be pursued.

A study of Figure 1 will show that teachers employed in many sections of the State do not have the opportunity to attend such classes as have been discussed in the immediately preceding pages. The cost for transportation and the amount of time required to travel to and from these classes make them impractical.

Spring Terms

Some mention was made in Chapter III of the work provided in the spring term by Georgetown, Union, and Western. A closer examination of the program provided under this heading indicates that these schools admit new students to their second semester classes at the mid-semester. Such students are allowed to enroll in any class, in any department, provided they have completed the necessary pre-requisite courses and there is reasonable assurance that they can carry the work of the course. These schools make a regular practice of giving mid-semester examinations in all courses, which provide a natural break in the continuity of the semester program, and assure those entering that a new series of units of work will begin at the time they enroll. Each school also allows to all students a short "spring vacation" of three to five days, which further serves to emphasize the unity of the last nine-week period.

Students enrolled in these respective spring terms are allowed to earn, in all cases, a normal maximum of nine semester

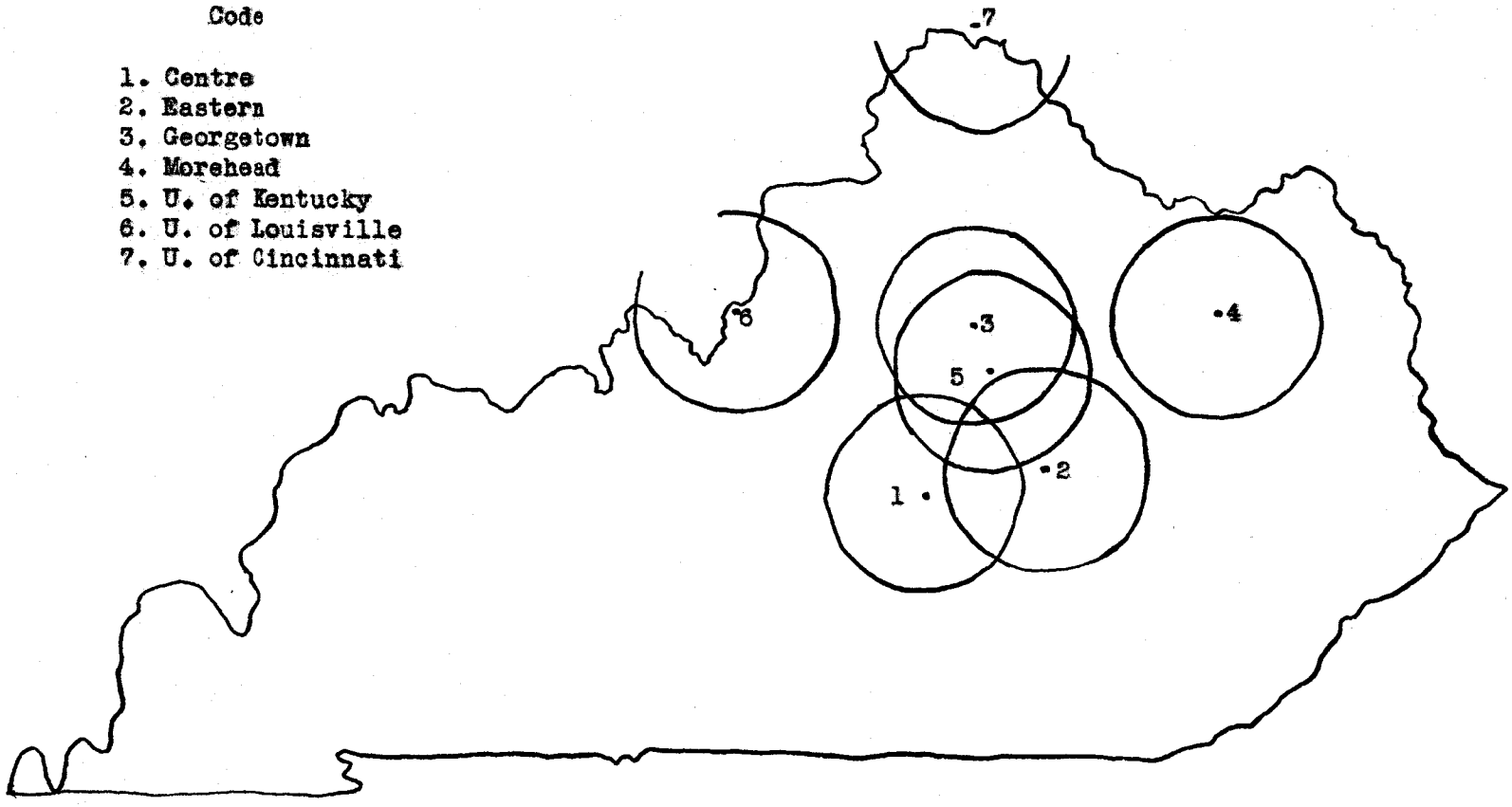

Fig. 1. - Location of the seven schools which provide late afternoon, evening, and Saturday classes for in-service teachers in Kentucky. (The circles indicate the area included within a radius of twenty-five miles from each school).

hours credit. It was not possible, however, to obtain information from these institutions that would show the extent to which the students in the spring term, included in this study, pursued work in the various departments and courses. They did indicate that a total of 145 rural in-service teachers were enrolled in the spring terms during the school year surveyed.

In all three schools the cost for meals is $35.00 for the nine-week spring term. Each school also has a standard price of $15.00 for rooms. There is no tuition charge at Western, but each student is required to pay an incidental fee of $12.50 for the term. A tuition charge of $35.00 is made at Georgetown and Union. These figures show that the essential major expenses for each spring-term student totals $62.50 at Western and $85.00 at either of the other two institutions. Laboratory fees, books, and other incidental expenses which necessarily have to be met by the student are over and above these amounts.

Miscellaneous Services

A number of activities which are regularly conducted on the campus of each of the schools concerned in this study, and which make a very marked contribution to the in-service training of teachers, were discussed in Chapter III. Important among these services are the special lectures and conferences. It was pointed out that some of these are now considered as regular annual affairs which receive

the attention of many in-service teachers. It is through these sources that many employed teachers are introduced to the newer developments in educational thought and research.

The bureaus of research maintained by some of the institutions are continuously providing information and advice on various school problems. Library services, agricultural information, visual aids, guidance services, testing services, and demonstrations and exhibits of a wide variety may be numbered among the contributions that training institutions regularly make to the progress of the profession. The festivals and tournaments provided by certain institutions, for elementary and secondary pupils, are of much assistance to the in-service teachers working in those fields. Members of the staff at each school are regularly called upon for advice and assistance in the solution of local professional problems. Those interviewed asserted, in all cases, that it was their policy as a staff to give a careful consideration to all those who come to them with a worthy problem. It was also claimed that a generous use is regularly made of this service.

Summary

The data revealed in this chapter indicate that seven of the institutions surveyed (listed in Table XV) provide classes at hours available to teachers employed in surrounding school systems. During the period of this study a total of 212 of these classes were

in session at late afternoon, evening, and Saturday hours. A group of similar classes provided at Peabody College are not included in this number because no Kentucky teachers were enrolled. One of the most significant points noted in connection with this part of the institutional in-service program is that it is confined to a relatively small section of the State. Teachers employed within this limited area are fortunate to have this opportunity to increase their professional preparation. The fact that credits earned in these classes are regular residence credits gives them some advantage over courses provided through extension or correspondence.

The spring terms provided at Georgetown, Union, and Western seem to afford a needed opportunity for a large group of rural teachers to continue their training. This is an especially valuable service to those employed in rural schools which open their session the first of July and continue for seven or eight months. During the period studied, a total of 145 of these rural in-service teachers enrolled in the spring terms provided by the three institutions mentioned above.

Lectures, conferences, library services, guidance services, testing services, demonstrations, exhibits, and other activities which make a definite contribution to in-service training are conducted by the institutions surveyed. It seems especially significant that most of these services have come about because the institutions have voluntarily assumed the responsibility for them. In a majority of the cases those enjoying the benefits of these efforts do not con-

tribute to their opperation, and in the few cases where some charge is made the income thus obtained is only a small fraction of the total cost. The existence of this condition indicates that these institutions have accepted the idea that they should contribute to the improvement of the schools in their respective spheres of influence.

CHAPTER VI

EXTENSION COURSES AND SERVICES

General Organization and Administration

A discussion of the general administrative organization used by these schools in carrying on their extension services was included in Chapter III. The present chapter will be given over chiefly to a discussion of the actual courses and services provided for the in-service teachers, with only such references to organization and administration as may be needed to clarify the data.

It will be recalled from Chapter III that eleven of the thirteen schools included in this study provide some services for in-service teachers which may properly be classified as extension work. Among these is Berea College which does not allow college credit for the extension courses provided in its "opportunity schools". Seven of the remaining ten institutions provide the opportunity for in-service teachers to earn college credits, through extension and correspondence courses, without their coming to the campus of the institution granting the credit. Transylvania, Union, and the University of Cincinnati provide no correspondence courses. Other services, not involving the granting of credit by the respective institutions, will be discussed in later sections of the present chapter.

Regularly Scheduled Extension Courses

From the data presented above it may be noted that nine of the training institutions, located within the State and coming within the scope of this study, have in operation the necessary organizational and administrative machinery for conducting a regularly scheduled program of extension classes. However, the pursuit of this investigation by the writer revealed that only four of these schools actually conducted such classes during the term selected for this investigation. These schools were Eastern, Georgetown, University of Kentucky, and Western. Each provided during the term surveyed a total of nine, seven, fourteen, and six extension classes respectively (a total of thirty-six) involving the use of twenty-one extension centers located in various parts of the State. During the same term the Teachers College of the University of Cincinnati provided a total of six extension courses for Kentucky teachers. Four of these were conducted in Covington, Kentucky and two in Lexington. Seventy-nine teachers were enrolled in the courses offered in Covington and fifty-seven in those in Lexington.

The geographical distribution of the various extension courses provided by the above institutions is shown in Figure 2. This figure also shows the number of extension courses provided at each center and the institution, or institutions, responsible for the organization and administration of these courses. By comparing the data shown in Figure 2 with those of Figure 1, it can be seen that eighteen of these extension courses, or approximately 43 per

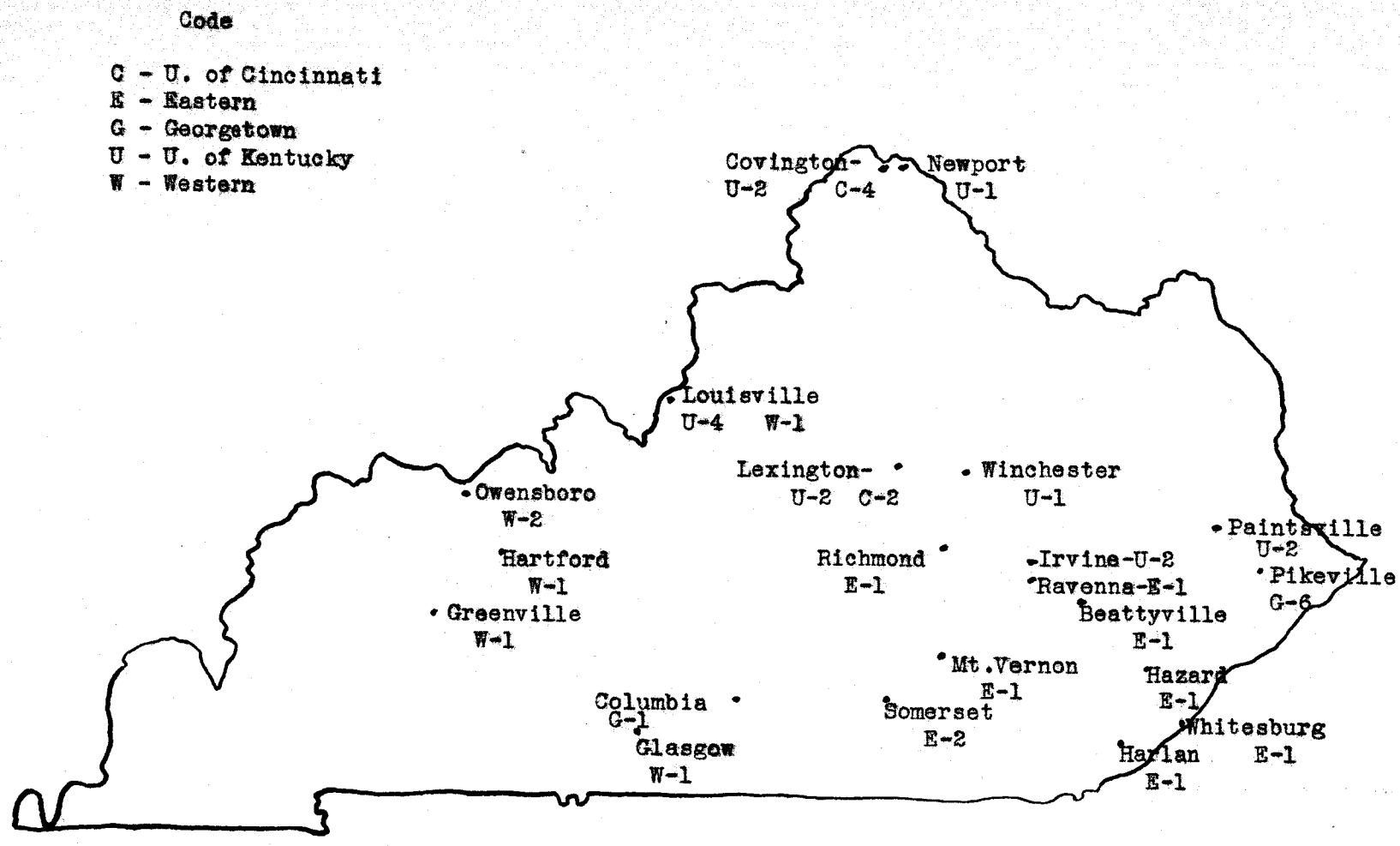

Fig. 2. - Location of the extension centers where classes were conducted during the term surveyed. (The code enables one to tell the number of courses organized by each institution at each extension center).

cent of them, are organized within the areas served by the late afternoon, evening, and Saturday programs of certain institutions. In fact, ten of these eighteen courses are actually conducted in towns where there is located an institution providing in-service classes on its campus at hours available to teachers employed in that area. Both Eastern and the University of Kentucky conduct extension classes in the same town in which their respective campuses are located. Covington, Lexington, and Louisville are the only centers in which more than one institution conducts extension classes.

The data assembled in Table XIX show that the institutions which were active participants in a program of extension classes for

TABLE XIX

ENROLLMENT OF KENTUCKY TEACHERS IN THE EXTENSION CLASSES PROVIDED FOR THEM BY THE INSTITUTIONS SURVEYED, DURING THE 1938-1939 SCHOOL TERM

Name of Institution	Number of Extension Centers	Number of Classes Provided	Total Enrollment	Average Enrollment Per Class
Eastern	8	9	252	28.0
Georgetown	2	7	78	11.1
U. of Cincinnati*	2	6	136	22.7
U. of Kentucky	7	14	244	17.4
Western	5	6	147	24.5
Total	24#	42	857	20.4

*This does not include other extension classes which meet outside Kentucky and enroll no Kentucky teachers.

Excluding duplicates there are twenty-one extension centers in Kentucky served by these institutions. (See Figure 2)

Kentucky teachers, during the period of this investigation, provided a total of forty-two classes which met in twenty-one different locations and enrolled a total of 857 in-service teachers. Of these institutions, Eastern appears to have the greatest geographical spread, or coverage, in its extension program. Its nine classes, meeting in eight extension centers, enrolled a total of 252 students, or an average of twenty-eight students per class. Georgetown had the most geographically concentrated program of any of the institutions surveyed. Six of its seven extension classes were organized in Pikeville. However, it had an average enrollment of only 11.1 students per class, which was the smallest average among these schools.

TABLE XX

THE NUMBER OF EXTENSION COURSES PROVIDED FOR KENTUCKY TEACHERS IN EACH OF THE MAJOR SUBJECT FIELDS, DURING THE 1938-1939 SCHOOL TERM

Name of Institution	Art	Economics	Education	English	Health and Physical Education	Psychology	Science	Social Studies	Trade and Industrial Education	Total
Eastern	1	--	3	--	--	--	2	3	------	9
Georgetown	--	2	2	2	--	--	--	1	------	7
U. of Cincinnati	--	--	6	--	--	--	--	--	------	6
U. of Kentucky	--	--	4	--	1	2	--	1	6	14
Western	--	--	4	--	--	--	2	--	------	6
Total	1	2	19	2	1	2	4	5	6	42

TABLE XXI

THE PER CENT WHICH THE EXTENSION COURSES PROVIDED FOR KENTUCKY TEACHERS IN EACH OF THE MAJOR SUBJECT FIELDS WAS OF THE TOTAL NUMBER OF EXTENSION COURSES PROVIDED BY EACH INSTITUTION, DURING THE 1938-1939 SCHOOL TERM

Name of Institution	Art	Economics	Education	English	Health and Physical Education	Psychology	Science	Social Studies	Trade and Industrial Education
Eastern	11.1	----	33.3	----	------	----	22.3	33.3	-----
Georgetown	----	28.6	28.6	28.6	------	----	----	14.2	-----
U. of Cincinnati	----	----	100.0	----	------	----	----	----	-----
U. of Kentucky	----	----	28.6	----	7.1	14.3	----	7.1	42.9
Western	----	----	66.7	----	------	----	33.3	----	-----
All Schools Combined	2.7	5.4	37.8	5.4	2.7	5.4	10.8	13.5	16.3

Table XX shows how these forty-two extension classes were distributed among the major subject fields. It may be noted from this tabulation that only nine of the major subject fields are represented. If these data are compared with the findings which relate to summer schools and classes provided on the campus, at hours available to in-service teachers, one will readily see that considerably fewer of the major subject fields are represetned in the extension courses. Table XI shows that summer courses were provided in fifteen fields during the term surveyed, and there are thirteen major subject fields in Table XV, in which courses were made available to in-service teachers during the 1938-1939 school term. However, it does seem significant to note in Table XX that six extension courses in trade

and industrial education are offered by the University of Kentucky. This field was not represented in the summer term studied and no courses were provided in that area at late afternoon, evening or Saturday hours.

The relative extent to which courses in each of the major fields of instruction account for the total number of extension courses provided is shown in Table XXI. When the data for all the institutions which provide extension courses are combined, it is clearly established that the field of education includes over one-third of all extension courses provided for teachers in Kentucky. In fact, the per cent of extension courses in education, without including courses in psychology, is more than two times as large as the per cent shown for any other field. English, psychology, social studies, and science are again noted among the fields which rank next to education in the number of courses provided.[1]

The extent to which in-service teachers in Kentucky enrolled in the extension courses provided for them in each of the major fields of instruction, during the period of this study, is shown in Table XXII. by reducing these data to a percentage basis, as in Table XXIII, one can readily see the relative extent to which these 857 in-service teachers pursued extension work in each of the fields in which courses were provided for them. These tabulations show that 412

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[1] See Table X and Table XVI.

teachers, or 48.1 per cent of all those participating in extension classes, were enrolled in courses in the field of education. The fact that this per cent of the total enrollment is still higher than the per cent of courses provided in education (see Table XXI) indicates that the average enrollment per individual class is highest in this field. Courses in the social studies, science, and in trade and industrial education, in the order named, enrolled the next highest numbers of teachers during the term in question.

The general divisions of the field of education in which extension courses were provided are shown in Table XXIV. This classification shows that no extension courses were given in secondary education and higher education during this term. Tables XII and XVII show that these fields were both represented in the courses provided for in-service teachers in summer terms and in the courses provided at late afternoon, evening, and Saturday hours. It may also be noted from Table XXIV that there is only one general division of the field of education in which courses are provided by more than two of these institutions. Likewise, only two schools provide extension courses in as many as three of these general fields.

Table XXV shows the relative extent to which courses in each of the general fields of education account for the total number of such courses conducted during this term. If these data are compared with Tables XIII and XVIII, one may see that a much larger per cent of extension courses are provided in the general fields of pre-

TABLE XXII

THE ENROLLMENT IN EXTENSION COURSES PROVIDED FOR KENTUCKY TEACHERS IN EACH OF THE MAJOR SUBJECT FIELDS, DURING THE 1938-1939 SCHOOL TERM

Name of Institution	Art	Economics	Education	English	Health and Physical Education	Psychology	Science	Social Studies	Trade and Industrial Education	Total
Eastern	36	- -	66	- -	- -	- -	71	79	- -	252
Georgetown	- -	20	23	19	- -	- -	- -	16	- -	78
U. of Cincinnati	- -	- -	136	- -	- -	- -	- -	- -	- -	136
U. of Kentucky	- -	- -	75	- -	22	30	- -	41	76	244
Western	- -	- -	112	- -	- -	- -	35	- -	- -	147
Total	36	20	412	19	22	30	106	136	76	857

TABLE XXIII

THE PER CENT OF ENROLLMENT OF KENTUCKY TEACHERS IN EACH OF THE MAJOR SUBJECT FIELDS IN WHICH EXTENSION COURSES WERE PROVIDED, DURING THE 1938-1939 SCHOOL TERM

Name of Institution	Art	Economics	Education	English	Health and Physical Education	Psychology	Science	Social Studies	Trade and Industrial Education
Eastern	14.3	----	26.2	----	----	----	28.2	31.3	----
Georgetown	----	25.6	29.5	24.4	----	----	----	20.5	----
U. of Cincinnati	----	----	100.0	----	----	----	----	----	----
U. of Kentucky	----	----	30.7	----	9.0	12.3	----	16.8	31.2
Western	----	----	76.2	----	----	----	23.8	----	----
All Schools Combined	4.2	2.3	48.1	2.2	2.4	3.6	12.4	15.9	8.9

school and elementary education, and in rural education, than was the case in summer school and in other in-service courses provided on the campus. In neither of the other cases was the field of pre-school and elementary education accountable for the largest number of courses provided. However, courses in psychology and measurement, which ranked highest in Tables XIII and XVIII, also show a relatively high frequency of occurrence in Table XXV.

The extent to which in-service teachers in Kentucky enrolled in the extension courses provided for them in each of the general fields of education, during the school-year covered by this investigation, is shown in Table XXVI. By comparing these data with Table XXIV one can see that the relative variation in enrollment shown here (Table XXVI) is directly proportional, in the case of each general field listed, to the number of courses provided in each field. The data presented in Table XXVII show that over 55 per cent of all the in-service teachers in Kentucky who were enrolled in extension courses during this term were pursuing work in two of the general fields of education. These two fields were preschool and elementary education, and psychology and measurement.

The number of extension courses scheduled to meet at each of the hours available to in-service teachers is shown in Table XXVIII. These data show that Saturday morning and Friday evening, in the order named, are the two most popular times for work of this nature to be arranged. The extent to which in-service teachers

TABLE XXIV

THE NUMBER OF EXTENSION COURSES PROVIDED IN EACH OF THE GENERAL FIELDS OF EDUCATION, DURING THE 1938-1939 SCHOOL TERM

Name of Institution	Administration and Supervision	Psychology and Measurement	General Theory and Method	History of Education	Rural Education	Pre-School and El. Education	Secondary Education	Higher Education	Total
Eastern	----	----	----	----	3	----	----	----	3
Georgetown	1	----	----	1	----	----	----	----	2
U. of Cincinnati	----	2	2	----	----	----	2	----	6
U. of Kentucky	----	2	1	----	----	3	----	----	6
Western	----	2	----	----	----	2	----	----	4
Total	1	6	3	1	3	5	2	----	21

TABLE XXV

THE PER CENT WHICH THE EXTENSION COURSES PROVIDED IN EACH OF THE GENERAL FIELDS OF EDUCATION WAS OF THE TOTAL NUMBER OF EXTENSION COURSES PROVIDED IN EDUCATION, DURING THE 1938-1939 SCHOOL TERM

Name of Institution	Administration and Supervision	Psychology and Measurement	General Theory and Method	History of Education	Rural Education	Pre-School and El. Education	Secondary Education	Higher Education
Eastern	----	----	----	----	100.0	----	----	----
Georgetown	50.0	----	----	50.0	----	----	----	----
U. of Cincinnati	----	33.3	33.3	----	----	----	33.3	----
U. of Kentucky	----	33.3	16.7	----	----	50.0	----	----
Western	----	50.0	----	----	----	50.0	----	----
All Schools Combined	4.8	28.6	14.3	4.8	14.3	23.7	9.5	----

TABLE XXVI

THE ENROLLMENT OF KENTUCKY TEACHERS IN EXTENSION COURSES PROVIDED IN EACH OF THE GENERAL FIELDS OF EDUCATION, DURING THE 1938-1939 SCHOOL TERM

Name of Institution	Administration and Supervision	Psychology and Measurement	General Theory and Method	History of Education	Rural Education	Pre-School and El. Education	Secondary Education	Higher Education	Total
Eastern	----	----	----	----	66	----	----	----	66
Georgetown	7	----	----	16	----	----	----	----	23
U. of Cincinnati	----	57	43	----	----	----	36	----	136
U. of Kentucky	----	30	30	----	----	45	----	----	105
Western	----	59	----	----	----	53	----	----	112
Total	7	146	73	16	66	98	36	----	442

TABLE XXVII

THE PER CENT OF THE ENROLLMENT OF KENTUCKY TEACHERS IN EXTENSION COURSES PROVIDED IN EACH OF THE GENERAL FIELDS OF EDUCATION, DURING THE 1938-1939 SCHOOL TERM

Name of Institution	Administration and Supervision	Psychology and Measurement	General Theory and Method	History of Education	Rural Education	Pre-School and El. Education	Secondary Education	Higher Education
Eastern	----	----	----	----	100.0	----	----	----
Georgetown	30.4	----	----	69.6	----	----	----	----
U. of Cincinnati	----	41.9	31.6	----	----	----	26.5	----
U. of Kentucky	----	28.6	28.6	----	----	42.8	----	----
Western	----	52.7	----	----	----	47.3	----	----
All Schools Combined	1.5	33.0	16.5	3.6	14.9	22.3	8.2	----

TABLE XXVIII

THE DISTRIBUTION OF THE COLLECTIVE NUMBER OF EXTENSION COURSES TO THE HOURS AVAILABLE FOR EMPLOYED TEACHERS, DURING THE 1938-1939 SCHOOL TERM

Time of Day	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Total
Morning	--	--	--	--	--	18	18
Afternoon	1	1	4	1	--	--	7
Evening	2	--	3	3	9	--	17
Total	3	1	7	4	9	18	42

enrolled in the classes scheduled, at the various possible hours, is shown in Tables XXIX and XXX. If these data are compared with those of Table XXVIII it will be noted that the extent of enrollment in extension classes, provided at the various convenient hours, varies directly with the number of classes scheduled. If these data (Tables XXVIII and XXIX) are also compared with those of Table XIV, one may see a considerable similarity of practice existing between the scheduling of extension courses and in-service courses which meet on the campus of the institution. The chief difference appears in the amount of work provided on Friday. Few in-service classes are provided on the campus at either the afternoon or evening periods on Friday, but Friday evening extension classes account for 21.4 per cent of all such courses provided and enroll 20.1 per cent of the in-service teachers who are taking such extension courses.

The length of each class session in extension courses is determined in all cases by the number of semester hours of credit

TABLE XXIX

THE NUMBER OF IN-SERVICE TEACHERS ENROLLED IN EXTENSION COURSES PROVIDED AT EACH OF THE VARIOUS HOURS WHICH ARE AVAILABLE FOR THEM, 1938-1939 TERM

Time of Day	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Total
Morning	---	---	---	---	---	365	365
Afternoon	22	41	92	24	---	---	179
Evening	16	---	64	61	172	---	313
Total	38	41	156	85	172	365	857

TABLE XXX

THE PER CENT OF IN-SERVICE TEACHERS ENROLLED IN EXTENSION COURSES PROVIDED AT EACH OF THE VARIOUS HOURS WHICH ARE AVAILABLE FOR THEM, 1938-1939 TERM

Time of Day	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Total
Morning	----	----	----	----	----	42.6	42.6
Afternoon	2.5	4.8	10.8	2.8	----	----	20.9
Evening	1.9	----	7.4	7.1	20.1	----	36.5
Total	4.4	4.8	18.2	9.9	20.1	42.6	100.0

allowed for the successful completion of the course. The same regulations apply in this case as are adhered to on the campus. This same condition also applies to the provision of such laboratory or liberty facilities as are necessary for the proper pursuit of the work of the course. Also, each undergraduate student is required to meet the same attendance regulations as are enforced on the campus.

There is considerable variation of practice existing among these schools in the matter of the fees charged for extension courses. Georgetown and the University of Kentucky charge only a flat fee of $3.00 per semester hour to each student enrolled in an extension class. Neither of these institutions has a definite minimum set as to the number of students required before an extension class may be provided. However, it is obvious that the distance from the campus to the extension center, and the other necessary expenses in connection with the operation of the class, would be important factors to consider. The University of Cincinnati charges for extension courses at the rate of $8.50 per semester hour of credit for graduate and $6.00 per semester hour of undergraduate courses provided in Kentucky.

Eastern State Teachers College requires a minimum income of $75.00 per semester hour of work provided in each extension course. If a group numbering less than twenty-five students desires to share this expense, then the course may be provided for them. If more than twenty-five are enrolled in an extension class, the fee is $3.00 per semester hour for each student. During the term covered in this investigation five of the nine extension classes provided by Eastern exceeded this minimum and four had a smaller number enrolled. Table XIX shows an average of twenty-eight students in each extension class provided by Eastern during this term. Western has no class minimum requirement but charges a $3.00 registration fee, collectable only once from each individual, and $3.50 per semester hour from each student enrolled.

Correspondence Courses

The fact that seven of the institutions included in this study provide correspondence courses in several of their major departments of instruction was brought out in Chapter III. The general organization and administration of this area of work were also discussed at that time, and certain general principles governing the operation of the program were cited. The pursuit of this investigation, including such interviews as the writer has had with the executive officers of these institutions, has brought to light no information which would indicate that any one of these schools is not abiding by all of the regulations thus established for the control of this area of the program.

The following pages will be devoted to a consideration of a more detailed body of information concerning the exact areas in which correspondence courses are provided, and the extent to which in-service teachers use such courses to continue their training. All the data on enrollments used in this section are based upon the actual extent to which teachers employed in Kentucky are using correspondence courses, except the data listed for Peabody College. The latter institution was not able to indicate the degree to which teachers employed in Kentucky accounted for its total enrollment in correspondence courses.

The data in Table XXXI show that some correspondence courses in education, psychology, and social studies are provided by each of

TABLE XXXI

THE NUMBER OF CORRESPONDENCE COURSES PROVIDED IN EACH OF THE MAJOR SUBJECT FIELDS, DURING THE 1938-1939 SCHOOL TERM

Name of Institution	Agriculture	Commerce	Economics	Education	English	Health and Physical Education	Home Economics	Languages	Mathematics	Music	Psychology	Science	Social Studies	Total
Eastern	4	6	--	7	8	1	--	2	4	--	3	1	14	50
Georgetown	--	--	1	6	--	----	--	--	--	--	3	--	5	15
Morehead	2	--	1	8	7	1	--	--	4	--	2	--	13	38
Murray	4	4	2	4	8	1	3	7	--	--	4	--	8	45
Peabody	5	--	--	19	5	4	2	10	4	--	5	1	15	70
U. of Kentucky	--	18	--	8	13	4	--	32	14	4	3	5	15	116
Western	1	--	2	7	7	--	--	6	2	--	1	1	4	31
Total	16	28	6	59	48	11	5	57	28	4	21	8	74	365

the seven schools which provide such courses. There is no other field in which all of the schools provide courses. Likewise, no one school offers correspondence courses in each of the thirteen major subject fields listed. No correspondence courses were found to be provided in other subject fields not listed in Table XXXI.

When the relative number of courses provided in each field are compared on a percentage basis, as in Table XXXII, it is noted that social studies, education, and foreign languages rank highest, in the order named. The high rank, in this respect, of foreign languages is largely due to the large number of correspondence courses provided in that area by the University of Kentucky. There is no

TABLE XXXII

THE PER CENT WHICH THE CORRESPONDENCE COURSES PROVIDED IN EACH OF THE MAJOR SUBJECT FIELDS WAS OF THE TOTAL NUMBER OF CORRESPONDENCE COURSES PROVIDED BY EACH INSTITUTION, DURING THE 1938-1939 SCHOOL TERM

Name of Institution	Agriculture	Commerce	Economics	Education	English	Health and Physical Education	Home Economics	Languages	Mathematics	Music	Psychology	Science	Social Studies
Eastern	8.0	12.0	----	14.0	16.0	2.0	----	4.0	8.0	----	6.0	2.0	28.0
Georgetown	----	----	6.7	40.0	----	----	----	----	----	----	20.0	----	33.3
Morehead	5.3	----	2.6	21.1	18.4	2.6	----	----	10.5	----	5.3	----	34.2
Murray	8.9	8.9	4.5	8.9	17.7	2.2	6.7	15.6	----	----	8.9	----	17.7
Peabody	7.1	----	----	27.1	7.1	5.7	3.0	14.3	5.7	----	7.1	1.5	21.4
U. of Kentucky	----	15.5	----	6.9	11.2	3.4	----	27.6	18.1	3.4	2.6	4.4	12.9
Western	3.2	----	6.4	22.6	22.6	----	----	19.4	6.4	----	3.2	3.2	13.0
All Schools Combined	4.3	7.5	1.6	16.1	13.0	2.9	1.3	15.6	7.6	1.0	6.7	2.2	20.2

other field in which so many correspondence courses are provided by the University, or by any of the other institutions. Courses in English rank a close fourth in number of courses provided, and these four fields taken together account for approximately two-thirds of all the courses listed. Very few courses are offered in music, home economics, science, and economics.

The extent to which students enrolled in the correspondence courses provided in each of the major subject fields, by the institutions surveyed, is shown in Table XXXIII. By reducing these data to a percentage basis, as in Table XXXIV, one is able to get a better idea of the relative extent to which correspondence students pursue courses in each of the major departments of instruction. From this latter tabulation one can see that 26.4 per cent of all correspondence students are enrolled in courses in the field of education. If those in the field of psychology are added to this figure, the total then becomes 36.5 per cent.

A comparison of the data in Tables XXXII and XXXIV shows that the relative number of courses provided in the social studies exceeds by 4.1 per cent those provided in education, but the relative enrollment in education courses is 11 per cent greater than that in the other field. This situation may be further emphasized by calculating the average enrollment of correspondence students per class provided in each of these fields. The fifty-nine correspondence courses provided in education accounted for a total enrollment of 365 students, or an average of approximately 6.2 students per class.

TABLE XXXIII

THE ENROLLMENT IN CORRESPONDENCE COURSES PROVIDED IN EACH OF THE MAJOR SUBJECT FIELDS, DURING THE 1938-1939 SCHOOL TERM

Name of Institution	Agriculture	Commerce	Economics	Education	English	Health and Physical Education	Home Economics	Languages	Mathematics	Music	Psychology	Science	Social Studies	Total
Eastern	11	21	---	39	22	5	---	5	7	---	11	4	31	156
Georgetown	---	---	1	7	---	---	---	---	---	---	4	---	23	35
Morehead	5	---	3	23	13	4	---	---	7	---	9	---	17	81
Murray	13	19	7	21	17	6	7	9	---	---	19	---	21	139
Peabody*	16	---	---	147	22	25	13	32	19	---	61	5	53	393
U. of Kentucky	---	69	---	93	61	26	---	57	48	13	26	17	51	461
Western	4	---	5	33	18	---	---	14	7	---	9	4	15	109
Total	49	109	16	363	153	66	20	117	88	13	139	30	211	1374

* These figures represent the total enrollment in correspondence courses provided by this school.

TABLE XXXIV

THE PER CENT OF THE ENROLLMENT IN EACH OF THE MAJOR SUBJECT FIELDS IN WHICH CORRESPONDENCE COURSES WERE PROVIDED, DURING THE 1938-1939 SCHOOL TERM

Name of Institution	Agriculture	Commerce	Economics	Education	English	Health and Physical Education	Home Economics	Languages	Mathematics	Music	Psychology	Science	Social Studies
Eastern	7.1	13.4	----	25.0	14.1	3.2	----	3.2	4.4	----	7.1	2.6	19.9
Georgetown	----	----	2.9	20.0	----	------	----	----	----	----	11.4	----	65.7
Morehead	6.2	----	3.7	28.4	16.1	4.9	----	----	8.7	----	11.1	----	20.9
Murray	9.4	13.7	5.0	15.1	12.2	4.3	5.0	6.4	----	----	13.7	----	15.1
Peabody	4.1	----	-----	37.4	5.6	6.4	3.3	8.2	4.8	----	15.5	1.2	13.5
U. of Kentucky	----	14.9	----	20.2	13.2	5.6	----	12.4	10.4	2.8	5.7	3.7	11.1
Western	3.7	----	4.6	30.2	16.5	------	----	12.8	6.5	----	8.3	3.7	13.7
All Schools Combined	3.6	7.9	1.2	26.4	11.1	4.8	1.5	8.5	6.4	0.9	10.1	2.2	15.4

The corresponding average in the social studies is approximately 2.9 students per class, or less than half the average in the former field. If all the fields are combined, the average enrollment per correspondence class offered is still slightly under 3.8 students. However, any one of these figures seems comparatively small when compared with the data in Table XIX, which shows an average enrollment of 20.1 students in all extension classes during the same period.

It seems significant to mention at this point that none of these figures seems to parallel very closely the findings of Rosalind Crass, who made a study of correspondence work at the University of Kentucky in 1936.[2] She found that 33 per cent of the courses provided were in the field of education, 25 per cent in social studies, 15 per cent in English, and 8 per cent in commerce. No data regarding the extent of the enrollment in each of these fields were included in the study.

The number of correspondence courses provided in each of the general fields of education, during the term selected for this investigation, is shown in Table XXXV. It may be noted from this Table that no correspondence courses are provided in the field of higher education. Also, if the field of higher education is excluded,

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[2] Rosalind Crass, "Status and Trends of Correspondence Study at the University of Kentucky." Unpublished master's study, University of Kentucky, 1936.

TABLE XXXV

THE NUMBER OF CORRESPONDENCE COURSES PROVIDED IN EACH OF THE GENERAL FIELDS OF EDUCATION, DURING THE 1938-1939 SCHOOL TERM

Name of Institution	Administration and Supervision	Psychology and Measurement	General Theory and Method	History of Education	Rural Education	Pre-School and Elementary Educ.	Secondary Education	Higher Education	Total
Eastern	2	4	1	1	1	1	----	----	10
Georgetown	2	3	1	1	----	----	2	----	9
Morehead	2	3	----	2	1	1	1	----	10
Murray	3	4	----	1	----	----	----	----	8
Peabody	3	5	3	3	1	5	4	----	24
U. of Kentucky	2	3	2	1	----	2	1	----	11
Western	1	1	2	1	----	1	2	----	8
Total	15	23	9	10	3	10	10	----	80

Peabody is the only institution which provides such courses in each of the other seven fields. Likewise, there are only three fields (psychology and measurement, administration and supervision, and history of education) in which correspondence courses are provided by each of the schools listed.

The relative extent to which the courses provided in each of the general fields contribute to the total number of correspondence courses in education is shown in Table XXXVI. These data show that 28.8 per cent of such courses fall within the field of psychology and measurement. The next greatest number, 18.7 per cent, belong to the field of administration and supervision. By comparing these

TABLE XXXVI

THE PER CENT WHICH THE CORRESPONDENCE COURSES PROVIDED IN EACH OF THE GENERAL FIELDS OF EDUCATION WAS OF THE TOTAL NUMBER OF CORRESPONDENCE COURSES PROVIDED IN EDUCATION, DURING THE 1938-1939 SCHOOL TERM

Name of Institution	Administration and Supervision	Psychology and Measurement	General Theory and Method	History of Education	Rural Education	Pre-School and Elementary Educ.	Secondary Education	Higher Education
Eastern	20.0	40.0	10.0	10.0	10.0	10.0	----	-----
Georgetown	22.2	33.3	11.1	11.1	----	----	22.2	-----
Morehead	20.0	30.0	----	20.0	10.0	10.0	10.0	-----
Murray	37.5	50.0	----	12.5	----	----	-----	-----
Peabody	12.5	20.8	12.5	12.5	4.2	20.8	16.7	-----
U. of Kentucky	18.2	27.3	18.2	9.0	----	18.2	9.1	-----
Western	12.5	12.5	25.0	12.5	----	12.5	25.0	-----
All Schools Combined	18.7	28.8	11.3	12.5	3.7	12.5	12.5	-----

data with Tables XVIII and XXV one may see that the field of psychology and measurement has also ranked first in relative number of courses provided for in-service teachers at late afternoon, evening, and Saturday hours, and again in regularly scheduled extension classes. The per cents in these two latter cases were 32.5 and 25.0 respectively, as compared with the 28.8 per cent shown here (Table XXXVI) for correspondence courses. It may also be noted from this comparison that the 18.7 per cent of courses in administration and supervision is higher than either of the figures for this field shown in the other two Tables. In fact, this is the only case where the number of

TABLE XXXVII

THE ENROLLMENT IN CORRESPONDENCE COURSES PROVIDED IN EACH OF THE GENERAL FIELDS OF EDUCATION, DURING THE 1938-1939 SCHOOL TERM

Name of Institution	Administration and Supervision	Psychology and Measurement	General Theory and Method	History of Education	Rural Education	Pre-School and Elementary Educ.	Secondary Education	Higher Education	Total
Eastern	7	17	6	4	9	7	----	----	50
Georgetown	2	5	1	1	----	----	2	----	11
Morehead	5	11	----	6	3	4	3	----	32
Murray	16	19	----	5	----	----	----	----	40
Peabody	27	49	24	20	15	38	35	----	208
U. of Kentucky	19	37	21	11	----	18	13	----	119
Western	4	8	9	3	----	5	13	----	42
Total	80	146	61	50	27	72	66	----	502

courses in administration and supervision has ranked second.

Tables XXXVII and XXXVIII show the number of correspondence students enrolled in courses in each of the general fields of education, during the period of this study, and the relative extent to which the enrollment in each field contributes to the total. These data also show psychology and measurement, and administration and supervision, to rank first and second respectively, as regards the number of students pursuing such courses. The relative per cent of students (29.1) in the former division is slightly higher than the per cent of courses (28.8) provided in that area. In the second case the relative per cent of enrollment (15.9) is lower than the

TABLE XXXVIII

THE PER CENT WHICH THE ENROLLMENT IN CORRESPONDENCE COURSES IN EACH OF THE GENERAL FIELDS OF EDUCATION WAS OF THE TOTAL ENROLLMENT IN THE CORRESPONDENCE COURSES PROVIDED IN EDUCATION, DURING THE 1938-1939 SCHOOL TERM

Name of Institution	Administration and Supervision	Psychology and Measurement	General Theory and Method	History of Education	Rural Education	Pre-School and Elementary Educ.	Secondary Education	Higher Education
Eastern	14.0	34.0	12.0	8.0	18.0	14.0	----	----
Georgetown	18.2	45.2	9.1	9.1	----	----	18.2	----
Morehead	15.7	34.4	----	18.8	9.3	12.5	9.3	----
Murray	40.0	47.5	----	12.5	----	----	----	----
Peabody	12.9	23.6	11.5	9.6	7.2	18.3	16.9	----
U. of Kentucky	15.9	31.2	17.6	9.2	----	15.2	10.9	----
Western	9.5	19.1	21.4	7.2	----	11.9	30.9	----
All Schools Combined	15.9	29.1	12.2	9.9	5.4	14.3	13.2	----

per cent of classes provided (18.7) in that area. These figures indicate that the field of psychology and measurement also has a higher average enrollment per class in correspondence work.

The cost to the individual student registered for correspondence work at these institutions is in general based upon the amount of credit allowed for the successful completion of the course. Eastern, Morehead, Murray, and Western charge a registration fee of $3.00, which each student pays only once, and $3.50 per semester hour for each course in which he enrolls. Georgetown and Peabody charge $4.00 per semester hour for each course, but have no registration fee.

The University of Kentucky charges $4.00 per semester hour, plus a registration fee of $3.00, which is also payable only once by each student.

In all cases the fees charged for correspondence courses must be paid in advance and are not returnable after the assignments have been sent to the student. The above mentioned fees do not include the cost for texts, materials used in the preparation of the lessons, and postage for the return of the completed assignments. The student must also be responsible for whatever cost may be incurred in connection with the proper administration and supervision of a final examination.

Other Extension Services

Some mention was made in Chapter III of the program of lectures and conferences which are conducted by the institutions surveyed, for the benefit of in-service teachers. A few of these programs, which have become to be regular annual affairs of considerable importance, were discussed in detail at that time. However, the officials interviewed at the various institutions were most eager and enthusiastic to have it clearly understood that they considered these regular large-scale conferences to be only a small part of their services in this area. They pointed out that much assistance of a more definite and detailed nature is given to many individuals and small groups, from local school systems, who come to them for assistance

from time to time. In many of these latter contacts specific school problems are attacked and practical solutions are effected. They attribute their interest in these matters, and their generous service, to the fact that such contacts with the problems facing employed teachers are of value in training prospective teachers, as well as a help to those seeking to improve while in service. They also acknowledge the obligation that a training institution has in seeking to improve the local schools in the area it serves.

For the same and other reasons, these training institutions are continuously providing speakers, special assistance, programs of information and education, equipment, and demonstrations for local groups assembled off the campus. All of those interviewed in connection with this study seemed to consider their obligations in such matters seriously and conscientiously. While none of these institutions had a definitely organized policy for the financing of the necessary traveling expenses and other incidentals connected with such enterprises, it was indicated that individual staff members are sometimes reimbursed from institutional funds for expenses incurred in rendering such services. On other occasions the local group is responsible for these expenses, or those giving the service pay the expenses from their own salaries or funds.

Visitation and follow-up work among graduates of these institutions, including demonstration teaching, are financed altogether from institutional funds. In the case of home economics, vocational education, and agriculture the institutions interested in these areas

receive additional allotments for the organization and administration of this phase of their work. Library extension and publications are likewise administered and financed out of the regular institutional budget, with the local teacher or group paying transportation costs on materials used.

The visual education department now being developed at the University of Kentucky is organized on a more self-sustaining basis. The cost of films and other materials for distribution is met by membership and rental fees charged to the schools using the service. The transportation costs on these materials are also charged to the local schools. However, the administrative work, clerical assistance, and other duties in connection with the service are provided and financed by the Department of Extension at the University.

Summary

One of the most interesting points in regard to regularly scheduled extension courses is the fact that only four of the nine institutions located within the state, which have an organization for the conduct of such courses, were actually active in this work during the term surveyed. These four schools (Eastern, Georgetown, University of Kentucky, and Western) had a total of thirty-six classes in operation, which involved the use of twenty-one extension centers. During the same period the University of Cincinnati conducted four extension classes in Covington and two in Lexington. The geographical distribution of these extension centers is shown in Figure 2.

A comparison of these data with those of Figure 1 shows that there is considerable duplication of facilities. The respective areas served by the extension classes and by the in-service courses provided on the campus of certain institutions at hours available to employed teachers are the same in some instances. There are also three instances where two different training institutions provide extension courses in the same center.

The data indicate that most of the work provided in extension courses is limited to a relatively few of the major subject fields. A few of the commonly required professional courses accounted for approximately 50 per cent of all the work provided in the extension classes which were conducted during this term. Courses in psychology and measurement were the most frequent and had the largest average enrollment per class.

A certain degree of uniformity in the matter of admission, prerequisites, and other phases of the administration of both extension and correspondence courses has been attained through the efforts of the Division of Teacher Training and Certification of the State Department of Education.

In general, the variety of correspondence courses provided in each of the major subject fields is much greater than that afforded in extension classes, and the total enrollment is approximately twice as large. There is no essential difference in the cost, and correspondence courses are available to students in all parts of the State.

The generous and widespread efforts of all of these insti-

tutions, in seeking to render other extension services to teachers, have been indicated in this chapter. These contacts between the training institutions and the local schools are reported as decidedly beneficial to both the pre-service and the in-service training programs.

CHAPTER VII

SERVICES PROVIDED BY THE STATE DEPARTMENT OF EDUCATION

Introduction

The center of attention in this chapter is those phases or the organization and work of the State Department of Education which have a bearing upon the in-service training of Kentucky teachers. Special consideration is given to those measures which affect the work of the various training institutions participating in the program. A brief description of the general organization of the Department is followed by a discussion of the work of certain divisions charged with the responsibility of promoting a sound program for the initial preparation and continuous improvement of an adequate supply of teachers. The various rules and regulations looking toward this end, which have been adopted from time to time, are considered briefly. Other functions in which the State Department engages itself, such as stimulation, research, publications, accrediting, certification, and salary scheduling, are included.

General Organization of the State Department

A simple diagram of the functional organization of the Kentucky State Department of Education is presented in Figure 3. A study of this figure will show that Kentucky has made a very definite attempt in the organization for the administration of its teacher-

training program to coordinate the work of its training institutions with the certification of its teachers. The State Superintendent, elected by the people, is a member and ex-officio chairman of an eight-member lay board, seven of whom are appointed by the Governor. The Department of Education has among its divisions a division of teacher training and certification. The director of this division administers the curriculums of the training institutions, inspects teacher-training departments of all colleges, and issues all certificates.

There is a separate governing board for each state institution of higher education. For the purpose of coordinating the work of public higher education there was created, by the 1934 Legislature, a Council on Public Higher Education.[1] The director of teacher training and certification in the State Department of Education, serves as secretary to this council. Some of the activities in which this council has engaged are of particular interest in the present study. It has attempted to coordinate the work of the state-supported training institutions by assigning all graduate work to the University of Kentucky, and limiting the teacher training activities of the University to the senior college and graduate levels. Also, both the quantity and quality of work required for the training of all kinds of school officers and teachers have been prescribed by the

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[1] Kentucky Statutes, Section 4527-1.

council.[2] Considerable progress has also been made toward the working out of a uniform plan for reporting by each institution. Certain forms for this purpose are now in use, in mimeographed form, but since the project is not completed they are not available for publication in this report.

The Accrediting of Training Institutions

The Council on Public Higher Education is responsible for the appointment of an advisory committee (See Figure 3) composed of representatives of the five state institutions and two representatives of the private and municipal schools. The director of teacher training in the Department of Education acts as chairman of this committee. The work relating to changes in the curriculum is in the hands of this committee; however, its decisions must be approved by the council. All the actions of the council which relate to curriculums for the training of teachers must have the approval of the State Board of Education. Under this program of teacher training the State Board of Education has the responsibility for prescribing uniform and unified regulations for the approval of the teacher training departments in all state, private, and municipal institutions. Such standards are formulated under the direction of the director of teacher training in the Department of Education,

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[2] Teacher Training and Certification Laws and Regulations, pp. 7-11. Kentucky Educational Bulletin, Vol. III, No. 7. Frankfort, Kentucky: Department of Education, 1935.

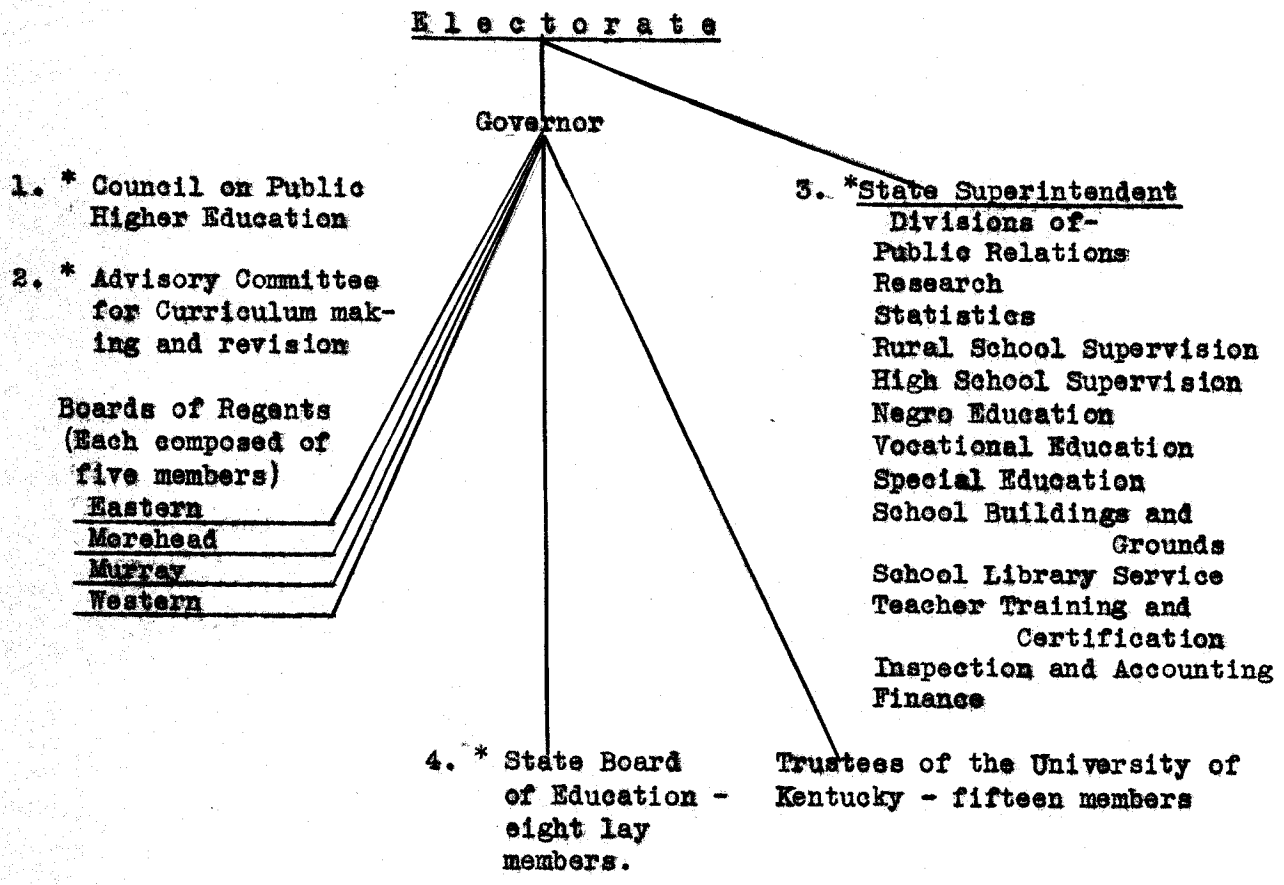

Fig. 3. - Organization of the Kentucky State Department of Education

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1* Sixteen members - State Superintendent, President of the University, Presidents of the four teachers colleges, one member from the board of regents of each of the four teachers colleges, three trustees of the University, two members of the State Board of Education, and the dean of the College of Education at the University.

2* A representative from each of the five state institutions of higher education, two members representing the private and municipal colleges, and the State Director of Teacher Training and Certification, who is chairman.

3* State Superintendent is chairman of the Board of Regents of each of the four State Teachers Colleges, member of the Board of Trustees of the State University, Chairman of the Council on Public Higher Education, and Chairman of the State Board of Education.

4* The State Board of Education supervises the State system of lower public schools, and governs the colleges for colored persons.

assisted by the advisory committee on teacher training appointed by the council.

Thus, the procedure in this area of work is as follows: (1) The Council on Public Higher Education prescribes the curriculums acceptable for the training of teachers for the various types of positions; (2) the State Board of Education sets up standards for the approval of the teacher training departments; (3) in the light of the actions of these two bodies, each institution must first decide what curriculums it desires to offer and then to make the proper application for their approval; (4) these curriculums are then checked with those prescribed by the council for the certification of teachers, and the director actually visits each institution to see whether or not laboratory, library, and other facilities are available and suitable for offering the various curriculums for which application has been made.

If a curriculum filed by an institution is found to meet the standards prescribed by the council, it is recommended to the State Board of Education for approval and the institution is placed on the approved list. This means that credits earned in these areas at these institutions will be accepted by the department of certification, for the issuance, renewal, or exchange of certificates. This plan proposes to make possible a unified program of teacher training for the state, and to bring about the desired cooperation between the officials of the various colleges and the State Department of Education.

Stimulation

It is now quite generally agreed that the primary responsibility for planning, supporting, and administering a free public school system rests upon the state. It then follows as a natural corollary that each state must accept the responsibility for planning for an adequate supply of trained teachers for its schools. The responsibility of the state for planning a state program of teacher training is emphasized in the report of the National Survey of the Education of Teachers.

> The second basic assumption is that each individual state is responsible for insuring an adequate supply of teachers meeting the certification standards which it has adopted for the several types of teaching positions. This responsibility may be met by: (a) Maintaining institutions or divisions of institutions having as their specific purpose the education of teachers; (b) certification of the graduates of approved curricula for the education of teachers in non-state-supported institutions; or (c) by various combinations of these methods.[3]

> It is the responsibility of the state to establish standards for the preparation of its public school teachers, to insure an adequate supply of teachers meeting these standards, and to protect its standards and the services rendered by the teachers by maintaining a balance between the supply of teachers and the demand for teachers. This control should be exercised primarily by means of certification and the enforcement of adequate regulations of the State Department of Education.[4]

This functional organization of the Kentucky State Department of Education, previously described provides for the assumption

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[3] National Survey of the Education of Teachers, p. 234. United States Office of Education Bulletin, No. 10, Vol. VI. Washington, D. C.: United States Office of Education, 1933.

[4] Ibid., p. 243.

of its rightful share of the responsibility for the stimulation of both training institutions and individuals. Stimulation of both of these toward the end that they may perform their respective functions in the state program more efficiently is a most important activity of the work of the State Department.

All members of the State Department who were interviewed in connection with this study seemed to recognize with due concern their responsibility for the developing and maintaining of a proper interest and attitude on the part of the public toward the teacher-training program. The fact that they are continuously giving of their time and energy toward this end is evidence of their sincerity. In addition to the many public appearances on local programs of the members of the State Department, there are numerous conferences with school officials and other interested persons. Special assistance is also given by members of the Department to such local school projects as the planning and location of buildings, revision of curriculum, production of courses of study, promotion of increased local financial support, and many other important issues designed to promote educational improvement.

Another phase of the duty of stimulation concerns the teachers themselves. The division of teacher training and certification is not concerned exclusively with the preparation of new teachers, for that work does not reach all of the teaching corps of the state. It is also concerned with the growth and improvement of teachers already in service. One of the goals of this division is

to make all teachers aware of the importance of the work in which they are engaged, and to help them realize the necessity for adequate preparation and of continued growth throughout the whole period of service.

The present State Department bases its work in this area upon the assumption that its efforts toward the improvement of instruction in the public schools will be very closely connected with the improvement of the training of teachers, pre-service and in-service. It believes that improving the training of teachers should be considered as a primary means of improving instruction. It also believes that every state program for the improvement of instruction, including curriculum revision, should be considered in connection with the total program for the training of teachers.[5]

In planning for the continuous growth of all teachers, the State Department encourages teachers to take advantage of the opportunities afforded in correspondence and extension courses. It also hopes to correlate the offerings of the institutions through such services with the needs of the localities and of the teachers themselves. Looking toward that end the advisory committee recommended to the Council on Public Higher Education that the following regulations relating to extension work, correspondence courses, and student

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[5] These impressions were obtained by the writer in a conference with R. E. Jaggers, Director of the Division of Teacher Training and Certification, in his office at Frankfort, Kentucky, on December 3, 1938.

load in summer sessions, be adopted.[6]

A. Regulations Relating to Correspondence and Extension Work.

1. A college desiring to offer extension work for credit toward the issuance and/or renewal of certificates shall submit its application for the approval of such work to the State Board of Education upon forms approved by the State Board of Education and shall furnish such information as necessary as a basis of such approval. No institution shall offer courses for credit to be used in issuing or extending certificates until the extension program of such institution has been approved.

2. Residence credit shall be credit earned on the campus in regularly scheduled classes of an accredited institution of higher learning.

3. Extension credit may be accepted in the issuance of certificates only from standard four-year colleges which are members of the Association of Colleges and Universities of the Southern States, or the American Association of Teachers Colleges or other regional accrediting associations.

4. Credit for the issuance and renewal of certificates earned in an extension class shall be valid only when the class is taught by a regular resident-member of the college faculty who teaches in his major field of preparation for college teaching.

5. Extension work shall be counted as a part of the regular teaching load of resident faculty members.

6. The admission requirements and enrollment technic for students taking extension work must be the same as for regular students in residence.

7. Students will be admitted to extension courses who satisfy all pre-requisites for these courses in exactly the same manner as in residence.

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[6] These regulations were approved by the State Board of Education on September 29, 1937.

8. Where courses are required for a degree, not more than one-half of the work of any department can be done by extension.

9. The library facilities for any course offered by extension must be approved by the head of the department offering the credit. A written copy of the library regulations must be kept on file in the institution.

10. Credit shall not be given for a three-hour course completed by correspondence in less than five weeks; for a two-hour course completed by correspondence in less than four weeks; or a one-hour course completed in less than two weeks.

11. Not more than 25 per cent of the credit for a degree or certificate may be earned by correspondence and/or extension.

12. Examinations for correspondence work shall be conducted in the following manner:

    a. In all cases where practicable, examinations shall be given on the campus of the institution giving the work.

    b. In cases where it is impracticable to comply with the regulation "a" above, examinations shall be given on the campus of a college belonging to a standard regional association and under the direction of the dean, registrar, or director of extension of the institution where the examination is given.

    c. In cases where it is impracticable to comply with the regulations "a" and "b" above, an examination may be administered by a county or city superintendent or the principal of an accredited high school under careful institutional regulations.

13. The minimum tuition for extension courses shall be $3.50 per credit hour.

14. Extension practices of all institutions, in so far as they affect students, shall be as uniform as practicable. To that end, directors should seek to discover and adopt the best practices for conducting extension teaching, both class and correspondence.

15. Students shall not be allowed to receive more than six credits per semester or twelve hours within the calendar year by extension.

16. Students in residence shall not be permitted to do extension work without permission of their dean.

17. Three-fourths of the total amount of credit required for the issuance of any certificate shall be residence credit, provided that, laboratory courses in subject fields, and professional courses requiring observation, participation, and/or teaching in campus or affiliated training school shall be in residence.

18. Extension credit in the renewal of a certificate, except where otherwise specified, will be accepted up to 50 per cent of the total credits presented for the renewal of any certificate. All graduate credit for the renewal of a certificate shall be earned in residence.

19. Credit earned by correspondence, extension classes, travel courses, and credit earned through other off-campus programs shall be so designated on the official transcripts and shall be classified as extension or non-resident work.

B. Regulations Relating to Summer Session Load

The maximum load carried for credits for the issuance or renewal of a certificate by a student enrolled in summer sessions shall be as follows:

1. For one term of 30 school days - 7 semester hours.

2. For two terms of 30 school days each - 13 semester hours.

3. For one term of 15 days - 3 semester hours.

4. For one term of 30 days followed by a 15-day term - 9 semester hours.

5. No credit in excess of 14 semester hours earned during a summer session in any one summer may apply toward the issuance or renewal of a certificate. After September 1, 1938, no credit in excess of 13 semester hours earned during a summer session in any one summer may apply toward the issuance or renewal of a certificate. Summer session as used in this regulation means the period of time between the close of the regular college year in June and September first.

Research

The Kentucky State Department of Education recognizes research as an essential activity and has included such a division in its functional organization.[7] In addition to carrying on major investigations which seem pertinent to the formation of a constructive program of action, the division of research also renders valuable assistance to the other divisions, and furnishes valuable data to legislative committees, institutions, professional groups, and interested individuals. These services are intended to offset errors of judgment caused by lack of adequate knowledge of facts. In order better to discharge this responsibility the division attempts to conduct continuous studies relating to all phases of the educational program of the state. In short, it is a storehouse of facts regarding all phases of the educational system of the state.

In the field of teacher-training continuous research is conducted in regard to supply and demand, and in the curriculum and programs of the various training institutions. In the former area the data are separated into different categories based on the several grade levels in the public schools. At the junior and senior high school levels, further subdivisions are made on the basis of subjects and combinations of subjects. These facts are secured not only from the teacher-training institutions, but also from county superintendents and other local school unit administrators. Since the

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[7] See Figure 3.

teacher-training program is concerned not only with pre-service training but also in-service training, up-to-date facts are constantly sought as to the training status of all the employed teachers. This department also makes a continuous study of best practices elsewhere, and encourages continuous planning, experimentation, and evaluation on the part of institutions, local school systems, and individuals.

It is held by the department that the information collected by the division of research is important, not only for the guidance of the State Department in determining policies, but to the teacher-training institutions and to individuals. Such data form one of the bases for a guidance program for students upon which they may be advised regarding the selection of the grade levels or subject fields for which they will prepare to teach. In this way it is felt that the program of training can be related to their needs, and that reasonable successive goals can be set up for raising the general level of training of the entire corps of teachers.

Publications

Another essential activity of the State Department of Education in the field of teacher-training is publication. The results of studies and compilations of facts, mentioned in the paragraphs above, relating to research must be published and disseminated if they are to be of value. The division of public relations is in close cooperation with all of the other divisions on this part of the program. There

is also close cooperation with the Kentucky Education Association and with the Bureau of School Service at the University of Kentucky. The publications of both of these frequently carry releases from the State Department. Other media such as the public press, and the publications of lay groups such as the Parent-Teacher Association, American Legion, Federated Women's Clubs, and Institutional Publications are used to disseminate information selected for its value in maintaining the interest and support of the people in the solution of educational problems.

The State Department itself publishes a series of "Educational Bulletins" in which the laws, rules and regulations, recommendations, results of investigations, statistics pertaining to the school system of the state, and reports of the activities of the department may be found. These bulletins, some of which have been referred to in the present study, are regularly supplemented by mimeographed "Circulars" which are issued from time to time by each of the various divisions of the department.

The director of the division of teacher training and certification frequently issues a "Teacher Training Circular" from that division in which pertinent matters relating to the status of employed teachers, data on supply and demand in the several areas of employment, teacher-training curriculums, regulations regarding certification, and other such matters are discussed. These circulars tend to stimulate the program of training for teachers in both the pre-employment and in-service periods.

Certification

In Kentucky, the State Department of Education is vested with the complete authority to certify all instructional employees of the public schools of the state.[8] The holding of such a certificate is a standard pre-requisite to employment in any position for which such certificates are issued. The responsibility for the administration of this area of work is centered in the division of teacher training and certification, which has been mentioned in the preceding paragraphs. The final authority for the approval of the rules and regulations pertaining to all phases of certification rests with the State Board of Education.

This type of organization places the State Department in a key position for attacking the problem of increased professionalization in teaching. The degree to which a satisfactory solution to this problem is reached is directly dependent upon the standards set for certification. It is understood that certification implies limitations. This being the case, the State Department attempts, in so far as is possible, by its rules and regulations pertaining to certification, to secure a certain minimum competency in the beginning teacher. The department also seeks to stimulate and encourage the attainment of a higher level of training on the part of all teachers.

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[8] Kentucky Statutes, Section 4502-1.

In attempting to meet these objectives there have been provided, in Kentucky, rules and regulations for the issuance of a provisional and a standard certificate in each of the three main areas of school work.[9] Elementary education, secondary education, and administration and supervision comprise these three areas. Provision is also made for the issuance of certificates to attendance officers and teachers of trades and industries. In all cases the provisional certificates may be renewed, at date of expiration, only after presentation of additional training in an amount which approximates one-half year of regular residence work in a training institution. Standard certificates may be renewed on the basis of successful experience alone.

While in-service training is not specifically mentioned in any of these regulations, it is obvious that many teachers must either use this method for increasing their professional training, or ask for a leave of absence during a regular term, so that the requirements may be met. It was not possible to obtain information that would show to just what extent this condition was true for elementary teachers in Kentucky, during the term covered in this study. However, the records of the division of teacher training and certification show that 47.6 per cent of the secondary teachers of the state must pursue additional training during the next four years, if their certificates are to remain in force.

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[9] These regulations were adopted by the State Board of Education in a meeting at Frankfort, Kentucky, May 27, 1935.

Salary Schedules

The law relating to the minimum salary for teachers in Kentucky provides that each school district shall pay its teachers according to a salary schedule which includes training, quality of service, experience, and such other items as the State Board of Education may approve.[10] A copy of the salary schedule prepared by each school board must be filed with the State Board of Education, and approved by that body, before the local district is eligible to receive its share of the state funds. The director of finance in the state department is charged with the administration of this area of work. Only that phase of the program which relates to the training of teachers will be considered here.

The philosophy of the state department is based upon the belief that a salary schedule which recognizes the factor of training places a premium upon the professional fitness of teachers.[11] The desired practical result is to provide an incentive to teachers to improve themselves in their work, with consequent advantage to the pupils and to the school organization as a whole. The board which places emphasis on preparation recognizes the fact that a teacher is entitled to receive remuneration commensurate, in part at least, with the investment represented. Other factors being equal, the teacher

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[10] Kentucky Statutes, Section 4399-46.

[11] These impressions, and other information used in the following paragraphs, were obtained from George L. Evans, Director of Finance in the State Department of Education, in an interview in his office at Frankfort, Kentucky, November 22, 1938.

with much training should receive more salary than the teacher who is not so well equipped.

The Salary Schedule Form F-10-6, supplied by the director of finance, provides for the calculation of teachers' salaries on a monthly basis. It is suggested by the Department that an allowance of from $0.15 to $0.25 per semester hour be allowed on each month's salary, for credits recognized toward an A.B. degree plus the same rate for credits recognized toward higher degrees. The actual practice of the local school districts of the state, in regard to this matter, is shown in Table XXXIX.

TABLE XXXIX

THE AMOUNT ALLOWED ON THE MONTHLY SALARIES OF KENTUCKY TEACHERS FOR EACH SEMESTER HOUR OF RECOGNIZED TRAINING, 1938-1939 SCHOOL TERM

Type of District	Number of Districts	Monthly Allowance for Each Semester Hour			
		Minimum	Maximum	Median	Mean
County	120	$0.10	$0.30	$0.15	$0.17½
Independent	155	.06	.50	.20	.19

Summary

The data reported in this chapter indicate that the general functional organization of the Kentucky State Department of Education permits and encourages a coordinated plan of cooperative effort in attacking teacher-training problems. The issuance of all certificates through the division of teacher training and certification enables the Department to take the initiative in pointing out pertinent problems

and in encouraging and assisting the training institutions in the solution of these problems. The Council on Public Higher Education and the Advisory Committee provide a plan of organization and administration which tends to coordinate the work of the training institutions with the certification of teachers. This plan permits a consideration of actualities as well as philosophy and theory.

The accrediting of all training institutions by the state department serves to insure to some degree the quality of the work presented as a basis for certification. This, again, is a cooperative enterprise where in reality the representatives of the institutions set up rules and regulations for their own approval. These standards, of course, have to be acceptable to the Public Council on Higher Education and to the State Board of Education.

Much of the work of the State Department which relates to the training of teachers is based upon the philosophy that an improved teaching personnel will result in better instruction in the schools. Looking toward this end the state department uses certification, stimulation, research, publications, and salary schedules as media through which it works to insure a continuous improvement in the general level of the teaching corps of the state. However, progress in this respect must be contemplated in the light of available facilities for the training of both pre-service and in-service teachers, in terms of their economic and physical abilities, and with a full knowledge of the ratio of supply to demand at each teaching level.

The data in this chapter indicate that all of these aspects

have entered into the establishment of conditions in this area as they now exist in Kentucky.

CHAPTER VIII

TEACHER REACTION TO IN-SERVICE TRAINING

Introduction

One of the main purposes of this study is to set forth the reactions of a representative group of participating teachers relative to the appropriateness and practicability of such parts of the present institutional in-service program as they have encountered. A statement of this purpose, together with the technique used to secure this reaction, has been referred to in Chapter I. A restatement will be made at this point because it is believed that such a procedure will insure a better interpretation of the material presented in the present chapter.

The inclusion of these data may be justified by the belief that the functional value of any in-service program is necessarily calculated quite extensively in terms of the reactions of participating teachers. In order to ascertain this reaction the entire in-service enrollment of Kentucky teachers in one of each of the five types of schools included in this study constituted the group from which these data were solicited. This investigation was, of course, confined to those actively connected with the in-service program of one of these institutions during the period covered by this report.

The schools selected for this detailed part of the study were the University of Kentucky, Eastern Kentucky State Teachers

College, Georgetown College, University of Louisville, and the University of Cincinnati. They may be classified as a state university, state teachers college, private liberal arts college, municipal university, and an out-of-state school respectively. This selection seemed to afford a quite typical, as well as representative, source from which the teachers' reactions might be ascertained.

A questionnaire was prepared and submitted to each of the 3093 Kentucky teachers who had enrolled in the in-service training courses provided by the above schools during the period covered by this investigation.[1] This questionnaire attempted to determine the purpose for which each teacher had resorted to in-service training, the particular type of training received, the aspects of the training judged by each to be of most value, particular needs for training which are not met by the present program, and suggestions for possible additions to, or modifications of, the present program that seem to give promise of a better adaptation of the efforts of the institutions to the felt needs of the teachers. In order to facilitate the classification and interpretation of the data, the teachers were also asked to supply the following information: (1) the types of positions they are now holding in school work; (2) the number of years they have been engaged in school work; (3) the number of years they have been employed in the school systems in which they are now working; and (4)

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[1] A copy of the questionnaire may be found in the Appendix, pages 233 - 237.

the number of years they have been in their present positions.

A total of 2290 questionnaires were returned in usable condition. This was 74.03 per cent of the number from whom a response was solicited. The data compiled from these responses will be discussed in the following pages, in the same order in which they occur on the questionnaire. Due to the variations which naturally result because of the nature of the data, and because of the form in which the responses were recorded, a more detailed treatment of the methods employed in handling the different categories of information will be included in each division discussed. However, it seems appropriate to say here that no attempt has been made to introduce an elaborate statistical procedure, because it is believed that additional computations, in view of the nature of the data, would not aid materially in their summarization and interpretation.

Classification of Responding Teachers

The number of teachers answering the questionnaire, and now employed in each of the different types of positions, is shown in Table XL. This table also shows the median and mean number of years that each group has been in school work, how long they have been employed in the school systems in which they are now working, and the length of time they have held their present positions. It seems significant to note that, if the administrative and supervisory group is excluded, there is no noticeable variation in the data recorded in each column, for each of the other groups. In general, the adminis-

trative and supervisory officials have been in school work from from three to four years longer than any of the other groups. However, the elementary teachers show the longest period of service in their present positions.

TABLE XL

THE EXPERIENCE OF THE VARIOUS GROUPS OF TEACHERS WHICH REPLIED TO THE QUESTIONNAIRE

Type of Position	Number of Teachers	Years In School Work		Years In Present System		Years In Present Position	
		Median	Mean	Median	Mean	Median	Mean
Elementary	1090	7.17	8.91	5.02	7.06	4.16	5.45
Junior High School	240	7.38	8.10	4.08	6.02	2.52	4.19
Secondary	424	7.73	8.49	4.17	5.72	2.62	4.79
Teachers of Special Classes	109	8.03	8.69	4.74	5.86	3.50	5.36
Administrative and Supervisory	427	11.23	11.55	5.77	8.09	3.96	5.33
All Teachers Combined	2290	7.82	9.27	4.76	6.84	3.56	5.17

A summarization of the responses made to the other items included in the questionnaire, for each of the groups of teachers listed in Table XL, will be given on the following pages. These groups will be treated in the same order in which they occur on the table. In order to facilitate a better understanding of the data, a brief explanation of the way in which they have been summarized will be made in each category of the first division. The responses of each of the other groups will be treated in exactly the same manner.

Elementary Teachers

Each teacher was asked to indicate the various types of institutional in-service training in which he had taken part, since first employed as a teacher. He was also asked to indicate, by rank, the relative extent to which he had made use of each of those in-service facilities with which he had come in active contact. A summarization of the responses is shown in Table XLI. This tabulation indicates that summer school and late afternoon, evening, and Saturday classes rank first and second respectively in this respect. Extension and correspondence courses are next and are reported as being used to exactly the same extent by this group of teachers. Placement services of the institutions, not including initial employment in school work, were reported as the least used by this group.

Their estimate of the degree to which their contacts with these respective in-service activities have contributed to their teaching efficiency and professional advancement is shown in Table XLII. This table also shows the total number of teachers who expressed their evaluation of these in-service activities through these replies. These numbers not only indicate the number of replies upon which the judgments are based, but also the number of teachers in this group who have had active contact with each of these in-service facilities.

The data in Table XLII indicate that in most cases these elementary teachers feel that the institutional in-service activities

TABLE XLI

INSTITUTIONAL IN-SERVICE TRAINING FACILITIES
USED BY ELEMENTARY TEACHERS

Institutional In-Service Training Activities	Rank
Summer School	1.0
Late afternoon, evening, and Saturday classes	2.0
Extension Courses	3.5
Correspondence Courses	3.5
Special lectures and conferences	5.0
Demonstration teaching	6.5
Publications of institutions	6.5
Visitation by institutional staff	8.0
Follow-up program of training institution	9.0
Special assistance on major problems and projects	10.0
Placement Services (not including initial employment)	11.0

have made some contribution to their teaching efficiency and professional advancement. Only in the case of visitation by members of the training school staff was there a feeling, on the part of a few teachers, that the institutional activity had been detrimental to them. In most cases the number of frequencies in each column indicate that these activities are considered as making an average or great contribution to the teachers concerned. Summer school stands out as the only institutional activity rated as making a "great" contribution by a majority of these teachers. A total of 728 out of 992, or 73.4 per cent indicated that they had such an opinion as a result of their experiences in summer school.

The next division of the questionnaire was designed to procure information regarding the particular fields in which these

TABLE XLII

AN EVALUATION BY ELEMENTARY TEACHERS OF THE CONTRIBUTION MADE TO THEIR TEACHING EFFICIENCY AND PROFESSIONAL ADVANCEMENT BY THE INSTITUTIONAL IN-SERVICE FACILITIES WITH WHICH THEY HAVE HAD ACTIVE CONTACT

Type of Institutional Activity	Great	Average	Little	None	Detri-mental	Total
Summer School	728	235	29	- -	- - -	992
Extension Courses	123	415	209	13	- - -	760
Correspondence Courses	66	264	148	13	- - -	491
Late afternoon, evening, and Saturday classes	126	231	149	11	- - -	517
Special lectures and conferences	71	53	46	- -	- - -	170
Visitation by institutional staff	33	31	9	- -	11	84
Demonstration teaching	53	51	22	- -	- - -	126
Follow-up program	- -	9	11	- -	- - -	20
Placement services (not including initial employment)	11	- -	- -	11	- - -	22
Special assistance on major problems and projects	27	20	22	- -	- - -	69
Publications of institutions	130	134	64	- -	- - -	328

teachers had engaged in in-service training activities. They were asked to indicate, by rank, the areas in which they had done most work. The resulting tabulation of their responses is shown in Table XLIII. The fact that "preschool and elementary education" is ranked first on this table seems to indicate that these elementary teachers have done most of their in-service work in the field in which they are now employed. Other areas of work such as "general theory and method" and "methods of teaching specific subjects", which also received a high rank on this tabulation, may also be considered as more or less closely related to their work.

TABLE XLIII

AREAS IN WHICH ELEMENTARY TEACHERS HAVE ENGAGED IN IN-SERVICE TRAINING ACTIVITIES

Fields	Rank
Preschool and elementary education	1
General theory and methods	2
Methods of teaching specific subjects	3
Educational psychology	4
School administration and supervision	5
Content courses in specific subject fields	6
Secondary education	7
Rural education	8
Curriculum	9
History of education	10
Tests and measurements	11
Higher education	12

The data in Table XLIV indicate, for each of the fields listed in Table XLIII, the degree to which these teachers feel that

TABLE XLIV

AN EVALUATION BY ELEMENTARY TEACHERS OF THE CONTRIBUTION MADE TO THEIR TEACHING EFFICIENCY AND PROFESSIONAL ADVANCEMENT BY THE IN-SERVICE TRAINING COURSES PROVIDED IN THE VARIOUS FIELDS

Fields	Great	Average	Little	None	Detri-mental	Total
School administration and supervision . .	117	173	66	20	- -	376
Educational psychology	229	332	114	11	- -	686
Tests and measurements	124	190	139	11	33	497
General theory and methods	372	313	62	20	- -	767
Methods of teaching specific subjects . .	351	155	20	- -	11	537
Content courses in specific fields . . .	102	170	44	- -	- -	316
Curriculum	144	168	107	24	- -	443
History of education	70	179	104	15	12	380
Rural education	51	80	2	11	13	157
Preschool and elementary education . . .	389	159	35	- -	- -	583
Secondary education	62	110	76	- -	- -	248
Higher education	20	- -	25	- -	- -	45

their in-service work in these areas has contributed to their teaching efficiency and professional advancement. It is interesting to note that each of the three fields ranking highest in Table XLIII has the largest number of frequencies in the column which indicates that they have been of "great" value to these teachers. Also that the next eight items in Table XLIII have the largest number of frequencies under "average" on Table XLIV.

The items listed in Table XLV were included in the questionnaire in a section intended to gather from the teachers some idea of the reasons for which they had resorted to institutional in-service training. They were instructed to mark with (1) the reasons that were most influential in their respective cases; with (2) those having less influence; and with (3) those having little bearing upon their action. Items not affecting their case were to be marked with (0), which in tabulating was considered as an omission. In order to get a composite idea of the extent to which each of these reasons had influenced this group of teachers as a whole, the responses were arbitrarily weighted in the tabulation. A response of (1) was credited with five points, (2) with three points, and (3) with one point. The cumulative totals are shown opposite each item in Table XLV. The items are arranged in descending order, according to this method of evaluating their respective influence, and are not in the same sequence in which they appear on the questionnaire. This method amounts to the same thing as ranking the items according to their indicated importance in the responses received.

TABLE XLV

THE RELATIVE DEGREE TO WHICH CERTAIN REASONS HAVE PROMPTED ELEMENTARY TEACHERS TO AVAIL THEMSELVES OF INSTITUTIONAL IN-SERVICE TRAINING FACILITIES

	Reasons	Points
1.	Additional undergraduate credit needed to complete a degree	3076
2.	Desire to obtain an advanced degree	2320
3.	Desire to keep up with new developments that have come about since entering upon regular employment	2190
4.	Desire to advance general professional standing without particular reference to any advanced position	1907
5.	Desire for increased economic returns made possible by provisions in the local salary schedule which allows extra pay for additional professional preparation	1754
6.	Additional credit needed to extend or renew a certificate.	1645
7.	Realized that pre-service preparation had not provided all the training needed to efficiently discharge duties . .	1541
8.	A regulation of the local system which requires all teachers, or those having a certain standard of preparation, to earn additional credit within a stated period of time ..	1128
9.	Additional credit needed to obtain a better grade certificate	1057
10.	Desire to advance professional standing but not working toward any specific advanced degree	998
11.	Desire to follow up certain problems encountered since regular employment and as a result of professional duties .	875
12.	Desire to prepare for advancement to a particular type of position which necessitated additional professional training	756
13.	Additional work needed because of a change in certification laws	681
14.	Desire to change to another type of position, not necessarily an advancement, but where specific training was needed .	585
15.	Local administrative and supervisory officials did not meet needs for professional advice or techniques to cope with problems	292
16.	Desire to follow up certain problems encountered before entering upon regular employment	243

The fact that "additional undergraduate credit needed to complete a degree" ranks at the top in this list seems indicative of the fact that many of these elementary teachers have not yet completed a four-year teacher-training program. On the other hand, it will be noted that "desire to obtain an advanced degree" is in second place. A pure interest in professional improvement and efficiency seem to be indicated in the items accorded third and fourth places. These two items are: (a) the desire to keep up with new developments that have come about since the teacher entered upon regular employment; and (b) the desire to advance in general professional standing without particular reference to any advanced position. The effect of recent changes in certification laws does not seem to be a very marked influence with this group of teachers, since they ranked it in thirteenth place among the sixteen items listed.

In the next division of the questionnaire each teacher was asked to list the additional training for which they had felt a definite need since entering upon regular employment, and which they felt could be satisfactorily provided by regularly established teacher-training institutions. The responses received are listed in Table XLVI. The writer has attempted to reproduce here the exact responses received, using the statements of the teachers themselves in all cases where possible. If the meaning of a statement was not obvious enough to prevent all possibility of a mistake in combining

TABLE XLVI

AREAS OF WORK IN WHICH IN-SERVICE ELEMENTARY TEACHERS HAVE FELT A NEED FOR ADDITIONAL TRAINING

Areas of Work	Number
1. Methods of teaching specific subjects	228
2. More demonstration teaching	120
3. Courses and work in remedial reading	104
4. Training in social service work	87
5. General music and music appreciation	76
6. Industrial arts for elementary grades	62
7. Physical education	60
8. Child psychology	52
9. Practice in progressive educational practices	44
10. Content courses in the subject fields	41
11. Re-making of the curriculum	35
12. Teaching of art	35
13. Guidance	23
14. Methods of teaching handicapped children	22
15. Methods of teaching the mentally retarded	20
16. Training in marking and record keeping	20
17. Organization and administration of school activities.	20
18. Application of statistical studies	13
19. Tests and measurements	9
20. Methods of teaching exceptional pupils	6
21. Home economics for elementary grades	5
22. Pre-school work	5
23. Disciplinary methods	4
24. Courses in mental hygiene	2

it with other similar reactions it was listed as a separate item. Such a listing may seem crude in some instances and leave the impression that some statements could have been combined, but it is believed that any such combination would result in a sacrifice of clarity. Each statement in the table is accompanied by a number in the right hand column which indicates the frequency of mention of each. The item mentioned by the greatest number of teachers is

placed at the top and the others are arranged below it in order of decreasing frequency.

In the final division of the questionnaire each teacher was asked to suggest additions to, or modifications of, the present program of institutional in-service training now carried on in this area, which they felt would enable these institutions better to provide for the needs of teachers in-service. The response to this question is contained in Table XLVII. The data for this table were handled in exactly the same manner as has been previously described for Table XLVI. In fact, a careful examination of the data included in each of these tables tends to emphasize the point that there is a close connection between the expressed needs for certain types of in-service training and the suggestions which they have made for the modification of the present program. It is obvious from the data that these teachers want more training in how actually to do the job of teaching. A glance at the two top items in each table (XLVI and XLVII) is sufficient to establish this point.

Junior High School Teachers

The style and sequence used in presenting the data collected from this, and other, groups of teachers is exactly the same as that followed in the previous discussion of the response obtained from elementary teachers. Such being the case, most of the discussion of these findings will be reserved for treatment in a later chapter, in

TABLE XLVII

CHANGES IN THE PRESENT INSTITUTIONAL IN-SERVICE PROGRAM SUGGESTED BY ELEMENTARY TEACHERS

Changes Suggested	Number
1. More actual demonstration work	116
2. Courses treating particular school problems	109
3. Fewer courses in general theory	97
4. More cultural training for teachers	77
5. Less restrictions on work leading to degrees	70
6. More cooperation and effort toward the promotion of extension courses	54
7. Additional courses in visual education	51
8. Additional courses in methods of teaching	45
9. More graduate extension courses	40
10. More practice teaching	40
11. Extension courses in other centers	38
12. Use of better techniques by college teachers	29
13. Eliminate overlapping in education courses	22
14. Operation of pure experimental school	5
15. Smaller fees for in-service courses	5

which the main concern will be an interpretation and summarization of all the data collected.

The data recorded in Table XLVIII show that the junior high school teachers, canvassed in this survey have used mostly the same three in-service facilities as have the elementary teachers. The only marked variation in the ranking of any of the services is noted in the less frequent use, by junior high teachers, of the special lectures and conferences provided by the training institutions. The evaluation of these same activities, in Table XLIX, shows no case where a teacher felt that any of these in-service contacts had been

TABLE XLVIII

INSTITUTIONAL IN-SERVICE TRAINING FACILITIES
USED BY JUNIOR HIGH SCHOOL TEACHERS

Institutional In-Service Training Activities	Rank
Summer School	1
Late afternoon, evening, and Saturday classes	2
Extension courses	3
Visitation by institutional staff	4
Publications of institutions	5
Demonstration teaching	6
Special assistance on major problems and projects	7
Correspondence courses	8
Special lectures and conferences	9
Placement services (not including initial employment)	10
Follow-up program of training institution	11

detrimental. Correspondence courses comprise the only division of service where some felt that they had received no value from the experience. Summer school again stands out, as with elementary teachers, as an in-service activity of "great" value.

On the other hand, if a comparison is made between the data shown in Tables XLIII and L, it may be noted that there is little similarity in the degree to which these two groups of teachers have taken in-service courses in the various fields of work. The closest agreement is in regard to courses in "general theory and method", which rank second and third in the two tables respectively mentioned above. The evaluation, by these junior high school teachers, of their work in each of the various fields is shown in Table LI. In general it seems that this evaluation is complimentary to all fields.

TABLE XLIX

AN EVALUATION BY JUNIOR HIGH SCHOOL TEACHERS OF THE CONTRIBUTION MADE TO THEIR TEACHING EFFICIENCY AND PROFESSIONAL ADVANCEMENT BY THE INSTITUTIONAL IN-SERVICE FACILITIES WITH WHICH THEY HAVE HAD ACTIVE CONTACT

Type of Institutional Activity	Great	Average	Little	None	Detri-mental	Total
Summer School	158	47	11	- -	- -	216
Extension Courses	50	45	7	- -	- -	102
Correspondence Courses	11	15	9	13	- -	48
Late afternoon, evening, and Saturday classes	58	108	7	- -	- -	173
Special lectures and conferences	22	21	2	- -	- -	45
Visitation by institutional staff	51	2	5	- -	- -	58
Demonstration teaching	- -	47	- -	- -	- -	47
Follow-up program	- -	7	14	- -	- -	21
Placement services (not including initial employment)	3	- -	11	- -	- -	14
Special assistance on major problems and projects	51	11	- -	- -	- -	62
Publications of institutions	24	63	23	- -	- -	110

TABLE L

AREAS IN WHICH JUNIOR HIGH SCHOOL TEACHERS HAVE ENGAGED IN IN-SERVICE TRAINING ACTIVITIES

Fields	Rank
School administration and supervision	1
Content courses in specific subject fields	2
General theory and methods	3
Secondary education	4
Pre-school and elementary education	5
Educational psychology	6
Rural education	7
Methods of teaching specific subjects	8
Tests and measurements	9
Curriculum	10
History of education	11
Higher education	12

However, "content courses in specific subject fields" stand out as the one area of work which they feel has made the greatest contribution to their teaching efficiency and professional advancement.

Table LII shows the relative degree to which certain motives have prompted this group of teachers to continue their training while in service. The three reasons ranked highest in this tabulation all seem to emphasize the desire for personal gain as a prime motive for their continued training. These reasons, in the order ranked, were: (1) desire to obtain an advanced degree; (2) desire for increased economic returns; and (3) the desire to advance in general professional standing. Again, as in the case of elementary teachers, certification requirements seem to exert a relatively small influence toward the stimulation of in-service improvement among these teachers.

TABLE LI

AN EVALUATION BY JUNIOR HIGH SCHOOL TEACHERS OF THE CONTRIBUTION MADE TO THEIR TEACHING EFFICIENCY AND PROFESSIONAL ADVANCEMENT BY THE IN-SERVICE TRAINING COURSES PROVIDED IN THE VARIOUS FIELDS

Fields	Great	Average	Little	None	Detri-mental	Total
School administration and supervision . . .	87	46	20	- -	- -	153
Educational psychology	60	76	11	- -	- -	147
Tests and measurements	15	66	9	10	- -	100
General theory and methods	40	102	14	- -	- -	156
Methods of teaching specific subjects . . .	38	37	42	- -	- -	117
Content courses in specific fields	108	2	16	- -	- -	126
Curriculum	22	24	12	- -	- -	58
History of education	9	42	40	- -	- -	91
Rural education	- -	- -	2	- -	- -	2
Pre-school and elementary education	42	75	- -	- -	- -	117
Secondary education	20	- -	- -	- -	- -	20
Higher education	5	21	- -	- -	- -	26

TABLE LII

THE RELATIVE DEGREE TO WHICH CERTAIN REASONS HAVE PROMPTED JUNIOR HIGH SCHOOL TEACHERS TO AVAIL THEMSELVES OF INSTITUTIONAL IN-SERVICE TRAINING FACILITIES

Reasons	Points
1. Desire to obtain an advanced degree	1044
2. Desire for increased economic returns made possible by provisions in the local salary schedule which allows extra pay for additional professional preparation .	778
3. Desire to advance general professional standing without particular reference to any advanced position . . .	617
4. Additional undergraduate credit needed to complete a degree	510
5. Realized that pre-service preparation had not provided all the training needed to efficiently discharge duties	496
6. Desire to keep up with new developments that have come about since entering upon regular employment	390
7. Desire to prepare for advancement to a particular type of position which necessitated additional professional preparation	371
8. Desire to advance professional standing but not working toward any specific advanced degree	358
9. Desire to follow up certain problems encountered since regular employment and as a result of professional duties	347
10. Desire to change to another type of position, not necessarily an advancement, but where specific training was needed	254
11. Additional credit needed to obtain a better grade certificate	218
12. Additional credit needed to extend or renew a certificate	186
13. A regulation of the local system which requires all teachers, or those having a certain standard of preparation, to earn additional credit within a stated period of time	141
14. Local administrative and supervisory officials did not meet needs for professional advice or techniques to cope with problems	134
15. Additional work needed because of a change in certification laws	65
16. Desire to follow up certain problems encountered before entering upon regular employment	16

TABLE LIII

AREAS OF WORK IN WHICH IN-SERVICE JUNIOR HIGH SCHOOL TEACHERS HAVE FELT A NEED FOR ADDITIONAL TRAINING

Areas of Work	Number
1. Methods of teaching specific subjects	45
2. Guidance and student personnel work	30
3. Training in keeping records and making reports	22
4. Organization and administration of school activities	20
5. Methods of teaching the mentally retarded	10
6. Tests and measurements	10
7. Character education	7
8. Child and adolescent psychology	5
9. Industrial arts	5
10. More demonstration teaching	5
11. Health and physical education	4
12. Courses and work in remedial reading	2
13. Methods of teaching pupils how to study	2

Table LIII shows the areas of work in which these junior high school teachers report that they have felt a need for additional training since they entered upon regular employment. By checking these items against those listed in Table XLVI, one can see that practically every statement here is matched by a corresponding one in the former list. The chief variation is one of frequency of mention rather than of basic content. However, "methods of teaching specific subjects" ranks at the top in both cases.

By a similar comparison the changes in the present institutional in-service program, suggested by junior high school teachers in Table LIV, are found to have much in common with the proposals made by elementary teachers. Both groups indicate in these replies

that they are most concerned about in-service training designed to show them specific workable methods which they can use in their own classrooms.

Secondary Teachers

The extent to which these 424 in-service secondary school teachers have used the various facilities provided for them by the training institutions is shown in Table LV. The reader may recall that the first two items on this list were also ranked in corresponding positions, and in the same order, by both elementary and

TABLE LIV

CHANGES IN THE PRESENT INSTITUTIONAL IN-SERVICE PROGRAM SUGGESTED BY JUNIOR HIGH SCHOOL TEACHERS

Changes Suggested	Number
1. Fewer courses in general theory	47
2. More courses in specific methods	36
3. Provision of content courses in secondary subjects	26
4. Larger selection in in-service classes	22
5. More actual demonstration work	18
6. Courses in methods of teaching secondary subjects	13
7. Courses treating particular school problems	13
8. More practice teaching	11
9. More cultural training for teachers	11
10. Better placement services	11
11. Additional industrial arts work	5
12. More courses in psychology	5
13. Additional courses in guidance	5
14. Less restrictions on work leading to degrees	4
15. Additional courses in health and physical education	4
16. Wider selection in correspondence courses	2
17. Courses in audio and visual education	2

junior high teachers. Perhaps the most noticeable change in the ranking of these services by secondary teachers is the increased extent to which they have utilized the assistance of the training institutions in working on major problems and projects. By assigning this item to third place they have indicated that only the

TABLE LV

INSTITUTIONAL IN-SERVICE TRAINING FACILITIES USED BY TEACHERS IN SECONDARY SCHOOLS

Institutional In-Service Training Activities	Rank
Summer School	1
Late afternoon, evening, and Saturday classes	2
Special assistance on major problems and projects	3
Demonstration teaching	4
Extension courses	5
Special lectures and conferences	6
Correspondence courses	7
Publications of institutions	8
Visitation by institutional staff	9
Placement services (not including initial employment)	10
Follow-up program of training institution	11

two services mentioned above have been used more extensively than this latter part of the institutional program.

The evaluation of each of these institutional activities by the secondary teachers who have been actively associated with such services is shown in Table LVI. It seems very significant to note from this tabulation that each of the three services indicated as used most, in Table LV, has been considered as of "great" value to a majority of the secondary teachers who have used them. It

TABLE LVI

AN EVALUATION BY SECONDARY TEACHERS OF THE CONTRIBUTION MADE TO THEIR TEACHING EFFICIENCY AND PROFESSIONAL ADVANCEMENT BY THE INSTITUTIONAL IN-SERVICE FACILITIES WITH WHICH THEY HAVE HAD ACTIVE CONTACT

Type of Institutional Activity	Great	Average	Little	None	Detri-mental	Total
Summer School	240	147	9	13	- -	409
Extension courses	5	59	20	11	- -	95
Correspondence courses	21	21	21	- -	- -	63
Late afternoon, evening, and Saturday classes	105	35	15	2	- -	157
Special lectures and conferences	11	33	11	- -	- -	55
Visitation by institutional staff	12	62	- -	- -	- -	74
Demonstration teaching	13	9	- -	- -	- -	22
Follow-up program	40	- -	- -	- -	- -	40
Placement services (not including initial employment)	14	- -	- -	- -	- -	14
Special assistance on major problems and projects	340	11	- -	- -	- -	351
Publications of institutions	30	73	12	11	- -	126

may be noted also in Table LVI that all of the limited number of secondary teachers who have been actively connected with an institutional follow-up program have considered this activity of "great" value. This evaluation is significantly different from the opinions expressed by both the elementary and the junior high teachers in regard to their contacts with this activity.

The data in Table LVII indicate to what extent secondary teachers have engaged in in-service training in each of the subject fields listed. An evaluation of the contribution which they feel has been made to their teaching efficiency and professional advancement, by each subject, is shown in Table LVIII. These tables indicate that the secondary teachers, who responded to this inquiry have done most in-service work in "school administration and supervision", and yet half of the number who signified that they had taken courses in this area ranked this work as of "average" value to them. Table LVIII shows three other fields which were rated to be of "great" value by a majority of the teachers who had taken such courses. Two of these, "secondary education" and "content courses in specific subject fields", ranked high on Table LVII, but "methods of teaching specific subjects" is found in sixth place.

In general, the data in Table LVIII show a surprising similarity in the number of secondary teachers who have taken in-service courses in each of the fields listed. On the other hand, there is much variation in their opinions regarding the degree of

TABLE LVII

AREAS IN WHICH SECONDARY TEACHERS HAVE ENGAGED IN IN-SERVICE TRAINING ACTIVITIES

Fields	Rank
School administration and supervision	1.0
Secondary education	2.0
Content courses in specific subject fields	3.5
General theory and methods	3.5
Educational psychology	5.0
Methods of teaching specific subjects	6.0
Tests and measurements	7.0
Curriculum	8.0
History of education	9.0
Pre-School and elementary education	10.0
Rural education	11.0
Higher education	12.0

benefit received from these courses. Although no teacher indicated that the pursuit of any of these courses had been detrimental, eighty-eight did class them as of "no value"; and in an additional 196 instances they were ranked as of "little value". The data collected did not reveal the reasons for these replies.

In Table LIX, "the desire to obtain an advanced degree" is the reason credited by these secondary teachers with having the most influence toward their continuation of training while in service. The four next most influential reasons, in the experience of these teachers, are all centered around their desire to achieve a higher professional status. Regulations regarding certification do not seem to constitute an impelling force toward the stimulation of this group in continuing their training in service. This is evidenced by

TABLE LVIII

AN EVALUATION BY SECONDARY TEACHERS OF THE CONTRIBUTION MADE TO THEIR TEACHING EFFICIENCY AND PROFESSIONAL ADVANCEMENT BY THE IN-SERVICE TRAINING COURSES PROVIDED IN THE VARIOUS FIELDS

Fields	Great	Averege	Little	None	Detri-mental	Total
School administration and supervision . . .	63	97	20	4	- -	184
Educational psychology	71	69	9	15	- -	164
Tests and measurements	35	50	62	15	- -	162
General theory and methods	67	71	20	2	- -	160
Methods of teaching specific subjects . . .	108	46	13	2	- -	169
Content courses in specific fields	135	31	- -	- -	- -	166
Curriculum	45	54	2	9	- -	110
History of education	22	78	24	13	- -	137
Rural education	- -	5	2	10	- -	17
Pre-school and elementary education	51	24	11	---	- -	86
Secondary education	127	62	22	18	- -	229
Higher education	- -	56	11	- -	- -	67

TABLE LIX

THE RELATIVE DEGREE TO WHICH CERTAIN REASONS HAVE PROMPTED SECONDARY TEACHERS TO AVAIL THEMSELVES OF INSTITUTIONAL IN-SERVICE TRAINING FACILITIES

Reasons	Points
1. Desire to obtain an advanced degree	1454
2. Desire to keep up with new developments that have come about since entering upon regular employment . . .	1237
3. Desire to advance general professional standing without particular reference to any advanced position	952
4. Desire to advance professional standing but not working toward any specific advanced degree . . .	873
5. Realized that pre-service preparation had not provided all the training needed to efficiently discharge duties	750
6. Desire for increased economic returns made possible by a provision in the local salary schedule which allows extra pay for additional professional preparation	605
7. Desire to follow up certain problems encountered since regular employment and as a result of professional duties	487
8. Desire to prepare for advancement to a particular type of position which necessitated additional professional preparation	456
9. Additional undergraduate credit needed to complete a degree	416
10. Additional credit needed to extend or renew a certificate	304
11. Additional credit needed to obtain a better grade certificate	161
12. Desire to follow up certain problems encountered before entering upon regular employment	161
13. A regulation of the local system which requires all teachers, or those having a certain standard of preparation, to earn additional credit within a stated period of time	150
14. Local administrative and supervisory officials did not meet needs for professional advice or techniques to cope with problems	149
15. Additional work needed because of a change in certification laws	132
16. Desire to change to another type of position, not necessarily an advancement, but where specific training was needed	73

the fact that no reason involving such a motive ranks above tenth place in the tabulation.

Table LX shows the areas of work in which in-service secondary teachers indicate that they have felt a need for additional training. It seems significant that the two items which rank highest in this tabulation are both concerned with methods of teaching. This points to the fact that the secondary teachers feel a need for additional training in the actual job of teaching classes of pupils. They also express a felt need for content courses in the secondary subjects, and for training that will help them to cope with actual and specific school problems. Each of

TABLE LX

AREAS OF WORK IN WHICH SECONDARY TEACHERS HAVE FELT A NEED FOR ADDITIONAL TRAINING

Areas of Work	Number
1. Methods of teaching specific subjects	111
2. Methods of teaching the mentally retarded	47
3. Content courses in secondary subjects	46
4. Organization and administration of school activities	33
5. Guidance	24
6. Curriculum	16
7. Health and physical education	16
8. Vocational and industrial education	11
9. Tests and measurements	11
10. Character education	11
11. Psychology	11
12. Training in keeping records and making reports	5
13. Disciplinary methods	5
14. Courses in social problems	5

these items appear again in Table LXI, which lists the changes in the present institutional in-service program suggested by this group of secondary teachers.

Teachers of Special Classes

The replies received from 109 teachers indicated that the major part of their time, in their present positions, was given over to work in special classes. The information given in these replies was not sufficiently detailed to allow a complete classification and description of the duties of this group of teachers. However, the information at hand does indicate that there is great diversity among both the fields of interest and the duties to which

TABLE LXI

CHANGES IN THE PRESENT INSTITUTIONAL IN-SERVICE PROGRAM SUGGESTED BY SECONDARY TEACHERS

Changes Suggested	Number
1. Courses treating actual school problems	102
2. Less emphasis on general theory	62
3. Use of better techniques by college teachers	58
4. More practice teaching	29
5. Provision of content courses in secondary subjects	29
6. More actual demonstration work	25
7. More work in laboratory training schools	16
8. Wider selection in summer school courses	16
9. More cultural training for teachers	16
10. Extension courses in other centers	13
11. Courses treating results of surveys and investigations	12
12. Improved institutional follow-up service	12
13. Provision of a plan whereby institutions supply in-service teachers with new ideas and developments in their respective fields	12

these teachers are assigned. Among those giving a complete description of their duties there may be found teachers of music, art, physical education, the physically handicapped, the mentally retarded, ungraded groups, remedial groups, and special trades. The extent to which institutional in-service training facilities have been used by this diversified group is shown in Table LXII. Their evaluation of these experiences may be found in Table LXIII.

TABLE LXII

INSTITUTIONAL IN-SERVICE TRAINING FACILITIES
USED BY TEACHERS OF SPECIAL CLASSES

Institutional In-Service Training Facilities	Rank
Summer School	1
Extension courses	2
Visitation by institutional staff	3
Late afternoon, evening, and Saturday classes	4
Special lectures and conferences	5
Follow-up program of training institution	6
Publications of institutions	7
Correspondence courses	8
Special assistance on major problems and projects	9
Placement services (not including initial employment)	10
Demonstration teaching*	--

* No contacts reported by teachers in this group.

These teachers of special classes report, as shown in Table LXIV, that they have done most of their in-service training work in "methods of teaching specific subjects". Next in order is "content courses in the subject fields", and "educational psychology" ranks third. A reference to Table LXV shows that all of the teachers in

TABLE LXIII

AN EVALUATION BY TEACHERS OF SPECIAL CLASSES OF THE CONTRIBUTION MADE TO THEIR TEACHING EFFICIENCY AND PROFESSIONAL ADVANCEMENT BY THE INSTITUTIONAL IN-SERVICE FACILITIES WITH WHICH THEY HAVE HAD ACTIVE CONTACT

Type of Institutional Activity	Great	Average	Little	None	Detrimental	Total
Summer school	55	32	- -	- -	- -	87
Extension courses	27	27	2	- -	- -	56
Correspondence courses	22	16	- -	- -	- -	38
Late afternoon, evening, and Saturday classes	44	20	2	- -	- -	66
Special lectures and conferences	18	27	- -	- -	- -	45
Visitation by institutional staff	13	26	- -	- -	- -	39
Demonstration teaching*	- -	- -	- -	- -	- -	- -
Follow-up program	- -	- -	2	- -	- -	2
Placement services (not including initial employment)	- -	11	11	- -	- -	22
Special assistance on major problems and projects	- -	13	- -	- -	- -	13
Publications of institutions	16	37	2	- -	- -	55

* No contacts reported by teachers in this group.

this group who expressed their opinions regarding the value of the courses rated each of the three fields mentioned above as having made either a "great" or an "average" contribution to their teaching efficiency and professional advancement.

TABLE LXIV

AREAS IN WHICH TEACHERS OF SPECIAL CLASSES HAVE ENGAGED IN IN-SERVICE TRAINING ACTIVITIES

Fields	Rank
Methods of teaching specific subjects	1.0
Content courses in specific subject fields	2.0
Educational psychology	3.5
General theory and methods	3.5
Pre-school and elementary education	5.0
School administration and supervision	6.0
Tests and measurements	7.0
History of education	8.0
Secondary education	9.0
Rural education	10.0
Curriculum	11.0
Higher education	12.0

The reasons which prompted these teachers to continue their training while in service are shown in Table LXVI. This tabulation indicates that certification rules and regulations have been more influential with these teachers than with any of the other groups previously mentioned in this chapter. Such a condition is not necessarily surprising, since it is generally understood that special teachers are often selected because of their ability in some specific field, and may not have approached the profession of teaching through

TABLE LXV

AN EVALUATION BY TEACHERS OF SPECIAL CLASSES OF THE CONTRIBUTION MADE TO THEIR TEACHING EFFICIENCY AND PROFESSIONAL ADVANCEMENT BY THE IN-SERVICE TRAINING COURSES PROVIDED IN THE VARIOUS FIELDS

Fields	Great	Average	Little	None	Detri-mental	Total
School administration and supervision . . .	- -	16	2	- -	- -	18
Educational psychology	16	48	- -	- -	- -	64
Tests and measurements	11	22	2	- -	- -	35
General theory and methods	14	33	11	- -	- -	58
Methods of teaching specific subjects . . .	36	40	- -	- -	- -	76
Content courses in specific fields	29	29	- -	- -	- -	58
Curriculum	11	23	12	- -	- -	46
History of education	- -	49	2	- -	- -	51
Rural education	- -	13	- -	- -	- -	13
Pre-school and elementary education	7	- -	2	- -	- -	9
Secondary education	11	5	- -	- -	- -	16
Higher education	- -	22	- -	- -	- -	22

TABLE LXVI

THE RELATIVE DEGREE TO WHICH CERTAIN REASONS HAVE PROMPTED TEACHERS OF SPECIAL CLASSES TO AVAIL THEMSELVES OF INSTITUTIONAL IN-SERVICE TRAINING FACILITIES

Reasons	Points
1. Desire to keep up with new developments that have come about since entering upon regular employment	407
2. Realized that pre-service preparation had not provided all the training needed to efficiently discharge duties	374
3. Desire to follow up certain problems encountered since regular employment and as a result of professional duties	271
4. Additional credit needed to extend or renew a certificate	258
5. Desire to advance general professional standing without particular reference to any advanced position . . .	232
6. Desire to obtain an advanced degree	214
7. Additional undergraduate credit needed to complete a degree	210
8. A regulation of the local system which requires all teachers, or those having a certain standard of preparation, to earn additional credit within a stated period of time	159
9. Desire to prepare for advancement to a particular type of position which necessitated additional professional preparation	110
10. Desire to advance professional standing but not working toward any specific advanced degree	104
11. Desire for increased economic returns made possible by a provision in the local salary schedule which allows extra pay for additional professional preparation	101
12. Desire to follow up certain problems encountered before entering upon regular employment	77
13. Additional credit needed to obtain a better grade certificate	65
14. Local administrative and supervisory officials did not meet needs for professional advice or techniques to cope with problems	61
15. Desire to change to another type of position, not necessarily an advancement, but where specific training was needed	44
16. Additional work needed because of a change in certification laws	25

TABLE LXVII

AREAS OF WORK IN WHICH TEACHERS OF SPECIAL CLASSES HAVE FELT A NEED FOR ADDITIONAL TRAINING

Areas of Work	Number
1. Content courses in the subject fields	42
2. Organization and administration of school activities	29
3. Methods of teaching the mentally retarded	27
4. General music and music appreciation	22
5. More practice teaching	20
6. Methods of teaching in special subject fields	20
7. General school organization and administration	20
8. Guidance	11
9. Health and physical education	11

TABLE LXVIII

CHANGES IN THE PRESENT INSTITUTIONAL IN-SERVICE PROGRAM SUGGESTED BY TEACHERS OF SPECIAL CLASSES

Changes Suggested	Number
1. Less emphasis on general theory	40
2. More practice teaching	34
3. More cultural training for teachers	31
4. Less restrictions on work leading to degrees	29
5. More courses in mental hygiene	20
6. More music training for teachers	20

the usual teacher-training program. On the other hand, the data in Tables LXVII and LXVIII show a close general agreement with the responses of other groups of teachers, thus revealing that teachers of special classes have felt some of the same needs and have similar ideas as to how the institutional in-service program may be improved.

TABLE LXIX

INSTITUTIONAL IN-SERVICE TRAINING FACILITIES USED BY ADMINISTRATIVE AND SUPERVISORY OFFICIALS

Institutional In-Service Training Facilities	Rank
Summer school	1
Extension courses	2
Correspondence courses	3
Special lectures and conferences	4
Late afternoon, evening, and Saturday classes	5
Publications of institutions	6
Visitation by institutional staff	7
Demonstration teaching	8
Follow-up program of training institution	9
Special assistance on major problems and projects	10
Placement services (not including initial employment)	11

Administrative and Supervisory Officials

The data recorded in Table XL show that, on an average, the 427 administrative and supervisory officials who responded to the questionnaire used in this study have been engaged in school work from three to four years longer than any of the other groups. This greater maturity in service, coupled with their broader connection with the work of the school as a whole, is a matter well worth considering in connection with the responses recorded here.

The institutional in-service training facilities used by these administrative and supervisory officials are listed in Table LXIX, in an order determined by the amount that each service has been used. The degree to which each of these facilities has been of value to this group is indicated by the data recorded in Table LXX.

In the latter tabulation summer school stands out as the only facility rated predominately "great", in terms of its contribution to the teaching efficiency and professional advancement of those concerned. Likewise, it is the only item in the list without a response which indicates that no value had been received from its services. Late afternoon, evening, and Saturday classes are also rated very favorably by these officials. Extension courses rank next after the two named above and are well above the other services mentioned.

The particular areas of work in which these officials have engaged in in-service training are shown in Table LXXI. The fact that "school administration and supervision" ranks first on this list indicates that this group has had considerable in-service training contacts in the specific area in which they are now employed. Other items ranking high in this tabulation are concerned with the "content" and "methods of teaching" specific subjects. Each of the last two mentioned have also received high rankings by other groups of teachers. By checking the data recorded for each of the above items in Table LXXII, one can see that they are considered very favorably by the group as regards the degree to which they have been of value to those enrolled in such courses. In fact, the data in Table LXXII indicate that this group of administrators and supervisors has a rather high regard for the in-service work provided in all the fields listed. This impression is substantiated by the fact that in

TABLE LXX

AN EVALUATION BY ADMINISTRATIVE AND SUPERVISORY OFFICIALS ON THE CONTRIBUTION MADE TO THEIR TEACHING EFFICIENCY AND PROFESSIONAL ADVANCEMENT BY THE INSTITUTIONAL IN-SERVICE FACILITIES WITH WHICH THEY HAVE HAD ACTIVE CONTACT

Type of Institutional Activity	Great	Average	Little	None	Detri-mental	Total
Summer school	343	49	11	- -	- -	403
Extension courses	51	169	18	10	- -	248
Correspondence courses	12	45	56	14	- -	127
Late afternoon, evening, and Saturday classes	165	49	35	16	- -	265
Special lectures and conferences	18	77	13	35	- -	143
Visitation by institutional staff	- -	11	42	22	- -	75
Demonstration teaching	5	- -	40	22	- -	67
Follow-up program	- -	51	- -	22	- -	73
Placement services (not including initial employment)	5	21	23	40	- -	89
Special assistance on major problems and projects	27	10	22	12	- -	71
Publications of institutions	32	84	35	5	- -	156

TABLE LXXI

AREAS IN WHICH ADMINISTRATIVE AND SUPERVISORY OFFICIALS HAVE ENGAGED IN IN-SERVICE TRAINING ACTIVITIES

Fields	Rank
School administration and supervision	1
Content courses in specific subject fields	2
Methods of teaching specific subjects	3
General theory and methods	4
Educational psychology	5
Secondary education	6
Tests and measurements	7
Pre-school and elementary education	8
Rural education	9
Curriculum	10
History of education	11
Higher education	12

ten of the twelve fields listed, over 50 per cent of the responses may be found in the "great" or "average" columns, and a relatively small number have indicated that such contacts have been of no value to them.

The relative extent to which certain reasons have influenced these administrative and supervisory officials to continue their institutional training while in service is shown in Table LXXIII. It will be noted that the "desire to obtain an advanced degree" ranks far above all the other items included in this tabulation. Other reasons that seem to have been particularly influential in the case of these officials are concerned chiefly with their desire to keep up with new developments in education, and to increase their general efficiency and professional standing. Certification standards,

TABLE LXXII

AN EVALUATION BY ADMINISTRATIVE AND SUPERVISORY OFFICIALS OF THE CONTRIBUTION MADE TO THEIR TEACHING EFFICIENCY AND PROFESSIONAL ADVANCEMENT BY THE IN-SERVICE TRAINING COURSES PROVIDED IN THE VARIOUS FIELDS

Fields	Great	Average	Little	None	Detri-mental	Total
School administration and supervision . .	280	101	11	- -	- -	392
Educational psychology	57	132	51	- -	- -	240
Tests and measurements	59	119	31	- -	- -	209
General theory and methods	67	99	24	29	- -	219
Methods of teaching specific subjects . .	114	54	35	2	- -	205
Content courses in specific fields . . .	58	23	22	2	- -	105
Curriculum	67	17	79	7	- -	170
History of education	24	57	54	24	- -	159
Rural education	11	27	11	13	- -	62
Pre-school and elementary education . . .	57	56	24	13	- -	150
Secondary education	62	121	44	- -	- -	227
Higher education	10	14	9	- -	- -	33

TABLE LXXIII

THE RELATIVE DEGREE TO WHICH CERTAIN REASONS HAVE PROMPTED ADMINISTRATIVE AND SUPERVISORY OFFICIALS TO AVAIL THEMSELVES OF INSTITUTIONAL IN-SERVICE TRAINING FACILITIES

Reasons	Points
1. Desire to obtain an advanced degree	1496
2. Desire to keep up with new developments that have come about since entering upon regular employment	1002
3. Desire to advance general professional standing without particular reference to any advanced position	847
4. Desire to advance professional standing but not working toward any specific advanced degree	798
5. Realized that pre-service preparation had not provided all the training needed to efficiently discharge duties	768
6. Desire to prepare for advancement to a particular type of position which necessitated additional professional preparation	701
7. Additional undergraduate credit needed to complete a degree	634
8. Desire to follow up certain problems encountered since regular employment and as a result of professional duties	384
9. Desire for increased economic returns made possible by a provision in the local salary schedule which allows extra pay for additional professional preparation	332
10. Desire to change to another type of position, not necessarily an advancement, but where specific training was needed	282
11. Additional credit needed to extend or renew a certificate	270
12. Additional credit needed to obtain a better grade certificate	224
13. Local administrative and supervisory officials did not meet needs for professional advice or techniques to cope with problems	176
14. Additional work needed because of a change in certification laws	86
15. A regulation of the local system which requires all teachers, or those having a certain standard of preparation, to earn additional credit within a stated period of time	44
16. Desire to follow up certain problems encountered before entering upon regular employment	19

even though they are usually higher for these officials than for the other groups, seem to have had little bearing upon continuation of institutional training.

Table LXXIV shows the areas of work listed by these officials, in response to that section of the questionnaire designed to determine the kind of training for which they had felt a need since entering upon regular employment. The two most frequently mentioned items in this list are both very definitely an expression of a feeling, on the part of this group, that they do not have the desired amount of general training in the field in which they are now employed. Other general items, such as "training in social service work", "practice teaching", and guidance and personnel work, have relatively high frequencies on this table. They also show a close agreement with the needs felt by other groups of teachers. Content courses, and methods of teaching specific subjects, are rated significantly lower among the needs felt by these officials. In spite of these differences regarding the felt needs of the various groups, a comparison of the data in Table LXXV with the corresponding responses received from teachers employed at other levels will show that all groups are in close general agreement on the changes suggested for the improvement of the present institutional in-service training program.

TABLE LXXIV

AREAS OF WORK IN WHICH ADMINISTRATIVE AND SUPERVISORY OFFICIALS HAVE FELT A NEED FOR ADDITIONAL TRAINING

Areas of Work	Number
1. Organization and administration of school activities	73
2. General school organization and administration . . .	59
3. Training in social service work	47
4. Training in keeping records and making reports . . .	40
5. More practice teaching experience	24
6. Guidance and personnel work	22
7. Curriculum construction and revision	22
8. Health and physical education	22
9. Content courses in the subject fields	14
10. Disciplinary methods	12
11. Methods of teaching specific subjects	9
12. Psychology	7
13. Courses and work in remedial reading	5
14. Tests and measurements	2
15. General music and music appreciation	2

TABLE LXXV

CHANGES IN THE PRESENT INSTITUTIONAL IN-SERVICE PROGRAM SUGGESTED BY ADMINISTRATIVE AND SUPERVISORY OFFICIALS

Changes Suggested	Number
1. Less emphasis on general theory	73
2. Courses treating particular school problems	55
3. Less restrictions on work leading to degrees	45
4. Wider selection in extension courses	25
5. Demonstration teaching in non-selected schools . . .	24
6. Courses in office routine, management, and filing	24
7. More follow-up work by institutions	20
8. Elimination of overlapping in education courses . . .	16
9. Better organization of content in education courses .	14
10. Smaller fees for in-service courses	9

Summary

One of the most noticeable characteristics of the data revealed in this chapter is the close similarity which exists between the responses received from the different groups of teachers. The general trend of the data compiled in the case of each group shows no essential difference in the reaction to, or evaluation of, the present institutional in-service program on the part of any certain division of the teaching corps. A corresponding general agreement is also noted among all these teachers with regard to ways in which they feel that the present institutional in-service program can be improved.

These data show that the various types of institutional in-service training activities have been used to the same relative extent by teachers employed at each teaching level. Summer school stands out as the one institutional activity which all groups of in-service teachers have used most. Late afternoon, evening, and Saturday classes which meet on the campus of the respective institutions rank second, and extension classes are third.

These three activities also rank at the top of the list, and in the same order, according to the evaluation by these teachers of the degree to which each has contributed to their teaching efficiency and professional advancement. Summer school is rated as of "great" value as an institutional in-service training activity by

over 75 per cent of those teachers surveyed who have come into active contact with this type of in-service training. Most of the other institutional in-service training activities are considered as of "average" value by this group of teachers. Placement services and visitation by members of the institutional staff are both considered as having no value for in-service teachers, according to the group surveyed.

More variation is found to exist among the various individual in-service teachers and groups of teachers in the extent to which they have taken certain professional courses than in any other division of the data obtained from the questionnaire. However, content courses in specific subject fields, courses in general theory and methods, and courses in educational psychology comprise three areas in which all have done considerable work. The first two of these are of special significance in this study because they are rated as of "great" value by over 50 per cent of all the teachers who have taken courses in each of these fields. More unfavorable ratings are assigned to the field of tests and measurements than to any other area.

The reasons marked as most influential in causing these teachers to continue their training while in service do not indicate that certification requirements, or other rules and regulations, have been important forces. In general the desire to advance in professional standing was reported by all groups to have had more influence toward the continuation of their training while in service

than any other motive. The specific needs for additional training expressed by these teachers indicate certain areas, such as organization and administration of school activities, guidance and personnel work, and social service work, in which the institutions should increase the amount of training provided. The changes in the present institutional in-service training program suggested by the teachers surveyed, as they have been set forth in this chapter, seem to be in harmony with their needs and interests.

CHAPTER IX

SUMMARY AND CONCLUSIONS

Introduction

The purpose of this chapter is to present in a brief and concise form a comprehensive statement of all the significant phases of the data contained in the preceding pages of this report. The order of presentation, in this chapter, is essentially the same as that used throughout the study. However, no attempt has been made to adhere strictly to a plan of complete separation of all the categories, because it is believed that such a procedure would tend to offset the establishment of pertinent relationships.

The conclusions which follow from the development of any division of this investigation are necessarily dependent, to some degree at least, upon the conditions found to exist in other areas. A conscious effort has been made to take into consideration all of these relationships, in the formulation of the interpretations and conclusions presented here.

Organization of Institutional Activities

Summer Sessions.- The findings of this study indicate that there is considerable diversity of practice existing among these schools in terms of the manner in which summer sessions are organized and administered. Eight of the eleven institutions located within the state administer their summer program through

the same channels, and by the same officials who serve during the regular year, without any change in their titles or in their responsibilities. The other three designate for the summer a chief executive officer known as the director of the summer session. Among the latter three are Georgetown College and the University of Kentucky which usually appoint the head of the department of education to this position. This practice has been followed because the bulk of the summer offering has been in the general field of education. The University of Cincinnati administers its summer program in the manner indicated for the last two schools mentioned above.

The University of Louisville places the summer program under the control of the head of the department of social administration because all education courses are offered through that division. At Peabody the summer quarter is an integral part of the school year and is administered in exactly the same manner and by the same officials as the other three quarters.

A still greater variation was found to exist among these schools in regard to the length and organization of summer terms. A single summer term of six, eight, and nine weeks was found in operation at the University of Louisville, Centre College, and Berea respectively. All the other institutions, except Peabody and the University of Cincinnati, conduct a summer session made up of two terms of five weeks each.

The amount of college credit allowed for the successful

completion of the courses provided in these summer terms varies with the length of the terms and the plan of class organization followed in each case. The variation in the normal maximum load recommended by each school ranges from six to fourteen semester hours. It is possible to earn the latter number only at the Teachers College of the University of Cincinnati, where the two regular thirty-day summer terms are preceded by a two-week intersession.

All the institutions studied retain a part of their regularly employed staff of instructors to conduct summer courses. These are supplemented by the employment of "visiting professors", leaders in certain particular fields of endeavor, members of state departments, and successful public school officials. The number of supplementary employees of each institution is usually much smaller than the total number of regular instructors teaching in the same term. Each institution investigated reported that there was much variation in the amount of pay allowed for summer session teaching.

In the light of the foregoing facts it seems appropriate to conclude that there is an excessive amount of differences existing among these institutions in the manner in which summer sessions are organized and administered. Such a condition is likely to be confusing to anyone interested in the in-service program thus provided, and especially to prospective students. It also renders it exceedingly difficult for the state department of teacher training and

certification to make a fair evaluation of the training provided.

While complete uniformity may not be a desirable goal in this case, and while it is recognized that certain of these institutions seek to serve a special group, it is believed that a cooperative attempt to standardize certain features of the summer programs would bring advantages to all groups concerned. This seems increasingly true when one considers that the chief emphasis in all these summer terms is directed toward the improvement of the training of teachers for public schools. Such features as the length of the term, amount of credit awarded, the exact amount of work upon which a semester hour of credit is based, and the descriptive titles of courses in which certain definite areas of work are treated might well be agreed upon by at least all those institutions located within the state.

Since eight of the eleven Kentucky schools studied now administer their summer program through the regular administrative officers, and since there is a definite general tendency to consider the summer term as an integral part of the work of the institution, it is recommended that all of these schools make an immediate and thorough study to determine the feasibility of such a reorganization of their program. Upon the basis of the data contained in this study it appears that the quantity and quality of in-service training provided in summer sessions would be improved if these schools would operate upon the "quarter" plan. This would enable in-service teachers to have access to a full ten-week quarter in which the

entire program need not be essentially different from that provided in any of the other quarters. A normal maximum student load of twelve semester hours of work is suggested for such a term.

The initiative for inducing the above-mentioned reorganization, and for the promotion of certain other changes suggested in connection with other phases of this study, might well be supplied by the State Department of Education. The division of teacher training and certification, working through the Council on Public Higher Education and the advisory committee, is in a key position from which a constructive attack on such problems may be launched.

Other In-Service Training Provided on the Campus.- The most extensive efforts in this area, encountered during the progress of this study, have been made by the eight institutions (See Table XV) which provide courses on their campus at hours available to teachers employed in nearby school systems. Among these the University of Louisville stands out as the only institution having an organized plan of administration for such courses which embraces more than one of the departments of instruction. In all other cases each department operates independently of all others and supplies those courses for which there is a sufficient demand. The extent to which these courses are being used, and the value assigned to them by the in-service teachers surveyed in this study, indicate that all the accredited training institutions within the state could well afford to institute an internal organization for the promotion and improvement of this service.

This internal organization at each institution should include the appointment of a designated executive officer in whom the responsibility for the success of the program is centralized. This officer should have the support and cooperation of all departments of instruction, including many fields other than education. Such cooperation must operate to the extent that courses in any department may be provided at an accessible hour whenever the need for, and interest in, such instruction are manifested by a sufficiently large group. An organization of this type would greatly increase the areas of interest which can be provided for in such a program.

Because of the factors of time and expense it is obvious that late afternoon, evening, and Saturday classes can serve only those employed in a limited area. Thus the institution has a greater opportunity to fit its program to their needs and to promote an increased interest in continuous improvement while in service. Looking toward such an end, it is further recommended that each teacher-training institution select a few responsible teachers from nearby school systems, and that they comprise an advisory committee on matters pertaining to the in-service program conducted.

The degree to which all the training institutions studied have taken it upon themselves to provide lectures and conferences of particular interest and value for in-service teachers is highly commendable. It is doubtful whether the majority of employed teachers who enjoy the benefits of these activities appreciate the

expense and effort involved on the part of the sponsoring institution. However, the consistently large attendance does indicate their interest. Also, the fact that a number of these conferences and lectures are restricted to the treatment of a definite and limited area of work seems to be in line with the expressed interest and needs of the teachers surveyed in this study. It is evident from the findings revealed in this report that in-service teachers are more interested in the treatment of specific school problems than they are in general theory. Training institutions should regard this fact whenever they plan conference and lecture programs on their respective campuses which are intended to serve groups of employed teachers.

Another valuable service, for teachers employed within commuting distance of these institutions, is rendered by their respective libraries. In each case the full facilities are available to them and those in charge are instructed to assist in locating materials needed. A bureau of source materials in education is operated in connection with the library at the University of Kentucky. This division is of particular significance to students working toward higher degrees and serves many others who may have an interest, or a problem, that directs their attention to the materials included in this collection. The Bureau of School Service, operated by the University of Kentucky, also renders a valuable service to employed teachers and to education in general. The advisory services of this bureau range from casual consultations on minor problems to com-

plete and comprehensive investigations. These investigations are sometimes original and sometimes directed toward the solution of particular school problems. A child guidance service provides expert psychological diagnosis and recommendations regarding the personality difficulties and mental development of children brought to it by schools or other organizations. Clinical training is thus afforded for graduate students, many of whom are in-service teachers.

The entire staff of all the institutions surveyed in this study seem to be very generous with their time and energy whenever school and personal problems are brought to them by in-service teachers. This is a valuable and far-reaching service, the extent of which is not easily calculated. The recommendation which seems most appropriate here, and in connection with other similar services, is that teachers and school systems endeavor to show such an appreciation of the efforts expended that those making them may see the value of their work and be stimulated to continue their generosity as occasion may demand in the future.

An additional service for employed teachers was found on the campus of each of three Kentucky colleges included in this survey. The nine-week spring term conducted at Georgetown, Union, and Western enrolled a total of 145 in-service teachers for the period included in this study. The administration of these terms was in each case carried on through the regular administrative officials. If these and other institutions concerned in this investi-

gation should adopt the quarter plan, as has been previously recommended in this chapter, the spring term program could be expanded and placed on an equal basis with all the other work provided by these institutions.

Extension Courses and Services.- Centre College and the University of Louisville are the only schools included in this study which do not provide some extension work for employed teachers. The manner in which this work is administered in the other institutions is varied. Four schools designate a member of their staff as "director of extension," three others handle this part of their program through the regular administrative officials, two have an "extension committee," and two have no formal organization at all. In view of the existence of this condition it is recommended here that each of these institutions center the responsibility for the administration of this program in one executive officer. Since four schools already have a "director of extension" it seems advisable that the others use this same title. After this degree of uniformity has been attained, and with responsibility centered in one executive officer, it is further recommended that a cooperative attempt be made to organize all the services provided so as to eliminate duplication of facilities and offer similar advantages to the greatest possible area of the state. This degree of cooperation seems especially important in the case of the provision of formally organized extension classes, but could no doubt increase the total efficiency of other extension services.

Correspondence Courses.- The administrative organization now used in all the seven schools which provide correspondence courses was found to be quite uniform and satisfactory. The secretarial work, which includes a large part of the program, was in all cases centralized in one office. The planning of the courses, scoring papers, etc., are left to the instructor who teaches the corresponding course on the campus. A director of extension, suggested above for all schools, should determine from the demand which courses are desired and, after conferring with the departments concerned, decide which offerings may be provided in an efficient manner by correspondence.

Other pertinent matters pertaining to the administration of correspondence courses are now governed by rules and regulations which have been provided by the state department of education, and accepted by each of these institutions.[1] While it is not believed that the operation of institutional activities should be dominated by the state department, it is felt that many other phases of the in-service program would be improved by the establishment of greater uniformity in their administration. The division of teacher training and certification should take the responsibility for working out these matters in a cooperative manner with the training institutions.

Publications.- From the standpoint of general administrative organization the institutional publications for in-service

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[1] Organization and Administration of Teacher Education, pp. 18-20. Kentucky Educational Bulletin, Vol. V, No. 11. Frankfort, Kentucky: Department of Education, 1938.

teachers seem to be characterized as follows: (1) for the most part they are devoted to particular areas of work which are not likely to be of interest except to a limited group; (2) they are not, as a rule, issued at regular intervals; and (3) in-service teachers often do not know of their issuance, or of the nature and value of the materials released in such publications. On the other hand, in-service teachers who have come into contact with these publications rate them as being very valuable.

In view of the condition described, it is recommended that the State Department of Education, or the University of Kentucky, issue at stated regular intervals a complete annotated list of the publications released by all the training institutions within the state. This list might also be improved by the inclusion of the publications of the state department, and of materials of value to Kentucky teachers published by institutions outside the state which regularly participate in the training of teachers employed in Kentucky. Such a list would greatly increase the dissemination of the information contained in these publications and thereby render a valuable service to both the teachers and the institutions.

Summer Sessions

Enrollments.- From the findings of this study it is evident that summer sessions are the most widely used, and the most highly valued, type of institutional in-service training provided for teachers in Kentucky. While it was not possible to secure a

complete and accurate account of the extent to which the summer sessions of these schools are used by in-service teachers, Table VIII does show that the enrollment for the summer of 1938 included 2748 who were definitely known to be in-service teachers and an additional 949 who were taking one or more courses in education. If these two figures are combined the resulting total approximates 20 per cent of the 18,000 teachers regularly employed in the public schools of the Commonwealth. Also, even in cases where accurate data could not be obtained, it was consistently reported that total summer school enrollments are made up largely of in-service teachers.

Courses Provided.- A summary of the number of summer courses provided in each of the major subject fields is shown in Table X. This tabulation indicates that courses in education and psychology, which may be classed as purely professional courses for teachers, account for 19.1 per cent of the total work offered. Science and English are next in order with a percentage of 12.3 and 10.6 respectively. When the 261 professional courses are separated into the general fields of education, as in Table XII, one can see the relative degree to which courses in the different fields are provided by each institution. These and other data included in Chapter IV point to the fact that, when all the summer schools surveyed are taken together, there is a wide variety of courses provided for teachers in both the academic and the professional categories.

However, it must be borne in mind that the individual teacher

is usually limited, for any one summer term at least, to the variety provided at one institution. In some cases, as is shown in Table IX and Table XII, the selection is relatively small. It is also of considerable importance to note that in certain institutions the emphasis is placed on certain fields or phases of work. From this it follows logically that the decision to attend a summer school, if intelligently made by an in-service teacher, must be based upon the actual courses provided in his particular field of interest.

The fact that in certain cases, especially where the enrollment of summer students is small, there is a tendency to confine the work to a definite area of interest is commendable. If all of these schools could come together in a cooperative manner and mutually agree to concentrate their respective efforts for in-service teachers, during the summer term, toward the improvement of different phases os school work, it is believed that a greater good would result for all. This plan would enable the small institutions with small summer enrollments to attract a group of teachers with common interests and to direct their attention to a thorough treatment of the problem selected. To succeed in such a venture is a challenge worthy of acceptance by any training institution, and when such a result is accomplished would no doubt bring rich rewards.

The wide variety of non-professional courses provided in these summer schools seems to offer ample opportunity for teachers to continue their training in other fields. However, the criticism which comes from employed teachers is essentially the same in this

case as it is with regard to the professional education courses. They feel that the content of the courses is not adaptable to actual classroom teaching in the public schools. Their chief expression of interest is inclined toward more training in the actual content of elementary and secondary courses, and toward specific methods of teaching that content. In short, they want to be shown exactly what to do and the method by which it should be done.

Cost to Teachers.- The cost for in-service teachers to attend summer sessions was found to depend more upon the type of institution attended than upon the length of the term. The range in the average cost of undergraduate instruction, including all the chief items of expense, was from $57.00 to $149.50 for a complete summer session. Berea, which serves a limited area of mountainous territory, is decidedly the most economical. The state-supported teacher training institutions and the University of Kentucky are next in the order named. Private liberal arts colleges are still more expensive, and both schools located outside the state were found to be considerably higher. The range in the cost for graduate instruction follows the same pattern, but shows a much smaller variation. The average cost in the latter case was found to vary from $129.50 to $191.75 for the complete session.

While the above amounts do not seem exhorbitant in terms of the service rendered, it must be realized that they do take a rather large share of the small salaries received by Kentucky teachers. This average salary, for all teachers, was only $848.28 for the 1937-

1938 school term.[2] Also, the fact that this accumulation of additional preparation is recognized in salary schedules does not bring much relief to the teacher, as is evident from the data shown in Table XXXIX. According to the average rate revealed in the above mentioned table, a teacher who pursues the maximum load of work for an entire summer term would receive an increase of from $20.00 to $25.00 on her annual salary, as a result of this additional training. This increase appears rather small in comparison with the total outlay involved.

These figures offer a striking example of the fact that continuous pressure for higher levels of teacher preparation within the state, through higher standards for certification and other rules and regulations, may result in an injustice to the teaching corps unless other compensating adjustments accompany such demands. From the standpoint of the main interest in this study the above situation does not seem to reflect upon the institutions surveyed in any way, but rather upon the general organization and administration of the public school system of the state. However, it does constitute a challenge to these training institutions to provide the type of leadership necessary to alleviate such ills in the territory they are destined to serve.

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[2] Financing Public Elementary and Secondary Education in Kentucky, p. 82. Bulletin of the Bureau of School Service, Vol. XII, No. 1. Lexington, Kentucky: University of Kentucky, 1939.

Instructors.- The status of summer school instructors, as revealed in this study, compares very favorably with the instructional force employed for the regular terms in these same institutions. In fact, the data indicate that 73 per cent of the summer faculties is made up of the same individuals who teach during the regular term. An additional 14 per cent are employed for the customary academic year in similar positions at other training institutions, and the remaining number are selected because of their proficiency in some particular position or field of interest. The latter group is composed chiefly of successful public school officials, members of state departments of education, and well-known figures in some special area of work.

From the professional point of view the above group seems to comprise a quite formidable representation of the field of educational endeavor. This condition shows that these institutions have made a conscious effort to provide an effective and efficient staff for the instruction of the in-service teachers who make up a large part of their summer enrollment. However, the expressions of the needs and interests of these in-service teachers, as they have been revealed in this study, indicate that a serious omission has been made. They feel that all of the above groups are too far removed from the actual classroom situation, as it exists today, to be able to give them that first-hand practical advice which they need for the improvement of their daily performance in their respective teaching positions.

A large number of the in-service teachers surveyed in this study also indicated that they considered the actual teaching methods used by their instructors to be antiquated and not at all adaptable for their own use in the public elementary and secondary schools. Looking toward the improvement of this situation, it is recommended that each training institution seek out and add to its summer faculty some of the very best and most successful active classroom teachers to be found. In the larger summer schools there should be at least one such instructor employed for each of the various levels of public school work. Such instructors might well be assigned to the treatment of some particular phase of their work, or conduct a general seminar and discussion group wherein particular practical school problems are considered.

Placement Services.- Each of the institutions included in this study maintains for its students a placement service which is in active operation throughout the entire calendar year. Summer students are accorded the same privileges in these bureaus as are afforded during the regular terms. The principal part of this service consists of the collection and filing of all available credentials pertaining to the professional fitness of each candidate for a position. This information is available to any superintendent who is interested in such assistance with his employment problems. The bureaus are prepared to suggest certain individuals for the different types of positions and will arrange appointments for the candidates.

In the spring of each year a complete list of all those registered with the respective bureaus is sent by each school to all the local superintendents in the state. These lists usually include a brief summary of the professional training and status of each applicant and sometimes a photograph. The names of those still available for employment on the first of August are usually sent to the same officials on a supplementary list. A small fee of from two to three dollars is charged each applicant for this complete service.

The data contained in this study indicate that in-service teachers who are pursuing additional institutional training are not making a very generous use of this service. Also, their estimate of the value of this activity, exclusive of initial employment, is best described by the fact that they consistently rated it very low. It is the opinion of the writer that this condition could be, and should be, corrected. As a first step in such a direction it is suggested that each institution conduct a sufficiently detailed follow-up program to enable it to provide accurate information regarding the personal and professional success of each previously employed student. It is also believed that better results would be obtained if all experienced teachers were listed and filed as a separate group, in all operations of the placement bureau.

Other In-Service Training Provided On The Campus

Late Afternoon, Evening, and Saturday Classes.- The data in Table XV show that the seven schools which provide such courses had a total of 212 classes in operation at hours available to teachers employed in surrounding school systems, during the period of this study. This summary does not include Peabody College, because no Kentucky teachers were enrolled in such classes there. According to the data in Table XIV, over 25 per cent of these courses are scheduled to meet on Saturday morning. There is little difference in the number provided on any of the other days, except Friday. The fact that local school activities take the attention of teachers on Friday is probably responsible for this latter condition.

Figure 1 shows the location of the above-mentioned schools. The circles inclose the area included within a radius of twenty-five miles from the campus of each institution. It is not claimed that no students are enrolled who are employed at a greater distance from the respective campuses, but it is felt that this illustration does show how these facilities are confined to a small area of the state. Even when one concedes the fact that certain individuals may come from places over twenty-five miles away to attend these classes, especially in the case of those held on Saturday, there still remains a large section of the state where such facilities are not available to in-service teachers.

The courses which these schools provide at hours available

to in-service teachers are distributed among the various major subject fields in much the same manner as was indicated for summer terms. Courses in education and psychology account for 37.9 per cent of the total work provided. Social studies with 14.6 per cent and English with 8.9 per cent are next in order and each of the other nine fields accounts for still smaller percentages of courses. When the eighty courses provided in education were separated into the general fields of interest, as in Tables XVII and XVIII, it was found that 32.5 per cent of them could be classified as psychology and measurement. This was also the only field in which all the institutions provided some courses.

The cost to in-service teachers for instruction in such classes is computed on the basis of the semester hour, plus a small registration fee for each term. The rate per semester hour varies from $3.50 to $8.50 among these schools, and the registration fee from $1.00 to $4.00. In addition to these costs the individual student must also consider the amount necessary for books, laboratory fees, and transportation to and from class meetings.

In general it seems that this institutional in-service facility provides a worthy method by which teachers employed in a limited area of the state can increase their professional preparation during the regular school term. Credits earned through this service are regular residence credits which give them some advantage over courses provided through extension classes or correspondence. Since

a student is, in most cases, limited in his choice of such courses to those provided by one institution, it is recommended that each institution make a serious effort to ascertain the interests of teachers employed in the immediate area and upon such a basis distribute the courses to the fields in which work is to be provided. It is also recommended that the other accredited training institutions, which are not now participating in this service to employed teachers, make a careful study of the possibility of such an addition to their program. This is especially important in areas not now served by the institutions which provide such courses.

Spring Terms.- The practice of admitting new students to the last nine weeks of the second semester, at Georgetown, Union, and Western, seems to provide a needed opportunity for a large group of rural teachers to continue their training. This is an especially valuable service to those employed in schools which open the first of July and continue in session for seven and eight months, as is the case in many of the rural areas of Kentucky. Such employment prevents attendance at summer schools and leaves little opportunity for the attainment of additional residence instruction.

It is believed that a more adequate solution of this problem would result if all the institutions included in this study would adopt the "quarter plan" of operation. This has been previously recommended in connection with the improvement of summer school in-service training facilities. The apparent advantages are much the same in this case. A regular spring quarter would then be available

to teachers in all parts of the state, employed for the period mentioned above, and at their favorite training institution. This type of organization would also make it possible for the institutions to provide a larger selection of courses and a more unified program for those who are able to attend only during the spring quarter.

Miscellaneous Services.- Numerous activities of these institutions which make a direct contribution to in-service training have been enumerated and discussed during the progress of this report. The reader will no doubt recall that most of these services have come about because the institutions have voluntarily assumed the responsibility for them. In a majority of the cases those enjoying the benefits of these efforts do not contribute to their operation, and in the few cases where some charge is made the income thus obtained is only a fraction of the total cost. This means that the institutions concerned are actually paying the cost of many of the services they are rendering to employed teachers and to others not numbered among their regular students.

This phase of institutional policy is to be highly commended and encouraged. The same is true for the generous way in which members of the respective institutional staffs are continuously contributing their time and energy to help anyone who may come to them with a worthy request or problem. All of these illustrations are indicative of the fact that these institutions have accepted the idea

that they have a responsibility to serve and to improve the area in which they are located. Teachers and administrators in local school systems should take advantage of every opportunity to show their appreciation for these services. The State Department of Education should recognize these services and encourage the promotion of a general cooperative program of action which all the institutions could follow. An evaluation of these activities conducted by either, or both, the state department and the institutions probably would provide a body of information to point out the most valuable parts of the program upon which future action could be concentrated.

Extension Courses and Services

Regularly Scheduled Extension Courses.- The general organization and administration of these courses, and of other phases of the extension program conducted by these institutions, have been summarized in a previous section of this chapter. One of the interesting points in this area of the present study is the fact that only four of the nine institutions which have an organization for the conduct of such courses were actually active in this work during the term in question. This condition is interpreted as an indication of a lack of enthusiastic effort expended toward the promotion of such classes, by those institutions not providing them.

The four schools active in this work (Eastern, Georgetown, University of Kentucky, and Western) had a total of thirty-six classes in operation which involved the use of twenty-one extension

centers, during the term surveyed. During the same period the University of Cincinnati conducted four extension classes in Covington, Kentucky, and two classes in Lexington. Fifty-seven in-service teachers enrolled in the classes at Lexington and seventy-nine in those at Covington. The total enrollment in all of the above forty-two classes was 857, which is an average of 20.4 students per class. Figure 2 shows the geographical distribution of these extension centers. A close comparison of these data with those of Figure 1 shows that there is considerable duplication of facilities, in the matter of the respective areas served by each program. On the other hand there are extension classes in operation in a number of centers which are not within a reasonable commuting distance of those institutions which provide courses on the campus at hours available to in-service teachers.

In general the hours at which extension classes are scheduled correspond very closely with those used for in-service classes provided on the campus. The most noticeable difference appears in the number of such courses provided on Friday evenings. This period was little used for campus work, but ranks next to Saturday morning as regards its use for extension class meetings. Enrollments are likewise greatest at these same periods and in the same order, with Wednesday afternoon ranking third in this respect. No extension classes were scheduled on Tuesday evening, or Friday afternoon.

The data in Table XX show that nine major subject fields

are represented by one or more courses in these extension classes. However, no one institution provided such classes in more than five of these fields, and education is the only field in which all of these schools provided extension courses. Table XXI indicates that courses in education and psychology, when taken together, comprise a total of 43.2 per cent of all the extension work provided during the term surveyed. The combined enrollment in these same two fields, as indicated in Table XXIII, amounts to 51.7 per cent of the total. This reveals that extension classes in these areas are not only most numerous but also slightly larger on the average than is the case for any of the other fields.

When the field of education is divided into the eight general divisions, as in Table XXIV, most extension courses are found to be provided in psychology and measurement. Pre-school and elementary education, and general theory and methods, are next in order. Courses in psychology and measurement have a larger average enrollment per class than any of the other general divisions.

The cost for instruction in extension classes was found to be based in all cases upon the semester hour as a unit of credit, the most commonly used fees being $3.00 and $3.50 per semester hour. Eastern requires a minimum of twenty-five students, or a minimum fee of $75.00 for each class. Western has no such minimum, but does charge a $3.00 registration fee, collectable only once from the same individual. For all extension work provided by the University of Cincinnati the fee is $8.50 per semester hour for graduate work and

$6.00 per semester hour for undergraduate work.

In all cases students enrolled in extension classes are required to meet the same standards for admission, attendance, and prerequisites as for the corresponding course conducted on the campus of each institution. Adequate laboratory and library facilities must also be provided. These and other desirable uniformities have been brought about in a large measure through the efforts of the division of teacher training and certification of the state department of education. It is believed that these efforts of the state department have been of great benefit to in-service extension class work and that further improvements will result if a proper cooperative spirit is maintained between the department and the training institutions. The greatest need at present seems to be in the promotion of the establishment of other extension centers in areas not now served by the present program. This point is especially applicable to northeastern and extreme western parts of the state.

Correspondence Courses.- The extent to which the state department has helped to establish a desirable degree of uniformity in this area is also very commendable. No information has been obtained during the progress of this study which would indicate that any one of the institutions concerned in this work is not abiding by all of the regulations pertaining to the operation of this part of the program. The application of a similar technique to all of the other phases of the institutional in-service program is regarded as

an immediately desirable step. The state department is in the key position to assume this responsibility.

The chief difference between the conditions found with regard to correspondence courses, as compared with extension courses, is in all cases one of magnitude rather than of essentials. More courses are provided, more subject fields are represented, and more students are enrolled, but the same tendencies prevail throughout the whole program. The large enrollments and the greatest number of courses, with few exceptions, occur in the same subject fields. Likewise the same general fields of education rank high, and in the same order, as in the case of other classes provided for in-service teachers.

The total picture shows that there is a much wider selection of courses available, by about ten to one; and the enrollment is approximately twice as large, when correspondence work is compared with extension courses. There is no essential difference in the cost to the student and correspondence courses are available to students in any part of the state. However, it is felt that correspondence work is, and will always be, fundamentally inferior to class instruction. Therefore, it is recommended that this area of in-service training be replaced by the expansion of other institutional facilities as soon as possible. The immediate adoption of previous recommendations summarized in this report would achieve such a result, except for a few isolated areas.

Other Extension Services.- The generous and widespread

efforts of all of these institutions, in seeking to render a greater service to teachers and others, have been recognized in earlier sections of this report. These contacts between the training institutions and the local schools and communities are reported as decidedly beneficial to all concerned. Pre-service training, as well as in-service training, is likely to be attacked in a more practical manner when the institutions are brought into closer contact with local situations and local problems. This is, of course, over and above the immediate advantages brought to the local groups by the superior equipment and well-trained personnel of the training institutions.

From the findings of this study it is evident that all of these services are of great value as a part of a good institutional in-service training program and should be expanded. The chief hinderance to progress in this respect results from the lack of an organization for their promotion and control, and from the lack of funds for incidental expenses incurred in rendering such services. The first of these difficulties can no doubt be solved by the institutions themselves, individually or perhaps more uniformly by cooperative action. In the case of the state-supported schools the matter of funds can probably be best worked out in cooperation with the state department.

The State Department of Education

General Organization.- The general functional organization of the Kentucky State Department of Education is illustrated in

Figure 3. This diagram shows that Kentucky has made a very definite attempt in its organization for the administration of the teacher-training program to coordinate the work of the training institutions with the certification of its teachers. This type of organization is regarded, on the basis of evidence presented in this study, as having considerable merit and is recommended as satisfactory for use in attacking existing problems.

A coordinated plan of cooperative effort has been repeatedly suggested in this study, as a means of improving all aspects of the present institutional in-service training program. The functional organization, referred to above, permits and encourages such a plan of action. It is not considered at all desirable for the state department to assume a dictatorial attitude toward the operation of any part of the training program. The state department has a unique position with regard to training and certification, which enables it to take the initiative in pointing out pertinent problems in the area and in encouraging and assisting the training institutions in the solution of these problems. Such cooperatively obtained solutions are more likely to consider actualities as well as philosophy and theory.

Accrediting of Training Institutions.- The accrediting of all training institutions by the state department serves to insure to some degree the quality of work presented as a basis for certification. Such a degree of uniformity is essential in this case and offers advantages to the teachers themselves, to their employers, and

to the certifying authority.

The procedure employed in attaining this end has been described in detail in Chapter VII of this report. Here again, the functional organization of the Kentucky State Department enabled the director of teacher training and certification, as chairman of the "advisory committee" to lead these institutions to a solution of a common problem. In reality the representatives of the institutions set up the rules and regulations for their own approval. These standards, of course, had to be acceptable to the Public Council on Higher Education and to the State Board of Education.

Certification.- It has been brought out earlier in this report that the complete authority to certify all the instructional employees of the public schools of the state is vested in the state department of education; also, that the holding of such a certificate is a standard pre-requisite to employment in any position for which such certificates are issued. In the opinion of the writer this condition is desirable and should not be changed.

In discharging this responsibility the state department has the opportunity to stimulate and encourage the attainment of a higher level of training on the part of all teachers. Both the pre-service and the in-service groups are to be considered. However, progress in this respect must be contemplated in the light of available facilities for the training of both groups, their present status, their economic and physical ability, and with a full knowledge of the ratio of supply to demand at each teaching level.

The data presented in this study indicate that all of these aspects have entered into the establishment of conditions in this area as they now exist in Kentucky.

Stimulation.- In order to insure a continuous improvement in the general level of the teaching corps of the state, the training institutions, the public, and the teachers themselves must be stimulated to work toward such a goal. The responsibility for a progressive program of stimulation is rightfully placed with the state department of education. It is good reasoning to assume that an improved teaching personnel will result in better instruction in our schools and that all groups must be led to see this logic.

The present functional organization of the Kentucky State Department and the philosophy of its members, as both have been revealed in this study, seem to be in accord with the above views. Obviously the thing most needed now is the appropriation of more funds to the department so that its activities may be expanded.

Research.- The data collected for this study indicate that the research activities of the state department so far have been limited, for the most part, to a collection and compilation of facts and figures pertaining to the school system of the state. This information is important and serves many useful purposes, such as forming a basis for the judgment of progress, showing results of past legislation, and indicating results achieved in certain areas of the state as compared with other areas. These and other functions performed by the research department are essential and should be con-

tinued. However, an expansion in this department is especially desirable, in order that it may give more attention to needed solutions for particular problems and proceed to conduct purely original investigations and experiments.

Publications.- The publications of the Kentucky State Department of Education have been concerned chiefly with reporting facts and figures relating to various parts of the educational program, and to a summarization of rules and regulations established by the different sources of authority. A few releases have been devoted entirely to suggestions relative to the organization and operation of specific parts of the school program.

Chief among these publications are the Kentucky Educational Bulletins. These are in reality the official organ of the department. They are attractively bound in paper covers and the information is usually arranged and printed in a very accessible manner. A number of such releases are made during each calendar year, but no particular regularity of publication is followed. Other than such publications, the different divisions of the department make a generous use of mimeographed bulletins which are usually devoted to a treatment of the briefer topics relating to the work of the respective divisions.

The quality and usefulness of all of these publications appear, on the basis of available evidence, quite satisfactory. There is, however, much dissatisfaction with the method of distribution. The general plan has been to send one copy of each release to each superintendent within the state. Other copies may be obtained

free by him, or by anyone in the state, upon request. The chief complaint lies in the fact that many of these publications never come to the attention of those employees who are most concerned in the matters treated, or that they finally reach the workers after serious delay.

To improve this situation, it is recommended that the department send to each teacher employed in the state a complete semi-annual list of all publications released. Also, that publications which pertain to specific areas of work (e.g. libraries, shops, guidance, attendance, etc.) be sent without request to those employed in such services, as well as to the superintendents of local systems. Obviously this increase in distribution will necessitate a greater expenditure of funds. If an additional appropriation is not forthcoming to meet this increase, it is believed that it would be better to curtail publication in favor of better dissemination.

Salary Schedules.- The fact that the state department has by official regulations required each school system to recognize and reward professional preparation in its salary schedule, has been brought out earlier in this study. The amounts allowed, as shown in Table XXXIX, are small, but all available evidence points to the fact that they represent a step in the right direction and are serving a useful purpose. It is hoped that the financial support available in future years will become sufficiently large to allow for a definite increase in these allowances. Such a subsidation of increased professionalization on the part of the teaching corps of the state would no doubt promote better instructional procedure and

better teaching efficiency, which after all are the main purposes of all educational activity.

Teacher Reaction To In-Service Training

Introduction.- The procedure used in getting the reaction of a typical group of in-service teachers to the present institutional program has been described in detail in an earlier part of this report. It may be recalled that one of each of the five types of institutions included in this study was selected and a questionnaire sent to each in-service teacher who had enrolled in work provided by these schools during the period covered in this study. The nature of this questionnaire has also been discussed, and a copy is included in the appendix of this report.

It was found that 3093 in-service teachers from Kentucky schools had enrolled in one or more of the classes provided for them by these five institutions during the period in question. A total of 2290 usable replies were received from this group, and the data reported on these replies constitute the material around which this phase of the present report is organized. This number was 74.03 per cent of the total group from which a response was solicited.

Classification of Responding Teachers.- Table XL shows how these 2290 in-service teachers were distributed among the various divisions or levels of school work, and the number of years during which they have been engaged in such employment. These data show that in general there is little difference between the length of ser-

vice of any of these groups, except for the administrative and supervisory officials. The latter have, on an average, been in service about four years longer than any of the other groups. However, they have had no longer service in the systems in which they are now working, or in their present positions, than any of the other groups. Elementary teachers show slightly the greatest length of service in their present positions.

The data resulting from the tabulation of the responses received from each of the five groups of teachers were treated in separate sections of Chapter VIII, because it was felt that such an arrangement would afford a more comprehensive picture of their reactions. Nevertheless, it seems that the most outstanding characteristic revealed in this treatment is the close similarity which exists between the responses of all the different groups. Upon the basis of these data, no single group can be pointed out as essentially different in their reaction to, or evaluation of, the present institutional in-service program. There is also a like similarity existing among all these teachers with regard to the ways in which they feel that the present program can be improved.

Types of Institutional In-Service Training.- Summer school stands out as the one institutional activity which all groups of in-service teachers have used most. Late afternoon, evening, and Saturday classes which meet on the campus of the respective institutions rank second, and extension classes are third. The number of teachers enrolled in correspondence courses was found to be greater

than the number enrolled in extension courses, during the term surveyed, but the data obtained from the questionnaire indicated that extension courses have been used to a greater extent by this group of teachers. Special lectures and conferences sponsored by training institutions were also reported as having been used to a considerable extent by these teachers, as have the publications of these same schools. Follow-up programs and placement services do not seem to have reached this group to any great extent. Secondary teachers differ from all other groups in the greater extent to which they have used the special assistance of the various training institutions to help them in the solution of major problems and projects.

The evaluation by these teachers of the degree to which each of the types of institutional in-service training activities has contributed to their teaching efficiency and professional advancement shows that summer school is again at the top of the list. Over 75 per cent of the teachers who have come into active contact with this in-service training activity indicated that it had made a "great" contribution to them. Extension courses and late afternoon, evening, and Saturday classes were in general rated as "average" in this respect. Correspondence courses were rated as of "little" value by over 50 per cent of those who had taken courses by that method. In general, only a very small per cent of the teachers rated any of these activities as of "no" value to them, except in the case of placement services. Visitation by members of the institutional staff was the only activity which was actually considered

"detrimental" by any of this group, and the per cent of such responses was very small in this case.

Professional Courses Taken by In-Service Teachers.- More variation was found to exist among the various individual in-service teachers and groups of teachers in the extent to which they have taken certain professional courses than in any other division of data obtained from the questionnaire. Elementary teachers indicated that they had done most work in pre-school and elementary education. Teachers of special classes, even though they show considerable diversity in their teaching assignments, were very consistent in rating "methods of teaching specific subjects" as the area in which they had done most in-service training. The other three groups, which are composed of junior high teachers, secondary teachers, and administrators and supervisors, have done most work in school administration and supervision. Content courses in specific subject fields, and courses in general theory and methods, were rated high by all groups. Courses in educational psychology have also been pursued to a considerable extent by all these teachers. In all cases little work has been done in rural education, history of education, and curriculum.

Elementary teachers, as a group, seem to be most critical of all in their opinion of the extent to which courses in the various areas mentioned above have contributed to their teaching efficiency and professional advancement. A number of secondary teachers and some administrators and supervisors also indicated that certain in-

service courses which they had taken were of no value to them. Junior high teachers and teachers of special classes seem to place a much higher value on the results which have come to them through their contacts with in-service training courses. However, the majority of the responses in all cases indicate that in general these teachers feel that their contacts with such courses have been of "average" value to them. The most noticeable exception to this general response is found in the case of "methods of teaching specific subjects" and "content courses in specific subject fields." Both of these were rated as of "great" value by over 50 per cent of all the teachers who had taken courses in each of these fields. More unfavorable ratings were assigned to the field of tests and measurements than to any other area.

Thus, it can be seen that a great majority of these teachers feel that the in-service courses which they have taken have made some contribution to their teaching efficiency and professional advancement; also, that there is considerable variation in the degree to which they feel that they have profited from these contacts. Furthermore, there are two fields which stand out from among the others, because they are considered by a majority of these teachers as having made a "great" contribution to their in-service training needs.

Why These Teachers Have Taken Institutional In-Service Training Courses.- The desire to obtain an advanced degree is credited by these teachers as being by far the most influential reason for their continued training while in service. One exception to this

statement may be noted in the case of teachers of special classes. The latter group indicated by their responses that they have been influenced most by: (1) the desire to keep up with new developments that have come about since entering upon regular employment; (2) the realization that pre-school preparation had not provided all the training needed efficiently to discharge their duties; (3) the desire to follow up certain problems encountered since regular employment and as a result of professional duties; and (4) additional credit needed to extend or renew a certificate. The first two of these reasons were also ranked near the top of the list, and in the same respective order, by each of the other groups of teachers. The last two are rated relatively low by all other groups.

Certification requirements, except in the case of the special teachers mentioned above, seem to have exerted very little influence on these teachers toward the continuation of their training while in service. This is somewhat of a surprise to the writer, especially in view of the fact that a completely new and higher set of standards for the issuance of certificates had been put into operation just prior to the period covered in this investigation. It has also been pointed out in Chapter VII of this report that the records of the division of teacher training and certification in the state department show that 47.6 per cent of the secondary teachers of the state must pursue additional training within the next four years if their certificates are to remain in force.

In general the desire to advance in general professional standing was indicated by the replies of all of these groups to have more influence toward their continuation of training while in service than their desire to prepare for any particular position for which they are not now qualified. This condition does not seem to support the idea, at least in the case of these teachers, that they are increasing their preparation in order to be able to leave their present level of employment and replace administrative and supervisory officials. Likewise, the increase in economic returns, allowed in salary schedules for additional preparation, does not seem to have furnished much of an incentive for these teachers to continue their training while in service. The number forced to continue their training because of a regulation of the local system, which requires all teachers or those with certain standards of preparation to earn additional credits within a stated period, is relatively small.

Need for Additional Institutional Training.- It does not seem practicable to combine here the needs expressed by all of the groups of teachers surveyed and to attempt to rank these needs in a definite order. However, a close examination of the data on this point, as revealed in Chapter VIII, does show that certain areas of work have been mentioned by a relatively large number of those replying in each group. It is felt that these points are of special significance, because they are common to each of these groups of school employees. By this method of selection, perhaps the most

outstanding need expressed in the replies received is that for additional training in the organization and administration of school activities. Others which are prominent in all lists are: (1) training in social service work; (2) guidance and personnel work; and (3) training in keeping records and making reports. Because these are considered by administrators, supervisors, and teachers at all levels as areas in which additional institutional in-service training could be satisfactorily provided, it is recommended that the institutions take immediate steps to locate and define the problems facing the teachers in each of these areas and set up in-service courses designed to train teachers to handle such matters in an effective manner.

The fact that all four groups of classroom teachers gave prominent expression to their felt need for "content courses in specific subject fields" and for additional training in "methods of teaching specific subjects" indicates that an expansion of in-service training facilities to include these areas would be welcomed by the teachers. Earlier in this chapter it was pointed out that the courses now provided in these two fields were rated above all others in the degree to which they had made a contribution to the training of the teachers enrolled.

Suggested Changes.- The changes in, and additions to, the present institutional in-service training program suggested by the replies of these teachers are definitely centered around the idea that such training should include less general theory and a more de-

tailed and emphatic treatment of specific school problems. In order to achieve this end, many individual teachers suggested that courses, seminars, and discussion groups be organized in which particular school problems could be brought up and a satisfactory solution sought out, under the leadership of a well-trained and experienced leader.

It also seems significant to note that so many of these experienced in-service teachers indicated that they favored, for their own use, more practice teaching and more demonstration teaching. Along the same line it may be noted that they did not hesitate to say, in considerable numbers, that they favored the use of better methods and techniques on the part of college teachers. Many also feel that there should be fewer restrictions on courses leading to degrees and certificates. Some suggest that courses in education should be reorganized so as to eliminate overlapping and to consolidate basic theory into fewer courses. These matters, as they have been summarized here, are suggested as appropriate for consideration by the division of teacher training and certification and by the advisory committee.

It is believed that other suggestions regarding the reorganization and expansion of institutional in-service training facilities, as made by the teachers, may be realized by the adoption of such recommendations as have been formulated in this report.

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APPENDIX

QUESTIONNAIRE

1. The position that I now hold in school work may be classified as: (If your work is divided, indicate the proportion of your time given to each area.)

   (a) Administrative . . . . . _____

   (b) Supervisory . . . . . _____

   (c) High School Teacher . . . . . _____

   (d) Junior High Teacher . . . . . _____

   (e) Elementary Teacher . . . . . _____

   (f) Teacher of Special Classes . . . . . _____

2. I have been engaged in school work for ____ yrs; in this system____yrs.

3. I have been in my present position for ____ years.

4. I have taken part in the following types of in-service training provided by teacher-training institutions: (Note: Mark with (1) the type you have used most; and indicate by (2), (3), etc., the relative extent to which you have used others. Omit those with which you have had no contacts.)

   (a) Summer School . . . . . _____

   (b) Extension Courses . . . . . _____

   (c) Correspondence Courses . . . . . _____

   (d) Late afternoon, evening, and Saturday classes . . . . . _____

   (e) Special lectures and conferences provided by training institutions . . . . . _____

   (f) Visitation by members of training school staff . . . . . _____

   (g) Demonstration teaching by representatives of training institutions . . . . . _____

   (h) Follow-up program that your training school may have . . _____

   (i) Placement services (not including initial employment) . _____

   (j) Special assistance on major problems and projects. . . . _____

   (k) Publications - bulletins, manuals, bibliographies, reports of special studies, etc. . . . . _____

   (l) Others not listed above -

   a. _____ . . _____

   b. _____ . . _____

   c. _____ . . _____

5. I feel that my contacts with the in-service activities listed in Question 4 have contributed to my teaching efficiency and professional advancement, in the degree indicated by the marks on the scales below. (Note: The (a), (b), (c), etc., in this question refer to the items listed in Question 4. Please answer by placing an X on, or between, the numbers so as to express the degree of benefit that you feel you have derived from these contacts. Omit the items with which you have had no contacts.)

Degree of Contribution is Expressed on this Scale

	Great		Average		Little		None				Detrimental
(a)	3	. 2 .	1	.	0	.	-1	.	-2	.	-3
(b)	3	. 2 .	1	.	0	.	-1	.	-2	.	-3
(c)	3	. 2 .	1	.	0	.	-1	.	-2	.	-3
(d)	3	. 2 .	1	.	0	.	-1	.	-2	.	-3
(e)	3	. 2 .	1	.	0	.	-1	.	-2	.	-3
(f)	3	. 2 .	1	.	0	.	-1	.	-2	.	-3
(g)	3	. 2 .	1	.	0	.	-1	.	-2	.	-3
(h)	3	. 2 .	1	.	0	.	-1	.	-2	.	-3
(i)	3	. 2 .	1	.	0	.	-1	.	-2	.	-3
(j)	3	. 2 .	1	.	0	.	-1	.	-2	.	-3
(k)	3	. 2 .	1	.	0	.	-1	.	-2	.	-3
(l)											
a.	3	. 2 .	1	.	0	.	-1	.	-2	.	-3
b.	3	. 2 .	1	.	0	.	-1	.	-2	.	-3
c.	3	. 2 .	1	.	0	.	-1	.	-2	.	-3

6. Most of my in-service training work has been done in the fields indicated below (Note: Mark with (1) the area in which you have done most work; and indicate by (2), (3), etc., the relative extent to which you have worked in other areas. Omit items with which you have had no contacts.)

(a) School administration and supervision . . . . . _____

(b) Educational Psychology . . . . . _____

(c) Tests and measurements . . . . . _____

(d) General theory and methods . . . . . _____

6. (continued)

(e) Methods of teaching specific subjects . . . . . _____

(f) Content courses in specific fields taught . . . . . _____

(g) Curriculum . . . . . _____

(h) History of Education . . . . . _____

(i) Rural Education . . . . . _____

(j) Pre-school and elementary education . . . . . _____

(k) Secondary Education . . . . . _____

(l) Higher Education . . . . . _____

7. I feel that my in-service contacts with the courses offered in the fields indicated in Question 6 have contributed to my teaching efficiency and professional advancement, in the degree indicated by the marks on the scales below. (Note: The (a), (b), (c), etc., in this question refer to the items listed in Question 6. Please answer by placing an X on, or between, the numbers so as to express the degree of benefit that you feel you have derived from these contacts. Omit the items with which you have had no contacts.)

Degree of Contribution is Expressed on this Scale

(a) 3 . 2 . 1 . 0 . -1 . -2 . -3

(b) 3 . 2 . 1 . 0 . -1 . -2 . -3

(c) 3 . 2 . 1 . 0 . -1 . -2 . -3

(d) 3 . 2 . 1 . 0 . -1 . -2 . -3

(e) 3 . 2 . 1 . 0 . -1 . -2 . -3

(f) 3 . 2 . 1 . 0 . -1 . -2 . -3

(g) 3 . 2 . 1 . 0 . -1 . -2 . -3

(h) 3 . 2 . 1 . 0 . -1 . -2 . -3

(i) 3 . 2 . 1 . 0 . -1 . -2 . -3

(j) 3 . 2 . 1 . 0 . -1 . -2 . -3

(k) 3 . 2 . 1 . 0 . -1 . -2 . -3

(l) 3 . 2 . 1 . 0 . -1 . -2 . -3

8. I was prompted to avail myself of institutional in-service training by the reasons marked below. (Note: Mark with (1) the reasons that were most influential; with (2) those having less influence; and with (3) those having little bearing upon your action. Place a (0) after those not affecting your case at all.)

(a) Additional undergraduate credit needed to complete a degree _____

(b) Additional credit needed to extend or renew a certificate . . _____

(c) Additional credit needed to obtain a better grade certificate _____

(d) Additional work needed because of a change in certification laws . . . . . _____

(e) Regulation of the local system which requires all teachers, or those having a certain standard of preparation, to earn additional credit within a stated period of time. . . . . _____

(f) Desire to obtain an advanced degree . . . . . _____

(g) Desire to advance professional standing, but not working toward any specific advanced degree . . . . . _____

(h) Realized that pre-service preparation had not given me all the training needed to efficiently discharge my duties. . _____

(i) Desire to change to another type of position, not necessarily an advancement, but where specific training was needed. . _____

(j) Desire to prepare for advancement to a particular type of position, which I was not qualified to hold without additional professional training . . . . . _____

(k) Desire to advance my general professional standing without particular reference to any advanced position . . . . . _____

(l) Desire to keep up with new developments that have come about since I entered upon regular employment . . . . . _____

(m) Wanted to follow up certain problems that had come to my attention since employment, and as a result of my professional duties . . . . . _____

(n) Wanted to follow up certain problems that had come to my attention before I was regularly employed . . . . . _____

(o) Local administrative and supervisory officers did not meet my needs for professional advice, or techniques to cope with my problems . . . . . _____

(p) Desire for increased economic returns, made possible by provisions in the local salary schedule, which allows extra pay for additional professional preparation . . . . _____

9. Since I have entered upon regular employment I have felt a definite need for additional training, along the following lines, and which I feel could be satisfactorily provided by regularly established teacher-training institutions. (Note: The items listed here may, or may not, concern work now done by teacher-training institutions in this area.)

10. I would suggest the following additions to, or modifications of, the present program of institutional in-service training, now carried on by the institutions in this area, in order to enable them to better provide for the needs of the teachers in-service.